

Value Analysis of Case Teaching Method in Clinical Application of Nursing Teaching in Gastroenterology

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Abstract: *With the social attention to medical and health under the new situation, hospital nurses make more use of cases in the teaching process to help students understand nursing knowledge and skills. This paper discusses two different types of practical classroom implementation schemes of case teaching method and traditional teaching method through the contents of analytical learning theory, concept, characteristics and mastery methods. This paper uses the method of questionnaire to investigate the teaching effects of two different types of practical classroom implementation schemes: case teaching method and traditional teaching method. Finally, the survey results show that the students' achievements in the traditional teaching method are lower than those in the case teaching method. Especially in practical operation, the students' achievements in the case teaching method are significantly higher than those in the traditional teaching method, while in terms of theoretical knowledge, the differences between the two are not great. At the same time, it improves their practical operation ability. This shows that case teaching method plays an important role in students' practical operation.*

Keywords: *Case teaching method, Gastroenterology department, Nursing teaching, Clinical application*

1. Introduction

In recent years, with the development of clinical nursing technology, the new curriculum reform puts forward the requirements of "student-centered", "teacher led" and innovative teaching methods. In traditional medical theory, classroom teaching is the best teacher [1, 2]. The case teaching method is to select typical cases for analysis and explanation, summarize experiences and lessons, and then guide the practice process and learning objectives to achieve effective combination. It can not only stimulate students to participate in the treatment process to promote the improvement of their own clinical skills, but also cultivate students' good nursing habits, the ability to actively think and solve problems, the sense of teamwork and other comprehensive quality development models [3, 4].

Many scholars have conducted relevant research on case teaching method. Foreign research on this method of teaching mainly focuses on developed countries such as the United States and Britain. For example, it discusses cases to improve students' interest in learning. Teachers can stimulate students to think actively by creating situations [5, 6]. For example, when they are asked to discuss a chapter or a segment task in groups, they can adopt cooperative practice or group cooperation, simulate clinical nursing practice, or combine theory with practice to guide the teaching effect. In recent years, domestic scholars have put forward some views, discussed and analyzed them. Some scholars believe that introducing cases into teaching method is one of the important ways to improve teaching quality [7, 8]. Other scholars advocate carrying out research on clinical nursing work with students as the main body. The above research has laid a research foundation for this paper.

With the rapid development of modern science and technology, nursing teaching is also undergoing continuous reform. The traditional teachers are the center and students passively accept knowledge as the leading. As a new technology, method and practice, case law came into being as an integrated education model. Based on the relevant clinical experience and theory, this paper analyzes the problems and solutions in the application of case teaching method, discusses and puts forward some suggestions for reference, so as to improve the effect of classroom learning.

2. Discussion on Case Teaching Method in Clinical Application of Nursing Teaching in Gastroenterology

2.1. Nursing Teaching in Gastroenterology

2.1.1. Definitions

Nursing teaching in gastroenterology is a subject that aims to cultivate students' comprehensive ability, combines theoretical knowledge with practical skills, and uses colorful, vivid and interesting cases and simulated scenes in clinical work. The teaching content takes the case as the carrier, completes the process of knowledge transfer through teachers' guidance and students' group discussion. When implementing classroom teaching in the traditional nursing model, nurses usually combine teaching materials with clinical practice. With the development of the times, the improvement of medical technology and medical and health conditions, higher requirements are put forward for teaching tasks. Among them, the most widely used is the research and discussion of case teaching method in the field of medicine. This topic will summarize the relevant literature, and discuss, analyze and think in combination with the clinical experience and work focus at the undergraduate stage [9, 10].

2.1.2. Teaching Characteristics

(1) The teaching content is closely related to students' real life. The clinical characteristics of nursing in gastroenterology department are many knowledge points, wide coverage and strong knowledge. Therefore, in the case teaching method, we should take the patient as the center and the problem as the main line for explanation and guidance, and also pay attention to the penetration of the cultivation of the ability of integrating theory with practice.

(2) More knowledge points. The content of nursing teaching in gastroenterology involves many disciplines, such as basic medicine and clinical treatment, and each department is mainly based on cases. During the classroom explanation, relevant theories and operation points can be displayed through videos or pictures. In addition, we should also pay attention to the cultivation and guidance of the psychological quality of patients and their families. In addition, we should pay attention to the analysis and Research on the knowledge points of drug use behavior and drug dependence of patients and medical staff.

