

Discussion on the Open Management Mode of Nursing Laboratory in Higher Vocational Colleges

Liang Xu

Panjin Vocational and Technical College, Liaoning 124000, China

Keywords: Higher Vocational Colleges; Nursing Laboratory; Open Management

Abstract: The new curriculum reform continues to deepen. Many colleges and universities regard practice and experimental teaching as the specific choices for the innovation of teaching models. Some laboratories closely related to professional teaching activities also effectively assist in the development of regular teaching activities. In the nursing professional teaching, the function of the nursing laboratory should not be underestimated, but the corresponding positive impact, function and value need to be based on scientific and effective laboratory management. The open management model itself is relatively new, but this management model is not simple to construct. This paper will analyze the difficulties in the construction of open laboratory management mode in higher vocational colleges, and put forward reasonable suggestions on how to effectively construct open management mode.

1. Introduction

The management of nursing laboratories in higher vocational colleges has received a lot of attention in recent years. Many vocational colleges have also explored the management model. Among them, the open management model under the open management concept has been favored a lot. Higher vocational colleges are also following the open management of nursing laboratories in some undergraduate colleges. But we must also be soberly aware that the construction of an open management model is not simple, and it is more difficult to fully demonstrate the value of this new management model. Many higher vocational colleges have fallen into a more passive state in the construction of open management mode of nursing laboratories. Therefore, it is necessary and important to explore the specific construction strategy of this management mode.

2. Overview of Open Management of Nursing Labs in Higher Vocational Colleges

2.1. Analysis of open management mode of nursing laboratory in higher vocational colleges

Open management is a relatively new concept and management model. The management of nursing laboratories in higher vocational colleges can also apply this model. From the perspective of advantages, this model can enrich the management subject to a large extent, thus alleviating the pressure on the management of nursing laboratories in higher vocational colleges. Many innovative teaching methods can be better applied under the new management mode. . However, open management also has some inherent drawbacks, even management risks. In particular, the relationship between power and responsibility at the management level cannot be better divided. Many specific management matters are likely to be effectively processed, and the management level will be left blank [1]. However, open management itself has many relative advantages, and it is actually a good choice for management innovation in nursing laboratories in higher vocational colleges. For higher vocational colleges, the open management model actually puts forward new requirements for its comprehensive laboratory management capabilities. To build a highly open management model, it requires a relatively systematic management system and strong management capabilities. Supporting this is also the basis for the management value of the open management model.

2.2. Status of open management of nursing laboratories in higher vocational colleges

Many higher vocational colleges are trying or conducting open management of nursing laboratories, but there are some shortcomings in the construction of management models or the development of specific management activities under the new model, which also leads to the inherent management of open management. The positive impact and value cannot be fully realized. Some higher vocational colleges can't adapt to the change of management mode. In the process of constructing open management mode, there will be a situation in which management efficiency is declining and various types of management problems are increasing. Many undergraduate colleges have relatively high management capacity in their own nursing laboratories [2]. They also have more initiative in the construction of open management models, and most higher vocational colleges are passive in the construction of open management models. The characteristics are more significant, and the actual pressure to achieve management objectives or management results is expected to be relatively high. Under this state, the open management model of nursing laboratory presents a situation of "satisfaction", that is, many higher vocational colleges agree with this new management concept and model, but they do not take the initiative to open up. Attempts to build management models, the curability characteristics of laboratory management are still very significant [3].

