

## **The Training Mode of Innovative Talents in Nursing Higher Vocational Education**

**Xiaoer Yang**

Dali Nursing Vocational College of Yunnan Province, Dali, 67100, China

**Keyword:** Nursing Vocational Education; Innovate Research; Personnel Training Mode; Innovate

**Abstract:** The talent training mode of nursing higher vocational education will no longer meet the needs of the society for health care services. It is urgent to reform the current training mode of nursing talents. Careful investigation and studies have been made on the learning patterns of higher vocational students in the whole country in order to build up the training mode of nursing talents in line with the laws of higher vocational education, improve the teaching quality and positively implement the cooperation between colleges and universities. The reform and innovation will lay a solid foundation for the cultivation of the senior nursing talents suitable for the modern nursing mode so that qualified students can be turned out to hospitals with "zero adaptation period" for talent training and professional positions

### **Talent training mode**

#### **1. The present situation of higher vocational nursing training mode**

Traditional nursing education model: The traditional nursing education model pays attention to the cultivation of students' learning ability and mainly focuses on the mastery of knowledge and skills. The teaching activities are usually centered on classroom, teachers and books, ignoring the main role of students in the teaching activities. Such mechanical teaching and learning greatly limit the bidirectional development of teachers and students in intelligence and ability, which is not helpful to the cultivation of practical and high-quality talents.[10] Task-based teaching mode: The task-based teaching mode is a training mode of "Student centered, learning from doing". Teaching activities always focus on the established teaching tasks, with clear lessons, real contents and best results. Yet, it is not easy for students to grasp the knowledge structure as a whole. Integrated training model: The integrated training model is a talent training model that follows the teaching ideas of "Teaching and Learning by doing" as well as the training mode of "Integration of Colleges and Universities, Combination of Work and Study". But with the improvement of patients' legal awareness and rights protection, the relationship between doctors and patients is becoming increasingly tense. Now many patients refuse nursing students, which makes it difficult to achieve the integration of teaching with practice.[1]

#### **2. Tasks and main problems to be solved**

In order to carry out the "National Vocational Education Reform Implementation Plan" and the 1 + X Certificate System, it is necessary to handle the docking of major, curriculum and vocational qualification certificate with reform of training mode. The study analyzes the learning style to innovate the training mode of nursing talents in Higher Vocational Colleges in combination with the clinical work practice.

The main problems to be solved in this study are: ① To improve the training mode of Nursing Higher Vocational Education; ②To develop students' good habits in learning, future career and life.

#### **3. Research expectations**

New talent training mode will provide important reference for the promotion of reform in higher

vocational nursing education and training mode. Furthermore, it will promote the effective connection between schools and medical institutions, thus making due contributions to the improvement of the quality of nursing both in school teaching and clinical service.

#### 4. Research methods, studies and analyses on students' learning methods and styles

##### 4.1 Research methods

Research object Mainly the freshmen, sophomores studying in higher vocational colleges and parts of third grade students in clinical practice, from Central, East and West parts of the country.

Research methods Random sampling among the first, second and third grades of higher vocational nursing classes in different regions of the country by distributing comprehensive evaluation scale of learning style, learning attitude and method.

##### 4.2. Study and analysis on students' learning methods and styles [2-5]

Comprehensive evaluation of learning attitude and learning methods

**Table 1.** The statistics of nursing majors are shown in Table 1.

No	degrees		first grade			second grade			third grade			total		
			learning attitude and method			learning attitude and method			learning attitude and method			learning attitude and method		
			total	pct. %	order									
1	A	excellent	61	5.3	4	21	6.8	4	5	10.4	3	87	5.8	4
2	B	good	317	27.6	2	102	32.9	2	18	37.5	2	437	29	2
3	C	good	626	54.5	1	160	51.6	1	24	50	1	810	53.8	1
4	D	Poor	107	9.3	3	24	7.7	3	1	2.1	4	132	8.8	3
5	E	Poor	38	3.3	5	3	1	5	0	0	5	41	2.6	5
6	total		1149	100		310	100		48	100		1507	100	

The evaluation of nursing major the overall evaluation results of learning attitude and learning method are consistent with the those of the first, second and third grades based on the statistics of 1,527 students in nursing major. The five degrees are arranged in descending order of B: C: D: e = 4:2:1:3:5.

##### 4.3. Learning style evaluation

Table 2 shows the assessment results of learning style of nursing major

**Table 2.** Statistics of Assessment on Learning Style of Nursing Majors

No.	type statistics		first grade		second grade		third grade		total	
			total	pct. %	total	pct. %	total	pct. %	total	pct. %
1	A	Decentralized	230	22.6	88	29.2	38	28.2	356	24.5
2	B	assimilated	103	10.1	56	18.5	20	14.8	179	12.3
3	C	aggregated	115	11.3	34	11.3	17	12.6	166	11.4
4	D	Adaptive	126	12.4	27	8.9	12	8.9	165	11.4
5	AB	Dispersive + assimilated	67	6.7	23	7.6	10	7.4	100	6.8
6	AC	Dispersive + aggregated	178	17.5	23	7.6	9	6.7	210	14.5
		mixed	197	19.4	51	16.9	29	21.4	277	19.1
	total		1016	100	302	100	135	100	1453	100

The evaluation of nursing majors The overall situation of 1,453 students in the first, second and third grades of nursing major was summarized and the statistics of the three grades are Decentralized (A) with the highest proportion; followed by mixed, assimilated (B) and aggregated Type (C) . The distribution ratios are close to each other .[2, 3]

## **5. Innovative training mode**

According to the national occupational standard and comprehensive ability training goals, this paper makes careful analyses on such factors as the typical clinical nursing tasks, innovative curriculum system, students' learning style, teaching content, practical teaching training goals, evaluation system, teachers and teaching organization. The purpose is to explore the constructive and diversified innovative training mode that meets the needs of the medical industry, the access to practice (occupation), the laws of vocational education as well as the learning ability of students.

