

Study on the Teaching Model of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” in the Nursing Specialty*

Yaling Xu

Guangxi University of Science and Technology
Liuzhou, China 545006

Zhihua Jiang**

Guangxi University of Science and Technology
Liuzhou, China 545006
**Corresponding Author

Abstract—With the development of society and the transformation of medical model, people have increasingly high demands for high-quality nurses and high-level nursing services. The traditional educational pattern of nursing has been unable to meet the requirements of today's society for high-quality nurses and all-round and diversified nursing services. Fortunately, student nurses educated under the pattern of nursing related to the “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” can better adapt to the demands of posts and social development. It contributes to realizing the educational objective of cultivating high-quality nursing talents. After understanding the “Cooperation of Colleges and Hospitals, Integration of Courses and Certificates”, this paper has discussed the significance and strategy of the teaching model of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” in the nursing specialty, in order to make hospitals and schools become more efficient via cooperation and provide technical support for the development of nursing cause.

Keywords—nursing specialty; cooperation of schools and hospitals; integration of courses and certificates; teaching model

I. INTRODUCTION

In today's development, medical universities should change the original old ideas and apply the advanced teaching model of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” to teaching, in order to adapt to social needs. Besides, the transformation of teaching model can provide theoretical and practical source for the development of students in the nursing specialty and medical universities and make preparation for the realization of teaching modernization.

*Subject project: This paper refers to the research result of the engineering project related to the undergraduate teaching reform in higher education of Guangxi in 2018, “Exploration and Practice on the Training Pattern of Application-oriented Undergraduate Nursing Students under the Background of Cooperation between Schools and Hospitals Based on the Idea of Supply Side Reform” (2018JGA207); the research result of fund project of the research on teaching reform of education in Guangxi, “Exploration and Practice on the Talent Training Pattern of higher vocational education in nursing with the Orientation of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” (project number: GXGZJG2016B130).

II. UNDERSTANDING OF “COOPERATION OF SCHOOLS AND HOSPITALS, INTEGRATION OF COURSES AND CERTIFICATES”

Since the 1980s, with the constant deepened reform of education system and the diversified development of social education, the “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” has become the inevitable trend of the development of China's higher education. However, so far, the talent educational pattern of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” has still been the problem in the development of higher education. Instead of being confined to simple school education, talent training pattern should be “the overall teaching activity that fundamentally embodies the education thought and education idea of a school under certain conditions of school operation, and the education thought, education idea, course system, teaching way, teaching means, teaching resources, teaching management system and teaching environment combine organically according to certain rules [1]”. Students of nursing specialty need to obtain high marks in school. In addition, after graduation, they take qualification attestation examination that integrates theory and practice only through conducting clinical practice in the hospital. When the talent competition is increasingly fierce, only nurses with qualification certificates can practice in hospitals. Students without qualification certificates are not allowed to practice in enterprises. However, the demand is unfair for students, because it is difficult for students who fail to obtain qualification certificates after graduation to practice in effective entrance of enterprises. However, hospitals relatively welcome nursing talents receiving education and training. It is a good opportunity for “cooperation of schools and hospitals”. The “cooperation of schools and hospitals” is the cooperation between university education and hospital practice, while the “integration of courses and certificates” is the inevitable trend of “cooperation of schools and hospitals”. It has provided a good opportunity of learning and practice for the specialized course examination of nursing students and verification of professional technical ability. The “integration of courses and certificates” has integrated post skills into practical training and practice, practical skill and ability into examination. At the meantime, academic achievements can serve as the result of skill identification. The cooperative effects have optimized the

learning pattern of students and relieved the psychological stress of students in employment.

III. ANALYZE THE SIGNIFICANCE OF TEACHING MODEL OF “COOPERATION OF SCHOOLS AND HOSPITALS, INTEGRATION OF COURSES AND CERTIFICATES” IN THE NURSING SPECIALTY

Nowadays, the teaching idea of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” is gradually penetrating in the nursing specialty, but not a few unhealthy present situations in the society impede the development of the idea of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates”. In the first place, universities lack autonomy. Handling affairs in accordance with the will of government has become a habit of them, and it is difficult for them to throw the constraint away. Some medical colleges always have wrong and deviant understanding of the key points in improving teaching model, leading to the change of system. They still have sluggishness and mindset and emphasize forms, applying government allocations to the construction of school size. Besides, they only focus on hardware construction and neglect the issue that software also needs development; in the second place, universities universally lack theory on school management. The theory on school management of university still exists in the original vicious cycle. These schools have only paid attention to the training of “talents” and neglected the training of practical ability beyond the learning ability and lack the theory on school management of cultivating diversified and compound talents, bringing the career of students in “vicious cycle”; in the third place, they lack the concept of rationally reforming the teaching model [2]. Some medical universities still follow the old path of “academic performance” and fail to regard education as “cause” and are not willing to abandon the old thoughts and concepts, so that tremendous nursing students in schools are confused about their future. In this regard, the “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” has far-reaching significance and influence on solving these unhealthy situations at present.

