

Research on the Teaching Mode of Emergency Nursing Based on the Cultivation of Clinical Thinking Ability

Pei Zhang^a, Ruowei Wang^b

Shandong Xiehe University, Jinan, Shandong, 250109, China

^a472291163@qq.com, ^b275844189@qq.com

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Abstract: This paper discusses a teaching mode of emergency nursing based on the cultivation of clinical thinking ability to improve students' clinical judgment and handling ability in emergency. Methodologically, this paper clarifies the design idea of teaching mode, including the innovation and diversity of teaching objectives, teaching contents, teaching methods and teaching means. Through the organic combination of case analysis, simulation exercise and clinical practice, this teaching mode creates a learning environment close to clinical practice for students. In the process of implementation, this paper pays attention to the deep integration of theory and practice, and guides students to constantly verify and apply what they have learned in practice. This teaching mode can significantly improve students' clinical thinking ability and make them show stronger ability in clinical observation, analysis, reasoning and decision-making. Students can also better master the basic theories and skills of emergency nursing. The teaching mode of emergency nursing based on the cultivation of clinical thinking ability has obvious advantages, which promotes the deep integration of theory and practice and makes important contributions to cultivating more emergency nursing staff with excellent clinical thinking ability.

1. Introduction

Emergency nursing is an indispensable part of the clinical medical system, and its importance is self-evident [1]. In an emergency, rapid, accurate and effective emergency nursing measures can save patients' lives, reduce the degree of disability and win valuable time for follow-up treatment [2]. Whether it is sudden cardiac arrest, serious traffic accidents, or all kinds of critical cases, the professionalism and on-the-spot coping ability of emergency nurses are the core factors that determine the prognosis of patients [3]. Emergency nursing is not only related to the personal safety, but also closely related to the medical standard and public health of the whole society.

In the current teaching of emergency nursing, it is common that theory is divorced from practice [4]. Although students have learned a wealth of theoretical knowledge in class, it is often difficult to apply what they have learned flexibly in practice, and they lack the experience and skills to deal with complex diseases [5]. The lack of students' clinical thinking is also a significant problem. In the face of emergency, they may not be able to make a quick judgment and take effective nursing measures [6]. This weakens the effect of emergency care to some extent.

In view of this, it is particularly important to explore and construct the teaching mode of emergency nursing based on the cultivation of clinical thinking ability. By optimizing teaching contents and methods, strengthening the combination of theory and practice, and cultivating students' clinical thinking ability and adaptability, not only can the quality of nursing education be improved, but also the comprehensive quality of students can be improved. This teaching mode aims to cultivate more first-aid nurses with solid theoretical foundation, proficient operational skills and good clinical thinking ability. They will inject new vitality into clinical medical work and provide a more solid guarantee for patients' life safety. This is also an important measure to promote the reform and innovation of nursing education, which is of great significance to improve the service level and quality of the whole medical industry.

2. Theoretical discussion

In the field of emergency nursing teaching, senior scholars have made in-depth exploration and practice on how to effectively cultivate students' clinical thinking ability [7]. They try to improve students' clinical judgment, decision-making and execution ability through teaching reform, curriculum optimization and practical training. These research results and experiences constitute valuable resources, which provide a solid foundation for the follow-up research and practice and help the teaching of emergency nursing to a new height.

Clinical thinking is one of the essential core qualities of medical staff. Its definition, components and cultivation methods have been widely concerned [8]. Clinical thinking is a process in which medical staff combine their knowledge, skills and experience in clinical practice, make a comprehensive evaluation, prudent judgment and in-depth analysis of patients' condition, and then formulate a scientific, reasonable and effective treatment plan. Its constituent elements include observation, analysis, reasoning, judgment and decision-making. Table 1 reflects the whole process of clinical thinking from observation to decision-making:

Table 1: Components of Clinical Thinking

Component	Description
Observation	Healthcare professionals conduct thorough and comprehensive observations of the patient's condition
Assessment	Preliminary evaluation of the observed information to determine the severity and urgency of the condition
Analysis	Organizing, categorizing, and deeply examining the assessed information
Reasoning	Based on the analysis results, conducting logical reasoning to form preliminary judgments
Judgment	Making prudent and accurate judgments about the patient's condition based on reasoning results
Decision-making	Formulating scientific, reasonable, and effective treatment plans based on judgments

Clinical thinking requires medical staff to have keen observation, rigorous logical thinking ability, decisive decision-making ability and flexible adaptability. In the teaching of emergency nursing, the cultivation of clinical thinking is particularly important [9]. By simulating clinical situations, case analysis, role-playing and other diversified teaching methods, students can be guided to closely combine theoretical knowledge with clinical practice, temper their clinical thinking ability, and lay a solid foundation for future clinical work.

