

Research and Exploration of Ideology and Politics in the Course of Emergency Critical Care

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Abstract: In order to realize the fundamental task of “Setting up morality and cultivating people”, this study reports the ideological and political objectives, teaching design and effect of the course of emergency and critical care, and provides reference for the ideological and political education function of the specific course.

Keywords: Emergency Critical Care; Teaching Reform; Course Ideological and Political.

1. Introduction

The guiding outline of ideological and political construction of curriculum in colleges and universities issued by the Ministry of Education proposes that “Ideological and political education should be carried through the personnel training system, ideological and political construction of curriculum in colleges and universities should be promoted in an all-round way, the educational function of each curriculum should be given full play, and the quality of personnel training in colleges and universities should be improved”[1]. Thus, the course of ideological and political education is the only way to the teaching of ideological and political education, but also to promote the quality of college moral choice. The significance of curriculum ideology and politics is to guide the university education how to cultivate the correct values of university students. At the same time, curriculum politics can also effectively promote the all-round development of college students. In the specific teaching work, we should give full play to the ideological and political education function of each course, improve the students' professional quality and pay attention to the students' attitude, and set out from the individual characteristics, embark on the road of all-round development. The purpose, teaching design and effect of the ideological and political education of the course of emergency and critical care were discussed in this study, to provide important reference for the implementation of the fundamental task of Lide Shuren.

2. Overview of the Emergency Critical Care Course

Emergency and critical care is the core course of professional competence of nursing specialty. Based on the theory and practice of modern medicine and nursing, it aims to save patients' lives, improve the success rate of rescue, promote patients' rehabilitation, reduce the rate of disability and improve the quality of life, a comprehensive application of first aid and intensive care for critically ill patients. There are 34 hours of courses for the five-year nursing specialty (clinical nursing direction) and the five-year nursing specialty, including 6 hours for theory and 14 hours for integration of science and reality, practice 14 hours. Including pre-hospital first aid, hospital emergency care and intensive care three projects.

3. Ideological and Political Objectives of the Course

3.1. Bless Life

The professional spirit of “Respect and bless life, save lives and heal the wounded, be willing to contribute, love without borders” is the necessary accomplishment of medical students, which should be rooted in students' soul as a kind of cultural gene [2]. Nursing students, as future nurses, must possess the spirit of reverence for life and dedication, especially in the face of the threat of major infectious diseases and the fight against major natural disasters, they should have the spirit of selflessness, Gunbuster and self-sacrifice.

3.2. Love Your Post and Work Hard

To train the students with modern nursing concept, love the nursing profession, love the work and dedication of the spirit. Establish the "Dedication, integrity, friendly" socialist core values. Love and dedication are an essential quality for every profession, nursing work in addition to the spirit of love and dedication, but also need to be willing to contribute, when patients need treatment, can stand up, regardless of pay, willing to contribute.

3.3. High Sense of Responsibility

Train students to have a high sense of responsibility, prudent and strict conduct, good spirit of unity and cooperation. Nursing work is related to people's life and health, there is no room for mistakes, so we must train students with a strong sense of responsibility, rigorous work, meticulous, and have the ability to cooperate with others.

3.4. A Strong Mental Attitude

Nursing work is complicated and busy, students must have good psychological quality, can calmly handle all kinds of emergencies, with “time is life first-aid “awareness. Can according to the different condition, gives the appropriate treatment plan.

3.5. Communication and Cooperation Spirit

Students must be able to communicate well with critically ill patients and their families. The ability of communication and cooperation is a necessary ability in the modern workplace. Nurses need to communicate not only with their

colleagues, but also with patients and their families to promote the recovery of the patient's condition.

4. Course Design of Ideological and Political Education

4.1. Integrating Information Teaching, Attaching Importance to the Cultivation of Nursing Students' Professional Quality

The hybrid teaching mode is carried out through the platform of fine online open course, cloud classroom and intelligent campus. The combination of "in and out of class, online and offline, teaching and self-study, theory and practice", it covers online evaluation + offline evaluation, theoretical evaluation + practice evaluation, highlights the team cooperation in the evaluation of comprehensive rescue ability, and closely integrates the new trends of clinical development, it fully reflects the practicability and advancement of training nursing talents, attaches importance to the comprehensive evaluation of knowledge, skills and literacy, and applies the OSCE (Objective structured clinical examination-RRB- examination model to the course assessment process, to realize the whole course assessment, information-based, focusing on training students' innovative thinking, innovative ideas.

4.2. The Reform Practice Depends on the Theory Teaching System, Achieves "The Teaching-the Study-Does" a Body

The aim of emergency and critical care teaching is to enhance students' first-aid consciousness and cultivate their comprehensive first-aid ability of rapid assessment, correct decision-making and decisive implementation. Therefore, in the new teaching model, abandon the traditional teaching methods (after the end of theoretical training), while carrying out theoretical training, the boundary between theory and practice is weakened by adopting synchronous teaching such as "Multi-function classroom" and simulated ward, so as to realize the integration of theory and practice teaching. To further strengthen the students' knowledge and practical skills of emergency and critical care, broaden their horizons, and promote their mastery of emergency and critical care skills.

