

Strengthening Nursing Humanities Quality Education Based on the Demand of Market Talents

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ABSTRACT. *In order to meet the needs of talents in the social development market, we will further strengthen the education of humanities and humanities, and cultivate the awareness and ability of human care for nursing students. This paper will start to address the issue of nursing students' humanities quality education under the current market talent demand, and combine with the nursing humanities connotation to propose countermeasures to strengthen the nursing students' humanities quality education. Strive to strengthen the purpose of education and humanistic quality education from the four aspects of changing educational concepts, optimizing curriculum, strengthening the construction of teaching staff, and constructing a scientific evaluation system.*

Keywords: *market talent demand; nursing students and humanities quality education; humanistic care*

1. Introduction

With the development of modern medicine and social economy, people's demand for health and services is getting higher and higher. However, the lack of awareness of humanistic care and the lack of humanistic care ability of nursing staff have led to an increase in dissatisfaction among patients in recent years. The conflicts between nurses and patients and conflicts have deteriorated and even become unregulated. The image of nursing staff has been seriously damaged and the reputation of hospitals has also been affected. Therefore, how to strengthen the training of nursing students' humanities quality and make them become "high-skilled, applied" nursing talents with "high humanity and high quality" is an important subject for nursing

educators.

2. The connotation of humanistic quality education for vocational nursing students

To cultivate high-quality nursing talents, we must return to the fundamental of “cultivating people”, thus forming a quality education that is infiltrated by humanistic education. Nursing students are the successor to the development of nursing profession. The internship period is a crucial period for the training of professional skills. The social environment has a significant impact on the learning outcomes of nursing students. The humanity's excellent cultural achievements are internalized into personality, temperament and self-cultivation through knowledge transfer, environmental edification and self-practice, which become the inherent quality of the individual's relative stability. This is the connotation of humanistic quality education. The humanistic quality of nursing staff is a comprehensive manifestation of the spiritual outlook and internal temperament of nursing profession. The nursing humanistic quality education should be based on the full understanding and understanding of “humanity”, and cultivate the humanistic emotion of nursing staff to “human”. Caring, communication skills with “people” and the ability to improve self-psychological quality and management quality, the purpose is to enable nursing staff to become personal, temperament, and self-cultivation through the study, accumulation and environmental edification of humanities knowledge. The intrinsic character of the nursing staff is relatively stable. The profound cultural heritage, perfect moral cultivation, perfect personality, ideal pursuit of sublimity, and harmonious interpersonal relationship are the good human qualities of nursing staff.

3. The existing dilemma of nursing students' humanities quality education

3.1 Bound by traditional educational ideas and medical models

Influenced by traditional educational thoughts, nursing education pays more attention to science education and technical level training, ignoring the cultivation of humanistic care ability such as caring for patients and caring for life. The traditional

biomedical model has also made the nursing industry generally have the status quo of “heavy skills and light humanities”. The lack of psychological, spiritual and social care for patients has led to an increasingly tense relationship between nurses and patients, and injuries have occurred.

3.2 School humanities education curriculum is not reasonable

At present, most of the institutions in China offer a variety of nursing humanities courses, monotonous content, low status, and less academic time. Most of the nursing students are occupied by heavy foundations and occupational classes. At night, weekends and other extracurricular activities, nursing skills training is required. Students do not have extra time and energy to study nursing humanities courses; even if they have humanities The course also limits the test knowledge of nurses' practice exams such as ten nursing management, nursing ethics, and nursing regulations[1]. The school has a small number of teachers who are engaged in nursing humanities education and does not make a job. Most teachers lack standardized and scientific humanities learning, and do not pay attention to nursing humanities education. They only use the textbooks, and they do not combine the nursing humanities education with the industry knowledge. The lack of humanistic quality and humanistic care ability that is lacking in itself is not enough to affect students in a subtle way in teaching, resulting in the ten-form form of nursing humanities education, and the teaching effect is not satisfactory.

3.3 Lack of emphasis on the cultivation of humanities internship nursing students

The cultivation of humanistic quality of nursing students requires the quality education of the school to be industrialized, and it also requires the hospital to carry out socialized humanistic quality training during the clinical practice of nursing students. Although the hospital has designated a teacher, but the number of clinical patients is ten, the disease is complex, the intensity of soil is high, and the task is heavy. The teachers are often busy with daily care and routine diseases, and there is no time for free. And energy to cultivate the humanistic qualities of nursing students. Some teachers and teachers have less communication, indifference, lack of patience and love, and lack of active service awareness. These have played a bad example

role in teaching.

