

Nursing of Infectious Diseases under the Context of the COVID-19 Epidemic Analysis of the Teaching Methods and Strategies

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Abstract: This study choose 255 nursing students in two 2018 undergraduate classes of Kunming Medical University. The classes are randomly divided into test group and control group, the control group adopted the offline teaching mode, and the test group of the offline and online combined diversified teaching mode. Compared the evaluation of the two teaching models between the two groups, and explore the flexible and diversified nursing teaching methods which are more conducive to students in the background of COVID-19 epidemic, to improve teachers ' information technology ability and teaching quality.

Since December 2019, many cases of COVID-19^[1] patients have appeared in Wuhan, Hubei Province, which spread rapidly and affected all provinces and cities in a short time, and even overseas such cases^[2-4], becoming a public health emergency of international concern^[5]. Now, COVID-19 has become popular in the world, which has had a serious impact on economy, life and education. COVID-19 (novel coronavirus pneumonia, NCP) due to the rapid spread, extensive, strong infectious, no specific treatment characteristics, has brought a huge threat to life and health, such an epidemic has had a huge psychological impact on the people across the country. On the one hand, the prevention and control of the epidemic needs strict isolation, and on the other hand, it is the "gathering" of social operation and production and life. This impact of contradiction poses great challenges to the teaching work: the epidemic prevention and control is urgent, and the teaching work does not allow for any delay. At present, China's epidemic has been well controlled, and the epidemic prevention and control has been normal. In this situation, we plan to analyze the exploration and research of infectious disease teaching methods in internal nursing, through scientific teaching design, full integration of teaching resources, at the same time into the course, practice and politics, realize the improvement of teaching quality, and for the correct outlook on life and values. The Report is reported as follows:

1. Object and Methods

1.1 Study subjects

There are 255 students in two undergraduate classes in School of Nursing, 2018.

1.2 Method

The control group adopts offline teaching methods, and conducts theoretical teaching according to the requirements of the outline. The test group adopts the relatively diversified teaching methods of offline (theoretical + practice + into ideological and political) + online (broadcast practice video + receiving homework). Set up a teaching group: in charge of theory, practice and quality control.

1.2.1 Study situation analysis, understand the students ' needs, and determine the teaching objectives and teaching methods

Understand the current teaching methods that students have received, the confusion encountered in the study of Internal Medicine Nursing, the teaching methods they want to get, and determine the

teaching objectives according to the data obtained.

1.2.2 Course design

The course is divided into theoretical, practice and sharing classes.

1.2.2.1 Theory class

Teacher requirements: Infectious disease nursing is generally divided into general part and specific infectious diseases. The general theory part takes reality as an example, introducing anti-epidemic videos to stimulate students' interest in learning infectious diseases. Moreover, the history and current situation of infectious diseases and the current COVID-19 epidemic at home and abroad introduce the concept of infectious diseases, the basic characteristics, epidemic process and factors of infectious diseases, and the standard prevention and disinfection and isolation of infectious diseases. Specific diseases according to the characteristics of infectious diseases, from the concept of disease, epidemiology, pathogenesis, clinical manifestations, treatment and nursing and other aspects of learning. The form can be determined according to the form of the epidemic. When students with severe epidemic cannot concentrate on classes, using online teaching, including recording, PPT, online, students and under class, the answer link can be set up in the course. The teachers of the quality control group regraded the preview and review homework submitted by the students online. When students can attend classes under the normal epidemic. Offline face-to-face theory teaching mainly, online as an auxiliary teaching means.

Student requirements: require students to use "building" learning, first "building the framework", that is, before the course requires students according to the textbook content draw thinking guide, draw curriculum frame, after the course "for the building", namely fill the content of the thinking map, through the preliminary drawing, class learning, post production preview, study, review three links, at the same time to deepen the impression of drawing. Students' preview and review can be completed online through the auxiliary platform.

1.2.2.2 Practice class: when students can concentrate on class

Teacher requirements: the practice class to arrange the secondary protection wear and off, take the teacher to play the wear on and off video in class, and emphasize the key points, after the video broadcast for the secondary protection wear and off demonstration.

Student requirements: group according to the number of classes, a group of 8-10 people. Each group leader will set up one group leader. The group leader will wear and take off experience due to time restrictions in class. Other students practice wear and take off after class, and are supervised by the group leader to take photos and leave the bottom. All the students will summarize the experience after class and prepare to share the experience in the sharing class.

1.2.2.3 Sharing class: under the premise of developing the practice class.

Teacher requirements: share the ideological and political content into the class, improve students' observation and understanding, stimulate students' awareness of innovation, guide students to establish a correct outlook on life and values, and cultivate their sense of social responsibility. First, professional courses are not only teaching infertile people, but not separated from knowledge, empty preaching, but should be closely combined with the subject knowledge, into the ideological and political content in the sharing class. At present, the epidemic itself is a living "big book". Teachers should guide the students, connect the subject knowledge with the epidemic, and combine the book of words with speechless books, theory and practice, so as to improve the students' observation and understanding of life, life and society. Secondly, at present, human cognition of novel coronavirus is very limited, but also needs more innovative spirit, so as to stimulate students' awareness of innovation. Thirdly, nursing education is different from the general discipline, its scientific and practical nature is doomed in the learning process, not only need to master the basic theoretical basis, but also to prepare for the future clinical practice work. The teaching object of this teaching is mainly medical students, the vast majority of them will go to clinical nursing positions, shoulder the responsibility of rescuing the dying and healing the wounded. Medical talents with

both integrity and ability are not only qualified in professional and technology, but also to have correct ideals and beliefs, value orientation, political beliefs and social responsibilities. Therefore, the teachers of the practice group timely guide the students in the sharing class, so that them become excellent talents with good world outlook, outlook on life, values, sense of responsibility and sense of responsibility.

