

A Brief Talk on the Practice of Integrating Humanistic Quality Education into Urology Nursing Teaching

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Abstract: The paper focuses on the analysis and elaboration of humanistic quality education and its final effects in urology nursing teaching. The method of practical research was mainly adopted so that students majoring in Urology admitted to a school within two years were selected, then humanistic quality education was given to one side but not given to the other side with year as the dividing line, and a comparative analysis was made of the role of humanistic quality education in urology nursing teaching. According to the study of the final results, the application of humanistic quality education in urology nursing teaching can enhance the professional quality of students, improve the contradictory relationship between doctors and patients in nursing, and further promote the stable development of medical industry in China.

Introduction

With the constant deepening of the new curriculum reform, more requirements have been put forward for the field of medical education in China. Especially in nursing teaching, humanistic quality education is required to be integrated so as to enhance students' nursing awareness, clarify their own functions and work points, and realize the improvement and optimization of traditional nursing model. In addition, with the integration of humanistic quality education, the thinking patterns and ideas of students have been optimized so that students can give full play to their own abilities and formulate reasonable nursing plans according to the actual situation of patients in nursing treatment in order to improve the clinical treatment effect and lay a foundation for the development of medical field in China. Taking urology nursing teaching as an example, the integration of humanistic quality education is discussed below.

Data and Methods

General data. In this study, practice students majoring in Urology admitted to a school within two years were selected as the key research objects, and the number of students was controlled at about 50. The students were divided into control group and observation group with year as the dividing line. For students in the control group, the ordinary nursing teaching model was adopted, but the contents of humanistic quality education were not integrated; for students in the observation group, the ordinary nursing teaching model was adopted, and the contents of humanistic quality education were integrated. An analysis of the teaching results of the two groups enabled an understanding of the role and results of humanistic quality education. There were 5 male students and 45 female students in the control group; there were 4 male students and 46 female students in the observation group.

Methods. For students in the control group, teaching contents and plans were formulated according to the Nursing Syllabus, and general nursing teaching activities were implemented. For students in the observation group, the concept of humanistic quality education was introduced based on the teaching contents of general nursing, and the specific contents are as follows:

Integrate disciplinary contents and add humanistic knowledge. Firstly, add contents related to the development history of urology in China to urology nursing teaching, and introduce the most outstanding urology experts. The most famous urology scholars in ancient China were mainly Jieping

Wu and Simiao Sun, and their respective works titled *Wu's Conclusion* and *Valuable Prescriptions for Emergency* had brought a great impetus to the development of urology in China. In the teaching process, knowledge contents can be played in the form of video or picture to stimulate students' learning interest.

Secondly, introduce the hot events related to this major that have taken place in recent years, and in the process of example explanation, let students dig and think deeply, analyze the causes of contradictions in the events, and master the humanistic spirit factors contained in them. For example, for a vicious attack on doctor caused by a kidney stone patient's discomfort after preoperative enema and skin test in 2012, students should not only understand the treatment and nursing methods adopted by medical staff in the event, but also make an in-depth analysis and research on the causes of contradictions in the event as well as an analysis of the event from multiple perspectives including human nature, medical ethics and doctor-patient relationship, so as to reflect on the event from a humanistic perspective and understand the importance of humanistic quality.

Finally, integrate relevant knowledge of ethical education into teaching. The major of Urology mostly involves the treatment contents of male reproductive organs, which requires higher requirements for the professional skills and moral qualities of nursing staff. Therefore, relevant contents of ethical education should be integrated into teaching to help students establish a correct moral character, increase their attention to profession, and know that their work is to treat patients so that students can put aside messy thoughts and better focus on their work.

