

Application of Integration of Reason and Practice in Health Assessment Teaching

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Abstract: The integration of theory and practice teaching aims at health assessment of nursing specialty. It can make students' theoretical learning and practical skills improve synchronously by effectively integrating theory with practice. Therefore, it can not only help students to effectively understand and apply the theory, but also exert the initiative of students, which is beneficial to the rapid improvement of students' clinical ability and thinking. This paper focuses on the problems, deficiencies, application and testing methods, teaching effects and reflections of the course.

1. Introduction

Health assessment is one of the core courses of nursing specialty in Higher Vocational colleges. In the process of learning, it is necessary to emphasize both theoretical understanding and practical ability. Traditional teaching methods pay too much attention to the integrity and specificity of teachers' teaching, so they adopt teaching methods, so that students can not give consideration to and make common progress in improving their knowledge and ability. Therefore, in order to further enable students to grow into professional talents in line with social expectations and improve their comprehensive ability and quality, it is necessary to strengthen the application of rational integration in curriculum teaching.

2. Problems and Shortcomings

2.1 Know

At present, there are still many problems in the integrated teaching, among which the main reason is the lack of understanding. Many schools still have the concept of taking theoretical teaching as the core, and practical teaching is optional. Therefore, it has hindered the cultivation of high-level skilled talents and the effective implementation of integrated teaching.

2.2 Software

The main problems in software are insufficient teachers and management problems. The problem of providing teachers refers to the need for comprehensive teaching by teachers with theoretical teaching and rich clinical practice experience. However, there are serious shortcomings in the introduction and training of talents in this field, which makes the curriculum difficult to implement and carry out, and the integration of teaching with facts impossible to implement. The school also exists in the disconnection of cooperation between related enterprises, hospitals, research centers, etc., so that it is impossible to enrich the teachers for the school [1]. In the school management, due to the lack of awareness of students' self-coordination and cooperation, they are not accustomed to new teaching methods, and the schools have not effectively managed them according to the characteristics of current students, thus further enhancing the effectiveness of classroom management and making good implementation of integrated teaching. bedding. As a result, students do not actively cooperate with teachers, and integrated teaching is difficult to implement effectively [2].

2.3 Hardware

The main problems in hardware are the low practicability of textbooks and inadequate

preparation of relevant teaching equipment. In terms of teaching materials, we require that in the process of implementing integrated teaching, theoretical teaching and practical teaching should be carried out simultaneously, so we should design around this cognition. At present, schools lack the ability to develop textbooks independently. In the environment and facilities, multimedia classrooms, simulated wards and related medical equipment are all necessary for teaching. Therefore, schools should take the initiative to cooperate with enterprises and hospitals [3], and strengthen the joint advantages and resources sharing. The current school still has a great shortage of this aspect.

3. Application and Inspection

3.1 Multimedia Teaching

Traditional classroom theory teaching can't effectively stimulate students' interest in learning. Therefore, in the process of applying the integrated teaching method of theory and practice, we use the method of multimedia assisted theory to further understand the theoretical knowledge of students from the rich multimedia form.

For example, before teaching, teachers make full use of multimedia software to make courseware, make relevant content, especially the difficult and difficult points into micro-lessons, and send teaching resources such as micro-lessons and courseware to the shared area in advance by using APP platform such as Blue Ink Cloud Class, so that students can do a good job of pre-class preview. In the teaching, make full use of multimedia teaching resources, and form a preliminary concept for students through explanation. Secondly, it analyzes the key difficulties in the theory and solves them through the cooperation between groups. Finally, through the multimedia presentation, the students will learn the image of the knowledge they have learned, thus deepening the students' impression.

3.2 Simulation and Demonstration

Teaching is carried out in a simulated ward. In the process of teaching, we can make students familiar with the operation rules by demonstration and guidance. Rational setting of standardized patients enables students to train for specific clinical problems. At the stage of case design, the emphasis and difficulty of teaching are combined. In the training of patients' feelings, combined with the characteristics of students, emphasizing the diversity of means. In the observation and evaluation of the effect, the design should be combined with the clinical practice and environment. Finally, a comment is made to point out the part that students need to strengthen, so that students learn more directional.

For example, after entering the training room, practice according to the method demonstrated by the teacher, and find the deficiency through mutual verification. The teaching practice results are evaluated by the operation standard process, so as to cultivate students' ability of cooperation, coordination, practice, observation and judgment, and strengthen the effectiveness of students' analysis of problems. According to the relevant data, the use of standardized patients for clinical simulation, training students' practical ability, in the theoretical examination, operational examination results have been greatly improved, for the establishment of students' self-confidence has a great role in promoting.

3.3 Case and Task

In the process of integrating theory with practice, case analysis is the key link of teaching and the most effective form of theoretical teaching. Teachers can collect relevant cases according to the content of theoretical teaching in advance, and make students have a deep understanding of the practical application of its content by explaining. At the same time, students can form groups to discuss, introduce task-driven method, stimulate students' learning enthusiasm, strengthen students' theoretical system, and enhance the effectiveness of students' cooperative division of labor. Students can divide the task into data query, practice, case analysis, group mutual evaluation and other links

[4], so that the task and role transformation can be completed autonomously, which is conducive to cultivating students' professional quality and ability.

