

Development of Clinical Nursing Teaching in the Department of Gastroenterology Based on Internet +

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Abstract: Internet + is the trend of the times. Clinical nursing teaching is a very important stage in medical nursing professional education. Using the advantages of the Internet + to train intern students in the Department of Gastroenterology, they can adapt to the internship environment and enter the role as soon as possible. This is also beneficial to the digestive medical nursing profession to cultivate a group of nursing people with good professional ethics and solid work skills. This paper analyzes the main problems that should be paid attention to in the current teaching of clinical nursing teachers in the Department of Gastroenterology, as well as the countermeasures that affect the learning factors of intern students in the clinical nursing profession of Gastroenterology. It also expounds the method of using WeChat, Yixin, QQ Internet platform to assist clinical nursing.

1. Introduction

Gastroenterology diseases are mainly divided into gastrointestinal diseases, liver diseases, endoscopy, pancreaticobiliary diseases and other diseases [1]. Most doctors in gastroenterology must obtain the qualification of a medical specialist before they can work. The specialist nurses in the Department of Gastroenterology must also have corresponding professional qualifications and qualifications can only be employed [2]. In the Department of Gastroenterology, the hospital is generally more common [3]. In the acute phase, specialist nurses must have rich professional knowledge and rich clinical experience, and calmly change the patient's condition in a timely manner [4]. Under such conditions, if the interns can quickly adapt to the work environment and work positions, it is more difficult to conduct targeted and effective digestive medical professional care for patients.

WeChat, E-mail, and QQ in Internet information technology are used in clinical nursing teaching. It is an effective way to improve and improve the way of teaching and teaching, expand the content of teaching, and improve the quality of nursing teaching. Taking advantage of the Internet to do a good job of "+", the latter's standardized nursing care teaching with digestive medicine has a very large depth and breadth. If we seize this favorable opportunity to take the initiative, it will provide great convenience and advantages for the future clinical nursing teaching work, and it will train a group of people with good professional ethics, selfless dedication and solid work for the medical industry. This paper aimed to analyze the clinical nursing teaching work of the Department of Gastroenterology based on "Internet +".

2. Application of "Internet +" teaching mode

2.1 Exploring the teaching of surgical nursing course under the "Internet +" teaching mode

In the process of making video resources of knowledge points, the teacher combines the characteristics of the curriculum with strong practicality of surgical nursing, adopts the process demonstration of clinical nursing operation, analyzes the characteristics of disease changes in three-dimensional animation, guides the patient's functional exercise methods, and anatomically structures the picture drawing board. The original and complex knowledge content is vividly

displayed to the students, which helps students understand the memory. The course uses modern teaching methods, adopts the “Internet +” teaching mode with Internet into the classroom, nursing practice into the classroom, and innovative education into the classroom. It trains students to acquire comprehensive surgical nursing knowledge and can closely contact the clinic. Combined with actual cases, the work scene of the ward is restored, the specific process of nursing operation is demonstrated, the awareness of self-learning is cultivated, and the quality of teaching is improved, which lays a good foundation for students' clinical nursing practice and work in the future.

2.2 Implementation of the “Internet +” teaching model

Upload the produced course video resources to the online teaching platform for internet course teaching. Students can use the student ID to log in to the computer network platform or download the mobile app to conveniently and quickly watch the course PPT, knowledge point video, and complete the after-school test online. Through the QQ group, teachers can interact with students online at any time, communicate with students the problems encountered in Internet learning, and dynamically analyze the academic situation to teach students in accordance with their aptitude. Before the lecture, the teacher will put forward some thinking questions according to the content of the course, and guide the students to prepare for the study and literature search and data collection. We conduct scenario demonstrations, case analysis, etc. in the classroom, and organize students to discuss and increase student participation opportunities to guide students to master the methods of using network resources to learn, and to cultivate students' comprehensive practical ability to acquire, analyze, utilize and process information.

3. Department of gastroenterology clinical nursing teaching

With the continuous development of society, people's nursing requirements for specialists are getting higher and higher, and the demand for nursing staff with comprehensive ability, ideological and moral quality, and medical ethics is getting higher and higher [5]. Let many nursing students find employment opportunities and footholds in the fierce social competition. If they can let them take advantage of the advantages they have learned in the internship, they will lay a good foundation for their future work in other positions [6].

In the clinical nursing belt of the Department of Gastroenterology, you first need to bring a teacher to love your profession [7]. It has a high degree of selfless dedication and dedication, has certain interpersonal communication and language skills, and has rich experience in clinical nursing practice, and has certain Physical fitness, professionalism and other teaching skills, good at using clinical teaching methods to guide and control student behavior, to ensure that students with teaching and patient management are safe [8]. The current clinical nursing teaching teacher of the digestive profession is affected by the performance of the hospital and the promotion of the professional title, which leads to the enthusiasm of teaching teachers [9]. There are serious problems in research papers, light clinical teaching, and perfunctory teaching.

