RESEARCH ARTICLE

RESEARCH ON THE TEACHING DESIGN AND PRACTICE OF NURSING HUMANISTIC COMPREHENSIVE TRAINING COURSE

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ARTICLE DETAILS

ABSTRACT

In order to strengthen the humanistic literacy of nursing undergraduate students, a course of "comprehensive training of nursing humanities" was set up in Grade 2018, and the teaching team was composed of professional teachers and clinical nursing staff, and 16 sessions of practical training content was designed. The content design is based on psychology, ethics, pedagogy and other disciplines, including artificial intelligence nursing, nursing ethics principles, empathy, positive attention, verbal communication, non-verbal communication, self-care, teamwork 8 practical training content. The implementation process of practical training adopts small class, 30 students per class. Experiential teaching design runs through the whole process, using group discussion, scene simulation, extended training and other teaching means. The teaching effect evaluation feedback is very good. The students reflect they love this course.

KEYWORDS

nursing humanities, training course, teaching design.

1. THE IMPORTANCE OF COMPREHENSIVE TRAINING TEACHING OF NURSING HUMANITIES

In the process of nursing personnel training, the cultivation of nursing humanistic literacy is particularly important. Noble humanistic accomplishment is an important guarantee of nursing clinical practice quality. Strengthening humanistic care in nursing work can enhance patients' satisfaction, construct harmonious nurse-patient relationship and enhance nurses' professional identity. As early as 1995, scholars in China put forward the urgency of humanistic care education in nursing (Gan, 1995). With the transformation of medical model from biomedical model to bio-psycho-social medical model, the integration of science education and humanities education has become an inevitable trend of nursing undergraduates training.

American Association of Colleges of Nursing (AACN) (American Assc., 2014). In the 2008 edition of nursing undergraduate education practice standard, it is clearly pointed out that humanistic care and its related care value, care attitude, care behavior, care environment is an important part of nursing education. The outline of China's nursing development plan (2011-2015) puts forward that "increasing the proportion of humanistic and social science knowledge and enhancing humanistic care consciousness in curriculum setting" (Ministry of Health, 2014).

Humanistic quality education aims at cultivating humanistic spirit and improving humanistic accomplishment, and finally realizes the internal quality of individual relative stability. Therefore, the promotion of humanistic literacy is difficult to achieve through the method of theoretical teaching. At present, there are few courses in the education of humanistic literacy of nursing education, which are mainly taught by theoretical teaching, less in practical training, and the effect of educating people is not ideal (Long et al., 2017). In order to improve the quality of the cultivation of humanistic quality of nursing education, the comprehensive training course of nursing humanities has been added in our school since Grade 2018. The course group is composed of professional teachers and clinical first-line nursing staff.

2. THE TRAINING PROJECT DESIGN

The course consists of 8 training contents, each is a separate content, but the 8-content-design is gradual. See Table 1 for details.

Table 1: Design Table of Comprehensive Training of Nursing Humanities		
Training Name	Training objectives	Practical Training Content and Teaching Design
Introduction of nursing humanistic	Making students to realize the Importance of humanistic nursing and change passive learning to active learning	Watched the video of the application of AI technology in nursing first, then group discussion of the core competitiveness of nursing talents in the AI era; at last, the teacher guided students to reflect on the core competitiveness of humanistic nursing in the A I era, which is irreplaceable of AI.
Nursing Ethics Training	Following the principle of "respect, advantage, justice and harmless" in clinical practice	4-5 students/group randomly, each student shared his own personal experience (his own medical treatment or as a family member in hospital), in the process of treatment, how to guide through ethical principles to achieve a better patient experience.
Psychology nursing training one	Empathy, standing in the patient's perspective, thinking for the patient	6-7 students/group randomly, asked a classmate to share their experience as a patient or family member (The experience was very bad at that time) Each student in the same group gave empathy feedback. After that, ask the student to give feedback who gave the best understanding. Panel representatives, teacher summary. Practice empathy in groups of 2-3 students after that.
Psychology nursing training two	Paying attention to the patient's progress and giving the patient confidence in recovery	3-4 students / group randomly, told the advantages of the others in the same group which you never told them before. group sharing practice experience. Teacher ask students to share experiences randomly. Group discussion on how to apply this skill to nursing work.
Nurse-patient Communication Training one	Giving comfort to patients through language communication and constructing harmonious nurse-patient Relationship	2 students /group, one wearing eye mask is responsible for drawing, the other without eye mask is responsible for description.PPT presents a picture, two people through language communication completed the picture. During the process of painting, who responsible for the descriptor can not look at other's painting, when finished, they exchanged the roles, to do another experience. Teacher summarize the main points of language communication after the students sharing.
Nursing-patient Communication Training two	Comforting patients through nonverbal communication and constructing harmonious nurse-patient relationship	2 students/group, one wearing eye mask as blind, the other without eye mask as crutches. Teachers lead students to complete the pre-designed route, the whole process can not speak, each group of blind people responsible for leading crutches. After the end of the exchange of roles, taking another route. Group communication experience after the end of the whole process. Teacher summarized non-verbal communication points after the students sharing.
Self-care	Self-care ability	Watching a male nurse speech video, which is full of the occupation identification of nursing. 4-5 students/group, from the positive attention angle, discuss how to self-care.
Teamwork	Understand the importance of teamwork and establish a sense of cooperation	7-8 students/ group, using the method of expanding the game, through the establishment of team name, team LOGO design, cooperation to complete team tasks and other links, experience the importance of teamwork. Group discussion summary, teacher guide.

