

The Strategy Analysis of Integrating the Idea of "Curriculum Thinking and Politics" into the Teaching of Surgical Nursing

Pingli Huang*

Qiandongnan Vocational & Technical College for Nationalities, Guizhou 556000, China. E-mail: 729424618@qq.com

Abstract: In the course of the actual development of surgical nursing teaching, we constantly strengthen the transfer of professional knowledge to integrate ideological education into it. The concept of "curriculum thinking and politics" is integrated into all aspects of teaching. This paper mainly discusses the strategy of integrating the concept of "curriculum thinking and politics" into the teaching of surgical nursing, and the strategy of combining the concept of "curriculum thinking and politics" and the course content of surgical nursing teaching. During and after the teaching of surgical nursing, it carries out scientific and reasonable teaching design and runs "curriculum thinking and politics" through all stages before, so as to train more excellent medical talents for the society.

Keywords: Curriculum Thinking and Politics; Surgical Nursing; Teaching Strategies

Surgical nursing is an indispensable part of medicine. It needs rich practical experience, but many students pay great attention to professional knowledge in the process of learning instead of ideological and political education, which is not ideal for the construction of students' moral concept^[1]. Therefore, surgical nursing should infiltrate "curriculum thinking and politics" into teaching, while cultivating students' professional skills, it also helps students to shape the correct world outlook and outlook on life and values, so as to promote the progress and development of society.

1. The stage before class

The integration and combination of the concept of "curriculum thinking and politics" should not only be in the classroom teaching, but also run through the teaching from the pre-class stage to the post-class consolidation stage^[2]. In the process of concrete implementation, we should make clear the subjectivity of students. Teachers

should do a good job of leading, all-round implementation of "curriculum thinking and politics". After completing the teaching design, the teacher can first let the students make some autonomous preview to have a basic understanding of the course knowledge that will be learned soon, then the teacher can use some online teaching platforms to publish the relevant preview tasks, such as the questions that need students to consult and think^[3]. For example, in the course of nursing for lung cancer patients, teachers can ask students to think about the specific situation of lung cancer epidemiology and what are the related factors that cause lung cancer. Students will complete the learning task in the form of group cooperation and summarize the final answer through communication and communication. This can not only train students' autonomy, but also cultivate students' team spirit. What's more, students' communication ability can be improved, which gradually cultivate students' good study habits to promote students' all-round development.

Copyright © 2020 Pingli Huang

doi: 10.24294/jn.v9i2.164

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

(<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

2. The stage in class

2.1 Summary of pre-class learning outcomes

The idea of "curriculum ideological and political" is to link ideological and political education with all curriculum teaching. It infiltrates the corresponding ideological and political theory in teaching, aiming at achieving a good effect of ideological and political teaching^[4, 5]. Therefore, in the stage of pre-class preparation, teachers will let ideological and political learning run through it. Pre-class preparation is a stage that requires students to learn independently. Many students do not invest enough energy in the process of practical preparation, so the understanding of professional knowledge and ideological and political theory is not deep. Then in the class stage, the teacher can first let the students to preview the knowledge of a corresponding summary. They divide students into groups to summarize the results of the report, and for other group reports in doubt can be timely communication and discussion. Through the group summary report, the student's impression to the pre-class preparation knowledge will be further deepened^[6]. For example, with regard to breast cancer patients, students are given a more comprehensive understanding of their hazards and a clear understanding of the importance of learning on the basis of which the correct concept of prevention is established. At the same time, it also arouse students' inner sense of social responsibility and a certain sense of mission. Teachers can publish questions and learning tasks with the help of online learning platforms, for example, Question 1: What factors are associated with breast cancer incidence? Question 2: What are the current surgical treatment methods, surgical methods and methods for breast cancer? After receiving the questions raised by the teacher, the students take the group as the unit. Making the PPT and hand-drawn mind map, consulting the relevant literature, completing the online and offline tasks, all of these can improve the students' learning ability teamwork ability, so that students can master the mechanism of breast cancer disease, influencing factors and surgical treatment methods in the process of autonomous learning.