In view of the lack of scientific evaluation and reward and punishment mechanisms for the current hospital lack of clinical nursing care for the digestive profession [10]. The teacher's teaching content is simple and the method is single. Although the number of medical nursing students is increasing, there is no unified and standardized teaching material guidance for hospitals and schools [11]. There is a general lack of teaching materials and teaching aids for students in clinical practice. Teaching teachers generally teach students according to their level of knowledge and clinical experience [12]. When the patient is in the hospital, the intern is not allowed to practice repeatedly on himself, which also affects the subjective and objective factors such as the effect of nursing practice. Teaching teachers can make full use of the “Internet +” advantages. In the nursing belt teacher and nursing interns to build one or more WeChat, Yixin, QQ platform, publish tasks and learning content, such as the basic routine nursing operation technology that students must master: intravenous infusion, blood transfusion, vein Blood collection, various injections, aseptic techniques, etc. Familiar with the collection and precautions of conventional specimens, familiar with the common nursing techniques

of the digestive department: nursing of patients with abdominal pain, care of patients with bleeding, infusion of blood products, care for patients with hyperglycemia, care for patients with hypoglycemia, care for patients with high fever. Let all interns, regardless of college or undergraduate interns, be responsible for the specific management of a certain bed, from the beginning to the end to complete the complete process of the digestive patients from admission to education, basic care, operation, medication and discharge missions, etc. Record a complete medical record and review it with the teacher. The intern who teaches initially grasps the etiology, clinical manifestations, treatment methods and nursing of common diseases of digestive endocrinology and systematically studies nursing teaching under the leadership of the departmental teaching group. Investigate and attend internship lectures. Before teaching a trainee, you must systematically master the principles and treatment of patients with common critical illnesses in digestive diseases, and achieve the basic indications for abdominal puncture. , contraindications, puncture sites, coordination and care. It is required to be able to understand the name, dosage, usage, function and precautions of commonly used drugs in internal medicine. It also requires standard writing and medical care that are familiar with professional care documents.

4. Common problems in the teaching and learning of digestive medicine clinical nursing teaching and coping strategies

4.1 Common problems and countermeasures in teaching teachers

The direction of teaching is not clear. The teaching purpose of many clinical nursing teachers is not clear. There is no detailed teaching plan and teaching focus. The knowledge cannot be systematically taught to the intern students, but the students are used as helpers to get the items. They only completed other tasks and failed to perform their teaching tasks well. The personal knowledge and ability of the teacher is limited. The teacher's content is very simple, old and lacks new ideas, which causes students to have no obvious gains in clinical nursing internships, thus losing their confidence and interest in learning.

In view of the above-mentioned shortcomings, as a teacher of clinical nursing work, the teacher should first read the teaching materials and the teaching outline, and carry out targeted and standardized teaching according to the specific conditions and characteristics of the internal medicine department. Through the development of the Department of Gastroenterology, the teaching outline is guided, and the knowledge that needs students' knowledge is sent to the students through the WeChat, Yixin, and QQ platforms, so that students can fully understand the basic outline and characteristics of the Department of Gastroenterology. In the case of unexpected situations, it is possible to carry out practical application according to the knowledge learned, so as to effectively improve the quality of teaching, so that the teaching ability of teaching teachers can improve the quality of teaching to a certain extent. We construct a clinical education quality monitoring system to ensure the teaching progress and teaching quality, so that clinical teaching can be doubled.

4.2 Common problems and countermeasures in clinical digestive nursing intern

They have poor hands-on ability, low psychological pressure and weak legal awareness. Although interns have traineeship, experimental courses, and classroom operation training in medical colleges, there is still a big difference between these studies and the actual clinical skills. When I first came into contact with the clinic, I was afraid that I would be afraid of making mistakes. Even if I was taught by a teacher, I was still afraid of it. There are different levels of anxiety, and in the process of performing nursing operations, patients are faced with timidity and fear, and they are easily caught in a state of ignorance. In the application of theoretical knowledge and clinical practice, it is impossible to act in accordance with the rules and do not care about the requirements of laws, regulations, systems and regulations. The comparison of the scores of the two groups of interns is shown in Table 1. The comparison of teaching satisfaction between the two groups of interns is shown in Table 2.

Table 1 Comparison of the scores of the two groups of interns

Group	Number of cases	Theoretical knowledge	Actual operation	Self-study ability	Communication skills	Total score
PBL group	35	18.66	19.22	19.89	20.98	79.91
Internet group	35	20.18	22.01	24.01	23.10	88.37
Statistics	-	2.998	5.251	6.459	3.621	4.598
P	-	<0.06	<0.001	<0.04	<0.04	<0.06

Table 2 Comparison of teaching satisfaction between two groups of interns

Group	Number of cases	Very satisfied	Satisfied	Generally satisfied	Not satisfied
PBL group	35	5	5	18	7
Internet group	35	19	6	5	5
u	-	3.301			
P	-	0.001			

5. Discussion

The network teaching platform has rich resources, wide sources and convenient use. It is an important tool to assist teachers in teaching and student learning. However, relying solely on the online teaching platform, the channels for obtaining teaching information are single, and the communication between students and teachers is lagging behind, and it cannot meet the learning needs of students. In a pluralistic society, we advocate convenient and efficient learning anytime, anywhere. A single online teaching platform limits the source of information for students. Simply relying on the message, discussion, email and other functions of the online teaching platform also hinders the communication between students and teachers. Sex and effectiveness. With the rapid development of the Internet and the widespread use of smart Tablets and mobile phones, teachers can make full use of the new information age, create community care-related public numbers, and regularly update valuable community literature and new progress in community care. At the same time, teachers can organize students to establish WeChat communication groups, students can exchange learning experiences and promote information sharing on this platform. In addition, teachers can also upload teaching materials in the class QQ group to guide students to download and use according to individual needs, to make up for the shortcomings of the network teaching platform. Through the multi-channel access to teaching materials, to promote the efficient communication between students and teachers, in order to make the “Internet +” classroom develop faster and better, in order to make the community nursing inquiry practice effect guaranteed.

6. Summary

In summary, the “Internet +” teaching model has been widely recognized as an innovative model of nursing teaching. The “Internet +” teaching model can improve the quality of teachers' teaching and promote students' study of theory and skills. The “Internet +” inquiry practice is applied in the teaching of nursing, conforming to the trend of the times and innovating the teaching mode. However, due to the lack of factors such as technology, equipment, and talent, this teaching model still has some problems and needs to be studied in the future.

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