

Application Analysis of Inter-professional Cooperative Simulation Teaching in the Experimental Teaching of Internal Medicine Nursing

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Abstract: The course of internal medicine nursing is a professional basic course in higher nursing education. This course is based on nursing and basic nursing theory, has strong practicality and operability, and is an important part of clinical nursing professional courses. However, as far as the experimental teaching of this course is concerned, the actual development situation is not optimistic. The experimental teaching is lagging behind and students cannot get effective experimental exercises. Therefore, this article studies the application of inter-professional cooperative simulation teaching in the experimental teaching of internal medicine nursing. Analyze the effect of applying this kind of teaching method to the experimental teaching of internal medicine nursing, combining with the current status of experimental teaching of internal medicine nursing, explore the effective application strategies of promoting inter-professional cooperative simulation teaching in internal medicine nursing experimental teaching, in order to promote internal medicine nursing provide some ideas for improving the quality of experimental teaching.

Keywords: Inter-professional; Cooperative Simulation Teaching; Internal Medicine Nursing; Experimental Teaching

1. The positive role of cross-professional cooperative simulation teaching

Inter-professional education refers to an educational activity carried out to provide opportunities for two or more professional learners to learn together and communicate with each other. In the experimental teaching of internal medicine nursing, the application of cross-professional cooperative simulation teaching method has a certain effect on promoting mutual understanding and communication among medical learners. This is also helpful for enhancing the professional ability of medical learners, improving patient safety, and improving the quality of medical services. Has a positive effect. Cross-professional cooperative simulation teaching can connect and communicate between two or more majors, so that students of different majors can communicate and cooperate with each other, promote contact and communication between majors, enrich students' professional knowledge, and improve medicine. Professional skills provide opportunities. In addition, the experimental teaching of internal medicine nursing may involve other professional knowledge content itself. Through cross-professional cooperative simulation teaching, a comprehensive experimental environment can be constructed so that professional students can enter such an experimental environment. Expanding horizons during learning, forming a more comprehensive understanding of internal medicine nursing majors and other medical majors, enriching students' professional knowledge, and promoting students' growth and development.

2. The status quo of experimental teaching of internal medicine nursing

At present, the overall development of internal medicine nursing courses is strong in theory and insufficient in practice. In the current internal medicine nursing experiment course teaching, although specific teaching experiments are

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doi:10.18686/ahe.v5i8.3892

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selected as time teaching materials, in the explanation, the emphasis of experimental teaching is still on the theoretical part, and the proportion of practical teaching is relatively insufficient, which leads to students' internal medicine nursing. The improvement of practical skills is slow, and it is impossible to master some practical knowledge through experimental learning. As far as the experimental teaching course of internal medicine nursing is concerned, this course itself has a certain degree of practicality and operability. It requires teachers to organize a large number of student experiments in teaching, so that students can master the professional skills of internal medicine nursing in the hands-on operation, and improve internal medicine. Nursing practice application level. However, as far as the current situation of medical nursing experiment teaching in relevant medical professions is concerned, the frequency of experiment teaching is not high, and the experimental teaching conditions and resources are limited, which limit the improvement of the quality of experimental teaching. In addition, in the experimental teaching of internal medicine nursing, the teacher's application method for the experimental teaching is relatively single, and the experimental classroom is mainly led by the teacher. The students carry out the experimental operation according to the teacher's experimental demonstration and requirements, or the teacher demonstrates step by step to carry out step-by-step experimental operations, such experimental teaching is difficult to establish students' logical thinking in the experiment, which is not conducive to truly training the students' medical nursing literacy. In addition, in the process of experimental teaching, some other medical professional knowledge is sometimes involved, and the teacher's explanation of this part of knowledge is limited, so students cannot fully understand it, which will also affect the quality of experimental teaching. This also reflects that in the experimental teaching of nursing, relevant teachers have limited experimental teaching ability and need to improve their experimental teaching skills of internal medical nursing.