2.2 Assessment of patients with cases

There are many links in the teaching of surgical

nursing, so it is necessary to analyze the actual cases, so as to understand the actual situation of the patients with related diseases more objectively, which is beneficial to master the professional nursing knowledge and operation techniques. Combined with the case to assess the patient's physical condition, this stage can also fully link the theory of ideological and political teaching. First of all, teachers will show students clinical cases through pictures and video materials such as PPT^[7]. For example, the observation of lung cancer patients can first let students watch the changes in the patient's lungs. It promotes students to think carefully to summarize the changes in the lungs accordingly with a correct understanding of the actual physical condition of the patient. In this process, teachers should fully mobilize the enthusiasm of students and the ability to think and sum up cases, so as to exercise students' thinking ability with more perfect professional literacy. Professional ethics and spirit are also very important parts of ideological and political education, and good professional accomplishment is also the foundation of the continuous development of surgical nursing professionals, which can promote the more professional nursing and meet the needs of social development.

2.3 Analysis of treatment protocols and cases

The evaluation of treatment plan is mainly to arouse students' enthusiasm to explore problems and facts. Students will understand the complexity of surgery and the corresponding prognosis, facing the disease with correct attitude and concept. They are guided to master the world view of materialistic science^[8]. In the process of case analysis, it is necessary for students to apply the nursing knowledge they have learned before. They need to sum up the corresponding nursing diagnosis and objectives to make clear the important and difficult points in nursing operation. This requires students to have a good working attitude, the spirit of innovation, the understanding the importance of unity and cooperation between medical teams, and the cultivation of team spirit, so as to achieve a good ideological and political education.

2.4 Summary of effective nursing measures

The formulation of nursing measures is the final learning achievement of surgical nursing teaching. It is

also the most important part of nursing. In the process of actual teaching, teachers can create perfect teaching situation for students and experimental simulation actual scene for nursing operation. According to the actual clinical nursing work content, the learning tasks in teaching are classified and assigned to different groups, so that students can not only feel the relationship between medical care and patients through practical simulation, but also deepen the impression of nursing operation.

3. The stage after class

The knowledge of surgical nursing is very complicated, so it needs to be consolidated accordingly after class. It is crucial for students to master nursing skills better, and in the process, ideological and political education is also infiltrated and the all-round development of surgical nursing students is promoted. First of all, making a comprehensive summary and evaluation of students' learning situation is necessary, so that students can understand their own learning situation more objectively. Secondly, the use of relevant online platform is needed to publish some homework after class, which mainly makes students participate in practice to further understand the knowledge related to disease. Students can make some publicity posters to appeal to people to pay more attention to health, so as to enhance the health awareness of the whole society. Such a teaching method can enable students to enhance their own ideological awareness with a good sense of social responsibility and a full sense of mission for nursing. It also can deepen the patriotic feelings of students, a good spirit of dedication, and constant practice of the core values of socialism.

4. Conclusion

To sum up, it is a trend of education development to integrate the concept of "curriculum thinking and politics" into surgical nursing teaching, and teachers play a very important leading role in this process.

References

1. Cheng A, Zhang L, Liu C. On the practical exploration of ideological and political construction of surgical nursing course (in Chinese). *Health*

2. Zhao M. The basic principles of promoting the construction of "ideological and political curriculum" in college professional courses, tasks and standards (in Chinese). *Ideological and Political Education* 2018; (5): 86-90.
3. Xiao Z. Research on the methods and strategies of implementing "curriculum thought and politics" in higher vocational courses (in Chinese). *Modern Vocational Education* 2018; (1): 96-97.
4. Cheng A, Liu C, Zhang Q. Teaching reform and practice of surgical nursing under the concept of curriculum thought and politics—Take nursing care of breast cancer patients as an example (in Chinese). *Modern Vocational Education* 2019; (22): 160-161.
5. Yu W, Zhou X. The path of course ideological and political integration into surgery teaching (in Chinese). *Journal of North Hebei University (Natural Science Edition)* 2019; 35(8): 52-54.
6. Xu Y, Wei Z, Chen S, *et al.* The exploration of the integration of the teaching of surgery into the elements of "curriculum politics" (in Chinese). *Research and Practice in Medical Education* 2019; 27(4): 604-607.
7. Huo R, Lai H, Lin Y, *et al.* Application of "rain-based classroom & hybrid teaching model to undergraduate nursing students in neurosurgery (in Chinese). *She Zhi* 2019; 31(1): 166-169.