A. It Has the Effect of Strengthening the Nursing Teaching

Nursing is a discipline that needs many practices. Highlighting practical teaching is the key link of reforming current nursing teaching [4]. From the perspective of teaching model, the teaching model of nursing specialty in our country is mainly theory teaching. Although many schools have established simulative training bases of nursing, the practical training of nursing is simulative under most conditions. Gap exists among the feeling in the environment, psychological states and practical working environment. Teaching and clinical practice are disjointed, so that students have relatively poor operational ability and need long time to adapt to clinical practice. Therefore, the realization of school-running model of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” has provided place of social practice for students and good working relationship for students to put knowledge into practice. What’s more, it has had a far-reaching influence on students’ future career planning [5]. This model organically integrates schools and hospitals and has met the fundamental requirement of educational objectives. It

enables students consider course learning and the obtaining of professional certificate and balance the status of practical teaching and course teaching. Students will find new learning methods and take course learning and practical learning into consideration equally. It plays a vital role in realizing and optimizing the teaching effects of students in the nursing specialty.

B. Meet Job Requirements of Society

The demands of hospitals for nurses have always exceeded the supply of nurses. In the enrollment, on one hand, hospitals require nurses to have certain years’ experience of learning nursing. On the other hand, it attaches importance to the professional ethics of nurses. Therefore, hospitals will not choose people with no duty in society to work in the nursing department. In society, some nurses hired by small clinics lack the learning of basic knowledge about nursing, leading to the inexpertness of taking an injection and transfusion. Not a few social contradictions have incurred. Therefore, compared with advanced countries, nurses have been lacked severely in the small and medium-sized cities in our country, and the number has reached millions. It can trace back to the source of training nurses and has put forward a relative high social requirement for the students in the nursing specialty. Students have to learn knowledge about nursing and have certain practical experience of nursing. According to the previous teaching experience and condition, students in the nursing specialty have no opportunity to practice in hospitals. Knowledge exists persistently on the blackboard of schools, while practice exists in the society beyond the reach of them. It has provided a good reason for the entrance of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates”.

IV. TRAINING MODEL AND STRATEGY OF UNIVERSITIES UNDER THE NEW-TYPE TEACHING IDEA

A. Taking the Innovative and Scientific System as the Trend

Influenced by the traditional teaching model, the “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” focuses on the practical requirement of talent training. It pays attention to the teaching of theory and knowledge in schools as well as the training and improvement of practical skills. All in all, it seems teaching one to fish has embodied the more important significance of the teaching model of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” [6]. The traditional course arrangement has no longer been suitable for the requirement of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” for schools. The innovative course arrangement has imperceptibly become the necessary route under this slogan. It requires schools to add the practical course for students to the previous arrangement of course amount and increase the proportion and enrich the forms of courses. The integration of courses and certificates requires the integration of theoretical and teaching practice. In essence, it should be the input of practical experience. This paper proposes to extract some courses from the school teaching. These courses are inclined to find genuine knowledge in the practice, compared with the basic theory. It must be completed by students independently and occupies certain proportion of

performance in the final examination; however, some important courses should be remained and finished through the face-to-face explanation of teachers, such as Communicable Disease Nursing, Health Assessment; schools are required to create new courses about practice, in order to help students understand medical knowledge with superior difficulty.

Under the condition of integration of schools and hospitals, putting the idea of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” into teaching must combine theory and practice in real time and realize the pattern of circulating education. That is to say, schools make certain course arrangements and make students’ theoretical knowledge and practice in hospitals proceed repeatedly between school and hospital and run through the whole education in the nursing specialty. Students should participate in clinical practice early, frequently and repeatedly to make breakthrough on practical cognition and profession experience related to nursing. It will strengthen their learning interest and internal motive force and promote the improvement of ability and thinking on their career planning.

