

Reform and Research on the Teaching Mode of Nursing Humanistic Care

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Abstract. Integrating humanistic ideas into the process of professional education is the main way to realize humanistic education in medical colleges and universities. The research aims to improve the humanistic care ability of nursing students, reform the teaching mode of humanistic care, and construct the three-dimensional humanistic care teaching model. This paper introduces the teaching reform practice of integrating humanistic care education in teaching from three aspects: the reform idea of humanistic care teaching mode, the concrete reform strategy and the quality assurance measures, and it aims to improve the teaching quality and provide valuable guidelines for teaching.

Introduction

In the 1960s, Higher Nursing Education Standards of American clearly proposed that humanistic education should be included in nursing vocational education, which reflected the importance of humanistic nursing care education. Many nursing educators believe that the integration of humanistic care teaching contents in nursing teaching can promote students to understand and master the connotation of humanistic nursing better, and deepen the cultivation of humanistic quality of medical students [1]. The Outline of the Development Plan of China's Nursing Care also emphasizes that the teaching proportion of humanistic knowledge should be increased in nursing education, the students' consciousness of humanistic care should be strengthened, and the strengthening of humanistic care education should be taken as the important point to accelerate the reform and development of nursing education [2]. It can be seen that the role and attention of humanistic education in nursing education at home and abroad are increasing day by day, which has become the attention focus in the field of nursing. This research aims to improve the humanistic care ability of nursing students, and to take Professor Duan Zhiguang's "The Basic Concept of Comprehensive Health Humanistic Education" as the guiding ideology. The research group has carried on the reform to the nursing humanistic care teaching mode and created three-dimensional humanistic care teaching mode of "whole course-full time-whole direction", as a result, it achieves a good teaching effect [3].

Establishing the Teaching Reform Concept of "Whole Course-Full Time-Whole Direction" Three-Dimensional Humanistic Care

Noddings, a contemporary nursing scientist, emphasizes that the ability and scope of care are not innate and require the guidance of education and the accumulation of experience in order to develop. Therefore, it is necessary to pay attention to the continuity and gradual integration of the humanistic education into the curriculum education in order to internalize and improve the students' humanistic care ability in the daily curriculum study. We establish the three-dimensional humanistic care teaching mode of "whole course-full time-whole direction" based on that. The "whole course" emphasizes the long-term nature of humanistic care education. In curriculum teaching, the research and practice of whole medical education should be integrated into humanistic care education before, during and after class. The full-time emphasizes the progressive nature of the humanistic care education, it strives to build the learning atmosphere of "anytime and anywhere on the road" for students including the cultivation of schools and the practice of students at any time and any place

based on the core education goal of "understanding and caring and learning to care". The "whole-direction" carries on the reform from theory to practice teaching, from curriculum design to assessment and evaluation, and from in-class to extracurricular, which makes full use of all educational resources and teaching methods to form a three-dimensional humanistic care teaching model.

The Concrete Reform Strategies of Humanistic Care Teaching Mode

Theory Teaching. It should revise the curriculum teaching objectives based on the aim of "improving students' humanistic care ability (quality)". It should formulate the teaching objectives based on Bloom's theory of classification of educational objectives, and add the corresponding goals of humanistic care in three aspects: cognition, emotion and skill. It should make humanistic design and modify the teaching contents and presentation mode of the course [4]. In the teaching process, it should excavate the material of humanistic care in the teaching contents, intersperse the examples related to the teaching contents to embody the humanistic concern, and use certain teaching strategies and methods to present humanistic concern. For example, when it comes to the contents of "hospice care", teachers can use the "nursing diary of foreign hospice care nurses" as the material and combine it with the teaching contents, so that students can experience the feelings of terminal patients, family members, and medical staff more realistically. It also shows the students how the staff carry out hospice care to the patients and their families with real examples, so that the students can feel the role of humanistic care in person. In addition, pictures, videos and music can also be interspersed to enhance the humanity of teaching contents. For example, when it comes to nurses' duties, the video "nurse's song" will inspire students to feel noble about their careers.

Humanistic care stories are selected by teachers in combination with the teaching contents, or arranged to students in advance. Students share them with each other in the process of collecting materials. In the course, students share and realize the Nightingale spirit based on the narrative education [5]. After class, students are required to collect and organize the work experience of Nightingale medallion winners, and to reflect on, explain and convey the experience of self-conscious practice in order to construct the ideal professional image and professional values in their hearts. Under this circumstance, students often feel that people love each other and care for each other, and eventually they can form their own caring consciousness and behavior imperceptibly and naturally.

Practice Teaching. The teaching priority of practical lessons is to give full play to the role of teachers as role models, and students will feel that they are valuable persons due to the caring and non-caring experiences gained in the process of interaction with teachers, which can help students develop a good nurse-patient relationship in the future. The teacher's words and deeds will have a vital impact on the students. Teachers pass on their own knowledge, skills and moral qualities to the students through "teaching", and students finally form their own qualities after absorbing and internalizing. Therefore, in the experimental teaching, the exemplary role of teachers is emphasized particularly. Establishing a harmonious relationship between teachers and students and forming mutual respect, mutual trust, and mutual love between teachers and students can help students learn how to respect, care for, understand and help people while learning knowledge. Teachers should respect and care for patients, and infect students as a role model, so that they can promote students to form sincere feelings and correct attitude towards others and nursing profession.