4.3. Humanistic Spirit, Liberal Education and Nursing Occupational Safety are Integrated into Nursing Teaching

Adhere to the student-oriented, teacher-oriented teaching philosophy, the whole process of infiltration of liberal education and other modern education ideas and concepts. Patient safety is the most important issue in hospital work, and nursing safety education is indispensable in nursing teaching. Classroom education is the main channel to cultivate the risk awareness of nursing students. Through increasing the teaching of knowledge related to emergency and critical care safety, highlighting the nursing safety of emergency and critical care patients in practical teaching, conducting case analysis of nursing errors and accidents in emergency and critical care, and conducting discussion and debate on simulated nurse-patient disputes, to permeate nursing safety education, nursing risk awareness and nursing law knowledge into the teaching of the course of emergency and critical care, and to make ideological and political education silent[3], so as to promote nursing students to

understand safe nursing, to develop safety nursing consciousness and thinking habit, to improve nursing skill level, to reduce the risk of nursing work, to promote the healthy development of nursing students' career in the future.

4.4. Grasp the Ideological and Political Elements of the Curriculum, into the Value of Education

The course includes three major tasks: Pre-hospital first aid, in-hospital emergency care and in-hospital intensive care. From three modules of "Save in the side, life and death speed, ER" to excavate the ideological and political elements of each task, the new era of occupational health spirit to students. Pass the new era of occupational health spirit to students. In teaching, systematically and subtly integrate the concepts of "willingness to contribute, boundless love" and use cases to emphasize the emergency response philosophy of "time is life" and the professional attitude of "striving for excellence, scientific rigor." Stress the importance of self-protection awareness and the ability to calmly respond to and think clearly during unexpected emergencies. Ensure that vocational quality education and specialized education are integrated and advanced together. When facing critically ill patients, be able to complete rescue and care tasks with high quality and efficiency. Cultivate students' interpersonal communication, teamwork abilities, and a professional spirit of dedication, placing life above all else. This reflects the ideological and political education requirements of "respecting and safeguarding life, assisting in injury and care."

5. Effectiveness

5.1. Course Resource Construction

Established a course teaching network resource with 92 videos, totaling 722 minutes in length, including pre-hospital emergency care (adult CPR, infant CPR, AED use, trauma care, common acute condition care, etc.), in-hospital emergency care (airway management, AMBU bag use, ventilator clinical application, central venous catheterization, respiratory failure, etc.), and in-hospital critical care (respiratory system monitoring, multi-function monitor use, invasive arterial blood pressure monitoring, PICCO technology, ICU monitoring of post-major surgery patients, etc.); multimedia courseware featuring integrated text, images, and sound; 287 simulation test questions, with the functionality for online interaction, provided for students to preview before class and review after class. By combining online and offline teaching, students can continuously improve their comprehensive quality through the platform resources [4].

5.2. Textbook Development

The course team has compiled the "Critical Care Nursing" textbook, which is a "new form integrated" textbook built against the backdrop of sharing teaching resources from Internet-plus national high-quality online open courses. This textbook, also developed under the same context, integrates beautifully produced critical care nursing micro-lectures and operation videos via QR codes with the textbook content, effectively promoting autonomous learning by students and achieving an interactive blended teaching model of "online and offline" methods, thus promoting reform in teaching models and methods.

5.3. Evaluation of Course Ideological and Political Effectiveness

Combine formative and summative assessments, with a greater emphasis on formative assessment, which accounts for 60%, while summative assessment accounts for 40%. Highlight self-assessment and peer assessment in the formative evaluation, mainly including: class performance, after-class exercises, laboratory organization and self-management, volunteer services, and other ten aspects. Incorporate elements of ideological and political education into the scoring criteria for various operations to promote the achievement of ideological and political education goals.

5.4. Social Services

Most of the teachers in the course group are Red Cross first aid training instructors or American Heart Association Basic Life Support and Advanced Life Support training mentors, providing first aid training to the community. A student emergency service volunteer team has been established to provide first aid knowledge and skills training to communities, schools, and more.

6. Conclusion

The implementation of course ideology in "Critical Care Nursing" not only contributes to the improvement of students' comprehensive qualities and high satisfaction with the course, but also enhances teachers' qualities, fostering mutual growth between teaching and learning, and promoting joint progress of teachers and students. Additionally, the implementation of course ideology in "Critical Care Nursing" promotes the construction of course resources, shaping professional values while imparting professional knowledge and skills, contributing to teaching reform, talent cultivation, and the

building of a larger ideological and political education framework.

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