

Research on the Reform and Practice of Basic Nursing Teaching Model Based on the OBE Concept

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Abstract: In response to current issues in basic nursing course instruction, this article proposes a teaching model reform based on the OBE (outcome-based education) concept. By resetting course objectives, innovating teaching methods and content, reforming the assessment and evaluation system, as well as conducting practical explorations and case studies, the aim is to enhance teaching quality and cultivate students' practical abilities and comprehensive qualities. The article elaborates on the application of the OBE concept in nursing education and its effectiveness evaluation, providing a valuable reference for nursing education reform.

Keywords: OBE concept; Basic nursing course; Teaching model reform; Practical ability; Comprehensive quality

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1. Introduction

With the rapid development of the medical industry, society's standards for nursing professionals are constantly rising. As a critical component of nursing education, the teaching quality of basic nursing courses directly affects the effectiveness of nursing talent cultivation. Currently, the teaching model of basic nursing courses faces numerous challenges, such as theoretical emphasis on teaching content, a singular teaching approach, and inadequate evaluation systems. These issues hinder the smooth translation of theoretical knowledge into practical skills, making it difficult to meet societal and industry expectations for nursing professionals.

2. Overview of the outcome-based education concept

2.1. Definition of outcome-based education

Outcome-based education (OBE) is an educational philosophy that focuses on the learning outcomes achieved by students. This concept advocates that every stage of educational activities should revolve around the learning outcomes that students can ultimately achieve, which differs from the traditional education model centered

on teaching content or teachers. The core of the OBE concept lies in clearly defining learning outcomes and reverse-planning the teaching process accordingly to ensure the effective achievement of these outcomes^[1]. This educational model emphasizes the cultivation of students' abilities and stresses that education should respond to the actual needs of society and students, aiming to cultivate talents who can adapt to future challenges.

2.2. Application of OBE in educational reform

When implementing the OBE educational model, the primary task of educators is to clarify specific and measurable educational goals that are closely connected to students' future career development. Subsequently, course design and implementation revolve around these predetermined learning outcomes, adjusting teaching content, methods, and evaluation accordingly. To promote students' active learning and practical ability, the OBE educational model encourages the adoption of diversified teaching methods, such as case-based teaching, project-based learning, and flipped classrooms. Simultaneously, the evaluation system also needs to be reformed, shifting from the traditional assessment of knowledge mastery to a more diversified and comprehensive evaluation of skill demonstration, including process evaluation, self-evaluation, and peer evaluation. From the teacher's perspective, the traditional teaching method focuses on teaching content as the core of instructional design. However, based on the OBE concept, the course's instructional design is a reverse design of training objectives based on social needs. This "reverse thinking" requires teachers to adopt appropriate teaching methods to explain knowledge points based on training objectives. Therefore, teachers need to fully study the training objectives, understand the advantages and disadvantages of each teaching method, and design teaching based on the teaching content and academic analysis. The implementation of the OBE concept has greatly improved teachers' teaching design abilities, enhanced their basic teaching skills, and further improved the teaching effectiveness of the course^[2]. In summary, the application of the OBE concept not only helps improve the quality of education but also cultivates high-quality talents that better meet social needs. Especially in the field of nursing education, it can effectively enhance the practical abilities and comprehensive qualities of nursing students, enabling them to better adapt to the modern medical environment.

3. Problems in current basic nursing course teaching

3.1. Analysis of deficiencies in the existing teaching model

In the teaching of basic nursing courses, a series of problems have gradually emerged. The lack of timely updates of teaching content and outdated textbooks make it difficult for students to access and learn the latest nursing knowledge. The teaching method is monotonous, with traditional teaching methods dominating and lacking the integration of new media technology, resulting in a dull classroom atmosphere, low student enthusiasm, and limited teaching effectiveness. At the same time, there is a gap between teaching and clinical practice. The teaching of nursing operations has not kept up with the development of medicine, and the items used in practical training do not match the disposable items used in clinical practice, affecting the practical application of students' skills. The teaching content does not match the actual needs of nursing positions, with too much emphasis on theoretical teaching and insufficient teaching of specialized nursing techniques, resulting in a disconnect between what students learn and actual job requirements. In response to these problems, teaching reform is imperative. It is necessary to update teaching content, introduce diversified teaching methods, strengthen the combination of theory and practice, and enhance teachers' clinical experience and teaching ability to cultivate nursing professionals who meet social needs.

