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Research on the Reform of Basic Nursing Experiment and Training Teaching in Higher Vocational Nursing Major

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Abstract: With the transformation of medical models and the advancement of medical technology, the new era has put forward higher requirements for nursing talents. Nursing staff should not only master solid professional skills and knowledge, but also possess innovative thinking and interdisciplinary cooperation capabilities. As an important place for cultivating nursing talents, higher vocational colleges should update the teaching content of experiment and training in a timely manner in combination with the needs of social changes. Based on this, this paper studies the experiment and training teaching of basic nursing in higher vocational nursing majors, analyzes the changes in the demand for nursing talents in the new era, expounds the existing problems in the current teaching, and puts forward corresponding implementation countermeasures, to cultivate high-quality nursing talents meeting the needs of the new era and provide reference for the teaching reform of higher vocational nursing majors.

Keywords: Higher vocational education; Nursing major; Basic nursing; Experiment and training; Teaching reform

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1. Introduction

Basic nursing is an important course for higher vocational nursing majors, which focuses on improving students' routine nursing skills and exercising their comprehensive abilities through experimental training courses. With the rapid development of the medical industry, the medical model has gradually shifted from a single biomedical perspective to a comprehensive model of "biology-psychology-society-environment", which has affected the training direction of nursing talents and placed more emphasis on the comprehensive care of patients by nursing practitioners [1]. In order to effectively adapt to social changes, higher vocational colleges should pay attention to adjusting the experimental training teaching of basic nursing, update the teaching content in a timely manner, and enrich the teaching methods, so as to exercise students' practical ability and clinical problem-solving ability. Therefore, the reform of experimental training teaching of basic nursing in higher vocational nursing majors is of great significance.

2. Changes in the demand for nursing talents in the new era

2.1. Influence of medical model transformation

The transformation of the medical model from a single biomedical perspective to a comprehensive "biology-psychology-society-environment" model has become a key factor affecting the training direction of nursing talents. In the past, nursing work focused more on physiological nursing in disease treatment; nowadays, nursing staff need to take into account the psychological state, social support, and environmental factors of patients, and provide comprehensive care for patients [2]. For example, in the face of cancer patients, in addition to basic treatment and nursing, it is also necessary to pay attention to their psychological anxiety, coordinate family and social resources, and help patients recover better, which requires nursing talents to have more comprehensive professional qualities.

2.2. Challenges brought by advances in medical technology

With the rapid development of medical technology, nursing work is also facing great challenges. The extensive adoption of intelligent nursing products and remote medical care has put forward higher requirements for the operation procedures and requirements in nursing work [3]. For example, intelligent infusion monitoring systems, simple vital sign detectors, etc., require nurses to quickly master new technologies, skillfully operate instruments, and be able to analyze and manage the data obtained from the instruments, so that nurses can carry out efficient and correct nursing work for patients.

3. Response to changes in social needs

With the development of the times, people's requirements for the quality of nurses are gradually improving and updating. Against the background of population aging and the rise in the prevalence of chronic diseases, the demand for elderly care and chronic disease care has increased. In addition to basic chronic disease care methods, rehabilitation care guidance is also required to further improve the quality of life of patients [4]. The frequent occurrence of public health emergencies also requires nurses to have higher flexibility and emergency response skills, especially the ability to quickly respond in the event of an epidemic or emergency, and to skillfully complete patient transfer, isolation care, and other operations, thus putting forward training requirements for nurses' ability to deal with disasters.

4. Problems in experimental training teaching of basic nursing in higher vocational nursing majors

4.1. Outdated curriculum content

The content of practical teaching is outdated. At present, the update of practical operation course content of basic nursing in some higher vocational colleges lags behind, and there is a serious inconsistency with the dynamic nursing industry. Such courses focus on traditional nursing operations, and lack new learning and cognition of the application of intelligent nursing equipment, remote nursing methods, and other aspects. For example, intelligent monitors and automatic drug management have been widely used in clinical nursing, but they are rarely involved in practical operation teaching, resulting in fresh graduates being unable to effectively enter modern nursing jobs. The practical operation teaching fails to fully integrate multi-dimensional knowledge, such as humanistic care and social nursing, and cannot truly meet the current medical model for training nursing talents.