In the first year, students need to complete the first circulation of knowledge and practice and train occupational cognition. They should spend one month in practicing in hospitals, assisting nurses in caring the daily life of patients and having preliminary cognition on nursing knowledge. Besides, to require students to have a positive attitude toward the practice in hospitals, schools can require them to submit study notes after coming back to school. In addition, they have to narrate the experience of nursing patients and write a paper related to nursing practice with other students. The contents must be novel and high-quality. In the end, they have to take the examination involved the inspection on the basic cognition of nursing.

In the second year, it’s required to establish “classes” for students in hospitals. Hospitals provide places of teaching, practice and training for students. The teaching is completed by students and full-time and part-time teachers in the hospital jointly. In this way, students will further improve the knowledge about nursing, learn through observation and observe in learning to reach the qualitative leap in the end and consolidate the knowledge learnt in the school. Furthermore, they will accurately apply the knowledge to actual environment, realizing their responsibilities and shouldering the responsibility of nursing. Students must be trained about the professional ethics and integrity of nurses to improve their nursing quality. The second circulation has been formed. Similarly, students should prepare study notes after coming back to school, communicate nursing experience and write the paper via cooperation and finally take related examinations.

In the third year, schools arrange students to carry out substituted post exercitation. Each part-time teacher in hospitals teaches one student. After the practice has been conducted for 10 months, students enter comprehensive practice and become qualified talents after obtaining the certificate of nurse qualification, forming the third circulation. During the substituted post exercitation, students should be strict with them and digest what they have learnt and combine with clinical application, in order to realize the best

combination of theory and practice and give a satisfactory rely for teachers in the hospital, hospitals and schools.

B. Taking the Training of Ability for the Posts as the Objective

Different from the regular higher education, medical education takes the training of talents with professional talents as the objective, and its core value lies in the cultivation and development of ability for the posts. The training of ability for the posts should be gradual. On one hand, it relates to the environment in hospital where students practice; on the other hand, it relates to their knowledge and moral cultivation. This paper holds the opinion that it has a close relationship with the efforts made by students. Hospitals are compared to a small society. Students must embody their values to survive in the relatively civilized society. In essence, the value of an in-post nurse should be the ability, more importantly, the moral integrity. The training of ability can be trained. Nursing involves very tedious and complicated knowledge and skills, requiring operators to be familiar with the regular nursing procedure and grasp a lot of life experience, such as look, listen, and question and feel the pulse (four ways of diagnosis). In some cases, patients in the hospital cannot express what they require in nursing through language because of serious diseases or too painful feelings. Nurses must understand nursing knowledge and basic knowledge related to the department of patients. Hospitals and schools must build a bridge jointly to guide students and train the ability for the posts. For example, they can jointly formulate education planning and assess students via regular practice, vacation practice and graduation practice systematically; or reform the educational methods. In the practice base of hospital, part-time teachers should proactively require students to rapidly enter the working state that a nurse should enter, including the inspection of knowledge theory, common sense under special circumstance and students’ working attitude and emergency psychology.

C. Cooperative Condition of Teachers as the Assistance

Teachers are crucial education factors both in teaching and practice. How to make use of the condition of teachers can embody the important value of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates”. That is to say, the understanding of “Cooperation of Schools and Hospitals, Integration of Courses and Certificates” should not be confined to the cooperative effects of students’ learning but concrete to all aspects of teaching, mainly including students’ personal information and teachers and the good environment provided by schools and hospitals. First of all, schools should analyze teachers in detail. To realize the teaching objectives, schools should amass teachers who can correlate teaching and practice and have experience in practice. Compared with regular nursing teachers, they have higher accomplishment and richer experience. If the society cannot supply this kind of teachers, schools can employ a small amount of them and provide theoretical support at the same time require them to teach tremendous experience in practice to regular teachers, specifically reflecting on the performance assessment of regular teachers. In regard to the places of schools and hospitals, they should provide conditions mutually. For

example, schools can provide teaching place and the environment of providing theoretical knowledge for teachers in hospitals, while hospitals can provide support about practical technology for regular teachers.

V. CONCLUSION

“Cooperation of Schools and Hospitals, Integration of Courses and Certificates” can organically integrate schools, students and hospitals provide suitable places of learning and practice for students and achieve the teaching effect of digesting theory and practice. It provides support for the percent of pass in examinations taken by students and for students’ career planning. In addition, it fully stimulates students’ enthusiasm in learning and provides support for the medical development of China.

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