3.2. The gap between demand and educational status quo

In the current rapid development of the medical industry, society's expectations for nursing professionals are gradually rising. Not only solid professional knowledge but also comprehensive qualities such as communication skills, teamwork spirit, and innovation abilities are emphasized ^[4]. However, there is a significant gap between the existing nursing education model and these diversified social needs. As a highly practical subject, the practical aspects of basic nursing are often marginalized in the teaching process, making it difficult for many students to quickly integrate into the clinical work environment and flexibly apply theoretical knowledge to actual nursing operations after completing their studies ^[5].

In addition, the cultivation of students' professional literacy, including the establishment of professional ethics, the enhancement of legal awareness, and the improvement of social responsibility, has not been fully addressed and strengthened in the current education system. The uneven distribution of educational resources is also becoming increasingly prominent, and the quality of teaching varies among different regions and institutions, which undoubtedly exacerbates the uneven development of nursing talent quality. The pace of educational reform has not kept up with the new dynamics of society and the industry, and the updating of teaching content and methods has lagged, which can no longer meet the needs of modern nursing education.

4. Teaching model reform based on the OBE concept

4.1. Resetting of course objectives

Under the guidance of the OBE education philosophy, the focus of education has shifted from traditional knowledge imparting to skill cultivation as the core. This transformation in the educational model ensures that students not only master necessary nursing skills but also achieve comprehensive improvement in clinical thinking, communication skills, and lifelong learning abilities upon completing their studies. To implement this philosophy, educators have carefully designed a series of specific and measurable learning outcomes, aiming to enable students to independently complete basic nursing operations, effectively communicate with patients and their families, and use critical thinking to solve various challenges encountered in clinical practice.

The setting of these course objectives is closely aligned with the professional standards and actual needs of the nursing industry, ensuring synchronization between educational outcomes and industry development. Through this approach, the education system not only provides students with a solid theoretical knowledge foundation but, more importantly, cultivates their abilities to adapt to the rapidly changing medical environment, solve complex clinical problems, and continuously improve themselves ^[6]. Such an educational model not only lays a solid foundation for students' career development but also contributes to the overall progress and continuous innovation of the nursing industry.

4.2. Innovation in teaching methods and content

In terms of teaching methods, the case-based teaching method is adopted, which introduces real clinical cases to enable students to deepen their understanding of theoretical knowledge through case analysis and improve their skills in solving practical problems. The application of a blended learning model, combining online and offline resources, brings a more autonomous learning experience to students, enhancing the flexibility and interactivity of learning. Role-playing and simulation training have become part of the teaching, allowing students to improve their nursing skills and clinical decision-making abilities through practice in a simulated clinical environment. Meanwhile, the promotion of interdisciplinary cooperation facilitates the integration of nursing with other medical fields, broadening students' knowledge horizons and aiming to cultivate talents with

comprehensive qualities. To achieve a perfect combination of theory and practice, the teaching content has been adjusted, and practical class hours have been increased to ensure that students gain rich practical experience while learning theory.

4.3. Reform of assessment and evaluation systems

In terms of the evaluation system, a formative evaluation strategy is adopted, focusing on students' learning processes and providing timely feedback to guide them in optimizing their learning methods and strategies. The evaluation methods are diversified, incorporating written tests, operational assessments, clinical internship evaluations, and group discussion performances to comprehensively measure students' abilities and qualities. Simultaneously, students are encouraged to conduct self-evaluation and peer evaluation to enhance their self-reflection and critical thinking skills. To ensure the long-term effects of educational outcomes, a graduate tracking and evaluation system has been established to collect employment and career development information, providing a basis for continuous improvement of the teaching plan ^[7]. These reform measures contribute to a better alignment of the teaching model based on the OBE concept with the educational needs of the nursing profession, thereby cultivating high-quality nursing talents with both theoretical knowledge and practical abilities.

5. Practical exploration and case analysis

5.1. Application of the OBE concept in basic nursing courses

At the School of Nursing of Dali University, comprehensive reforms have been implemented in basic nursing courses based on the OBE concept. The course objectives focus on cultivating students' mastery of basic nursing operation skills, clinical thinking abilities, and patient communication skills. Each learning module has set clear learning outcomes. For example, in the "Measurement of Vital Signs" module, students learn to accurately measure and record vital signs such as body temperature, pulse, respiration, and blood pressure ^[8]. Meanwhile, Shantou University Medical College has innovated its teaching methods by adopting a flipped classroom model. This model shifts the learning of theoretical knowledge to pre-class, while classroom time is dedicated to in-depth discussions, practical operations, and case analyses, effectively enhancing student engagement and learning efficiency ^[9]. Furthermore, a simulated hospital ward has been established at a certain nursing college where students undergo training in basic nursing operations such as changing bed sheets and performing sterile techniques. With teachers and other students playing the role of patients, this provides students with a near-real operational experience.