(3) The teaching content takes cases as the carrier, with prominent focus and strong pertinence. It combines theoretical knowledge with clinical practice, and infiltrates a large number of nursing work examples and operation skills in the process of explanation, analysis and interpretation. In the process of nursing in gastroenterology department, we should pay attention to learning more about its nursing knowledge and work flow [11, 12].

2.2. Case Teaching Method

2.2.1. Definitions

As a teaching method focusing on cultivating students' subjectivity, case teaching has been widely used in various teaching centers since the new curriculum reform. First of all, taking cases as the core of case education should be objective, typical and educational. Second, case education is committed to forming a classroom atmosphere in which teachers communicate freely with each other, so as to enhance students' social subject status. Third, case education emphasizes cultivating students' divergent thinking and cultivating students' comprehensive thinking ability. Case teaching method is a teaching method that takes learners as the center and teachers as the main body to guide, coordinate and manage the development of the whole event in teaching. Case teaching is mainly divided into two aspects: one is to carry out specific situation research according to a special problem. Second, take the group as the unit to carry out collaborative communication research. It not only pays attention to the needs of cultivating learners' innovative ability and ideological character in the process of participating in inquiry, exchange and cooperative research, but also pays attention to the equal dialogue and interactive relationship with teachers, as well as the common growth and progress of teachers and students.

2.2.2. Features

(1) Subjectivity

The purpose of the new curriculum reform is to take students as the leading, while the characteristic of case teaching method is to turn students into classroom participants, which is the same as the new concept of traditional classroom transformation. There are also changes in the transformation of the new

curriculum standard, organizing students, guiding students and giving students the opportunity to explore. The advantage of case teaching method is that it takes cases as the medium. Teachers only provide students with questions, interpret problems and reflect on them. At the same time, each student has the opportunity to express themselves in the summary process, which improves the students' ability to express and organize their speeches.

(2) Situational

The situational nature of case teaching process is based on actual real examples, that is, authenticity. This is the essential difference between case study and other teaching methods. Chemistry comes from real life, so the selected cases must come from real life. Therefore, in these cases, students obtain knowledge through their own summary and encourage students to establish their own knowledge system. In traditional education, teachers convey this abstract theoretical knowledge to students through generalization. In this case, students have no further knowledge. Relevant background helps them understand knowledge, so knowledge can only be remembered through memory. No vivid case or background can help students learn, cannot stimulate students' interest, and students will not connect knowledge with production. Life is interrelated.

(3) Interactivity

Traditional teaching is mainly developed according to the preset purpose and process of this section. The process of teachers transmitting content directly to students is similar to the one-way transmission process. Students are solely responsible for recording teacher content. When time comes, thinking continues, which also leads to students losing interest in learning this subject. Case teaching method focuses on teacher-student communication and teacher-student communication. Every student has different ideas. They have different experiences and have different views on the same subject. From different angles, through analysis, discussion, dialectics and other forms, we can have a deeper understanding and more in-depth and vivid interaction on the same subject. This interaction allows learners to constantly build and rebuild their own knowledge system, while allowing students to maintain a positive learning attitude so as not to lose interest.

(4) Guidance

Case teaching method is a kind of teaching method based on actual cases, starting from creating situations, problem-oriented and problem-oriented. This is similar to Dewey's "problem solving thinking". He believes that the goal of teaching should be to master the methods and attitudes to solve problems, as well as the process in the process of interactive discussion, analysis and problem-solving, so as to cultivate students' ability to analyze and solve problems through such a process. Problems continue to improve and learning enthusiasm is awakened.

(5) Practicability

One obvious advantage of case teaching method is its practicability: first, cases come from real life and are practical. Secondly, the practicability of students in the process of case study is also the most important. These cases are based on real-life examples. Students have a feeling of the situation and adapt quickly, so that students can learn to master the process. Solve problems in practice. As the connection point between the two, the case of the combination of theory has changed the traditional teaching method, that is, only learning theoretical knowledge. While deepening students' theoretical knowledge, it also teaches students to acquire knowledge in the process of self sustainable design in the process of applying knowledge to practice and solving practical problems.

(6) Applicability

One of the goals of knowledge learning is to apply the learned knowledge to life. Case teaching method takes cases in real life as a means to let students use the learned knowledge to solve these phenomena and problems. The boring learning process has become an interesting process and a method to solve life problems, which makes them really feel that the knowledge they have learned is for life and comes from life, and also cultivates the values of students' emotional attitude.