3. Application countermeasures of inter-professional cooperative simulation teaching in the experimental teaching of internal medicine nursing

3.1 Build an effective cross-professional cooperative simulation teaching system and build a cooperative learning platform

In order to apply the inter-professional cooperative simulation teaching method in the experimental teaching of internal medicine nursing and promote inter-professional cooperative learning, we must first build an effective inter-professional cooperative simulation teaching platform, aiming at the needs of internal medicine nursing and related medical professional experimental teaching. To construct and design the corresponding cross-professional cooperative simulation teaching system, build an experimental teaching platform, and promote the effective development of internal medical nursing experimental teaching. For example, for elderly medical care, in order to improve the quality of elderly care workers, relevant medical schools can actively construct a virtual simulation experimental teaching system to simulate a vivid and lifelike learning environment for elderly nursing for students and train students. According to the characteristics of elderly nursing, the virtual simulation experimental teaching system of elderly nursing combines medical nursing majors such as internal medicine nursing, surgical nursing, trauma nursing, and restorative nursing, fully integrating with clinical practice cases, and focusing on teaching. Scientific division and the construction of curriculum system. Through the construction of such an interdisciplinary cooperative simulation teaching platform, students can consolidate the practical skills of elderly nursing based on the theoretical knowledge of elderly nursing, cultivate diagnostic thinking, and improve communication skills. Using virtual simulation technology to restore a variety of elderly care scenarios, let students dare to operate in VR and are not afraid of failure, and cultivate students' hands-on operation ability and self-confidence.

3.2 Carry out experimental teaching cross-professional cooperation course integration, and find a way to integrate experimental teaching

In the new era, relevant medical schools should strengthen professional medical cooperation, promote multidisciplinary integration and cross-professional cooperation, and must achieve comprehensive and comprehensive services for patient treatment and nursing. In specific internal medicine nursing, it is necessary to accelerate the improvement of the multidisciplinary model. Integrate work and actively explore the construction of a collaborative education model for cross-professional cooperation. As far as internal medicine nursing is concerned, it is necessary to further expand the research and do a good job of systematic nursing service in an all-round way. It is also necessary to continuously strengthen research work, and based on the needs of patients' rehabilitation, do a good job of subject integration to ensure the systematic and operability of the corresponding internal medicine nursing experimental teaching. In cross-professional cooperative simulation teaching, it is necessary to emphasize internal medicine as the main mode, strengthen the integration of resources, combine the problems and needs of actual nursing, and ensure that a single

internal medicine treatment and nursing can guarantee the effect, and related experimental teaching work can be completed in quality and quantity. It is also necessary to integrate the nursing content of related subjects to ensure that the experimental teaching is more systematic. For some patients who are difficult to treat and care for, design a greater degree and scope of cross-professional nursing system, and generate technical cooperation simulation teaching system, and promote experimental teaching to achieve ideal results through effective treatment and nursing models.

3.3 Focus on teacher training and improve the ability of inter-professional practical teaching

The application of inter-professional cooperative simulation teaching in the experimental teaching of internal medicine nursing requires teachers to have certain cross-professional qualities and abilities, and the ability to integrate this teaching method with experimental teaching of internal medicine nursing requires higher requirements for teachers. To promote the improvement of related experimental teaching quality, it is necessary to combine the specific requirements of medical school student management, teaching organization and class. In experimental teaching, based on inter-professional cooperation simulation teaching, from demonstration of sputum suction, aseptic technique, skin test and other operational experiments. In the design process, teachers should try to adopt a variety of teaching methods such as case teaching method, and tell theoretical knowledge throughout. It is necessary to strengthen the inter-professional understanding of experimental course teachers, improve teachers' inter-professional cooperative teaching literacy, actively organize teachers to carry out relevant experimental teaching innovation and development training, and promote the effective application of inter-professional cooperative simulation teaching in internal nursing experimental teaching. In addition, teachers must continue to learn new knowledge and new technologies in order to better guide students to adapt to the clinic as soon as possible, to more effectively care for patients, to spare no effort in innovative teaching, to make continuous progress, and to allow cross-professional cooperation to simulate teaching play a greater role in the experimental teaching of internal medicine nursing.

4. Conclusion

The experimental teaching of internal medicine nursing has strong practicality and operability. The teaching of this course needs to be completed in the experiment. At present, there are still many problems in the experimental teaching of internal medicine nursing in relevant colleges and universities, which leads to the emergence of internal medicine nursing teaching. Difficulties and low results. In this regard, the introduction of cross-professional cooperative simulation teaching, through building a simulation experiment platform, optimizing the integration of curriculum design, and improving the level of teachers, etc., to promote the ideal results of the experimental teaching of internal medicine nursing.

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