

Application of BOPPPS teaching mode in internal medicine nursing education

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Abstract: This article mainly elaborates on the application progress and effectiveness of BOPPPS teaching mode (BOPPPS means: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary) in the teaching of internal medicine nursing. The BOPPPS model divides the teaching process into six stages: introduction, objectives, pre-test, participatory learning, posttest, and summary, aiming to enhance teaching effectiveness and student engagement in learning. The article introduces the introduction, optimization, and innovation of the BOPPPS model in internal medicine nursing, as well as its application and evaluation feedback in practical training courses. Through case analysis and practical experience, it has been proven that the BOPPPS model can effectively stimulate students' interest in learning, improve their practical operation ability and comprehensive quality, and has been highly praised by students and teachers, demonstrating broad application prospects.

Keywords: BOPPPS teaching mode, internal medicine nursing, nursing teaching

1. Introduction-BOPPPS teaching mode

The BOPPPS teaching model (the BOPPPS means: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary) is a widely used teaching framework in higher education and vocational training, aimed at enhancing students' learning participation and teaching effectiveness through structured teaching design. This model divides the teaching process into six closely connected stages: introduction, objectives, pre-test, participatory learning, posttest, and summary. The following will elaborate on each of these six stages and explore how to effectively apply the BOPPPS model in practical teaching.

1.1. Import

Definition and purpose: Introduction is the starting point of teaching, aimed at arousing students' interest through engaging ways, establishing connections between new and old knowledge, and laying bridges for the following learning content; Stories or cases: Using stories or cases related to students' lives or professional fields to stimulate their curiosity; Video or image: Display a captivating video or image to quickly capture students' attention; Problem guidance: Propose a thought-provoking question that is relevant to the topic and encourages students to think and discuss.

1.2. Objective

Definition and purpose: Clearly inform students of the learning objectives of this lesson, ensuring that they know what knowledge and skills they should be able to master after completing the learning [1]; SMART principle: Ensure that goals are Specific, Measurable, Achievable, Relevant, and Time-bound; Blackboard or PPT presentation: Clearly list learning objectives on the blackboard or PPT for students to review.

1.3. Pre-testing

Definition and purpose: To understand students' initial mastery of the upcoming learning content through simple tests or questions, in order to adjust teaching strategies.

Quick Q&A: Use multiple-choice questions, fill in the blank questions, and other forms to quickly assess students' basic knowledge.

Group discussion: Discuss relevant issues in groups, observe the content and depth of students' discussions, and understand their cognitive starting points.

1.4. Participatory learning

Definition and purpose: This is the core aspect of teaching, which promotes students' active learning and deep participation through diverse teaching activities.

Case analysis: Analyze real cases, encourage students to provide insights, and cultivate problem-solving skills.

Role playing: Simulate specific situations, allowing students to play different roles and experience the learning process.

Group collaboration: Complete tasks in groups to promote teamwork and knowledge sharing.

1.5. Post testing

Definition and purpose: A test conducted after learning to evaluate students' mastery of the learning content and test teaching effectiveness.

Quiz: Design test questions containing key concepts to test students' understanding and memory.

Project Presentation: Students are required to present group projects or individual assignments and evaluate their application abilities.

1.6. Summary

Definition and purpose: Summarize the key content of this lesson, help students consolidate their memory, and clarify the direction of subsequent learning.

Mind map: Use a mind map to organize the knowledge points of this lesson and form a knowledge system.

Q&A feedback: Invite students to ask questions, answer doubts, and emphasize key and difficult points.

Preview for the next lesson: Briefly introduce the content of the next lesson to stimulate students' expectations and learning motivation.

In summary, the BOPPPS teaching model, through systematic teaching design, not only enhances the organization and effectiveness of teaching, but also greatly promotes students' active learning and deep participation. When using this model, teachers should flexibly adjust according to the characteristics of the subject and the actual situation of students, constantly innovate teaching methods, in order to achieve the best teaching effect.

2. Common teaching modes in internal medicine nursing education

2.1. Traditional teaching method

Definition and Application: The traditional teaching method is for teachers to impart theoretical knowledge and nursing skills of internal medicine nursing to students through oral explanations. This method is simple and direct, suitable for teaching basic knowledge [2].

Be able to systematically introduce the basic knowledge, nursing diagnosis, and nursing measures of internal medicine diseases; No need for additional equipment and resources, suitable for large-scale teaching; Teachers can flexibly adjust the content and pace of teaching based on students' understanding.

2.2. Multimedia teaching method

Multimedia teaching method utilizes multimedia resources such as pictures, videos, animations, etc. to assist teaching, making the teaching content more vivid and intuitive; Through multimedia resources, students can gain a more intuitive understanding of the symptoms, signs, and nursing processes of internal medicine diseases; Combining interactive software, teachers can design Q&A, discussion and other activities to enhance students' participation; Multimedia resources can stimulate students' interest in learning and make the learning process more interesting.

2.3. Case study teaching method

Case teaching method uses real or simulated internal medicine nursing cases to enable students to learn through the process of analyzing, discussing, and solving problems; Students can learn how to apply theoretical knowledge to nursing in a simulated clinical environment; Case discussions can stimulate students' thinking [3], cultivate their critical thinking and problem-solving abilities; Through group discussions, students can learn from each other and improve together.

2.4. Evidence based nursing teaching method

Evidence based nursing teaching method emphasizes evidence-based nursing practice, guiding students to make nursing decisions through reviewing, analyzing, and applying the latest nursing research results. Students learn how to obtain, evaluate, and apply scientific evidence to enhance the scientific nature of nursing practice. Encourage students to learn independently and cultivate their lifelong learning habits and abilities. By being exposed to the latest research findings, students can learn about the latest developments in internal medicine nursing and stimulate innovative thinking.