4.2. Single teaching method

Some schools still adopt the traditional education model of "teachers demonstrate operations and students follow", without realizing the importance of certain innovation and participation, which is not conducive to students' application of knowledge. The cramming teaching method makes the knowledge learning process of students passive, and it is difficult to stimulate students' interest and enthusiasm. In the practice process, teachers only explain the operation methods by rote, and students only simply repeat and copy, rarely analyzing the operation principles and innovative ideas of nursing skills. In addition, the application of new educational concepts is less, resulting in students being unable to improve their problem-solving ability and cultivate clinical thinking ability in real or virtual ward environments.

4.3. Insufficient practical teaching

Restricted by teaching resources, teaching staff, and other factors, the experimental training hours of basic nursing in some colleges are seriously insufficient, and students have limited practical opportunities. The training equipment is old and the quantity is short, which cannot meet the needs of students' group practice, resulting in students being difficult to master nursing operation skills proficiently.

5. Strategies for promoting the reform of experimental training teaching of basic nursing in higher vocational nursing majors

5.1. Optimizing curriculum content design to comply with the requirements of the times

Facing the diversified social needs, higher vocational nursing majors should pay attention to optimizing the curriculum content design, and update the curriculum content in a timely manner in combination with the requirements of the times, so as to effectively improve the teaching quality. First, tap the ideological and political elements of the curriculum. Traditional teaching mostly focuses on knowledge and skill teaching, and lacks attention to students' ideological and political literacy and overall capabilities, which leads to many students being unable to make reasonable judgments when facing complex nursing problems [5]. In this regard, higher vocational colleges should strengthen the construction of ideological and political courses, tap the ideological and political elements existing in nursing, and skillfully integrate them into professional teaching to promote the development of students imperceptibly. For example, teachers can introduce elements related to professional ethics and humanistic care into nursing operation teaching, so that students can gradually establish correct professional values in participation. In the practical teaching of intravenous infusion, teachers should emphasize the importance of standardized operation, make students pay attention to patient safety, and thus develop a rigorous work attitude. In the practical teaching of atomization inhalation, teachers can organize students to simulate the anxious emotions of patients due to diseases, learn to think from the perspective of others, and thus be able to treat patients patiently and care for patients carefully in subsequent work, to cultivate students' sense of humanistic care [6]. Second, pay attention to integrating interdisciplinary knowledge content. Nursing work involves multiple fields, and teachers should pay attention to introducing the content of psychology, sociology, and other disciplines, to broaden students' knowledge. For example, introducing psychological knowledge allows students to analyze the psychological state of patients from a psychological perspective and master more effective communication methods, which can alleviate the negative emotions of patients. For example, introducing sociological knowledge allows students to learn to analyze the actual needs of patients from a social level and coordinate social resources to provide help for

patients as much as possible. The introduction of knowledge from different disciplines can break the limitations of traditional teaching, allow students to learn to solve problems from multiple angles, and then gradually cultivate the ability to use knowledge to solve problems, helping students better meet the needs of nursing talents under the new era medical model.

5.2. Setting up experimental training situations to enhance students' participation interest

Basic nursing involves a lot of nursing theories and practical operation contents, which requires students to comprehensively use the learned knowledge to do a good job in nursing, ensure the safety of treatment and nursing, and be able to cooperate with doctors in emergency treatment in a timely manner. However, many nursing knowledge is abstract, and students feel difficult to understand and operate, which requires students to maintain patience and have interest in nursing knowledge. In order to arouse students' learning interest, teachers can set up vivid and interesting experimental training teaching scenarios, so as to stimulate students' desire to practice, and promote the reform of nursing teaching [7].

For example, in the practical teaching of "special oral care", teachers can use multimedia equipment to set up information-based practical scenarios. First, use multimedia to display high-definition human oral lesion videos, intuitively display the clinical manifestations of oral inflammation, ulcers, and other lesions, so that students can form a more concrete cognition of the oral situation, and also stimulate students' desire to understand. Then, the teacher shows a bad case of oral care: an elderly patient had long-term unstandardized oral care, and his swallowing function was weakened, resulting in the growth of bacteria in the oral cavity, causing aspiration pneumonia, which affected the patient's health and increased the patient's pain. In this case, the teacher leads the students to think about the serious consequences of improper nursing, and enhances the students' sense of responsibility.

After the case analysis, the teacher creates an imitation practical scenario, uses a standardized patient (SP) to simulate an elderly patient with oral diseases and communication barriers, sets different oral condition scenarios, and lets students form groups to play the roles of nursing staff and patients, carry out personalized oral care according to the actual situation of the patients, and carry out the whole process of operation such as nursing staff evaluation, preparation of items, and implementation of nursing, and strictly follow the clinical requirements [8]. In the process of practical operation, teachers can set some unexpected situations, such as making patients suddenly choke, so as to test students' ability to respond. After the practical operation, students have group discussions, share their operation experience, analyze the shortcomings in the operation, and teachers comment on and guide each group.

