

The Application of Layered Progressive Teaching Method in Nursing Teaching of Health Management Centre

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Abstract: *Objective:* To explore the clinical effect of the layered progressive teaching method in the process of nursing teaching in the health management centre. *Methods:* 100 nursing students in the health management centre of our hospital were randomly divided into two groups from April 2018 to April 2019, in which students of the control group were treated with routine teaching, while those of the experimental group were treated with layered progressive teaching. Then, the teaching effect of the two groups was compared and analysed. *Results:* The assessment results of nursing students in the two groups were compared, in which the theoretical knowledge scores and practical operation scores of nursing students in the experimental group were (94.34 ± 2.33) and (90.45 ± 2.20) respectively. By contrast, the score of students in the control group was lower and the difference between the two groups was not significant ($P < 0.50$). The teaching effect of students in the experimental group is more significant. *Conclusion:* During the process of nursing teaching in the Health Management Centre, the progressive teaching method showed a significant clinical effect and could effectively enhance students' scores. Therefore, it is positively significant for clinical development.

Keywords: Layered progressive teaching method; Health Management Centre; Nursing teaching; The application effect

Publication date: May, 2020

Publication online: 31 March, 2020

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1 Introduction

The layered progressive teaching method is mainly used in nursing teaching with nursing students as the main body, which can effectively improve the simplicity and tediousness of traditional teaching and promote the increase of students' interest in learning to ensure that students can effectively master nursing knowledge, and start from the actual situation of students^[1]. Students should be classified according to their levels and their different learning needs should be satisfied to promote the effective improvement of nursing teaching quality. This study would explore the practical application effects of this method and makes the following analysis.

2 General data analysis and methods

2.1 General information

From April 2018 to April 2019, 100 nursing students in the health management centre of our hospital were randomly divided into two groups, 50 students for each, in which students of the control group were treated with routine teaching, while those of the experimental group were treated with progressive teaching. Among them, there were 3 male students and 97 female students aged from 18 to 21, averagely (19.45 ± 0.34) . When comparing the general data of nursing students in the two groups, the data difference is not significant, and the comparison between the groups can be carried out.

2.2 Research Methods

For nursing students in the control group, clinical

practice knowledge was instructed with the routine teaching method, and students can absorb what they have learned independently.

While for nursing students in the experimental group, the progressive teaching method was used in the specific implementation process, and mainly reflected in two aspects of nursing teaching methods and content. When instructing professional nursing knowledge, it is necessary to first understand and analyze the basic theoretical knowledge level of nursing students, and to teach different students of different levels with the progressive nursing teaching method according to the actual development characteristics and learning needs of nursing students, and to promote the nursing practicality with scientific and targeted improvement. The specific implementation is as follows:

Objective teaching: The teaching process to promote the achievement of teaching objectives mainly based on the main body of students and the guidance of teaching. During the implementation of this teaching process, certain characteristics can be observed, including the fundamental guiding ideology based on the theoretical basis for practical service, the emphasis on the practicality of knowledge, as well as the promotion of students' interest in learning and motivation to achieve effective training of students. For nursing teaching of the physical examination centre, there was abundant nursing content, mainly including health management knowledge, chronic disease knowledge, tumour knowledge, etiquette knowledge, etc. Progressive teaching, involving basic theoretical knowledge, nursing technology operation as well as the establishment of the overall nursing goals with the guidance of nursing procedures.

Nursing student classification: Nursing students' abilities were analysed, mainly including students' intellectual factors, non-intelligent factors, as well as differences in nursing knowledge and abilities, etc.; The learning possibility of nursing students was ranked, mainly involving three levels, the high, medium and low. In the actual groups, the proportion of students at three levels was 20%, 60% and 20% respectively. In addition, according to the specific situation, nursing students can be classified implicitly and explicitly. In this process, the psychological impact of the students is analysed, and the teacher shall separate contact with the students as far as possible, and it will not be announced. And according to the classification, students were divided into groups, 4 for each, to promote mutual

learning and cooperation between students.

The classification of teaching objectives: Due to the different education levels and foundations of different nursing students, there are differences between individuals. Besides, considering the different knowledge acceptance capabilities of individuals, so it is necessary to set according to students at different levels and individual differences to avoid unrealistic goals or hurt their self-confidence in learning. Therefore, teachers need to start according to the actual situation of students in the process of setting learning goals, to ensure that a reasonable knowledge gradient, to meet the actual needs of different students, to clarify the learning goals of students, and to promote students' enthusiasm for learning.

