



A mixed method evaluation of an integrated course in improving critical thinking and creative self-efficacy among nursing students

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ABSTRACT

Background: Critical thinking and creative self-efficacy are important for nursing students to provide quality patient care in an increasingly complex healthcare environment. Educators play a role in cultivation of corresponding skills in university settings.

Objectives: To develop an integrated course addressing the core elements of critical and creative thinking in one nursing program and evaluate its impacts on students' creative thinking disposition and creative self-efficacy.

Design: A mixed methods study using a quasi-experimental comparative design and a descriptive qualitative analysis of students' reflective journals.

Settings: A university pre-registration nursing program in Mainland China.

Participants: A total of 68 second-year nursing students.

Methods: The course was developed as a sixteen-week two-hour program. It was comprised of 7 modules covering the concepts, pathways, and skills of critical and creative thinking, related tools and the application in nursing. Quantitative and qualitative data were collected before and after the course to obtain a comprehensive understanding of the course effects. Quantitative outcomes included students' level of creative thinking disposition and creative self-efficacy measured by specific scales; qualitative outcomes were obtained through student journals. Paired sample *t*-tests were performed to compare the changes between pre- and post-tests. Thematic analysis was applied to analyze the qualitative data from students' reflective journals.

Results: Quantitative data showed that except in the self-confidence and originality dimensions, students' scores of overall creative thinking disposition, creative self-efficacy, and other dimensions were significantly improved after the 16-week course. Qualitative data revealed that students' understanding and practice of creative thinking and creative self-efficacy were deeply shaped by the social, cultural, and educational contexts.

Conclusions: This study demonstrated that an integrated course of critical and creative thinking exerted distinct impacts on increased levels of creative thinking dispositions and creative self-efficacy among second-year nursing students in China. Students favored and benefited from the course in both personal and professional domains.

1. Introduction

Critical thinking and creative thinking are two components of the 21st century skills for the young generation (Trilling and Fadel, 2009). They are crucial for real-world problem solving in every domain, especially in the globalization and information explosion era. The healthcare environment is changing rapidly due to the increasingly aging populations, complexities of disease management, and development of health technology (Chan, 2019). To effectively respond to the impending challenges and maintain high-quality care for clients, health

professionals, including nurses, need to be equipped with competences for critical thinking and creative thinking to identify and solve problems based on quick and accurate analyses (Liu et al., 2019). Therefore, it is necessary to train and enhance healthcare students' critical and creative thinking skills in the university settings for promoting their smooth transition from theoretical to practical healthcare practice (Wong and Kowitlawakul, 2020).

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Review

Effectiveness of simulation debriefing methods in nursing education: A systematic review and meta-analysis

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ABSTRACT

Objective: This systematic review and meta-analysis aimed to evaluate debriefing methods' effectiveness on learning outcomes for nursing students.

Design: A systematic review and meta-analysis were applied according to the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) statement.

Data sources: Publications were searched in PubMed, EMBASE, The Cochrane Library, Web of Science, China National Knowledge Infrastructure, and WANFANG (China) databases from inception to 2020.

Review methods: Two researchers independently retrieved articles and evaluated their quality. Review Manager version 5.3 software was used to conduct the meta-analysis, following the PRISMA guidelines. Bias risk was assessed using the Joanna Briggs Institute manual. Heterogeneity was assessed by I^2 statistics. Standardized mean difference (SMD) and 95% confidence intervals (CIs) were used for effect size analysis based on learning outcomes.

Results: Sixteen studies were selected in the systematic review and 13 studies with 1637 nursing students were included in the meta-analysis. Five debriefing methods were used in the intervention group. The analysis showed that Debriefing for Meaningful Learning was more effective on the debriefing quality (SMD = 0.52, 95%CI [0.32, 0.72]), and that video-assisted debriefing was more effective on nursing students' experiences (SMD = 0.30, 95% CI [0.02, 0.58]) and critical thinking (SMD = 0.90, 95%CI [0.65, 1.15]) compared with the usual debriefing. However, written debriefing did not show better effects on students' experiences (SMD = -0.22, 95%CI [-0.51, 0.07]), and peer-led debriefing did not show better effects on the debriefing quality compared with the usual debriefing (SMD = -0.15, 95%CI [-1.43, -0.67]).