### **5.1 Nursing training goals**

The Nursing training goals consist of four-dimensional objectives:

Knowledge objectives: To master the knowledge necessary for the humanities and social science, basic medicine, clinical medicine and preventive health care, meanwhile, transfer and apply the knowledge learned to analyze, identify and solve practical problems.

Skill objectives: To gain a higher level of ability within the academic system than the standard of basic ability of practicing.

Attitude objectives: To achieve the comprehensive development of moral, intellectual, physical and aesthetic with good professional qualities, interpersonal communication skills, which fully show the human-oriented service concept, self-cultivated and ethical characters[4]

Nursing Certificate Test objectives: To achieve this goal through the previous three-dimensional objectives

### **5.2 Diversified innovative nursing training mode**

Diversified innovative nursing training mode designs and arranges teaching activities in the frame of real work, based on integrated curriculum, students as the main body, specific tasks as the carrier, the working process and learning style of learners. It emphasizes the main role of students and make full use of modern means as well as various new teaching methods with constant innovation.

#### **5.2.1 Basic diversified innovative nursing training mode**

Training goals: to cultivate higher vocational nursing talents with strong comprehensive ability of "knowledge + ability + quality + application"

Theoretical teaching activities: Theoretical teaching activities are based on problems, teachers' explanations, heuristic group discussions, standardized patients and cases for clinical diseases to enhance students' perceptual knowledge out of abstraction.

Practical skill teaching activities: Experiments + training + probation teaching + internship teaching. The activities mainly attempt such approaches as teaching, students' feedback, group practice and teachers' guidance. With the help of standardized patient and simulation training, the hospital probation and intensive trainings before the internship can gradually transit to the clinical and community practice.

Comprehensive teaching activities: Situational teaching, role play, clinical simulation, clinical probation and Practice, etc.

#### **5.2.2 Diversified and innovative nursing talents training mode of development type:**

Training goals: To cultivate higher vocational nursing talents with strong comprehensive ability of "knowledge + ability + quality + application"

Theoretical teaching activities: The activities are mainly based on teacher's explanation and inspiring group discussions, bedside teaching and case study for clinical diseases to strengthen the student perceptual knowledge out of abstraction.

Practical skill teaching activities: experiments, training, probation teaching and internship teaching are common activities mainly involved in teaching, students' feedback, group practice and teachers' guidance with students participating in clinical practice activities in the hospital synchronous to open a School - hospital – community train with zero distance between teaching and clinical posts, which is to be “Close to Patients, Close to Clinical and Close to Society”.

Comprehensive application teaching activities: Situational teaching, role play, clinical simulation, synchronous clinical practice, clinical probation, and practice, etc. The purpose is to combine medical theories with humanistic knowledge and skillfully apply to work [6, 7]

## **6. The main innovations of this study: the achievements are as follows**

The change of curriculum goals: Nursing training goal now consists of four dimensions: knowledge objectives, skill objectives, attitude objectives and Nursing Certificate Test objectives:.

The upgrading of professional abilities change from knowledge memorization and operation proficiency to analysis, transfer and application. The focus is on the high ability to identify and solve problems.

The innovative curriculum system and training mode researched in this study have achieved the docking of the academic materials and the typical tasks of clinical nursing as well as ability training and clinical posts, It has also made the integration of theory and practice, professional learning and clinical practice. The teaching contents and activities are so close to the clinic that qualified students are turned out to hospitals with "zero adaptation period" for talent training and professional positions

The research on student learning patterns provides the basis for the establishment of innovative training mode. [8, 9]

## **References**

- [1] Investigation and countermeasures on learning motivation level of nursing students in higher vocational colleges[J] Shao Guangyu, Zhang Zhaohui, vocational education2017(19)
- [2] The application of tutorial system in the training of Chinese students[J]Jian faping, Wan Jun. China education technology equipment.2017(04)
- [3] Study on the correlation between teaching and core competence of undergraduate nursing students[J].Xie Chaofang, Liao Rong. Chinese nursing education. 2015(06)
- [4] Development of learning motivation rating scale for nursing students and its reliability and validity[J].hao qiu-li, Xie da-ming. Journal of Nursing.2010(16)
- [5] Study on the correlation between learning motivation and academic achievement of college nursing students [J].Lin Yi, Li Zhijun. Nursing Research.2007(01)
- [6] Qualitative study on the experience of disconnection between school education and clinical practice from the perspective of nursing students in vocational colleges [J].Ao Xin. Chinese journal of Practical Nursing.2014 (05)
- [7] Cultivation of innovative talents for medical postgraduates [J].Gu Qinlong, Liu Wei. Journal of Shanghai Jiao Tong University.2012(09)
- [8] Strengthening the training of "three bases" in basic nursing science to cultivate practical talents[J].Yang Xiaoer, health vocational education 2003 (05)
- [9] Injection teaching [J].Yang Xiaoer, health vocational education 2009(17)
- [10] Chinese Medicine Clinical "three basic" training published [J].A report on traditional Chinese medicine. 2006 (11)