

# Research on the implementation of project teaching of surgical nursing in higher vocational colleges based on typical tasks

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**Abstract:** “Surgical Nursing” is the core course of higher vocational nursing major, which has strong theory and practice. It covers more than one hundred kinds of clinical nursing knowledge of common diseases and multiple diseases, which is conducive to improving students’ clinical nursing ability and disease observation ability, so as to enhance their employment competitiveness. Vocational surgical nursing teachers should adhere to the employment-oriented, comprehensively deepen the integration of production and education, actively carry out project-based teaching, and jointly develop project-based teaching materials; To create a typical task situation and expand the teaching content of surgical nursing; Scientific design of group training tasks to improve students’ surgical clinical nursing operation skills; Develop evaluation standards for project-based teaching, integrate professional ethics, and comprehensively improve the quality of surgical nursing project-based teaching.

**Key words:** higher vocational education; Surgical nursing; Typical job tasks; Project-based teaching; Implementation strategy

## Introduction:

Project-based teaching integrates the concept of combining work with study, task-driven and project-oriented teaching, which is highly respected by higher vocational colleges. It advocates the decomposition of practical teaching content into learning projects, and takes projects as the carrier to promote the connection between typical work tasks and professional courses teaching, guide students to carry out cooperative inquiry learning, stimulate their initiative of independent learning, and comprehensively improve their post practical ability. Teachers of “Surgical Nursing” in higher vocational colleges should base on typical work tasks, actively carry out project-based teaching, develop project-based teaching materials based on surgical clinical nursing posts, design project-based teaching programs around general, extra-brain, extra-chest, extra-secretory, orthopedic and other clinical nursing skills, and create practical training situations together with surgical nursing staff in hospitals, so that students can familiarize themselves with and master surgical nursing skills in advance. To further improve the training quality of nursing professionals in higher vocational colleges.

## 1. The advantage of project-based teaching based on typical tasks in the teaching of surgical nursing in higher vocational colleges

1. It is helpful to expand the content of teaching materials

Based on the background of typical tasks, the project-based teaching of “Surgical Nursing” in higher vocational colleges has expanded the school-enterprise cooperation model, transformed the skills of surgical nursing posts such as hospital general surgery, brain surgery, chest surgery, exoexotics and orthopedics into project teaching themes, and further expanded the content of the “Surgical Nursing” textbook. At the same time, project-based teaching can also promote the ideological and political construction of “Surgical Nursing” course, show the work attitude of front-line nursing staff through typical work tasks of surgical nursing, urge teachers to pay attention to the cultivation of students’ professional ethics, and improve the teaching quality of the course.

2. It is conducive to promoting the connection between job skills and teaching content

Project-based teaching promotes the integration of theory and practice teaching, facilitates teachers to link surgical nursing post skills with nursing theoretical knowledge in teaching materials, enables students to learn nursing theoretical knowledge through typical tasks, improves the integrated teaching mode of theory and practice, and further improves the teaching quality of Surgical Nursing. Higher vocational colleges should actively cooperate with hospitals to let students study deeply in different departments, transform the skills of different departments into project-based teaching cases, simulate real surgical nursing situations, and let students master surgical nursing skills in the situation.

3. It is conducive to improving students’ practical operation ability

Project-based teaching innovates the practical training teaching mode of “Surgical Nursing”, transforms front-line surgical nursing tasks into project-based teaching tasks, organizes group cooperation for practical training, allows them to formulate nursing plans around typical surgical nursing tasks, simulates clinical nursing scenarios, stimulates their initiative to practice independently, and thus improves their practical nursing skills. Under the project-based teaching mode, the students carry out practical training in the way of group cooperation, correct the problems existing in surgical nursing operation, and conduct role simulation to further improve their practical operation ability.

