

# The Transformation and Practice of the Nursing Clinical Teaching Concept from “Teaching Demonstration + Assessment” to “Standardized Patient Teaching Demonstration + Supervision + Standardized Patient Assessment”

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**Abstract:** *In recent years, with the reform and development of the medical and health care industry and medical education, standardized patient techniques have received widespread attention. In the modern medical system, nursing techniques, as a crucial link, are directly related to the treatment effect and recovery process of patients. Therefore, taking the clinical nursing skills of the nursing interns in the Department of Infectious Diseases of our hospital (hereinafter referred to as “nursing students”) as the entry point, after the teaching concept of nursing clinical technology changed from “teaching demonstration + assessment” to the new concept of “standardized patient teaching demonstration + supervision + standardized patient assessment”, not only has the learning experience of nursing students been enhanced, It has further exercised students’ reaction ability in immediate scenarios and their clinical decision-making ability. Moreover, in the teaching of clinical nursing skills based on the new concept, by simulating real doctor-patient communication scenarios, not only has the communication ability of nursing students been improved, but it has also played an important role in cultivating the medical humanistic spirit of nursing students and building a harmonious nurse-patient relationship. At the same time, it has significantly improved the practical operation ability of nursing students and their satisfaction with the teaching mode.*

**Keywords:** Standardized patient, New concept, Teaching of clinical nursing skills, Nursing Intern.

## 1. Introduction

The reform and development of China’s medical and health care industry and medical education have put forward new requirements for the cultivation and assessment and evaluation methods of medical talents, in order to meet the needs of improving the service capabilities and comprehensive qualities of medical and health workers in the new era. Among them, as an important component of the objective structured clinical examination (OSCE), standardized patients (SP) Technology has received extensive attention. SP refers to personnel who, after standardized and systematic training, can accurately, vividly and reproducibly reproduce the disease characteristics, psychosocial characteristics and emotional responses required by clinical cases, and can participate in the completion of clinical teaching and assessment work such as medical history collection, physical examination, communication and exchange, and humanistic care [1]. At present, SP has been widely applied in the training and assessment of clinical skills and doctor-patient communication for medical students and resident physicians in China. It has the advantages of meeting medical ethics requirements, being close to the real clinical situation, having objective and effective assessment and evaluation, comprehensive coverage, good repeatability, high standardization, and significant improvement effects [2].

## 2. Research Background and Significance

SP has been applied in medical education for more than half a century and plays an important role in the cultivation and evaluation of clinical abilities of medical students and resident

physicians. Since the 21st century, the medical licensing examination in the United States, Canada and some European countries has begun to introduce SP and gradually become an important part [3]. Some higher medical colleges and universities in China have begun to apply SP in clinical teaching since the 1990s. However, there are differences in the promotion levels among the colleges and universities, and some have even experienced work pauses [4]. Since 2015, the National Medical Examination Center of China has initiated an empirical study on the phased examination for clinical practicing physicians. It was the first to introduce SP in the physician qualification examination to measure the clinical abilities of candidates such as medical history collection, communication and exchange, and humanistic care. Subsequently, SP was also applied to the first stage of the empirical research on the staged examination of traditional Chinese medicine practitioners [5]. The “National Nursing Development Plan (2021-2025)” issued by the National Health Commission of the People’s Republic of China in 2022 clearly states: “Guided by job requirements and centered on job competence, we should strengthen the clinical practice link, pay attention to the cultivation of nursing practice ability, and effectively enhance the clinical nursing service ability of nurses.” [6]

Nursing clinical teaching, as a key stage for cultivating professional nursing talents, its teaching quality has a profound impact on the professional quality and service level of the future nursing team. Nursing clinical teaching is a process that helps nursing students combine the basic knowledge they have learned in the past with the operational skills related to diagnosis, treatment and care of patients, and

acquire the professional and personal skills, attitudes and behaviors necessary for entering the health care system and continuing education. It is an important link in nursing professional teaching, and the quality of teaching is directly related to the quality of personnel input by the hospital to society.

