The Curriculum System of Nursing Higher Vocational Education

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Abstract: The curriculum setting in higher vocational colleges are the difficulties in the current education reform, during which, great attention should be paid on the improvement of curriculum construction. This research develops a new curriculum system of higher vocational nursing guided by clinical typical nursing tasks and based on vocational ability to lay a foundation for the promotion of teaching reform and innovation of the curriculum system of higher vocational nursing education.

Nursing is an important part of Higher Vocational Education of Medicine and Health, which needs to reform the factors restricting the development of teaching and promote the in-depth dockings between such aspects as education and industry, schools and hospitals, professional settings and clinical posts, curriculum materials and professional standards, teaching and production. It is very important and necessary to continuously enhance the aim of Higher Vocational Education in the service of economic and social development and speed up the cultivation of hundreds of millions of high-quality skilled talents with good professional ethics, necessary cultural backgrounds and excellent professional skills[1]

1. Current situation of nursing curriculum system in Higher Vocational Colleges

Traditional curriculum system: The nursing professional courses are set according to clinical divisions, such as diagnostic science, basic nursing, internal medicine nursing, surgical nursing, pediatric nursing, obstetrics and gynecology nursing, etc. **Advantages**: The traditional curriculum system mainly focuses on systematic knowledge, which is helpful to form the knowledge structure and system in a short time. Traditional curriculum teaching is characterized by "transmission-acceptance". It highlights the dominant role of teachers, who can manage the class smartly and help students to concentrate better. **Disadvantages**: It lays too much emphasis on the systematization and integrity of the subject in the curriculum setting, regardless of the close relationship with the professional training goals. In terms of teaching content, text books are the only learning materials and the main source of students' knowledge. Over time, school education is out of touch with clinical practice. Traditional teaching belongs to injecting and full filling types, caring too much about "teaching" instead of "learning", unable to arouse students' enthusiasm. Such curriculum system can no longer meet the health needs with modern diversities.[5-7]

Life cycle curriculum system: life cycle curriculum system is to offer professional basic courses according to human body structure and function from normal to abnormal. Nursing courses are set up based on life cycle and divided into adult care and childhood care, etc. **Advantages**: This curriculum system is in line with the Theory of the International Curriculum System Development. It respects the life development process, maintains the integrity of life cycle, Strengthens the training goals while desalinates subject consciousness, highlights the ability standard with student-centered, task-driven and project-oriented, providing the space for the development of specialized nursing. Yet courses and class hours need to be reset to further improve learning materials.

2. The main research tasks and issues to be addressed[2]

In order to carry out the "National Vocational Education Reform Implementation Plan", the task of the research is to handle the dockings of major, curriculum and vocational qualification
certificate so that the course contents can be well connected with the vocational standard. This research will analyze the curriculum structure, professional core courses, student learning styles and habits through careful investigations on student learning patterns in the school combined with the clinical typical nursing tasks. The purpose is to develop a new curriculum system of higher vocational nursing specialty with clinical typical nursing tasks as the guide and professional ability as the standard.

The main problems to be solved in the research are as follows: ①To improve the curriculum model of Nursing Higher Vocational Education. ②To develop students' good habits for study, future career and life.

3. Research expectations Sampling in colleges and universities across the country to make researches, analyzing student learning attitude, methods as well as learning styles and summarize in order to develop student’s good habits for study, for future career and life. Thus laying a solid foundation for exploring a new curriculum system of nursing major and suitable for higher vocational students. It is expected that the new curriculum system can provide an important reference for the promotion of teaching reform and the innovation of the curriculum system in higher vocational nursing education.

4. Research methods as well as investigation and analysis on students' learning methods and styles

4.1 Research methods

4.1.1 The main targets students are freshmen, sophomores studying in higher vocational colleges and parts of third grade students in clinical practice, covering the middle, east, west provinces and cities of the country. The quality of students and learning forms and habits are different due to the economic level, affluence and cultural development of different regions.[3, 4]

4.1.2 Research methods sampling among the students in the vocational nursing classes in the first and second and third grades of colleges and universities in different regions of the country. Distributing comprehensive assessment scale for learning style evaluation, learning attitudes and learning methods.