Realize teaching innovation and create a good humanistic teaching environment and atmosphere. In theory teaching, real cases can be introduced to facilitate the integration of humanistic ideas into teaching. For example, taking elderly prostate patients as an example, the phenomenon of frequent toilet visits and the self-description of their illness can be introduced into teaching activities, and students can have a simple understanding of the basic situation and illness condition of patients in the form of video playback, and then use the knowledge learned to find out the causes of the disease and propose reasonable treatment and nursing measures. After summing up the plans put forward by students, teachers point out the shortcomings in the students' analysis, and then make a detailed examination of the disease contents such as cause of disease, mechanism of occurrence, clinical manifestations and treatment measures, which is helpful to help students sort out their knowledge and simplify the learning of abstract knowledge. Next, teachers guide students to think deeply, and let students adjust and optimize nursing measures and strengthen learning effects after the integration of humanistic ideas.

In addition, case discussions and skill training courses are carried out to help students deeply understand the individual differences among patients and improve the level of humanistic nursing. In case discussions, traditional nursing teaching simply combines medical history data to judge the patient's condition and put forward a corresponding treatment and nursing plan. But after the concept of humanistic quality education is integrated, the patient's social and cultural background and psychological characteristics can be integrated into the original medical history data so that a comprehensive judgment of the patient's condition can be made and the comprehensive level of patient treatment and nursing can be optimized, which requires students to understand and master the patient's age, educational level, psychological state and economic bearing capacity in addition to analyzing the patient's disease type and condition in the learning process, and find out the contradictions in the contents of the treatment and nursing plan to improve them so as to ensure the effective implementation of the treatment and nursing plan and increase the patient's degree of cooperation.

Or students can be promoted to think independently by asking questions, such as how to inform patients of bad diagnosis results, how to reduce patients' negative psychology including fear, how to do a good job of psychological relief and comfort for patients before surgery, and how to address patients' concerns about privacy issues. Students are asked to make a comprehensive analysis from the humanistic, ethical and nursing perspectives, and put forward scientific and reasonable nursing measures to improve the level of nursing. For example, teachers need to apply the teaching aid of male

model in the skill training stage. In this stage, teachers help students with psychological construction so that students can calmly face the patients receiving treatment, and teachers encourage students to put forward their own ideas boldly in the teaching process and inspire students to make innovations without violating the principles. Afterwards, teachers and students jointly analyze the feasibility of innovative methods by way of discussion, and finally draw a conclusion.

Evaluation Index for Teaching Quality

After teaching activities are completed, the nursing skills of students should be assessed to accurately understand their mastery of nursing knowledge. The content of assessment covers three parts of knowledge: humanistic care, interpersonal communication, and practical skills. The total score is 100 points including 20 points for humanistic care, 20 points for interpersonal communication, and 60 points for practical skills. The nursing ability of students is evaluated by the final scoring standards.

Statistical methods. All the data obtained in this study were analyzed by SPSS17.0 software, the score data were all expressed as ($\bar{x}\pm s$) and compared by t test, and the difference was statistically significant ($P<0.05$).

Comparative analysis results. In the practical research, the scores of skill examination for the two groups of students are respectively as follows: for students in the control group, the final score of humanistic care was 15.13 ± 2.55 , the score of interpersonal communication was 15.01 ± 3.0 , and the score of practical training ability was 45.63 ± 5.22 ; for students in the observation group, the final score of humanistic care was 18.15 ± 1.25 , the score of interpersonal communication was 18.45 ± 3.0 , and the score of practical training ability is 49.85 ± 4.56 . The t values were 7.520, 7.484 and 4.305 respectively, and $P<0.05$. From the final score results, it is obtained that the scores of students in the observation group in humanistic care, interpersonal communication and practical training ability were obviously higher than those in the control group, and the difference was statistically significant.

Importance of Humanistic Quality Education Practice in Urology Nursing Teaching

Help to Enhance Students' Communication Ability And Strengthen Students' Service Awareness. In the past, nursing students were often unskilled with a stiffer tone when communicating with patients or making a communication on privacy issues, thus giving patients a feeling of being driven, and making patients often have resistance psychology in communication, which is not conducive to the normal communication and results in a growing distance between nursing staff and patients. This has a lot to do with teachers' daily attitude towards students. After the integration of humanistic quality education, nurses have changed their manners and ways of speaking and can skillfully use the knowledge learned to communicate with patients in a simple and understandable language so as to avoid the problems existing in the past communication and effectively improve the quality of nursing service.