Secondly, the teaching environment of humanistic care should be created by using various teaching methods, and the teaching should be organized and implemented flexibly by using a variety of teaching methods. In order to guide nursing students to observe and imitate, realize, experience and implement caring behavior in learning and practice, teachers should increase the proportion of real people to do it in order to create the teaching environment of humanistic care. In view of the health problems of patients in the specific situation, the humanistic care elements of skill operation are excavated, and the scientific and humanistic aspects of skill operation are closely combined [6]. After each real-life operation has been completed, students should be organized to conduct self-evaluation and mutual evaluation in time to discuss their experiences and feelings after

accepting real-life operation from the perspectives of "patients" and "nurses" respectively, and it can guide students to understand the psychological feelings and needs of patients at that time.

Thirdly, students should record the reflection diary. After each operation item, the students are required to write the reflection diary, and to reflect and record how they show their humanistic care in the aspects of behavior, concept of love and hurt, explanation, and communication, and how they pay attention to the feeling of the patient in the operation. Students should record their shortcomings and improvement plans in this experiment class, record their feelings and experiences in the operation of the real person, recount the story of getting the care of classmates in the course of learning and so on. Gradually, the nursing students' consciousness of humanistic care has been strengthened and their ability to carry out humanistic care has been improved.

Quality Assurance Measures of Humanistic Care Teaching Mode Reform

Teachers should Fully Recognize and Admit the Idea of Humanistic Care Teaching Reform. It should organize teachers to study the humanistic care education theory of Noddings and Watson and unify the educational thought, so that teachers can fully recognize and admit the teaching reform idea of "whole course-full time-whole direction" three-dimensional humanistic care teaching. What is more, it should also strengthen the reform idea into teacher's brain constantly, so that the combination of humanistic care and curriculum teaching will become the teacher's self-consciousness [7]. Therefore, teachers should prepare the lesson collectively combined with the contents of each chapter of the syllabus, discuss the humanistic care elements in the teaching content, and choose the reasonable teaching method based on the concern. So that teachers can actively integrate humanistic care education into curriculum teaching in accordance with the concept and requirements of humanistic care education model in every link.

Setting up the Wechat Platform of Humanistic care for Curriculum Learning. In order to ensure the "full-time" character of humanistic care education, it can establish the WeChat group and public platform of curriculum learning class, and add all students and teachers into the group, which can carry on the humanistic care exchange in a sustainable and convenient way. For example, teachers can send some stories or materials of humanistic concern that they cannot share with students because of the lack of time in class to the public platform of WeChat to share touching stories and feelings. It is convenient for students and teachers to exchange learning and life problems at any time. In addition to transmitting learning information and resources to students through WeChat platform, teachers can also realize "face-to-face" emotion and care communication with students at any time, so as to make it possible for teachers to share their learning information and resources through WeChat platform. Students can feel the value of teachers' concern and experience concern, which will play an imperceptible role in the formation of students' humanistic care quality [8].

Guided by the Assessment and Evaluation can Strengthen and Ensure the Quality and Effect of the Teaching Reform of Humanistic Care Education. In order to ensure the quality and effect of the teaching reform process of humanistic care education, the assessment of the curriculum should apply the process evaluation method, so that it can realize the whole-course, full-time and whole-time evaluation and feedback, and form the continuous strengthening and promotion of the virtuous cycle assessment and evaluation system [9-10]. Each group of students will be acquired to complete the project operation in a scenario simulation or role-playing manner and record the video to hand over to the instructor to reflect the learning effect of the group at the end of each skill operation learning. The evaluation focuses on the team members' team cooperation, the accuracy and standardization of skill operation, the communication between nurses and patients, and whether the humanistic care for patients can be well reflected. Through assessment and evaluation, students' awareness of humanistic care in their study has been constantly improved, and humanistic care behavior has gradually become a kind of self-conscious behavior.

Blueprint of the Future

Humanistic care is the essential requirement of nursing discipline, and the precipitation and condensation of humanistic spirit reflect the development of nursing discipline. The focus of the humanistic curriculum reform of nursing education in China is to optimize the humanistic curriculum system and to construct a perfect teaching mode of nursing humanistic care through further analysis and integration of the relevant theoretical concepts. In order to improve the quality of humanistic teaching, improve the cultivation of humanistic spirit of nursing students, and deepen respect for life and caring for human beings, the assessment and evaluation of medical humanities curriculum should be improved. At the same time, nursing educators should seize the opportunity of educational reform, make effective use of information resources, develop network teaching platform, and establish a faster and more flexible teaching mechanism to improve the teaching quality.

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