
The cultivation of humanistic quality for nursing students in medical university

Yingkun Sun¹, Yinnan Lu¹, Chengji Liu²

¹Department of Student Affairs Management Clinical Medical College of Jiangsu University, Zhenjiang, Jiangsu, China 212013

²Central Lab, Zhenjiang Municipal Physical Culture Bureau, Zhenjiang, Jiangsu, China 212001

Email address:

ykunsun@126.com (Chengji Liu)

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Abstract: With medical model changes and health demand increasing, the nurse's skills and humanistic quality were obviously behind the requirements. For training excellent nurses, the present work analyzes the current status of nursing students humanistic quality in colleges and universities, discusses the problems for nurse's humanistic quality education, then puts forward some measures to nurse's humanistic professional development.

Keywords: Humanistic Quality, Colleges and Universities, Nursing

1. Introduction

The Health Ministry announced to make patients as the god and feel good nursing professional ethics and nice nursing service in 2010 《the project of Hu Li Shi Fan Gong Chen》^[1]. This requires its employees have not a nice professional knowledge and skills, but also ideological quality, psychological quality, especially the humanistic quality. With the change of the biomedical model into bio - psycho - social medical model, people's health demand increasing, more attention has been paid to the nurse's quality. It has become the focus of teaching reform in Colleges and Universities to explore the tradition of humanistic education in higher education. Therefore the colleges or universities should cultivate the students having scientific quality, ideological quality, psychological quality, make the students to really understand the patient, care patient and meet different patients needs in different level, improve the overall quality of the nursing staff, change the nurses bad image in the patient's- only know injections, medicine image^[2].

2. The Current Status of Humanistic Quality of Nursing Students

2.1. Low Professional Identity and Poor Humanistic Consciousness

For person's development as well as the views of professional attitude, about 80% of the students think that the nursing profession is their desire, but some students is not interested in nursing majority, and think that the profession could not achieve their dreams and pursue. Therefore, it has been a common phenomenon that the students sleep, play mobile and absence from class. The humanities courses can't make students really realize the knowledge important. Furthermore, a lot of nursing students think that it is unnecessary to have humanistic quality education and humanistic courses. And some students even think scores, scholarships and other certificates are more important than humanistic quality education.

2.2. Imbalance of Knowledge Structure and Poor Comprehensive Ability

Because of weakness in understanding the humanistic knowledge, some nursing students' knowledge structure were imbalance, even if some students' professional knowledge were nice; the humanities and social science, natural science knowledge were very poorer. Additionally, the other ability such as verbal and written communication skill, interpersonal communication skills, psychological, and resist setback were also scarce, which make the students can't fulfill the social needs and not to bear the great trust of across century.

2.3. Single Way of Thinking, Lack of Innovation

Thinking model includes people thinking angles and thinking path and methods, and only a small number of nursing students can use the philosophy theories of one coin two sides to think about the problem, which make them not only comprehensive analysis the patients status, but also give diagnosis according to the patient's symptoms. Furthermore, because of humanistic quality lack, the nursing students' developments are restricted; which lead to the students poor innovation consciousness and low practice ability.

3. The Problems for Nursing Humanistic Quality Education in Colleges and Universities

3.1. The Training Goal

For European and American countries, they focus on humanistic quality education, highlight the professional characteristics and majority knowledge; they spend the same time on humanities and social science, focus on quality education and students' learning ability, values. Therefore, nursing education system is relatively perfect in Europe and American countries; the system had detailed plans, clear objectives, sub-objectives; furthermore, every objective or sub-objective was easily operative and appreciable. However, in China, nursing majority was behind the developed countries, and after 1990s, some colleges and universities began to revise the training objectives, to reflect the emphasis on humanistic quality requirements^[3].

3.2. The Curriculum and Teaching Contents

The goal of university education was achieved by courses. But it was a common phenomenon that most colleges or universities overemphasized the major knowledge, offered many major courses, neglected humanities curriculum in China. Studies show that medical humanities curriculum accounts for about 8% of the total class hours in our country; however, in United States, Germany, the medical humanities were up to 20%-25%^[4]. With the advancement of the curriculum reform, more and more medical colleges or universities have been aware of the humanities courses importance and begin to revise their teaching plan, objectives, to increase the humanities courses and to optimize the course system. But there is still a long way to go, still existence disadvantages, for example, few teaching period plan, unscientific curriculum provision, unreasonable course structure, unclear training objectives. Furthermore, the teaching content was old and it is difficult to reflect characteristics of the times, especially, lack of the courses that could improve nursing students humanities quality, broaden the knowledge, enhance ability of emerging.