Practical training 1 through the application of artificial intelligence in nursing specialty as a breakthrough point, so that students themselves really realize the importance of humanistic nursing, so as to stimulate students' motivation and desire for further learning, and turn passive learning into active learning. Practical training 2-6 aims at humanistic nursing core skills, ethics, empathy, positive attention, language communication, non-verbal communication to carry out, improve their ability steeply. Practical training 7 for nursing self-care care, guide students to learn skills first self-application, maintain a good self-state to better serve patients. Finally, practical training 8 for team cooperation ability, medical care, nurse-patient, nursing team work application. At the end of each training, a practical thinking is arranged on how to apply the knowledge and skills in the training to nursing work.

3. DESIGN OF PRACTICAL TEACHING PROCESS

3.1 Experience-based Teaching Design

The concept of experiential teaching was originally put forward by Dewey, a famous American scholar, in the course of studying "experiential learning". By placing learners in the context of teaching design, the author makes them have a clear and concrete understanding, so as to change their teaching methods of thinking and doing things (Zhang et al., 2018). Experience-based teaching method has certain advantages in the cultivation of emotion and behavior quality, and the research shows that it has good effect on the cultivation of humanistic literacy of nursing undergraduates (Bi et al., 2019). In our courses, the design situation of

each practical training content will take the student's personal experience as the design point, substitute strong sense, enhance the student's learning sense.

3.2 Combination of explicit and implicit knowledge teaching

In the teaching design, there are some explicit teaching methods, such as case discussion, group cooperation, role-playing, scene simulation, etc., also including implicit teaching methods such as teacher-student interaction and student-student interaction. Each training was randomly divided into groups. The group composition and co-workers of each training were different. The experience was similar to that of nurses and patients. The combination of explicit knowledge and implicit knowledge can experience the coexistence and communication between people in every link of practical training, and guide students to establish correct professional values and service consciousness for patients.

4. SUMMARY AND REFLECTION

4.1 Evaluation of the effectiveness of the curriculum

This course carries out the teaching process for the first time in the grade 2018 nursing undergraduates. At the end of the course, the students were evaluated for the teaching effect, and 126 people participated in the investigation of the teaching effect with informed consent. 118 (93.7%) thought it is useful to improve their humanistic quality, and 8 (6.3%) said they did not know whether they had improved their humanistic quality. The self-assessment method was used to investigate students' knowledge, skills, cognition and behavior. The self-assessment score of each item was 0-10 grade, and the self-assessment average of the four dimensions was all above 8 points. The results were shown in table 2.

Table 2: Self-assessment of the effectiveness of the curriculum			
Self-assessment items	Minimum value	Maximum value	Average
I know something I don't know	4	10	8.47
I know how to improve Humanistic ability	3	10	8.52
I changed my mind	4	10	8.33
I changed my behavior	3	10	8.21

4.2 Experience summary

Teachers are the key factor of the teaching process and the guarantee of the teaching quality. The teacher's speech and manners have a subtle influence on the students. Previous studies suggest that the lack of medical and nursing knowledge of the humanities and social sciences teachers, as well as the lack of humanistic and social sciences knowledge of nursing teachers are the bottleneck problems of nursing humanities literacy teachers [4]. The teaching staff of this course, relying on the school medical humanities teaching team building project, set up by medical psychology, medical ethics, nursing humanities professional teachers and clinical first-line nursing team. Through many online and offline group discussions, the teaching team carefully designed the course content and teaching process. At the same time, the teacher's team are collective preparation of lessons. It is a good way to ensure the homogeneity of teaching quality.

This course adopts the small class formation. One class is a teaching class, about 30 people each class. Practical training courses are completed once a week for 2 sessions, in total 8 weeks. Through the feedback of students, it is proved that the teaching method with experiential teaching as the theme has a good effect, and the students have a strong sense of substitution, combined with their own emotional experience, and have a deeper grasp of knowledge and skills.

4.3 Future research prospects

Comprehensive nursing training is a more mature course, teaching methods, cases, curriculum resources, teaching materials have a large number of reference materials, mainly for clinical nursing operation of practical skills. However, there are few humanistic nursing training courses. Teaching methods, teaching cases, teaching materials and curriculum resources need to be further developed. This article described teaching team running the course in the first round and achieving good teaching results. The authors collected many feedbacks from the students, for example, hoping to increase the way to expand the game; hoping for a fixed number of partners in each group; extending discussion practice time, and so on. In the next stage of implementation, the teaching team will further optimize the teaching content, standardize the teaching organization process, and explore more scientific evaluation mechanism to carry out in-depth research and reform.

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