The traditional clinical nursing teaching concept of “teaching demonstration + assessment” has played an important role in the cultivation of nursing talents within a certain period of time. Through teaching demonstrations, nursing students can learn nursing operation skills and procedures intuitively. The assessment, to a certain extent, examines the mastery of knowledge and skills by nursing students. However, with the rapid development of the medical industry and the continuous improvement of requirements for the quality of care, this traditional concept has gradually exposed many deficiencies. In the teaching demonstration stage, there may exist problems such as single demonstration content and lack of integration of the latest nursing techniques and concepts, resulting in the disconnection between the knowledge learned by nursing students and the actual clinical needs. However, simple assessment often focuses on the examination of theoretical knowledge and operational skills, and it is difficult to comprehensively evaluate the comprehensive qualities of nursing students such as clinical thinking ability, communication ability and professional ethics. Summarizing the experience, it is concluded that under the traditional assessment mode, although some nursing students achieved good results in the examinations, in the actual clinical work, facing the complex and changeable patient conditions and nursing needs, they showed insufficient coping ability and were unable to flexibly apply the learned knowledge to practice. This fully reflects the limitations of the traditional teaching concept.

Against this backdrop, a new concept of “standardized patient teaching demonstration + supervision + standardized patient assessment” emerged. The addition of the supervision link aims to conduct comprehensive and dynamic supervision and guidance over the teaching process, promptly identify and solve problems existing in teaching, and ensure the steady improvement of teaching quality. Through the intervention of professional teaching instructors, the content, methods and effects of teaching demonstrations can be evaluated and feedback provided, making teaching demonstrations more scientific, standardized and effective. Supervisors can also pay attention to the performance and needs of nursing students during the learning process, provide personalized guidance and assistance for them, and promote their all-round development. This new concept can not only enhance the effect of teaching demonstration, optimize the comprehensiveness and scientificity of teaching assessment, but also comprehensively improve the quality of clinical nursing teaching and cultivate high-quality nursing talents that meet the needs of modern medical care.

This study deeply explores the necessity, implementation strategies and practical effects of the concept transformation from “teaching demonstration + assessment” to “standardized patient teaching demonstration + supervision + standardized patient assessment”, which is of great practical significance for improving the quality of nursing education and cultivating

nursing talents with solid professional knowledge, proficient operational skills, good communication skills and professional qualities. It is hoped that it can also provide useful references and lessons for the development of the field of nursing education.

### 3. Research Status

The application of SP in China started relatively late. In 2004, Professor Sun Baozhi talked about the application of SP in the clinical ability evaluation of medical students and received certain recognition in the industry [7]. Subsequently, the application value of SP in the teaching process of general surgery has gradually been recognized [8-9]. Our research also verified this result. Subsequent studies have shown that after systematic training, SP can fully interpret the typical symptoms and signs of a certain disease, presenting them intuitively and realistically, and can effectively stimulate the learning interest of medical students [10-11]. Meanwhile, as a member of the teaching staff, medical students will not feel pressured through SP consultation and physical examination. They can be more relaxed and fully apply the knowledge they have learned. When mistakes occur, they do not have to worry about causing negative emotions in patients. The learning environment is more relaxed and composed, which is conducive to the mastery of knowledge. Medical students can maintain a high level of learning enthusiasm [12].

### 4. Innovation Points

When explaining the operation of clinical nursing skills to clinical nursing students, standardized patients are used for teaching demonstration. This method not only reduces the boredom caused by the lack of physical teaching in the traditional way, but also increases the learning interest of nursing students in the operation of clinical nursing skills. Being in the immersive simulation teaching has also enhanced the impression of this teaching among the nursing students. This teaching method has stimulated the corresponding clinical nursing techniques that nursing students need to adopt when dealing with patients in different situations, and has improved the clinical disposal ability of nursing students in dealing with patients in different situations. Through contact with standardized patients, nursing students can better adapt to actual clinical patients.

Integrating skill instructors into the daily clinical nursing work to provide real-time clinical nursing operation guidance to nursing students can not only promptly identify the deficiencies existing in the actual clinical nursing skill operations of nursing students, but also deepen their impression of which nursing skill operations should be used for such patients. Meanwhile, when nursing students have questions, the skills instructors can promptly answer their related questions and solve their doubts. This not only solves the practical clinical problems for the nursing students but also enhances their satisfaction with the department and the hospital.

Integrating standardized patients into the assessment of nursing skills not only makes our operation examinations closer to clinical practice and return to actual situation cases, but also increases the confidence of nursing students, enabling

them to deal with actual clinical patients calmly.