Conclusions: The study indicated that Debriefing for Meaningful Learning and video-assisted debriefing showed a positive impact on nursing education. Future studies that have larger sample sizes, high-quality debriefing methods, robust study designs, and other learning outcomes are required.

1. Introduction

Debriefing is the core component of simulation-based education, which has been widely used in nursing education recently (Cheng et al., 2014; Lee et al., 2020; Zhang et al., 2019). In simulation debriefing, students can express many perspectives, feedback, and reflections about clinical situations (Ryoo and Ha, 2015). Studies have demonstrated that effective debriefing promotes students' knowledge transformation and application (Kim et al., 2016; Yeun et al., 2020). However, ineffective debriefing can lead to negative effects, such as insufficient clinical reasoning skills, poor clinical judgment of learners, increased psychological stress, and low student satisfaction (Dreifuerst, 2012; Rossignol,

2017; Weaver, 2015; Zhang et al., 2020).

At present, there are several nursing education debriefing methods based on facilitators, frameworks, and tools (Table 1). Depending on the facilitators, debriefing methods include instructor-led, peer-led, and self-debriefing (Fang, 2018). Depending on the frameworks' features, debriefing can be classified into structured and unstructured (Fang, 2018). Debriefing for Meaningful Learning (DML) is one of the frequently used frameworks for structured debriefing (Dreifuerst, 2012). Regarding the tools, debriefing methods include verbal, video-assisted, and written debriefing (Fang, 2018). Usual debriefing is widely used in nursing education and refers to an instructor-led verbal discussion without structured frameworks or tools (Lee et al., 2020). Recently,

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**ORIGINAL RESEARCH:
EMPIRICAL RESEARCH - QUANTITATIVE**

Mediating role of career self-efficacy between clinical learning environment and professional identity in nursing students

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Abstract

Aims: To explore whether the clinical learning environment (CLE) has an indirect effect on professional identity through the mediation of career self-efficacy (CSE) in nursing students.

Background: The shortage of nurses has become a universal problem worldwide. Improving nurses' professional identity is considered an effective way to reduce the turnover rate of nurses. However, little is known about the relationship between the CLE, CSE and professional identity.

Design: An observational, questionnaire-based, cross-sectional study.

Methods: A web-based survey was completed by 212 undergraduate nursing students from June to August 2018. Measures included Chinese translations of the CLE, the Career Self-Efficacy Scale, and the Professional Identity Scale.

Results: Both the CLE ($r = 0.552, p < 0.01$) and CSE ($r = 0.868, p < 0.01$) correlated positively with professional identity. The indirect effect of the CLE on professional identity through CSE was positive ($\beta = 0.342, p < 0.05$) and the effect was 77.2%.

Conclusions: A better CLE and higher scores in CSE were associated with professional identity in nursing students, and a better CLE had an indirect effect on the professional identity of students through CSE.

KEYWORDS

career self-efficacy, education, mediation, nursing students, professional identity

1 | INTRODUCTION

Due to the imbalance ratio of nurses to patients and great work pressure, many nurses experience job burnout and leave their jobs. The shortage of nurses has become a universal problem worldwide (Wang et al., 2019). In view of this situation, improving nurses' professional identity (PI) is considered an effective way to reduce their turnover rate (Browne et al., 2018). PI refers to the ability to perform the functions of the profession; knowledge, as evidenced by education

and/or certification; identification with a community of practice and with the values and ethics of the profession; and personal identification as a professional within an identified professional group (Fitzgerald, 2020). PI is often referred to as career, occupational or even vocational identity as well (Negru-Subtirica & Pop, 2018). Nursing PI was defined as 'the values and beliefs possessed by the nurse that guide his/her thinking, actions, and interactions with the patient' (Simmonds et al., 2020). It is the foundation of nursing practice and a developmental process in professional nurses' careers. As

护理学硕士研究生对自身角色认知的质性研究

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Cognition of self-role among postgraduate nursing students: a qualitative study Yin Xiaomeng, Jiang Yuanyuan, Shen Xiufang, Zhao Yaling, Liu Qingwei, Zhu Xiuli

