

Application of Scenario Simulation Teaching Method in Nursing Teaching of Obstetrics and Gynecology in Higher Vocational Colleges

Rui Xu¹, Junyan Zhou¹, Jianhong Yang², Cuihua Yin¹, Wenli Yang¹

¹ Baoshan College of Traditional Chinese Medicine, Baoshan, Yunnan, 678000, China

² Bureau of Education, Longyang District, Baoshan, Baoshan, Yunnan, 678000, China

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Abstract: Objective: To study and analyze the effect of scenario simulation teaching method in the nursing teaching of obstetrics and gynecology in higher vocational colleges. Methods: The students in the colleges and universities specialized in obstetrics and gynaecology were selected as the research objects. The time period was from March 2017 to May 2017, and the number of patients was 66. They were grouped by random number table method and divided into 33 groups in the control group and the observation group. In the control group, middle school students accepted the traditional teaching mode, and the observation group students used the scenario simulation teaching method. Analyze the teaching effects of the two groups of students. Results: The theoretical and operational assessment rates of the middle school students in the observation group were significantly higher than those in the control group ($P < 0.05$). The satisfaction and teacher satisfaction of the observation group were significantly higher than those of the control group ($P < 0.05$). Conclusion: In the nursing teaching of obstetrics and gynecology in higher vocational colleges, the implementation of scenario simulation teaching method is effective, the students' theoretical achievement and practical operation scores are significantly increased, and the satisfaction of teachers and students is significantly improved, with higher teaching promotion value.

1. Introduction

With the development of society, people's living standards have been significantly improved, and higher requirements have been put forward in the diagnosis and treatment of diseases, not only satisfied with the advancement of medical technology, but also increased psychological comfort, clinical services and The emphasis on psychological care has also brought new challenges to many clinical care workers [1]. As a special department, obstetrics and gynecology will produce many adverse reactions and bad emotions during hospitalization, which will affect the treatment of normal diseases and reduce treatment compliance. Therefore, scientific and reasonable maternity and obstetric care is particularly important and necessary. As the main subject in the clinical curriculum, in order to enhance students' practical ability, the obstetrics and gynaecology department of higher vocational colleges needs to cultivate the spirit and attitude of students to work hard, constantly innovate the teaching concept, establish a sound and appropriate teaching mode, and maximize the motivation of students to learn. Sexuality and enthusiasm, and efficiently accomplish the established teaching goals [2]. The scenario simulation teaching method combines the content and needs of the teaching to create a realistic clinical situation, allowing students to experience themselves in the created situation and improve their comprehensive ability. In order to explore the practical effects and application value of the situational simulation teaching method, some schools selected some students as the observation objects for the comparative study. The report is organized as follows.

2. Clinical data and methods

The students in the colleges and universities specialized in obstetrics and gynecology training courses were selected as the research objects. The time period was from March 2017 to May 2017, and the number of people was 66. They were grouped by random number table method and divided into 33 groups in the control group and the observation group. There were 2 males and 30 females in the observation group, aged 18-22 years, mean age (20.45 ± 0.33) years old; 3 males and 29 females, aged 17-22 years, mean age (20.12 ± 0.58) Years: A comparative analysis of the basic data of the two groups of students ($P > 0.05$), comparable.

The selected students were divided into the control group and the observation group. The control group adopted the regular teaching mode. The teacher was taught in strict accordance with the nursing syllabus. The teacher lectured, the students listened to the class, practiced, the teacher summarized, the after-school review and the semester assessment. The steps are completed to complete the study of theoretical knowledge, while the intensive and exercise of skills are carried out in the training room of the obstetrics and gynecology department. The teacher is instructed by the side and the experimenter cooperates [3]. The observation group adopts the scenario simulation teaching method, according to the nursing syllabus, formulates a suitable teaching process, sets a scene similar to the actual situation, and teaches teachers to prepare some common cases in obstetrics and gynecology before class, and distribute materials during the teaching process. , propose the specific goals and tasks of this course. And students should be grouped, each group of 3 to 4 people, role-playing, students should pay enough attention after receiving the task, continue to consult books, identify the clinical symptoms and causes of the disease, develop a scientific physical examination, life guidance, diet guidance, auxiliary examination and psychological care, etc., members of the group should communicate in a timely manner and discuss each other [4]. The teacher with the teacher is responsible for finding the venue, preparing the items needed during the performance, and performing a unified performance in the scene simulation after several simulation exercises. The students and teachers who perform for the performance should be objectively evaluated after watching, praise the excellent places, point out the existing problems, and continue to practice repeatedly after the guidance to deepen the impression of operation. At the end of the semester, the final assessment will be carried out, and the theoretical knowledge and practical operation will be double-checked. Based on the results, targeted and exemplary cases will be selected to enhance the overall quality and ability of students and promote successful experiences [5].

The theoretical knowledge and practical operation are scored, with a total score of 100 points, more than 60 points are qualified, and the two-way satisfaction collection is performed using our self-made questionnaire [6].