3.3. Teachers and Teaching Methods

The nursing humanities teachers in colleges and universities were in dire needed. And most time the courses were given by the nursing professional teachers; all the teachers were lack of humanities and sociology of knowledge; and their knowledge structure, education level are insufficient for nursing education. For teaching method, the student's initiative and creativity was ignored.

3.4. Effect Evaluation

To evaluate the nursing humanistic quality education effect is an important factors for inspection of nursing students humanistic quality success or failure. However, there were relatively lack of special evaluation standard.

4. Training Countermeasure of Nursing Students' Humanistic Quality

4.1. Changing Ideas to Pay Attention to the Humanistic Quality Education

Medical and humanities education combination has become an inevitable trend of modern medical education; but now some universities still exist insufficient recognition, unaware of the importance of humanity quality education; which led the teachers and students paying more attention on skills, and less on humanities. So the universities should strengthen the humanities education from the organizational, leadership and economic. And universities should establish relevant organizations, incentive mechanism, ensure the humanistic quality education truly implemented; Then, universities should widely publicize, change the training objectives, reform training program, transformation teachers ideas.

4.2. Clarity Objectives, Reform Teaching Content, Innovative Education Forms

The teaching objectives are not clear for the present nursing humanistic education curriculum; which not only hinders the all-round development of students, but also makes the humanities quality education becoming nothing. The objective of nursing humanistic quality education should be clear - to promote the comprehensive development of students, to cultivate the students' personality, to improve the students' thinking and problem solving ability, to help to establish a good professional ethics, professional attitude and the right values.

Following the clear objective, the universities should furthering reform the teaching content and teaching form. For teaching contents, universities should establish perfect nursing students humanities quality education curriculum system, strengthen the humanities and social science knowledge, especially the integration of scientific and humanistic spirit.

For the teaching method, universities should make the students as the central, create equal learning environment, optimize the classroom environment, and carry out discussion teaching, focus on experimental teaching. Additionally, the universities also should activate the enthusiasm of the students, arouse students' autonomous learning, independent thinking and innovation consciousness, prompt students to consciously implement the integration of scientific culture and humanistic culture^[5].

4.3. Strengthening the Construction of Teachers Group, Improving Teachers' Personality Charm

Normally, the teachers' personality charm have a more profound influence on the students than the education itself. If a teacher has good humanities accomplishment and high personality charm; the students were easily influenced by their thought, style and quality; which is benefit to stimulate students' learning interests. First of all, teachers should have good ideological and moral quality. Teachers should set an example for students in the political and ideological, moral, values, habits and other aspects. Secondly, teachers should be knowledgeable. An excellent profession should not only have rich medical knowledge and skills, also have noble professional ethics. And these teachers could consciously integrate the humanities knowledge into teaching content and enable students to concentrate on theirs topic. Thirdly, teachers should have a positive philosophy of life. Teachers should have not only rich experiences, but also an attitude of being confident and optimistic. They love life, family, students and sincerely service for students. All above will make students will gradually forming a healthy attitude towards life, and knowing how to care and to help others^[6].

4.4. Actively Carrying Out Cultural Activities, Creating the Atmosphere for Humanities Education

Campus culture is the second curriculum system in Colleges and universities. Every department should fully use campus organizations to make a variety of campus activities; which enrich the second classroom, such as opening reading activities, establishing a "Boutique House" etc. furthermore, the campus organizations could develop the other activities, such as painting, photography, music training, the English corner, debate, student forum et al at the weekend. Additionally, students can also form a study group, regularly carry out research activities according to their own interest hobby.

4.5. To Construct a Scientific Evaluation System

The establishment of appropriate assessment system is an effective measure to promote nursing humanities education. Nursing colleges or universities should make the humanistic quality education into the overall planning of nursing training according to the coordinated development of knowledge, ability, quality requirements and improve nursing quality evaluation criteria, comprehensive evaluation system, for example, innovative remarks in the training plan, which can obtained by students through participating in various community activities, sports, art contest, social practice activities, speech contest and the humanities and social science knowledge contest. The innovative remarks would be associated with appraisal, practices, employment recommendation, degree awarding. Of course, it is a long way to go to construct the perfect scientific evaluation system.

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