摘要:目的 探讨全日制护理学硕士研究生对自身角色的认知,为护理研究生教育改革提供参考。方法 运用质性研究中的现象学方法对 18 名全日制护理学硕士研究生进行半结构化深入访谈,运用 Colaizzi 分析法对访谈结果进行整理分析。结果 提炼出 5 个主题:角色功利,角色冲突,角色任务不明确,角色期望差别大,角色自我评价两面性。结论 全日制护理学硕士研究生对自身的角色认知有待于提高,护理教育者应加强对其角色认知教育。

关键词:护理学硕士研究生; 全日制; 角色认知; 角色认同; 角色期望; 护理教育; 质性研究

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护理学硕士研究生作为护理学科发展的中坚力量,其教育质量对学科的发展起到至关重要的作用。角色是现实的社会生活对每一个实践主体所规定的相关权利和义务的总和^[1]。角色认知是指个体在角色占有后到角色实践前,个体按照其独特的社会文化类型对与自己所处地位有关的社会角色规范和角色评价信息进行不断加工和处理,在心理上确定相应的社会反应模式的过程^[2]。角色认知是角色扮演的前提和基础,是实现角色扮演的主观条件,角色认知越清晰、越全面,角色扮演就越能够符合社会期望^[3]。按照角色理论,研究生是一种社会角色,必然被赋予相应的一整套行为模式与规范,其可以享受培养单位提供的教学条件与科研环境,同时也应自觉按照国家设定的培养目标努力学习,积极参加教学、科研活动^[4]。研究生若无正确的角色认知,将导致其角色行为无法满足导师及学科期望。因此,本研究以角色理论为指导,深入了解全日制护理学硕士研究生对自身角色的认知,发现存在的问题及其产生的原因,并提出优化策略,旨在为高等护理教育改革提供参考。

1 对象与方法

1.1 对象 采用目的抽样法,抽取青岛大学护理学院全日制护理学硕士研究生为研究对象。纳入标准:①国家统一招生;②自愿参加本研究;③语言表达清晰。排除标准:定向和在研研究生。样本量以资料饱和为原则,最终访谈 18 名研究生,编码为 M1~M18,其中女 14 名,男 4 名;年龄 22~29(25.78±1.70)岁;一年级 7 名,二年级 6 名,三年级 5 名;科学学位 9 名,专业学位 9 名。入学前学历:本科 15 名,大专 3 名。入学前职业:学生 13 名,护士 5 名。临床工作时

间 0~6 年。已婚 2 名,有子女 2 名。

1.2 方法

1.2.1 资料收集 根据研究目的及文献分析,向有关专家征求意见及对 3 名护理学硕士研究生预访谈后确定访谈提纲,包括:①当时为什么考研?②读研的目标有哪些?③有具体的学习任务和规划吗(包括学期和学年的)?如有,具体是什么?怎么确定的?④作为 1 名研究生,认为自己在哪些方面做得比较好?哪些方面做得不足?做得不足的主要原因是什么?⑤对自己的现状持一种怎样的态度?选择安静、舒适的地点访谈,对访谈内容同步录音。访谈过程中适当运用提问、重复、回应、总结等技巧,鼓励研究生最大程度地发表自己的意见,仔细观察研究生的情绪变化和肢体动作并做好记录,每次 30~45 min。每人访谈 1~2 次。

1.2.2 资料整理与分析 资料收集与分析同步进行,每次访谈结束后,由 2 名研究者在 24 h 内将访谈录音转化为文字。转录时反复听录音并回忆当时的情境,参考谈话中记录的停顿、情绪的波动及肢体动作。采用 Colaizzi 现象学资料 7 步分析法^[5]分析资料,提炼主题。

2 结果

2.1 主题 1:角色功利 访谈对象一致认为护理本科教育已成为通识教育,低学历者无法满足社会需求,高学历必不可少。但访谈对象的考研动机却表现为多样性,几乎没有因热爱护理专业而考研的,部分访谈对象表示怀有学历情结,读研可使其获得成就感;更有部分研究生表示不喜欢临床护理工作,考研是为了逃避就业或改变就业环境;也有个别研究生读研是随大流,没有明确目标。M3:“我来读研是因为心中的信念,当时读的大学不是很好,然后就一直有个研究生梦,读研之后也确实感觉自信了不少。”M6:“当时学护理是被调剂的,并不是自愿的,实习感觉特别累,所以就不想那么早工作;无论以后研究生学历是否有用,起码这 3 年可以轻松一些。”M9:“护理行