4.2 Investigation and analysis on students' learning methods and styles

4.2.1 Comprehensive evaluation statistics of learning attitude and method of nursing majors are shown in Table 1.

<table>
<thead>
<tr>
<th>No</th>
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<tr>
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<td>102</td>
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<tr>
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<tr>
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<td>3</td>
<td>24</td>
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<td>Poor</td>
<td>38</td>
<td>3.3</td>
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</table>
4.2.2 Evaluation of nursing major. The results of learning attitudes and learning methods were evaluated based on the statistics of 1,527 students in the first, second, and third grade of nursing major and the overall situation of the major is consistent with the results. The five degrees are arranged in descending order of B: C: D: e = 4:2:1:3:5.

4.3 Assessment on Learning Style.

The evaluation results of learning style of nursing major are showed in Table 2.

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<thead>
<tr>
<th>No.</th>
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<td>1</td>
<td>A Decentralized</td>
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<td>B assimilated</td>
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<td>10.1</td>
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<tr>
<td>3</td>
<td>C aggregated</td>
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<td>34</td>
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<td>4</td>
<td>D Adaptive</td>
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<td>100</td>
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5. Construction of innovative curriculum system

The basic structure of the innovative curriculum is to establish a three-dimensional curriculum system on the bases of an integrated framework, combined with the unique attributes of nursing tasks (three-dimensional internal structure and 5 complexity) and the management characteristics of medical institutions in our country. Patients (disease situation), teaching factors (teaching and learning ability, teaching conditions and resources, etc.) are basic elements.

Basic modules of innovative curriculum system: Basic modules of clinical specialty: Basic Nursing (including management), Introduction to Clinical Medicine (disease), Health Assessment, Maternal and Infant Care, Child Care, Adult Care, Elderly Care, Community Care, Emergency and Critical Care, Psychological and Spiritual care, Health Education.

Basic module of normal human body: Basic Structure and life Process of Human Body, Pathology, Pharmacology, Pathogenic Biology and Immunology, Prevention.

Humanities and social basic modules: Nursing Etiquette and Communication, Multiculturalism and Nursing, Nursing Management, Ethics, and Health Regulations.

6. The types of innovative curriculum system

6.1. Developmental curriculum system

The structure of this curriculum system is divided into 3 groups covering the courses as follows
Normal human body course group: Basic Structure and Life Process of Human Body (including Anatomy, Physiology, Biochemistry Basis), Pathology, Medicine, Pathogenic Organism and Immunity, Prevention.

Humanities and social groups: Nursing Etiquette and Communication, Multiculturalism and Nursing, Nursing Management, Ethics, and Health Regulations.

Phased practice curriculum group: comprehensive practice of clinical nursing in teaching hospitals, general hospitals, and communities.

6.2. Basic course system

The structure of this course system is divided into three-stage-course groups covering the following courses

**Professional course groups:** basic nursing, internal nursing, surgical nursing, obstetrics and gynecology nursing, pediatric nursing, elderly nursing, community nursing (including prevention), emergency and critical care, psychological and spiritual nursing, health assessment, health education (The above courses include nursing training and clinical nursing internships in the simulated wards on campus)

**Group of professional basic courses:** pathology, medicine, pathogens and immunity, basic structure and life process of human body.

**Humanities and social courses group:** nursing etiquette and communication, multiculturalism and nursing, nursing management, ethics, health regulations.

Clinical Practice Course Group: Comprehensive practice of clinical nursing in teaching hospitals, general hospitals, and communities.[10]

7. The main innovation of this project: The achievements are as the follows:

Curriculum system changes: It is a three-dimensional curriculum system composed of the two-dimensional degree of nursing tasks-nursing objects (disease situations), and good teaching and learning abilities

The developmental curriculum system puts professional courses such as Basic Nursing into the professional basic curriculum group so that early clinical contact will be available, thus gradually driving the ability transfer learning with nursing tasks and improving the effectiveness of nursing teaching.

The developmental curriculum system has gained dockings of professional curriculum content and vocational standards of vocational schools, professional curriculum contents and National Nursing Certificate Test Outlines. The adjustment of academic materials is reasonable. There is mutual penetration and integration among disciplines to break the barriers, strengthen the structural connection with each other and avoid the overlapping of nursing contents of different diseases in the traditional courses. It highlights the nursing, clarifies the nursing tasks and methods of completion, and enhances the ability to handle clinical problems. It has merged etiquette and communication into Nursing Etiquette and Communication, psychological foundation into Psychological and Spiritual Care. Therefore academic materials and National Certificate Test are better connected.

The innovative curriculum system and training mode has 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.

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