Relevant teaching theories provide a solid theoretical support for the construction of a novel teaching model of emergency nursing. Constructivist learning theory emphasizes student-centered, and pays attention to students' subjectivity and creativity. It holds that learning is a process in which learners actively construct knowledge. In the teaching of emergency nursing, we can learn from the constructivist learning theory, encourage students to actively participate and explore, and constantly improve their clinical thinking ability through practical operation and reflection and summary. Problem-oriented learning is a student-centered teaching method around problems [10]. It guides students to carry out in-depth discussion and study around real or simulated clinical problems, stimulates students' curiosity and exploration spirit, and cultivates their clinical thinking ability and problem-solving ability. These teaching theories provide rich ideas and methods for constructing the teaching mode of emergency nursing based on the cultivation of clinical thinking ability.

3. Construction of teaching mode of emergency nursing based on the cultivation of clinical thinking ability

3.1. Teaching mode design ideas

In order to construct a teaching mode of emergency nursing which can effectively cultivate students' clinical thinking ability, this section defines the specific design ideas, as shown in Figure 1.

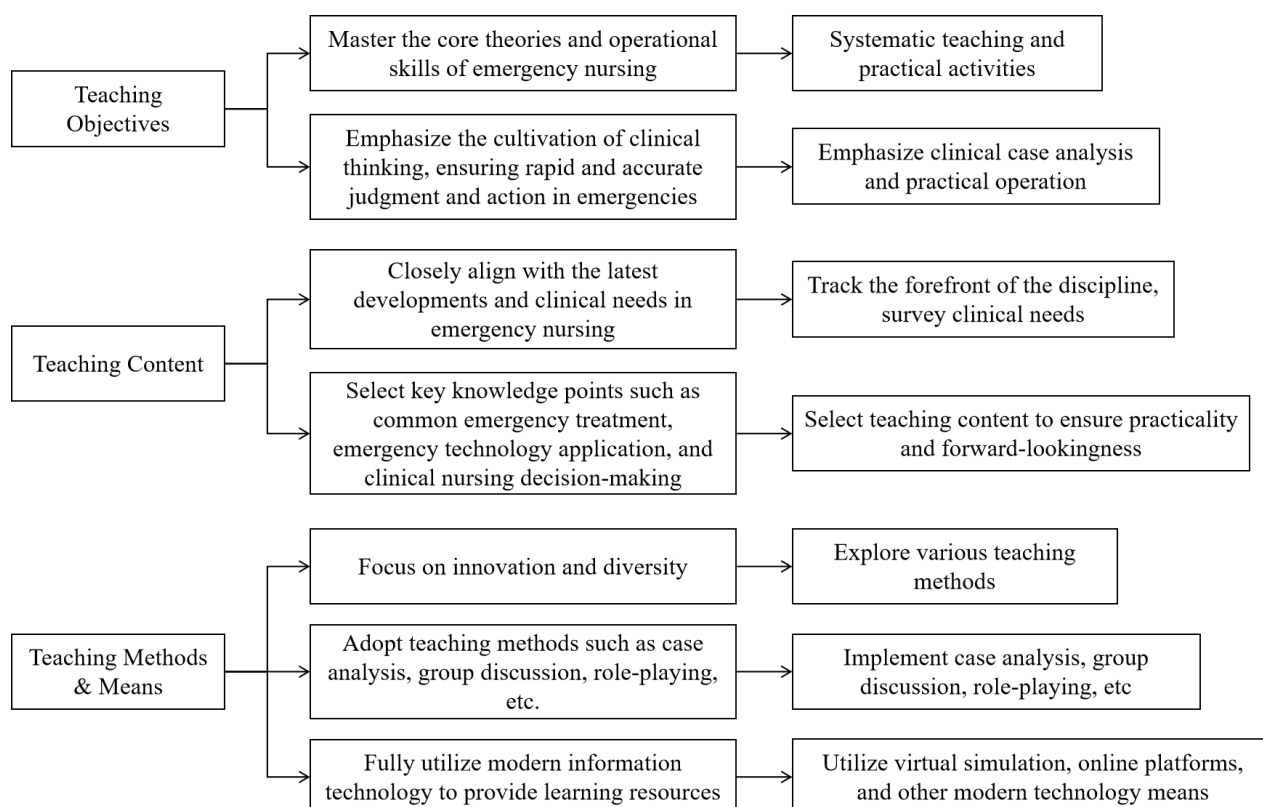


Figure 1 Thoughts on the design of teaching mode of emergency nursing

At the level of teaching objectives, the purpose of teaching mode is to make students master the core theory and operational skills of emergency nursing through systematic teaching and practical activities. It focuses more on tempering their clinical thinking and ensuring that they can make judgments and take actions quickly and accurately in an emergency. In terms of teaching content, this paper believes that it is necessary to closely combine the latest progress of emergency nursing and the actual clinical needs, and select knowledge points covering common emergency treatment, application of emergency technology, clinical nursing decision-making and so on. In order to ensure the practicality and foresight of the teaching content. In terms of teaching methods and means, this paper pays attention to innovation and diversity. This teaching mode adopts many teaching methods, such as case analysis, group discussion and role playing, and makes full use of modern information technology to provide students with richer and more intuitive learning resources and practical opportunities.