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【研究生园地】

基于角色理论医学硕士研究生对导师角色期望的质性研究

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【摘要】目的 探究医学硕士研究生对导师的角色期望, 为完善导师的角色行为, 提高学生的满意度提供参考意见。方法 应用质性研究中的描述性现象学方法, 采用方便抽样选取某大学临床医学、护理学、公共卫生学、药学、基础医学专业 16 名硕士研究生进行面对面、半结构化访谈, 运用 Colaizzi 7 步分析法对访谈资料进行整理分析。结果 医学硕士研究生对导师的角色期望包括 4 个方面: (1) 导师学术水平期望; (2) 导师学术指导期望; (3) 导师人格魅力期望; (4) 师生关系期望。结论 医学硕士研究生对导师总体评价较为积极, 但期望与导师有更多交流, 尤其渴望导师的人文关怀。医学硕士研究生导师应认真履行其教育者职责, 并加强自身素质建设; 同时树立以人为本的教育观, 积极构建和谐平等的师生关系, 以提高医学硕士研究生对导师的满意度。

【关键词】 角色期望; 医学硕士研究生; 导师; 质性研究

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Expectation on Role of Supervisors in Medical Postgraduates based on Role Theory: A Qualitative Study

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Abstract: **Objective** To explore the expectation on the role of supervisors by medical postgraduate, and to provide references for improving role behavior of supervisors and improving students' satisfaction. **Methods** The descriptive phenomenological method in qualitative study was applied. With convenient sampling, 16 postgraduates majored in clinical medicine, nursing, public health, pharmacy and basic medicine were chosen and a semi-structured interview was conducted face to face. The interview data were analyzed by Colaizzi phenomenological analysis method. **Results** There were four aspects in the expectation on the role of the supervisors including expectation on academic level; academic guidance, personality charm of the supervisor and teacher-student relationship. **Conclusion** There is totally positive evaluation on supervisors from medical postgraduates. Students expect to have more communication with supervisors and are particularly eager for humanistic care from supervisors. Full implementation of roles as educators and more personal achievement, people-oriented education and a harmonious and equal teacher-student relationship are conducive to improving medical postgraduates' satisfaction with their supervisors.

Key words: role expectation; medical postgraduate; supervisor; qualitative research

医学研究生教育是在本科教育基础上实行的高层次教育, 教育目的是为医疗机构输送高层次人才。目前我国研究生教育实行的是导师制, 导师负责研究生学习和生活上全程、全方位的指导, 导师与研究生的关系影响师生双方共同的精神、情感和心里, 并最终对研究生教育质量产生影响^[1]。随着社会的发展, 导师负责制出现了较多问题, 许多研究生导师角色定位异化, 忽视了其教育者角色, 对研究生指导不到位, 未承担起研究生导师的职责。2018年, 武汉

理工大学硕士研究生陶某因无法忍受导师的欺压跳楼身亡, 2019年, 华中科技大学硕士研究生陈某与南京邮电大学硕士研究生谭某皆因不堪导师的压榨与辱骂而自杀……近年来, 研究生因师生矛盾自杀的事件层出不穷, 师生关系在全社会范围内被广泛讨论, “研究生”与“研究生导师”已成为敏感词汇。研究生导师究竟在研究生培养过程中扮演着怎样的角色, 研究生对导师有着怎样的角色期望以及如何提高研究生对导师的满意度, 成为思考及要解决的问题^[2-4]。因此本研究基于角色理论, 探究医学硕士研究生对导师的角色期望, 以发现医学硕士研究生期望与导师真实行为间的角色差距, 并为缩小角色差距, 完善导师行为, 提高医学硕士研究生满意度提供参考意见。