2.3. The Role of Case Teaching Method in Clinical Application of Nursing Teaching in Gastroenterology

In the form of classroom teaching, teachers will explain and demonstrate the theoretical knowledge, clinical practice experience and patients before class. Through the summary and analysis of the problems and shortcomings in the application of this method, a conclusion is drawn. Its main purpose is to guide

students to actively participate in learning activities, improve their nursing ability and improve their personal comprehensive quality level. Case teaching method can not only enhance teachers' professional quality, but also help students master solid theoretical knowledge, skillfully use clinical practice skills and medical technology. Through the simulation of typical nursing, the case teaching method enables students to master and understand the common morbid and first aid methods in clinical practice, and guide and standardize patients' use of medical devices and precautions in the process of practical application, which is conducive to improving students' nursing technology application ability. The case teaching method introduces the discussion practice in the traditional classroom, through the communication between teachers and patients, and takes the group as the unit to jointly discuss and analyze clinical related problems. At the same time, it also stimulates students to participate in the analytical learning process.

3. Experiment of Case Teaching Method in Clinical Application of Nursing Teaching in Gastroenterology

3.1. Investigation Purpose

Through investigation, this paper analyzes the prominent problems and reasons existing in the current teaching process, and puts forward targeted strategies. This study mainly uses the methods of questionnaire, interview and literature review to design the practical teaching activities of practical case education in some clinical departments of the internal medicine department of our hospital, purposefully and consciously combine them with the classroom content in the theory connection class, so as to understand what teaching methods and contents are selected in the current clinical practice To provide guiding theoretical basis for nursing practice in the future.

3.2. Respondents

In this paper, 20 students with undergraduate clinical practice experience will be selected as the survey object. Among them, senior students with internship experience are the focus. Both male and female students have bachelor degree or above and nursing experience. All students are divided into two groups. One group uses traditional teaching method for clinical teaching, and the other group uses case teaching method for clinical teaching.

3.3. Investigation Methods

Credibility refers to the objectivity, consistency and acceptability of an event. It emphasizes a kind of information rather than a person or a group. When implementing the case teaching method in the teaching process, we should pay attention to the following points: first, select the appropriate content for analysis. Second, teachers should have solid and rich knowledge reserves, practical guiding significance for clinical nursing practice and the ability to put theory into practice. The third is to choose appropriate and reasonable methods to judge and explain the content taught in the classroom, put forward questions on this basis, and finally draw a conclusion. By conducting a questionnaire survey on the case teaching method and comparing its content with the results, we can better understand the acceptance of students and analyze the influencing factors from different dimensions. The reliability is calculated as follows:

$$r_{kb20} = \frac{K}{K-1} \left[1 - \frac{\sum_i^k pq}{S} \right] \quad (1)$$

$$r_{kb21} = \frac{K}{K-1} \left[1 - \frac{\bar{X}(K - \bar{X})}{KS} \right] \quad (2)$$

Where, K is the number of questionnaire items, s is the score variance of question I, P is the percentage of people who answered question I correctly, q is the percentage of people who answered question I incorrectly, and X is the average of the total scores of all questionnaires.

4. Experimental Analysis of Case Teaching Method in Clinical Application of Nursing Teaching in Gastroenterology

4.1. Comparison of Nursing Teaching Achievements in Gastroenterology

Table 1 shows the comparison of teaching test scores between the two groups of students after a period of time.

Table 1: Comparison of student scores between the two groups (n=20)

	Skills demonstration	Operation training	Business learning	Specialized theoretical knowledge
Traditional teaching method	81	89	90	87
Case teaching method	90	94	90	90