3.2. Teaching mode implementation steps

In the specific implementation process, this paper plans several stages: case analysis, simulated practice and clinical training. In order to comprehensively promote the development of students' clinical thinking. The details are as follows:

Case analysis: The teacher carefully selected a series of representative and typical first aid cases. These cases cover all kinds of emergency situations and can fully show the complexity and diversity of clinical work. In the classroom, teachers guide students to deeply analyze each case, and every link requires students to actively participate in the discussion, from the initial judgment of the condition to the formulation of the treatment plan. Through case analysis, students can learn how to extract key clues from complex clinical information and make accurate judgments.

Simulation drill link: Use advanced simulated human or virtual simulation system to simulate real first aid scenes, such as cardiac arrest, dyspnea and other emergencies, Let the students experience the first aid process in this simulated environment. Through simulation exercises, students can exercise their clinical skills and adaptability, and learn to respond quickly in a tense and orderly environment.

Clinical practice: Arrange students to go to the emergency department, ICU and other

departments of the hospital for several weeks of practice. Here, students will directly participate in the actual clinical work, contact and deal with various emergency patients. Under the guidance of doctors, they will conduct medical history collection, physical examination, and formulate treatment plans to experience the whole process of clinical work. Through clinical practice, students can further improve their clinical thinking ability and comprehensive quality, and make full preparations for future clinical work. This valuable internship experience will lay a solid foundation for their future clinical work.

3.3. Challenges and solutions in the implementation process

In the process of implementing the teaching mode of emergency nursing based on the cultivation of clinical thinking ability, some challenges and difficulties are inevitable.

Challenge 1: Students lack clinical experience. Although theoretical knowledge is important, it lacks practical exercise, and it is difficult for students to combine what they have learned with the actual clinical situation. In order to solve this problem, this paper especially strengthens the simulation exercise: using high simulation human and virtual simulation system to create a realistic first aid scene. In these scenarios, let students practice repeatedly and accumulate practical experience. At the same time, this paper also increases the time of clinical practice, so that more students have the opportunity to walk into the hospital, personally participate in emergency nursing work, and get in touch with real patients. In this way, their clinical thinking ability is constantly tempered and improved in practice.

Challenge 2: Complexity and diversity of cases. There are many kinds of cases involved in emergency nursing, and the condition is complex and changeable, so it is difficult for students to fully grasp and analyze all the situations. In view of this, this paper adopts a hierarchical and phased teaching strategy. In the primary stage, we pay attention to the teaching of basic knowledge and skills, so that students can lay a solid foundation first. With the deepening of learning, we gradually guide students to contact and deal with more complicated cases, and help them gradually improve their clinical analysis and handling ability through a step-by-step approach. This paper also establishes a tutor system, and provides each student with an experienced tutor. Tutors are responsible for guiding students' daily study, and will also provide personalized guidance and counseling according to their personal situation and progress speed. With the careful help of the tutor, students can better master the methods and skills of clinical thinking and learn how to use what they have learned flexibly in practical clinical work.

Through the implementation of these targeted solutions, this paper successfully overcomes the challenges and difficulties in the implementation process. This provides a strong guarantee for cultivating students' clinical thinking ability. I believe that with our joint efforts, students will be able to demonstrate excellent clinical thinking ability and professionalism in future clinical work.

4. Conclusions

This paper makes an in-depth study and practice on the teaching mode of emergency nursing based on the cultivation of clinical thinking ability. The implementation of this teaching mode can significantly improve students' clinical thinking ability. Through the organic combination of case analysis, simulation exercise and clinical practice, students can not only master the basic theory and skills of emergency nursing, but more importantly, learn how to make judgments and deal with emergencies quickly and accurately. Their clinical observation, analysis, reasoning and decision-making abilities have been significantly improved, laying a solid foundation for future clinical work. This teaching mode promotes the deep integration of theory and practice. Compared with the problem that theory and practice are easily separated in traditional teaching, this teaching mode emphasizes the integration of theoretical knowledge into practical operation, so that students can constantly verify and apply what they have learned in practice. This deepens students' understanding and mastery of theory, and realizes the complementarity between theory and practice.

The teaching mode of emergency nursing based on the cultivation of clinical thinking ability is a process of continuous exploration and improvement, which requires the joint efforts of educators,

students and clinical medical staff to continuously promote the innovation and development of the teaching mode. We have reason to believe that through unremitting efforts and practice, this teaching mode will make an important contribution to training more emergency nurses with excellent clinical thinking ability. It can lay a more solid foundation for improving the service level and quality of the whole medical industry.

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