5.3. Introducing experimental training tasks to cultivate cooperative inquiry ability

Nursing itself is a highly collaborative team task. In clinical practice, nursing staff need to closely cooperate with the medical team to provide high-quality services for patients. Therefore, teachers should introduce experimental training tasks, build a learning model under a collectivist atmosphere, and help students master nursing skills, be familiar with operation routines, and cultivate cooperative inquiry ability [9]. Taking the experimental training of "nasal catheter oxygen inhalation method" as an example, teachers first use about 10 minutes to systematically explain the training content, including the principle, indications, operation process and precautions of the nasal catheter oxygen inhalation method, and at the same time carry out standard operation demonstrations to ensure that students master the basic operation essentials. Then, divide the students into three inquiry groups and assign

specific tasks with different focuses [10].

Group 1 is responsible for exploring the personalized application of the nasal catheter oxygen inhalation method. The members of the group study the differences in oxygen concentration, flow rate, and time among different patient groups, form a report on the nasal catheter oxygen inhalation plan for different patients through consulting literature and analyzing clinical cases, and carry out simulated operation demonstrations in the group to verify the feasibility of the plan [11]. Group 2 focuses on operation risk prevention and emergency treatment. Members should sort out the possible risks in the process of nasal catheter oxygen inhalation, formulate prevention measures and emergency treatment procedures for each risk, and simulate emergencies such as patients' choking and aggravated dyspnea through scenario simulation, so as to train the members' ability to respond quickly and deal with correctly. Group 3 undertakes the task of oxygen inhalation effect evaluation and nursing record optimization. They learn how to evaluate the oxygen inhalation effect through multiple dimensions, such as patient vital sign monitoring and symptom improvement, design a standardized nursing record template, and practice and apply it in the simulated operation [12]. After each group completes the task, carry out task exchange and cycle operation, so that students can learn to communicate, share experience, and cultivate innovative thinking and cooperative inquiry ability to solve problems in team cooperation [13].

5.4. Constructing nursing training cases to exercise problem-solving ability

The future work positions of nursing professional students are highly risky and complex, and they often face various sudden nursing events. Teachers should construct real and challenging nursing training cases to improve students' clinical problem-solving ability. Taking the experimental training of "nursing process" as an example, teachers can carefully design typical medical records to guide students to deeply participate in the problem-solving process. Medical record 1: A 70-year-old elderly patient was admitted to the hospital due to cerebral infarction, accompanied by right limb hemiplegia, dysphagia, unclear speech, type II diabetes, and recent low mood and refusal to eat. Medical record 2: A 35-year-old female patient on the second day after cesarean section complained of severe wound pain, fever, anxiety due to worrying about postpartum body recovery, and difficulty in breastfeeding. For the above medical records, the teacher organizes students to have group discussions, and requires them to analyze from the five links of nursing assessment, diagnosis, planning, implementation and evaluation according to the nursing process [14]. Students need to put forward two nursing diagnoses by consulting materials and combining theoretical knowledge. For example, for medical record 1, "dysphagia: related to nerve function damage caused by cerebral infarction" and "nutritional disorder: below the body's needs, related to dysphagia and refusal to eat" can be put forward. For medical record 2, "acute pain: related to cesarean section trauma" and "ineffective breastfeeding: related to the mother's anxiety and lack of feeding knowledge" can be put forward. In the link of formulating nursing plans, students should carefully plan nursing measures, including diet guidance, rehabilitation training arrangements, psychological nursing methods, etc. [15].

6. Conclusion

To sum up, in the new era environment, the demand for nursing staff has changed. Higher vocational colleges should optimize the experimental teaching of basic nursing for nursing majors in response to this change. By optimizing the curriculum content, innovating teaching methods, and strengthening practical teaching, students' professional skills and comprehensive literacy can be improved, so that they can better adapt to future nursing

jobs, laying a solid foundation for improving the teaching quality of higher vocational nursing majors. In the future teaching practice, schools should continue to pay attention to industry trends and technological development, constantly improve teaching reform strategies, and further improve the quality of talent training for higher vocational nursing majors.

Disclosure statement

The author declares no conflict of interest.

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