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· 论 著 ·

护理硕士研究生临床护理学案例库建设及应用

苗秀欣¹, 郭惠丽², 朱秀丽¹, 刘婷¹, 姚新宇¹

摘要:目的 探讨护理硕士研究生临床护理学教学案例库的建设及应用效果。方法 建设临床护理学案例库,借鉴哈佛案例教学法对 21 名护理硕士研究生实施案例课堂教学,采用问卷调查法及 S-T 分析法评价案例库应用效果。结果 完成 30 个临床护理学教学案例编写,结构包括案例背景、案例摘要、护理问题、案例解析、案例相关知识及参考文献 6 部分。研究生对临床护理学案例教学效果评价总体得分 94.1 ± 2.02 ,案例内容的相关性、案例实践性、案例启发性、案例教学形式及实际教学效果 5 个方面得分率均在 85% 以上;S-T 分析显示,案例教学课堂中的师生互动比例适当、课堂组织模式科学。结论 提出的教学案例库建设方案科学性高、针对性强,其应用获得护理研究生的认可。

关键词:护理硕士研究生; 案例教学法; 案例库建设; 案例库应用; S-T 分析法

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Construction and application of cases pool of clinical nursing science for nursing master students Miao Xiuxin, Guo Huili, Zhu Xiuli, Liu Ting, Yao Xinyu. Department of Community Nursing and Geriatrics Nursing, School of Nursing, Qingdao University, Qingdao 266021, China

Abstract; Objective To explore construction and application effect of cases pool of clinical nursing science for nursing master students. **Methods** The cases pool of clinical nursing science was constructed, and case-based teaching was conducted for 21 nursing master students by referring to Harvard case-based teaching method. The application effect of cases pool was evaluated by questionnaire and S-T analysis method. **Results** Totally 30 teaching cases for clinical nursing science were developed, which included case background, case summary, nursing problem, case analysis, case related knowledge and references. The overall score of master students' evaluation on case-based teaching for clinical nursing science was 94.1 ± 2.02 , and the scoring rate of relevance of case content, case practicality, case enlightenment, case teaching form and actual teaching effect were all above 85%. S-T analysis showed that the proportion of teacher-student interaction in case-based teaching classroom was appropriate and classroom organization mode was scientific. **Conclusion** The proposed construction plan of teaching cases pool is scientific and highly targeted, and its application is recognized by nursing master students.

Key words: master students of nursing; case-based teaching; construction of cases pool; application of cases pool; S-T analysis method

近年来,案例教学法(CBL)因其启发性、参与性、能动性、创造性等特点被广泛应用于护理教育教学^[1-2]。临床护理学是我院护理硕士研究生教学中的专业课程,旨在提高护理研究生的临床思维,培养临床护理实践能力,是护理硕士研究生的一门重要必修课程。传统的临床护理学课堂教学以教师讲授为主,“灌输”多,启发少,护理研究生学习的参与性及主动性较低,缺乏创新思维和批判性思维的培养。当选择案例教学时,教师很难找到与护理研究生教学目标相吻合的优质护理教学案例,同时缺乏系统化案例教学模式。为此,我院从 2016 年开展了临床护理学案例库建设工作,并运用案例库实施 CBL 引导的临床护理学教学活动,以探讨护理硕士研究生临床护理学教学案例库建设开发方案及科学有效的案例应用模式,报告如下。

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1 对象与方法

1.1 对象 选择 21 名 2016 级统招护理硕士研究生为研究对象,其中学术型 8 名,专业型 13 名;均为女生;年龄 25~34(26.67 ± 1.47)岁;4 名研究生有临床工作经历。我院护理硕士研究生临床护理学共 48 学时,其中案例教学课时数 22 学时,本研究选取 4 节案例教学课例对案例教学效果进行评价。

1.2 案例库建设及应用方法

1.2.1 建立案例编写专家团队 选择从事护理硕士研究生临床护理学教学工作 5 年以上,在相关教学研究方向具有代表性和权威性,并具有研究生及以上学历或者具有学术型硕士生导师资质的护理学专业教师组成编写团队,共计 15 名,主要来自青岛大学护理学院授课教师及附属医院护理专业硕士研究生导师。按照教学研究方向将 15 名教师分为 5 个小组,每组 3 名教师,进行成人护理、母婴护理、重症护理、社区/老年护理、心理护理 5 个相关教学方向的案例编写。每周二为小组讨论日,主要探讨本小组内相关专科方向案例编写的进度、遇到的问题、存在的困难。每周四为全体编写教师讨论日,对小组内无法解决的问题全