3. Difficulties in the Construction of Open Management Mode for Nursing Labs in Higher Vocational Colleges

3.1. Open management concept is relatively weak

Although the open management model has many comparative advantages, the understanding of nursing laboratory management in vocational colleges is not comprehensive, and the enthusiasm for management model innovation is relatively low, which also makes its open management concept relatively weak. The lack of understanding and the lack of attention have led to the inability to form an innovative management environment for a nursing laboratory. The construction of an open management model is naturally impossible to talk about. Some higher vocational colleges have already produced inherent cognition in the management of nursing laboratories, and they have obvious dependence on the existing management mode. They also naturally lose the enthusiasm for the construction of open management mode. There are also some colleges and universities that have tried their innovations in management mode. However, due to the lack of sufficient understanding of the open management model, they have also taken a lot of detours in the construction of new management models. From this perspective, when the open management concept of the nursing laboratory is relatively weak, and lack of sufficient attention to the innovation of the nursing laboratory management model, it is not easy to construct an effective open management model, and the new management mode It is also easy to derive specific nursing laboratory management issues during construction.

3.2. Specialized management talents are in short supply

Under the era of knowledge economy, the management of nursing laboratories in higher vocational colleges needs professional management talents to support them, and participate in the management of all levels and periods. The open management model is very different from the inherent management model. Whether it is the construction of a new management model or the development of specific management activities under the new model, professional management talents need to be supported and involved. However, the professional nursing laboratory management talents in higher vocational colleges are scarce. The talents who are familiar with the new model of open management are rare. This is why many higher vocational colleges have been unable to build on the management of nursing laboratories. One of the root causes of the open management model. Even if an open management framework can be established on a macro level, but lack of professional management talents to support and participate, the management activities of nursing laboratories under the open management framework cannot be guaranteed, and the

probability of series management problems It will also be greatly improved. Some higher vocational colleges assign nursing professional teachers to act as managers of nursing laboratories. Although this approach can provide a lot of help for daily management activities, it can't support the construction of open management mode. Therefore, the lack of specialized management talents is also a difficult point in the construction of the open management model of the nursing laboratory.

3.3. Insufficient experience in integration between open management and teaching

The establishment of nursing laboratories and the integrated management of nursing laboratories must actually serve high-quality nursing personnel training. In other words, the open management model should also be better linked to the teaching of higher vocational nursing professions. However, many higher vocational colleges lack the experience of open management, and it is easy to have a negative impact on the practice of regular nursing professional teaching when conducting open management experiments. In addition, vocational colleges generally lack the experience of integration between open management and teaching, which will also weaken the functional function of nursing laboratories in education and teaching. Some failed cases of open management mode of nursing laboratory in higher vocational colleges show that if the new management mode cannot be better integrated with the teaching, the problems at the management level will not only affect the operation and development of the nursing laboratory, but also It has a relatively direct negative impact on the implementation of nursing practice teaching activities in the laboratory. Under the objective existence of this logical relationship, some higher vocational colleges are “fearing and timid” in the construction of the open management model of nursing laboratories, and the construction of new nursing laboratory management mode is becoming more and more difficult.

3.4. The management authority of the student group is difficult to accurately determine

From the perspective of open management, the student group will also participate in the management of nursing laboratories in higher vocational colleges. This practice is very innovative, and it can help nursing students to better understand some nursing equipment. And knowledge about the care process. In addition, letting students act as a specific nursing laboratory management subject itself is a very open form of management, which is also a good choice for the construction of an open management model. However, the definition of management authority of the student group, the specific management affairs that the student is responsible for is very defined. Most vocational colleges are sensitive to the management of nursing laboratories, in order to “insure”, even under the concept of open management. It also does not allow students to participate in the development of laboratory management activities. Therefore, the open management of nursing laboratories in some higher vocational colleges is actually less open, and the so-called open management is also a form of management that is larger than content. Open management is also easy to form when students are not able to participate in the management of nursing laboratories, or when students are unable to give full play to management value from an open management perspective.