3.4 Lack of scientific humanities quality evaluation system

Humanistic quality education requires a systematic, standardized, scientific and reasonable evaluation system. The evaluation of nursing students in most higher vocational colleges and nursing professions is still composed of theory and skill assessment[2], ignoring the evaluation of comprehensive quality. In recent years, some hospitals have included the humanistic quality and professional quality of nursing students in the application conditions. However, due to the lack of unified and objective evaluation indicators and the subjective factors of the evaluators, the humanities quality assessment has not been implemented. The evaluation of humanistic quality is a systematic and comprehensive soilwork. A single assessment cannot fully reflect the comprehensive quality of nursing students' attitudes, reason, emotions and will. It is also due to the lack of scientific humanistic quality evaluation system, which makes the school humanities education There is no corresponding evaluation method to evaluate, supervise and motivate the training of nursing students' professional quality.

4. Strengthen the education of humanistic quality education for nursing students

4.1 Transforming the educational concept and constructing a humanistic literacy training program

Humanistic care is the core and essence of nursing, and is an important symbol of modern medicine, which runs through every aspect of nursing soi[3]l. The “health-centered” nursing model requires the nursing staff to “people-oriented” and practice and embody nursing humanistic care in the patient-friendly interaction with the patient. Higher vocational colleges should change the concept of nursing education, and take the guidance of “emphasizing nursing education, infiltrating humanistic quality education, and promoting the comprehensive development of nursing students”, and re-establishing the training program for nursing professions with the connotation of humanistic quality education. In the cultivation of original

knowledge and ability goals, from the interpersonal communication, human care, psychological quality, collaboration spirit, nursing etiquette, professional image and other links to increase and strengthen the cultivation of quality objectives, the teaching reform of nursing courses, strengthen the construction of the teaching staff, establish The comprehensive evaluation system infiltrates the nursing humanities quality education into all aspects of nursing student training.

4.2 Optimize the curriculum and integrate professional and humanistic quality education

Teachers should fully explore the humanistic care content contained in the nursing order curriculum, such as human care, psychological care, professional ethics, health education, etc., combined with the teaching objectives of each lesson, prepare nursing cases with humanistic connotation, and take role-playing, Case teaching, task-driven, reflective diary and other teaching methods, infiltrating quality education in the teaching of industry. When the teacher conducts nursing training, he simulates the clinical nursing situation in the simulation ward, standardizes the patient as the nursing object, and sets the environment, patient care, communication of the operation process, etc., such as catheterization[4], fear of exposure to privacy, fear of injection pain. And do not cooperate with the timing to turn over, etc., to guide the nursing students to solve the humanistic care problem in nursing practice. At the same time, increase the proportion and time of the humanities curriculum, and open elective courses such as nursing etiquette, nursing interpersonal communication, nursing psychology, nursing aesthetics, nursing education, sociology, health care, etc., and add a second class such as speech recitation and flower arrangement art. Body training, cap ceremony, nurse professional style contest, career planning contest, nursing skill contest, small invention contest, etc., through the rich campus cultural activities to expand knowledge, broaden horizons, improve the effectiveness of teaching.

4.3 School Hospital Strengthening Nursing Humanities Teachers Team Construction

The caring attitude and demonstration role of teachers in teaching have a subtle

influence on the humanistic care of nursing students. Schools should strengthen the construction of nursing humanities teachers, train teachers in nursing humanities education, improve teachers' humanistic care awareness and humanistic cultivation, and play a guiding role in the teaching and confession and role model of humanistic care in teaching[5]. The participation of nursing students in caring practice is one of the important factors affecting their caring ability. The hospital should include the humanistic quality training of nursing students in the practice link, and select nursing staff with solid theory, skilled skills and good humanistic quality as teaching teachers to guide nursing students to participate in caring practice, such as effectively communicating with patients and helping patients to build confidence. To mobilize the patient's optimism, use the body language correctly, and guide the nursing students to be considerate, caring, and understanding the patient in practice, learn to do things, and learn to be a person.

5. Conclusion

In the current education system with quality education as the core goal, it is a strong guarantee to neglect the smooth transition to the role of nurses by strengthening the education of humanistic quality of nursing students and adapting to the needs of social talent development. Therefore, strengthening the awareness of humanistic care services for nursing students is of great significance to reducing nurse-patient disputes, enhancing patient satisfaction, improving the quality of nursing services, and improving the image of hospitals. It provides ideas for the comprehensive nursing talents of higher vocational colleges to adapt to the needs of the first generation, and provides reference and reference for nursing managers to improve the humanities quality of nursing staff.

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