This is mainly because an equal relationship has been established between teachers and students after the integration of humanistic quality education, and teachers and students can jointly complete the discussion and research on the problems existing in major, and make free communications so that students get respected and feel the importance of humanistic care imperceptibly. As a result, students will naturally bring this situation into the nursing environment and make friendly communications with patients in the follow-up nursing. In addition, relevant knowledge of psychology and ethics has been added to nursing teaching so that students can carefully observe and understand the psychological changes of patients and timely take reasonable measures to relieve patients' emotions. In the practical skill operation stage, students should know the actual situation of each patient, then give an appropriate caring speech based on the patient's condition such as giving comfort and encouragement to the patient, and also combine certain body languages to make the patient experience more specific humanistic care and improve the communication effect between nurses and patients.

Help to improve students' professional accomplishment and construct correct values.The integration of humanistic care concept into nursing teaching at the present stage is not only to deepen students' nursing awareness, but also to cultivate students' correct values, enhance students' sense of responsibility and mission in nursing work, and make students learn to use the knowledge learned to solve patients' pain and return a healthy body to patients. In this study, the integration of the historical development process of urology and the deeds of famous figures enables students to have an in-depth knowledge and understanding of the history of urology and learn the spiritual qualities of academics in history on this basis such as active exploration, courage to innovate, willingness to dedicate and pursuit of truth so as to form a good outlook on life, values and society and improve their own quality level.

In the teaching process, the introduction of professional knowledge such as psychology, ethics, etc. can make students realize that the current main task is not only to learn professional knowledge simply, but also to learn to respect and revere life so as to further establish a patient-centered service concept in the minds of students. In addition, it is necessary to correct the gender conception of several students so that they can correct themselves, and treat diseases seriously with a scientific attitude and have correct cognition of the nursing profession when facing diseases.

From the final survey results, it is found that the teaching methods adopted in this study, on the one hand, have set up a correct image of the nursing profession for students so that they can clearly define their own functions and responsibilities, and on the other hand, the methods have standardized the nursing behaviors of students to a certain extent, and enabled students to correctly face their own work, and constantly improve their own skills through learning and practice, thus contributing to the optimization of nursing service level.

Summary

In urology nursing work, nurses are often exposed to more privacy issues when communicating with patients and patients may have more concerns in communication, which affects the development of treatment and nursing work. When carrying out humanistic quality education for nursing staff, the nursing school has changed its thinking awareness and let students adhere to the basic principle of people orientation to do targeted nursing work, adopt positive methods to remove patients' concerns and gain an in-depth understanding of patients' condition in communication with patients, and then formulate reasonable treatment and nursing plans in combination with patients' characteristics to speed up patients' recovery.

In this nursing teaching, teachers and students communicate and share together, learn from each other, and have equal dialogues, which can provide students with more opportunities to communicate and express their ideas, reflect their value and dignity and then show the theme called integration of humanistic quality education this time as well as the main significance of humanistic care. Under this teaching model, students can also learn more about humanistic care, which helps to improve their professional quality.

Through this teaching research, the author holds that the application of humanistic quality education in urology nursing teaching can solve the problem of life value existing in students, and help students to establish a sense of mission and responsibility, better get involved in nursing, and enhance their love and respect for their own profession on the basis of improving the quality of education and teaching as well as the quality of students. In the teaching process, the explanation of biographies and hot events help students to establish the spirit of active exploration, optimism and dedication, and imperceptibly change and influence the life value of students at the same time. The integration of knowledge related to ethics and psychology into teaching can enable students to learn to respect and reserve life, comprehend the value of life, and integrate the concepts of healing the wounded and rescuing the dying as well as people orientation into nursing work in addition to absorbing relevant knowledge.

From an analysis of the results of this study, it is found that students in the observation group were better than those in the control group in humanistic care, interpersonal communication and practical ability, and the difference generated was statistically significant, which is enough to demonstrate that the integration of humanistic quality education in urology nursing teaching can effectively improve students' humanistic quality level, optimize students' professional skills, and bring a far-reaching impact on students' future career planning and job development.

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