For example, teachers can set task topics of different difficulty for classic cases. Students choose the difficulty of the subject independently, so as to gradually deepen the application proficiency of theoretical knowledge from the simple to the deep, and gradually improve the ability. In the process of teaching, students' thinking ability should be actively developed. In the process of setting up problems, students' learning situation should be adjusted, so as to maximize students' subjective thinking and practical ability.

3.4 Mutual evaluation and evaluation

After the course is over, effective mutual evaluation and evaluation of the course effectiveness are necessary. Teachers can further strengthen the evaluation of curriculum effect by means of unified examination, inter-group evaluation and questionnaire survey, which is conducive to the orderly improvement of students' ability and teachers' teaching quality.

For example, for classroom quizzes, students circulate papers for marking, so as to achieve mutual evaluation. From other students' understanding of the classroom, we can find their own shortcomings, which is conducive to students' reflection on their own learning knowledge. Questionnaire survey methods can be used for practical activities, which are designed by teachers independently. Students' feedback is collected for the key points of teaching, which is conducive to the improvement of teaching quality.

4. Effectiveness and Reflection

4.1 Interest stimulation

Through the implementation, we can find that integrated teaching is of great significance to stimulate students' interest in learning. Teachers use multimedia teaching, simulation demonstration, case and task, mutual evaluation and evaluation programs in different curriculum situations, which play a positive role in improving students' theoretical learning ability and literacy. Through a series of methods and methods different from traditional teaching, students build a good learning interaction platform, students move their brains in the process of receiving knowledge, and realize the transformation of thinking and ability. Under the influence of a benign learning atmosphere, it can make teaching more conducive to the students' play and enhance the satisfaction of teaching methods.

At the same time, we should also reflect on the current teaching methods, actively innovate, through focusing on students' learning psychology, participate in the continuous optimization of teaching methods [5].

4.2 Acquire a better understanding

Through the effective implementation of teaching methods, we can make clear through the investigation of students that their understanding of theoretical knowledge and memory has been improved significantly. The integrated teaching mode enables students to operate and analyze and discuss independently in their study. With effective classroom simulation and demonstration, students' understanding of the profession is strengthened, which has a positive effect on students' deep impression and memory enhancement. At the same time, real-time operation in learning can be conducive to the consolidation of knowledge, students can often translate abstract theoretical knowledge into intuitive clinical practice.

At the same time, we should also reflect on the teaching demonstration operation. Some schools can't further maximize their effects in this respect. They exist because teachers have unreasonable settings for demonstration professions, demonstration procedures, and insufficient guidance for students' problems. In this regard, strengthening is conducive to further enhance the effectiveness of teaching practice in simulated wards [6].

4.3 Improve skills

Through the implementation of integrated teaching, each student can improve their ability to observe a series of problems such as the development and evolution of the disease through scenario simulation and actual operation of clinical cases, and enhance the effectiveness of thinking and analysis so that students can In the systematic teaching process, the thinking mode is gradually formed for clinical nursing. With the continuous development of modern technology, students can set up various cases freely in the simulated ward. Through repeated training, they can strengthen their familiarity with the case.

We need to reflect on how we can further integrate simulated wards with practical skills training. Teachers not only need to have the thinking ability of theoretical teaching, but also need to further optimize and adjust teaching from the direction of clinical practice. At the same time, the cultivation of skills can not be achieved overnight. We should classify and level the skills training system, and carry out targeted and directional skills training according to students' interests and specialties, so that students can reach the maximum level in the specific field [7].

4.4 Training quality

In the integrative teaching mode of theory and practice, the teacher strengthens the interaction with students in the process of teaching, thus increasing students' interest in learning, enhancing the effectiveness of teaching and improving the quality of teaching. In the process of learning, students can further analyze, understand and operate individual cases from a comprehensive perspective by improving organizational coordination, communication and professional literacy. This not only cultivates the professional quality of students, but also cultivates the professional ability of students [8]. In the present, students are required to obtain teaching materials, and enterprises, hospitals, etc. also need to be matched with the posts, thus further promoting the integrated teaching mode of rational integration into the talent cultivation process of professional skills.

In the process of teaching, we need to further pay attention to the students' physiology and psychology. In the process of teaching, we need to integrate their professional etiquette, communication and other related knowledge and skills to enhance students' adaptability to the profession. When necessary, we can further enrich students' learning form and content by strengthening the links with enterprises, hospitals and other units, help students integrate into their profession as soon as possible, and realize the role change, which is conducive to the improvement of students' comprehensive professional quality.

5. Conclusion

To sum up, this paper mainly analyses the problems existing in the current integrated teaching mode of theory and practice, and expounds the application mode and testing process of teaching implementation. Finally, it evaluates and reflects on the teaching effect. Therefore, we can further draw a conclusion that the integration of rationality and reality teaching has a practical and positive role in the training of Vocational talents. In the application process, we should optimize the program according to the actual teaching, take targeted measures for the students' learning situation, and carry out research and exploration on the teaching effect. In addition, the hardware configuration and software enhancement are further strengthened. At the same time, the teaching concept is constantly changed, the teaching methods are continuously optimized, and the teaching quality is steadily improved.

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