Layered progressive teaching: Layered progressive teaching is an important part of teaching activities and the most difficult part of the entire teaching method implementation process. The learning of different students should be effectively improved. For example, for students at the high level, after mastering basic nursing operation techniques, they need to master the etiquettes, and accept the training of the latest protective knowledge, like the 2019-nCoV, *etc.* To increase their basic knowledge and their mastery of medical examination so that they can be better qualified for the nursing work of the medical examination centre. For those students of the medium level, teachers need to enhance students' knowledge of common chronic diseases, such as cardiovascular disease, cerebral thrombosis, myocardial infarction, *etc.*, to ensure that students learned the status of medical examiners, clearly and promote nursing efficiency and ability. For those of the low level, it is necessary for students to effectively master the knowledge of health management, which can clarify the fundamental purpose of the medical examiners and provide effective health management for the medical examiners, thereby promoting the improvement of students' actual learning ability. Then, it also evaluates the achievement of the objectives of the stage of learning and makes graded adjustments according to the actual completion of the students to promote the improvement of the overall teaching efficiency.

2.3 Observation Indicators

The teaching effect of students in the two groups is compared, mainly including theoretical knowledge and practical operation assessment score.

2.4 Statistical Methods

Using statistical software SPSS 20.0, a statistical analysis was conducted on the data of this study to verify the t value of the comparison result of the measurement data ($\bar{x} \pm s$) and verify the χ^2 value of the comparison result of counting data (n%). When the result shows $P < 0.05$, it means that the difference between the groups has statistical analysis value^[2].

3 Results

The assessment results of nursing students in the two groups were compared, in which the theoretical knowledge score and practical operation score of nursing students in the experimental group were (94.34 ± 2.33) and (90.45 ± 2.20) respectively. By contrast, the score of students in the control group was lower and the difference between the two groups was not significant ($P < 0.50$). The teaching effect of students in the experimental group is more significant (Table 1).

Table 1. Comparison of the Examination Scores of Nursing Students in the Two Groups ($\bar{x} \pm s$)

Group	Theoretical knowledge	Practical operation
The experimental group (n = 50)	94.34±2.33	90.45±2.20
The control group (n = 50)	80.44±2.34	82.34±1.34
t	11.205	10.034
P	<0.05	<0.05

4 Discussion

The layered teaching method mainly refers to the start from the actual learning stage and level of students in the process of teaching activities^[3]. Before giving nursing teaching intervention, students' basic knowledge and learning needs should be learned with the actual intelligence and mastery of the knowledge among them. In addition, combining the students' characteristics, they were layered to ensure their continued progress and mastery of relevant knowledge, as well as their improvement of learning efficiency so that they can build self-confidence and ensure learning effect^[4]. After the application of this teaching method in this study, the results showed that the scores of nursing students in the two groups for theoretical knowledge and practical operation were (94.34 ± 2.33) and (90.45 ± 2.20) respectively. In comparison, the scores of students in the control group were lower and there were no significant differences between students in the two groups ($P < 0.50$). The teaching effect of students in the experimental group is more significant. The layered progressive teaching method can effectively improve the simplicity and tediousness of the traditional teaching, promote the improvement of students' learning interest, so as to ensure that students will master the knowledge effectively. In addition, the teaching method can properly layer students to satisfy the learning needs of different levels

and promote the effective enhancement of nursing teaching quality^[5]. Different learning objectives can be established according to the different development characteristics of students through applying the layered progressive teaching methods in medical science and education. In addition, in the specific implementation process, proper adjustments and improvement can be made to ensure full mastery of basic knowledge. For those with good academic performance and solid basic knowledge, this can enhance their capacities, help them continuously absorb new knowledge, promote their learning of etiquettes so that they can properly deal with disputes and improve the relationship between nurses and patients; While for those with poor learning ability, small learning objectives can be set for them to master basic knowledge and enhance their communication skills and ensure their mastery of health nursing knowledge and skills. Besides, they can enhance their learning efficiency and establish self-confidence by answering patients' questions, gradually mastering the chronic disease knowledge of the Medical Examination Department, and further to improve their practical operation capacity and devote for the Health Examination Centre^[6].

To sum up, the application of the layered progressive teaching method in the process of nursing teaching in the Health Management Centre has a significant clinical effect, which can effectively improve students' performance and be positively significant for clinical

development.

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