Research and Application of Bedside Rhetorical Teaching Method in Teaching Nursing Interns

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Abstract: *Objective:* To observe and analyze the application of the bedside rhetorical teaching method in teaching nursing interns. *Methods:* A total of 64 nursing interns in the gastroenterology department of our hospital from July 2022 to May 2023 were randomly divided into two groups, 32 cases in the control group and 32 cases in the intervention group. The control group was given conventional teaching methods, and the intervention group was given the bedside rhetorical teaching method on the basis of the conventional teaching. The differences in the methods of teaching between the two groups were compared after the end of the internship, and there was a statistically significant difference with $P < 0.05$. *Results:* The scores of the interns in the intervention group were significantly better than those of the control group in theoretical knowledge, communication skills, and case analysis items ($P < 0.05$). *Conclusion:* The bedside rhetorical teaching method transforms classroom education into bedside teaching, which enables the interns to apply the theoretical knowledge to clinical practice, and has a higher improvement in the three aspects of disease knowledge, communication skills, and case analysis, cultivates the interns' comprehensive clinical skills, and lays a good foundation for the future entry into the nursing field.

Keywords: Bedside rhetorical teaching method; Nursing interns teaching; Application research

1. Introduction

Clinical internship is a necessary path for every nursing student to become a nurse in clinics, and it is an important process to combine the theoretical knowledge learned in school with practice. It is also a key moment to cultivate and improve the working ability, and to cultivate the development of comprehensive ability, which is of great significance to future work and development. Gastroenterology receives more patients with long-term, chronic, and progressive diseases and patients with superimposed diseases and rapid changes in their conditions, and the requirements of the comprehensive ability of nursing staff are higher. Therefore, how to improve the quality of clinical teaching and achieve the best internship effect is a problem that needs to be focused on at present. The purpose of this study is to investigate the application effect of the bedside rhetorical teaching method in the teaching process of nursing interns in gastroenterology.

2. Research subject and methods

2.1. Research subject

The nurses interned in the Department of Gastroenterology of our hospital from July 2022 to May 2023 were selected as the research subjects. Inclusion criteria: nursing students with three or more years of study; informed consent and voluntary cooperation. A total of 62 nursing trainees were selected and divided into the control group and the intervention group, with 32 cases in each group. The control group had 2 males and 30 females, aged 20–24 years, with an average of 20.31 ± 3.09 years old, they were all undergraduates and were given the conventional teaching methods. The observation group had 3 men and 29 women aged 19–24 years, with an average of 21.88 ± 3.171 years old, they were all undergraduates and were given the bedside reverse teaching methods. The age, gender, and education of the two groups of research subjects were compared and analyzed, there was no statistically significant difference ($P > 0.05$) [1].

2.2. Research methods

The conventional teaching method was adopted in the control group. It was mainly teaching by following the class, specifically combining the teaching syllabus and the characteristics of specialist diseases to formulate teaching plans, including explanations of specialist disease knowledge, demonstrations of nursing operation methods, interns following the teacher in class, and the teacher taught according to the teaching path, and regularly reviewed the students.

In the intervention group, the bedside rhetorical teaching method was divided into five steps. Firstly, the students were informed in advance of the content and focus of the lecture, and a typical clinical case was given for the students to prepare and become familiarized with the case. Secondly, during the lecture, the interns first reported cases, nursing examinations, nursing problems, and nursing measures at the bedside, and conducted group discussions. Thirdly, during the lecture, the teacher asked questions about the disease knowledge, clinical manifestations, laboratory tests, observation points, and nursing measures related to the case. Fourthly, during the questioning process, the questions were asked from shallow to deep and step by step, and the students were given guidance and supplements for the questions that were not answered sufficiently [2]. If the students could not answer the questions, the students were allowed to review the information and literature again after class, with timely tracking and evaluation. Fifthly, the teacher summarized the problems of the students and the knowledge points in the lectures, and formed a mind map, so that the students familiarized themselves with the knowledge points, summarized the teaching experience, and improved and perfected the teaching effect.

2.3. Observation indicators

After the internship, the two groups of interns were assessed in terms of theoretical knowledge, communication skills, and case analysis. The comprehensive results were compared, with each item 0–100 points, the higher the score, the better the results.

2.4. Data processing

SPSS20.0 software was used to calculate the data of this study, % was count data using χ^2 test; mean $\pm$ standard deviation (SD) was measured data using t-test. $P < 0.05$ indicated a statistically significant difference.

3. Results

Table 1 shows that the scores of interns in the intervention group in theoretical knowledge, communication skills, and case analysis items are significantly better than those of the control group ($P < 0.05$).

Table 1. Comparison of assessment scores between the two groups (mean ± SD, points)

Group	Theoretical knowledge (points)	Communication skills (points)	Case analysis (points)
Control group (n = 32)	78.55 ± 6.53	77.27 ± 6.48	78.61 ± 6.56
Intervention group (n = 32)	92.73 ± 7.75	91.69 ± 7.64	90.58 ± 7.52

4. Discussion

The bedside rhetorical teaching method is a method that is centered and taught at the patient's bedside. Teachers and interns use the patient as a case study to gain a comprehensive understanding of the patient's condition and treatment and care plan. Teachers learn by guiding students to ask questions and analyze and solve problems, so that interns can learn in the process of observing and caring for the patient. Unlike other teaching methods, students are asked questions on the spot in this method, and the nursing students express their thoughts and opinions on the issue, no matter right or wrong, and then the teacher corrects and answers the questions. This method improves nursing students' learning initiative as well as the initiative of pre-study before class, transforms passive learning into active learning, improves students' communication skills in the preparation process, stimulates students' subjective initiative, improves nursing students' critical thinking, and the students apply what they learned flexibly in clinical practice in the process of learning. Additionally, the teaching effect is greater than the previous lecture method, the teacher guides the students step by step in the teaching process, including the knowledge of specialist diseases, clinical manifestations, nursing measures and problems, nurse-patient communication, and other knowledge for a systematic summary, to strengthen students' clinical thinking and problem-solving skills [3]. The results of this study show that the theoretical knowledge, communication skills, case analysis project scores, and overall results of the intervention group were significantly better than those of the control group. Based on the study results, it can be seen that the application of the rhetorical teaching method in the teaching of nursing internships has a significant effect, and it can make up for the shortcomings of conventional teaching.

5. Conclusion

In summary, the bedside rhetorical teaching method allows interns to better apply theoretical knowledge to clinical practice, so that classroom education is transformed into the embodiment of practical skills and interns have a deeper understanding of the knowledge of clinical diseases. It further deepens the content of the internship, enhances the learning motivation and improves the quality of teaching, cultivates the interns' comprehensive clinical skills, and lays a good foundation for a nursing career in the future.

Disclosure statement

The author declares no conflict of interest.

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