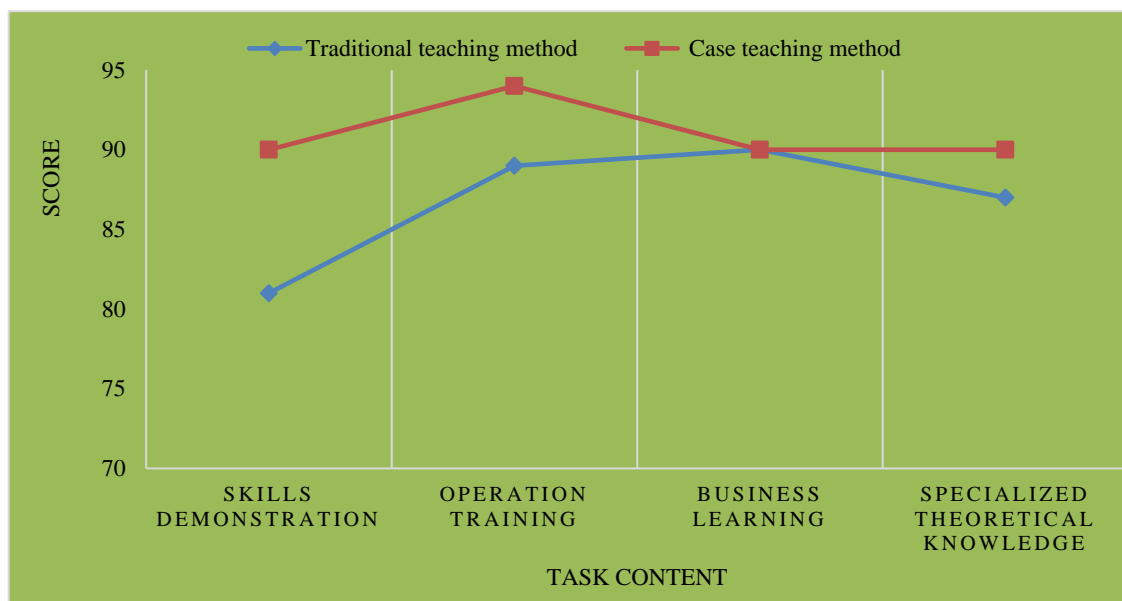


Figure 1: Comparison of student scores between the two groups

This experiment compares the teaching effects of the two groups of students using traditional teaching method and case teaching method. As can be seen from Figure 1, this achievement is compared from the aspects of skill demonstration, operation training, business learning and specialized knowledge theory. It can be seen from the data that the scores of students using traditional teaching method are lower than those using case teaching method, especially in practical operation, the scores of students using case teaching method are significantly higher than those using traditional teaching method, and there is no big difference in theoretical knowledge. This shows that case teaching method plays an important role in students' practical operation.

4.2. Classroom Performance of Students with Different Teaching Methods

As can be seen from Figure 2, the performance of students using case teaching method in class is more obvious, in which 60% of students improve their performance, while only 45% improve significantly after using traditional teaching method. This shows that the students who adopt the case teaching method have a deeper grasp of the teaching content and improve their practical ability at the same time.

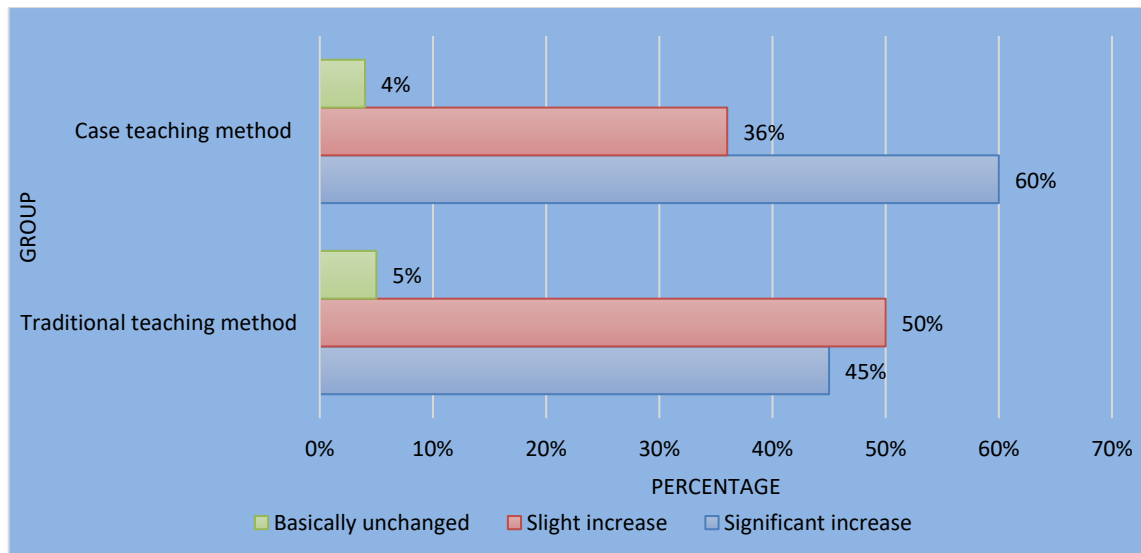


Figure 2: Students' classroom performance of different teaching methods

5. Conclusion

By analyzing the application of case teaching method, this paper discusses the effective case education method in the current clinical nursing teaching. Firstly, it expounds the background and research significance of the topic, then combs and summarizes the relevant literature at home and abroad, and summarizes several commonly used and widely used classical theories and their scope of application. Finally, the questionnaire survey method is used to carry out specific practical discussion and examples, focusing on its role in the treatment process, in order to better provide reference basis and ideas for clinical nursing teaching service.

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