## 2. Analysis of the current situation of surgical nursing teaching in higher vocational education

1. Single curriculum teaching mode

Surgical Nursing has many knowledge points and teaching tasks. Vocational teachers are used to adopting the teaching mode of “demonstration operation +PPT explanation”, focusing on the contents of the nurse qualification certificate examination, ignoring the preparation of micro-lessons and the design of project-based teaching schemes centering on typical tasks of surgical nursing, which is

difficult to stimulate students' interest in learning. Some teachers have conservative teaching concepts and shallow understanding of project-based teaching, ignoring the use of hybrid teaching platform to carry out project-based teaching, which affects the connection between teaching inside and outside class, and is difficult to effectively guide students to independent learning after class.

#### 2. Theory and practice teaching are derailed

Some teachers of Surgical Nursing in higher vocational colleges adopt the teaching mode of theory first and practice later, ignoring the construction of the integrated teaching mode of theory and practice, which is not conducive to the training of students' clinical nursing skills. In surgical nursing practice training, some teachers mainly support videos with teaching materials, first conduct nursing operation demonstration, and then let students carry out practical operation practice. They neglect to integrate surgical nursing cases of different departments such as hospital general surgery, orthopedics and brain surgery into practical teaching, which affects students' understanding of surgical nursing posts and virtually affects the teaching quality of surgical nursing practice.

#### 3. The implementation effect of the integration of production and teaching is not good

College cooperation is the main way of the integration of industry and education for nursing majors in higher vocational colleges, but the teaching effect of the integration of industry and education and college cooperation is not satisfactory, mainly reflected in the following aspects: First, although the school employs hospital nursing staff as part-time teachers, they mainly give lectures and rarely let them participate in surgical nursing teaching, which affects the connection between nursing post skills and surgical nursing teaching content, and it is difficult to give play to the advantages of integration of production and education. Second, surgical nursing teachers neglect to integrate clinical nursing cases into teaching, and the project-based teaching theme design is unreasonable, which is difficult to stimulate students' enthusiasm for independent learning.

### **3. The implementation strategy of project teaching of surgical nursing in higher vocational colleges based on typical work tasks**

#### 1. Deepen the strategy of integration of production and education, and jointly develop project-based teaching materials

Higher vocational colleges should comprehensively deepen the integration of production and education, actively cooperate with local hospitals, improve the cooperative teaching mode of colleges and universities, and jointly develop project-based teaching materials with hospitals to transform surgical nursing post skills into project-based teaching topics, so that students can have a comprehensive understanding of surgical nursing skills, so as to improve the teaching quality of courses. First of all, the school can invite nurses from different departments to participate in the development of project-based teaching materials, transform surgical clinical nursing in different departments into project-based teaching cases, clarify students' clinical nursing practical learning tasks, and further improve the quality of project-based teaching. For example, the project teaching materials of orthopedic surgery nursing module can set the following tasks: (1) Clinical manifestations and observation of patients with fracture, joint dislocation and neck and shoulder pain; (2) clinical nursing skills and medical treatment methods for orthopedic patients (3) patient assessment and diagnosis, using these small tasks to guide students to carry out project-based practical training, so that students can understand surgical nursing post skills in advance. Secondly, the school should record project-based teaching video materials, shoot nurses' clinical nursing videos in various departments of the hospital, explain the contents of the project-based teaching materials, further enrich the practical training teaching materials, establish a digital teaching resource library, and upload the video resources to the school's online teaching platform, which is convenient for students to watch and download online, and further promote project-based teaching. Promote the connection of teaching inside and outside the class, and improve the quality of project-based teaching.