5.2. Challenges and solutions in practice

During the implementation of the teaching model reform based on the OBE concept, the college faced challenges such as poor student adaptability, the need for teacher capacity improvement, the establishment of an evaluation system, and uneven resource allocation. To help students adapt to the new model, the college conducted early publicity and training on the OBE concept, allowing students to understand the advantages and expected learning outcomes of the new model. Guidance on learning methods and time management was also provided. Regarding teacher capacity improvement, the college organized specialized training to enhance teachers' abilities in teaching design and evaluation under the OBE teaching model and encouraged them to participate in teaching research to continuously optimize teaching methods. In terms of the evaluation system, the college established a reform team to research and implement a diversified evaluation system and developed

an online evaluation platform to record and provide feedback on students' learning progress in real time. To address resource allocation issues, the college optimized resource allocation, increased the number of simulation laboratories, and extended their opening hours to ensure that every student had sufficient opportunities for practical operations. Through these practical explorations and case analyses, we have verified the feasibility and effectiveness of the OBE concept in basic nursing courses and gradually overcome the challenges faced through reasonable solutions.

6. Reform effectiveness evaluation

6.1. Evaluation criteria for teaching quality improvement

In the comprehensive assessment of teaching quality, the primary focus is on the achievement of preset learning outcomes for the course. This covers a comprehensive evaluation of students' comprehensive abilities, including basic nursing theory, practical skills, clinical thinking, and communication skills. Meanwhile, student satisfaction is an essential part of evaluating teaching quality. Through regular surveys and individual interviews, students' feelings and opinions on the teaching process, resource allocation, and teaching effectiveness are comprehensively collected. The teaching ability of teachers under the new teaching model is also crucial. Their performance in teaching planning, classroom control, student guidance, and evaluation feedback is carefully assessed, considering their professional development and teaching innovation as key to improving teaching quality. Additionally, the utilization efficiency of teaching resources is evaluated in depth, involving the frequency of use and actual effectiveness of teaching aids such as laboratories and simulation equipment, to ensure maximum utilization of teaching resources and continuous quality improvement.

6.2. Improvement of student abilities and qualities

When evaluating teaching quality, the achievement of preset learning outcomes for the course is the primary criterion. This involves a comprehensive evaluation of various aspects such as students' basic nursing theoretical knowledge, practical skills, clinical thinking, and communication skills. Student satisfaction is a key indicator for measuring teaching quality. Feedback from students on the teaching process, resources, and effectiveness is collected through surveys and interviews^[10]. Simultaneously, teachers' abilities in teaching design, classroom management, student guidance, and evaluation feedback are evaluated, considering their professional growth and teaching innovation as references for teaching quality improvement. Additionally, the frequency and effectiveness of teaching resource usage are assessed to ensure efficient utilization and continuous improvement of laboratories, simulation equipment, and other resources.

In assessing theoretical knowledge mastery, various methods such as written tests, oral exams, and case analyses are employed to measure students' knowledge retention. Changes in performance before and after the reform are compared to analyze effectiveness. For practical skill improvement, evaluations are conducted through operational assessments, clinical internships, and simulation exercises, with particular emphasis on emergency response capabilities and proficiency in clinical operation techniques. The evaluation of clinical thinking abilities focuses on clinical case analysis, problem-solving, and critical thinking tests. Communication and collaboration skills are measured through group discussions, role-playing, and interactions during clinical internships. The process of students' self-learning and growth is tracked through self-evaluation, learning logs, and growth records, reflecting their autonomy and motivation for continuous learning during the learning process. Through this multi-dimensional comprehensive evaluation, we can fully grasp the actual effectiveness of the teaching model reform based on the OBE concept in basic nursing courses, providing a solid foundation

and clear direction for the further advancement of educational reform.

7. Conclusion

This article provided an in-depth analysis of the reform and practical implementation of the teaching model for basic nursing courses based on the OBE concept. From theoretical construction to operational implementation, and reform initiatives to effectiveness evaluation, it comprehensively revealed the criticality and urgency of this teaching model reform. Reflecting on the journey of reform, the profound significance of the OBE concept in the field of nursing education becomes evident. Not only does it offer a clear direction for educational reform, but it also effectively stimulates teachers' enthusiasm for teaching and students' academic interests. However, educational reform is never-ending, and we will continue to explore, summarize experiences, and make continuous improvements in future teaching practices to advance the development of nursing education.

Disclosure statement

The author declares no conflict of interest.

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