All the data in the study were analyzed by SPSS18.0 software. The measurement data were expressed by mean \pm standard deviation. The t test was used. The data rate of the count was X2 test. The data difference was statistically significant at $P < 0.05$.

3. Results

The study showed that the theoretical and operational assessment rates of the students in the observation group were significantly higher than the control group ($P < 0.05$). See Table 1 for details.

Table 1 Analysis of the test pass rate of the two groups of students

Gr	Theoretical assessment	Operational assessment
Observation group(n=32)	29(90.63%)	30(93.75)
Control group(n=32)	25(78.13%)	24(75.00)
X ²	11.995	22.474
P	<0.05	<0.05

The study showed that the student satisfaction and teacher satisfaction in the observation group

were significantly higher than the control group ($P<0.05$). See Table 2 for details.

Table 2 Analysis of the two-way satisfaction rate of two groups of students and teachers

Gr		
Observation group(n=32)	31(96.88%)	30(93.75%)
Control group(n=32)	24(68.57%)	25(78.13%)
X ²	18.322	14.595
P	<0.05	<0.05

4. Discussion

Obstetrics and gynecology nursing is an important part of the diagnosis and treatment of diseases in obstetrics and gynecology. It not only affects the efficacy of the disease, but also has a close relationship with the development of the hospital. Therefore, training a high-quality, capable nursing team is necessary in clinical care. One of the main means to improve the comprehensive ability of student nursing staff is clinical teaching. With the development of society and the transformation of medical models, people's quality of life has been continuously improved, and the demand for medical diagnosis and treatment has become higher and higher. Already unable to adapt to modern development, students are only passive learning, classroom boring, lack of vitality, lack of independence, creativity and autonomy thinking, so the enthusiasm and enthusiasm of learning is very low, theoretical knowledge is only theoretical knowledge, can not be used in practice, The effect is very unsatisfactory [7]. In order to improve students' comprehensive nursing ability, strengthen communication between teaching and learning, and train special skills and professional qualities, our school has adopted a scenario simulation teaching method to train a group of special nursing staff suitable for clinical nursing of obstetrics and gynecology. .

Higher education has been popularized along with the development of society, while the quality of vocational education has gradually declined. This part of the students' enthusiasm and initiative is not high, and their understanding ability is poor, but they are curious about clinical work and the network knowledge is relatively more abundant. The traditional regular classroom atmosphere is poor. The students only passively learn under the supervision of the teacher. The dependence is relatively high. Therefore, the lectures are not active and not active, the efficiency is low, and the teaching effect is not ideal. The students themselves do not combine theory with practice. Limited comprehensive capacity improvement. The situational simulation teaching method captures the characteristics of secondary vocational students and brings these advantages into the teaching process. The students are mainly students, which fully stimulate their enthusiasm and enthusiasm for learning. At the same time, they use the role-playing, practical operation and other methods to train the team. Collaborative spirit, organizational communication skills and ways of thinking improve, so that students' brain, hand, and oral feelings are combined [8].

Traditional routine teaching still adopts three-stage teaching. Students rarely have access to clinical practice in the process of learning. Therefore, practice often fails to keep up with theory, and hands-on ability and comprehensive application ability cannot be improved. The typical cases prepared in advance allow students to participate in practice, gradually complete physical examination, medical history collection, nursing diagnosis and implementation of nursing. Compared with traditional methods, this method makes up for the defects, pays attention to the combination of theory and practice, and exercises student autonomy. Thinking and innovation ability, overall optimization of thinking mode [9].

This new style of teaching is more challenging and versatile. Teachers should not only prepare lessons in advance, but also be familiar with the teaching materials. They must also set up reasonable scenarios for students to simulate, strictly control the rhythm and direction of teaching, and ensure that within a limited time. Complete the established teaching tasks. Therefore, we must pay enough attention to the selection of teachers. We must have a broad knowledge and rigorous attitude, and complete the mutual improvement of students and teachers in the process of teaching.

Although the method shows many advantages that the conventional teaching mode does not have in practical application, it also exposes some problems: First, the scenario simulation teaching method is suitable for small class teaching. If the class size is large, it will not only be very troublesome in grouping. Moreover, it is very easy to encounter fish in troubled waters, and it is not responsible for every student. Secondly, this method is not applicable to all chapters. Due to limited class time, some case characteristics are difficult to simulate, so it is impossible to carry out the whole process of nursing. The effect may not be as good as expected, the difference in teaching content, the influence of teachers, the overall quality of students, and the difference in teaching ability will make the teaching effect full of uncertainty [10].

In summary, in the process of nursing teaching in obstetrics and gynaecology in higher vocational colleges, the situational simulation teaching method is adopted. The students in the observation group have higher theoretical knowledge and practical operation scores, and the two-way satisfaction is better, indicating that the model can be very large. The degree motivates students' enthusiasm, enthusiasm and initiative, which is conducive to the hands-on, brain-moving, emotional, and motivating, overall improvement of the hospital's nursing professional quality and comprehensive ability, improving patient satisfaction, and has a high teaching value.

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