#### 2. Create typical work scenes and expand the course teaching content

Vocational colleges should adhere to the employment-oriented, optimize the project-based teaching plan around the typical work scenarios of surgical nursing, expand the content of the textbook of Surgical Nursing, further stimulate students' interest in learning, and let them actively participate in the project-based teaching. First, teachers can create typical work scenes according to the project-based teaching materials, which can be divided into three modules: pre-class preview, classroom practice and after-class development. For example, teachers can import clinical nursing videos of brain injury patients in hospitals, and send the videos to students in advance, encourage students to join groups freely, let them carry out pre-class cooperation preview according to the videos, and let them develop clinical nursing plans for brain injury patients. Each group can understand the condition and medical advice of brain injury patients according to the video, reasonably formulate clinical nursing plans, design role play plans, and master surgical clinical nursing skills. Second, teachers can organize clinical nursing role interpretation activities for brain injury patients, let each group simulate daily nursing, massage, humanistic care and other nursing processes, clarify the basic vital signs monitoring, language and limb perception of brain injury patients and other standards, and complete standardized nursing operations. Each group can explain the analysis of the patient's condition and doctor's advice, introduce the nursing plan of the group, as well as the precautions for clinical nursing of this type of patients, show the results of the group's surgical nursing practice preview and practical training, master the difficulties of project-based teaching, and improve the learning efficiency of the group.

#### 3. Design practical training tasks of the group to improve students' practical operation ability

Vocational surgical nursing teachers should reasonably assign group practical training tasks and leave students more time for independent practical exercise, so as to improve their clinical nursing practical operation skills. For example, teachers can develop the teaching theme of trauma surgery nursing project, assign pre-operation and post-operation nursing training tasks, require each group to

submit a nursing plan, and let them perform trauma surgery nursing practical operation demonstration, to test the students' mastery of trauma surgery nursing skills. Each group can design the nursing plan according to the situation of the trauma surgical patients and the surgical plan, formulate the correct preoperative and postoperative nursing evaluation objectives, and formulate the nursing plan, such as clarifying the nursing intervention measures, nursing record content, pre-operative nursing and postoperative nursing essentials, postoperative wound observation and nursing of patients, etc., and master the clinical nursing skills of trauma patients. In addition, the school can regularly invite hospital nurses to carry out project-based teaching, by the nurses to assign group training tasks, and for the students to perform operational demonstrations, hand by hand to correct the students' clinical nursing operation specifications. For example, nurses can assign clinical nursing tasks for fracture patients, demonstrate operational processes such as fracture site fixation, postoperative nursing, postoperative wound debridement and dressing change for each group, and guide each group to carry out practical exercises, infiltrate humanistic education, and further improve students' professional ethics.

#### 4. Optimize project-based teaching evaluation and improve course teaching quality

First of all, teachers should improve the project-based teaching evaluation system, implement diversified evaluation, set up student self-evaluation, intra-group mutual evaluation and group mutual evaluation, further innovate project-based teaching methods, implement the concept of individualized teaching, and improve the teaching quality of surgical nursing. For example, teachers can organize group project-based learning achievement display activities, encourage them to show the results of surgical nursing practice in the way of role playing, and then guide students to self-evaluate the learning performance of the project and evaluate the members of the group, cultivate their reflective ability, and help them timely check the gaps and fill the gaps. At the same time, teachers can organize mutual evaluation between different groups, so that they can comment on the clinical operation of surgical nursing in other groups and teamwork, so as to activate the classroom atmosphere and further improve the quality of surgical nursing project-based teaching. Secondly, teachers can invite hospital nurses to participate in the project-based teaching evaluation, and evaluate students according to the standardized operation of clinical nursing in hospitals, such as the evaluation of students' clinical nursing operation process, medical instrument operation, preoperative and postoperative nursing, etc., and point out the problems existing in students' nursing practice, so as to correct their learning attitude. To further improve students' practical operation ability of surgical nursing, and then improve the teaching level of surgical nursing courses.

## 4. Conclusion

Vocational colleges should base on the employment trend of nursing industry, adhere to the employment-oriented, create typical tasks of surgical nursing, comprehensively deepen the cooperation between colleges and universities, jointly develop project-based teaching materials, transform surgical nursing skills in different departments into teaching cases, promote the connection of industry standards, post standards and curriculum standards, and further improve the teaching quality of Surgical Nursing. At the same time, teachers should carefully design the "Surgical nursing" project-based teaching plan, develop project-based teaching themes around clinical nursing skills, arrange group training tasks, further improve the surgical nursing operation skills of students, cultivate their good professional ethics, and further improve the training quality of nursing professionals in higher vocational colleges.

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