Teachers should also record and sort out the students 'sharing, investigate the change of the students' thoughts before and after learning the content of the infectious diseases of Internal Medicine Nursing, and share the students ' "original intention" with them, so as to put a bright light for the students in the future.

Student requirements: Students speak freely in the sharing class, plan their future career, and set up confidence in the clinical internship.

1.2.3 Quality Control

At present, the commonly used software platforms with online live streaming functions have nail, Tencent classroom, WeChat, cctalk, QQ group and other auxiliary platforms for all-round interaction. The live streaming function of these software has its own characteristics, providing good technical support for online live broadcast teaching^[6]. On the one hand, the teachers of the quality control group are responsible for students' signing in and signing through nailing, using WeChat to communicate with students for leave and after-class tutoring, and used the questionnaire star responsible for the arrangement, testing, correction and results of homework. On the other hand, the "teacher group responsibility system", each teacher in charge of different students, the bottom of students 'psychological state, under the background of COVID-19 medical students' learning and psychological situation, on the one hand, must use online diversified teaching means to increase students ' access to knowledge, to ensure the teaching quality of infectious diseases under the background of COVID-19 epidemic. In addition, as a teacher, we should use many platforms to strengthen the interaction with the students and give the students more care, so as to guide the students to cultivate positive emotions and provide help to cultivate their good moral quality. For example, the scientific knowledge of epidemic prevention and control is released on the platform, so that students can understand the importance of isolation and better understand that the "class suspension" is to stop the epidemic.

1.2.4 Evaluation

Teaching quality evaluation: assessment results + student satisfaction. Assessment of = Theory Assessment (50%) + Classroom Interaction (10%) + assignments (30%) + Attendance (10%) =100 points, 60 points of pass. The satisfaction questionnaire is designed by the teaching group itself, covering four aspects: teaching method, teaching effect, teaching attitude and teaching influence. There are 5 items in each aspect. Each entry is assigned 1-5 points according to Chengdu. The higher the score, the higher the student satisfaction.

2. Results

Student score: assessment score of 85-92,100%, 90-98,100%; satisfaction: 88-93,100%, the satisfaction score of 95-100, compliance rate of 100%.

3. Discussion

Under the condition of the normal epidemic, the course explanation is conducted offline. The epidemic is not allowed to use online teaching in concentrated classes. The course will be reviewed after the epidemic eases and resumes.

3.1 The advantages and disadvantages and solutions of online teaching

Under the COVID-19 epidemic, the binding force of online lectures is weak, which affects the teaching effect ^[7].Moreover, there is a lack of interaction in online teaching, which is also the main

factor to limit the quality of online teaching. Contemporary teaching theory believes that the essence of the teaching process is the interaction between teachers and students. Teacher-student interaction is a process when teachers and students interact and play with each other in the classroom teaching situation. The most direct and effective way to solve this problem is to strengthen the interaction between teachers and students, which has become the key to ensure the quality and effect of online teaching^[8]. In view of the weak online listening and lack of interaction between teachers and students, in the course design to master the classroom, the students are required to draw the first draft of thinking map before class, improve the thinking map after class to consolidate knowledge and hand in the nail group, the end of the students' questions and drawing situation in the comprehensive results.

3.2 Improvement of offline teaching methods

Traditional offline teaching, teachers face to face teaching teaching knowledge, the way is relatively single. Therefore, diversified teaching methods should be adopted to conduct full classroom design. In addition to theoretical teaching, add practical and sharing classes. Add pre-class preview, after-class review, in order to achieve good teaching results.

4. Summary

Under the background of major new infectious diseases, the effective use of Internet information technology and online and offline teaching methods and the allocation of educational resources are of great practical significance to promoting universities to steadily carry out teaching activities, improve teaching quality and complete teaching tasks.

Through the strategies of nursing in the context of COVID-19, Improve the traditional online clinical teaching model, Apply online + offline diversified nursing teaching mode to improve the nursing teaching quality and comprehensive quality of infectious diseases, Develop excellent qualified nursing professionals, At the same time, promote nurses about to enter the internship to adapt to the working environment as soon as possible, Understand the nursing routine of infectious department patients, Master the characteristics and specialized operation skills of infectious patients, And to popularize and apply it, Moreover, by implementing and evaluating the application effect of the new nursing teaching mode, Improve the students ' self-study ability and independent thinking ability, And to cultivate students' ability to find and solve problems in the process of learning.

Compared with the policies and decisions of COVID-19 outbreak, we are proud and proud of a Chinese, the motherland provides a safe living environment for everyone, as a student, should be firm ideals and faith, as a teacher, in teaching should tree people fundamental task, cultivate patriotism, cultivate students with great love great feelings, contribute to their power of the motherland.

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