Select representative clinical nursing departments as the research objects and deeply analyze the practical cases of their concept transformation from “teaching demonstration + assessment” to “standardized patient teaching demonstration + supervision + standardized patient teaching assessment” in clinical teaching. Gain a detailed understanding of the specific practices, problems encountered and solutions adopted by these clinical nursing departments in the process of implementing the new concept. Through in-depth analysis of the cases, summarize the successful experiences and lessons learned from failures, and provide referential practical models and reference bases for other clinical nursing departments.

A comprehensive comparison was made of the clinical nursing teaching under the two concepts of “teaching demonstration + assessment” and “standardized patient teaching demonstration + supervision + standardized patient teaching assessment”. A detailed comparison was made from multiple dimensions such as teaching objectives, teaching contents, teaching methods, and teaching evaluations to analyze the differences between the two concepts in cultivating students’ professional knowledge, practical skills, clinical thinking, communication skills, and teamwork abilities. Through comparative studies, the advantages and innovations of the new concept are clearly revealed, providing strong evidence support for the reform of clinical nursing teaching.

This article has certain innovative points in terms of research perspectives and methods. Previous studies on clinical nursing teaching mostly focused on the improvement of a single teaching link or teaching method. However, this paper, from the macro perspective of the transformation of teaching concepts, comprehensively and systematically explores the implementation path, effect and influencing factors of the new concept of “standardized patient teaching demonstration + supervision + standardized patient teaching assessment”. This multi-perspective analysis can provide a deeper understanding of the connotation and value of the new concept, offer more comprehensive and in-depth theoretical guidance for clinical nursing teaching, and provide new ideas and methods for research in the field of clinical nursing teaching.

## 5. Summary

SP technology is a modern medical education technology that integrates multiple and cross-disciplinary fields such as cognitive psychology, simulated medicine, performing arts, medical humanities, and clinical thinking. It is a medical education model that embodies the concept of modern medical education.

Current research suggests that, on the one hand, the application of SP can enhance the comprehensiveness and accuracy of medical examinations. On the other hand, in the existing medical education, there are widespread problems such as insufficient resources and poor doctor-patient relationships, which make it difficult for medical students to face sufficient real patients in the clinical practice process and fail to achieve the goal of obtaining initial clinical experience

during the internship and preparing for clinical learning. The emergence of SP has greatly improved this problem and can effectively enhance medical students’ comprehensive understanding of diseases and overall clinical competence [13]. This study deeply analyzed the necessity, connotation, advantages and implementation strategies of the concept transformation from “teaching demonstration + assessment” to “standardized patient teaching demonstration + supervision + standardized patient teaching assessment” in clinical nursing teaching. Through comparison, it is found that the traditional “teaching demonstration + assessment” model has problems such as limited teaching demonstration effect, one-sided teaching assessment, and unstable teaching quality due to the lack of effective supervision, which is difficult to meet the needs of modern nursing talent cultivation.

The introduction of the new concept of “standardized patient teaching demonstration + supervision + standardized patient teaching assessment” has brought significant changes to clinical nursing teaching. The addition of the supervision link has strengthened the monitoring of teaching quality, promoted the improvement of teaching methods, and enhanced students’ learning outcomes. By establishing a complete supervision system, it is ensured that every link in the teaching process can be effectively supervised and guided. Teaching demonstration has enhanced the pertinence and appeal of teaching through the application of diversified demonstration methods and the design of demonstration content combined with clinical practice. Teaching assessment has evaluated students’ learning outcomes and comprehensive qualities more comprehensively and objectively by improving the assessment index system, applying diverse assessment methods, and strengthening the analysis and application of assessment results.

Practice has proved that the implementation of the new concept has had a positive impact on both students and teachers. Students have made remarkable progress in learning outcomes. Their theoretical knowledge and practical skills have been enhanced, and their comprehensive qualities such as clinical thinking ability, communication ability and professional ethics have also been effectively exercised. The teaching quality of teachers has been improved, teaching methods have become more flexible and diverse, teaching contents have become richer and more practical, and teaching effects have been significantly enhanced. Meanwhile, it is necessary to constantly optimize the implementation strategies of the new concepts. Based on practical feedback, continuously improve each link of teaching demonstration, supervision and teaching assessment to make them more scientific, reasonable and effective, and promote and apply them in a wider range, so as to make greater contributions to the improvement of the quality of clinical nursing teaching and the cultivation of nursing talents in China.

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