2.5. Bed path teaching method

Bed path teaching method is a structured teaching approach that guides students to follow certain procedures and steps in internal medicine nursing by developing and implementing specific nursing paths.

Ensure that students follow standardized procedures and steps in the nursing process to improve the standardization and safety of nursing.

The nursing pathway usually includes assessment, diagnosis, planning, implementation, and evaluation, which helps students systematically learn internal medicine nursing.

By simulating real nursing scenarios, students can consolidate theoretical knowledge and improve nursing skills in practice.

2.6. BOPPPS teaching mode

The BOPPPS teaching model includes six stages: introduction, objectives, pre-test, participatory learning, posttest, and summary, aiming to improve teaching effectiveness through structured teaching design [4].

The six links are closely connected to form a complete teaching process, which helps students systematically learn internal medicine nursing.

Emphasize student participation and interaction, and stimulate students' interest and enthusiasm for learning through questioning, discussion, and other methods.

Through pre-test and posttest, teachers can timely understand students' learning situation and adjust teaching strategies.

2.7. Team Based Learning (TBL)

The TBL model cultivates students' teamwork and communication skills by forming study groups to collectively complete tasks and solve problems within the team. Encourage students to collaborate with each other, complete tasks together, and cultivate teamwork spirit. Team members can complement each other's knowledge and skills, improving overall learning outcomes. By simulating real nursing scenarios, students can practice internal medicine nursing skills in a team.

In summary, there are various teaching modes commonly used in internal medicine nursing education, each with its own characteristics and advantages. Teachers should flexibly choose and apply these teaching modes based on factors such as teaching objectives, student characteristics, and teaching resources to improve the teaching effectiveness and quality of internal medicine nursing.

3. The progress of BOPPPS teaching mode in internal medicine nursing teaching

The progress of BOPPPS teaching mode in the teaching of internal medicine nursing has received widespread attention and in-depth research in recent years. As a structured teaching method, BOPPPS divides the teaching process into six stages: Bridge in, Objective, Pre assessment, Participatory Learning, Post assessment, and Summary, aiming to improve teaching effectiveness, promote student engagement and deep learning. The following will elaborate on the progress of BOPPPS teaching mode in the teaching of internal medicine nursing from several aspects.

3.1. Introduction and preliminary application of BOPPPS teaching mode

In recent years, with the continuous updating of teaching concepts, the BOPPPS teaching model has gradually been introduced into the teaching of internal medicine nursing. In the early stages, teachers learned and mastered the core concepts and implementation steps of the BOPPPS teaching model through training and seminars. In actual teaching, teachers have begun to try to apply the BOPPPS model to different chapters and topics of internal medicine nursing, such as circulatory system diseases, respiratory system diseases, endocrine system diseases, etc. By designing vivid introduction cases, clear learning objectives, effective pre-test and posttest, and diverse participatory learning activities, teachers have found that the BOPPPS model can stimulate students' interest in learning, improve their learning enthusiasm and participation [5].

3.2. Optimization and innovation of BOPPPS teaching mode

On the basis of initial application, teachers began to optimize and innovate the BOPPPS teaching mode. On the one hand, they combine the disciplinary characteristics of internal medicine nursing to carefully design the introduction of cases, learning objectives, participatory learning activities, etc., making them more closely related to clinical practice and more in line with students' learning needs. On the other hand, teachers are also trying to combine the BOPPPS model with other teaching methods such as scenario simulation and Problem-Based Learning (PBL) to form a more comprehensive teaching model. These optimizations and innovations not only improve teaching effectiveness, but also promote the cultivation of students' deep learning and critical thinking abilities.

3.3. Application of BOPPPS teaching mode in internal medicine nursing training courses

The BOPPPS teaching model also plays an important role in the practical training courses of internal medicine nursing. Teachers design specific practical training tasks, such as subcutaneous insulin injection and fingertip blood glucose monitoring, to enable students to conduct practical operations in simulated clinical environments. At the same time, they carefully designed and organized the training process based on the six stages of the BOPPPS model. Through effective introduction, clear goal setting, pre-test understanding of students' basic level, teacher demonstrations and student exercises in participatory learning activities, posttest evaluation of students' practical operation ability, as well as summarizing and reflecting on knowledge points and strengthening skills, teachers have found that students' practical operation ability and comprehensive quality have been significantly improved.

3.4. Evaluation and feedback of BOPPPS teaching mode in internal medicine nursing teaching

In order to understand the actual effectiveness of the BOPPPS teaching model in internal medicine nursing education, teachers also conducted relevant evaluations and feedback work. On the one hand, they collected students' satisfaction and recognition of the BOPPPS teaching model through questionnaire surveys, interviews, and other methods; On the other hand, they evaluated the teaching effectiveness of the BOPPPS model by comparing the assessment scores, critical thinking ability, and self-directed learning ability of the experimental group and the control group students. The evaluation results show that the BOPPPS teaching model has significant advantages in improving students' learning outcomes, critical thinking abilities, and self-directed learning abilities. Meanwhile, students also highly praised the BOPPPS model, believing that it can effectively stimulate their learning interest and enthusiasm.

4. Conclusion

The application prospects of BOPPPS teaching mode in internal medicine nursing education are broad. With the continuous updating of teaching concepts and innovation of teaching methods, teachers will continue to explore and improve the application strategies and methods of BOPPPS model in internal medicine nursing teaching. At the same time, they will also pay attention to students' learning needs and feedback, continuously adjust and optimize teaching modes, in order to better serve the teaching and talent cultivation of internal medicine nursing.

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