4. Strategies for the Construction of an Open Management Model for Nursing Labs in higher Vocational Colleges

4.1. Improve the understanding of the open management model

In the construction of open management mode of nursing laboratory in higher vocational colleges, higher vocational colleges, as the main body of nursing laboratory management, need to have a better understanding of management mode and open management concepts, and improve their own open management mode. The level of awareness creates a good environment for the optimization of the management model of the nursing laboratory. For example, the Changchun Medical Higher Vocational School organized the nursing laboratory management personnel to conduct open management training, and the vice president in charge of laboratory management also conducted an open management level planning with the direct management staff of the nursing

laboratory. It is necessary to ensure the development of specific management activities from the perspective of the new management model. In addition, the higher vocational colleges have also established an open management system in combination with the characteristics of an open management model, and carried out the management of sub-projects such as the purchase, construction, storage, storage, use and cleaning of experimental items. Further regulations, the sub-management activities under the open management model have also been effectively guided. Other higher vocational colleges should also raise their awareness of the open management of nursing laboratories and determine the open management model with the help of specific management systems.

4.2. Forming a professional open management team

There is a big difference between the open management model and the previous management model. The inherent management concepts and methods cannot adapt to the new management model. Therefore, the higher vocational colleges need components in the open management model of the nursing laboratory. A professional management team, and the specific management affairs are assigned to a more professional management team. Specifically, higher vocational colleges should combine the total management resources of their own nursing laboratories, as well as their own nursing laboratory management capabilities, and fully consider the characteristics of the open management model to establish a professional management team. In this process, higher vocational colleges need to strengthen the training of relevant personnel in the nursing laboratory management team, construct the open management model, and carry out relevant knowledge of specific management activities under the new model as the basic training content, and improve the frontline management. The new changes in the management of the nursing laboratory in the new era and the level of awareness of open management. After creating a professional open management team, higher vocational colleges can be more active in the construction of open management models.

4.3. Identify the basic objectives of open management

The construction of an open management model needs to serve the development of experimental teaching activities for nursing majors in higher vocational colleges, highlighting the importance of service attributes and roles at the management level. Specifically, higher vocational colleges need to clarify the objectives of nursing experimental teaching, and combine the actual needs of the teaching level to determine the content of open management. It is also a good idea to use open nursing laboratory management as part of teaching practice. For example, in the teaching and understanding of nursing equipment, teachers can assign different teaching tasks to different students, and effectively link these teaching contents and tasks with open care laboratory management. In this state, the teaching objectives of the nursing experiment can be better linked with the management objectives of the open nursing laboratory, and the two can be better integrated. After the open management objectives are determined in combination with the actual teaching, the routine management activities of the nursing laboratory can be more directional and purposeful, which is also of great significance for continuously improving the management efficiency of the nursing laboratory.

4.4. Planning to give students group management authority

In the open management of nursing laboratory in higher vocational colleges, students can participate in the actual management and assume part of the management responsibility, but this requires the higher vocational colleges to scientifically separate the nursing laboratory management affairs and hand over different management affairs. Responsible by different managers. On this basis, combined with the nursing skills training needs in the nursing professional teaching, as well as the real ability of the nursing professional students in the management of the nursing laboratory, the management of some nursing laboratories is assigned to the students. However, in this process, it is necessary to avoid giving too many administrative powers to the student group. Even if part of the management affairs is assigned to the student group or a certain number of students, the nursing laboratory management teacher should follow up and evaluate. The relatively new open

management attempts to evaluate, accumulate excellent management experience, and find and make up for the shortcomings of students in management. Once the student group can better participate in the development of nursing laboratory management activities, higher vocational colleges can have more choices in the construction of open management mode of nursing laboratory and the development of specific open nursing management activities.

5. Conclusion

Higher vocational colleges cannot blindly carry out open management attempts of nursing laboratories, especially when they lack open management experience and their comprehensive management ability is obviously insufficient, they need more analysis on the construction of open management mode of nursing laboratory. And thinking. Even if a new management model is built, higher vocational colleges should pay attention to the integration of management resources and the allocation of management authority, and continuously analyze the problems existing in the management of nursing laboratories under the new model, and find that they are in the open management mode. Build, and the deficiencies in specific management, and optimize the existing management model to promote the openness and effectiveness of management.

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