

Research on the Current Status, Problems, and Countermeasures of the Construction of Nursing Humanistic Care Education and Training System

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Abstract: With China's healthcare industry entering a new era, the construction of a nursing humanistic care education and training system has become particularly important. This paper analyses in-depth the current situation and problems of the nursing humanistic care education and training system and proposes corresponding countermeasures. Research has found that the current nursing humanistic care education and training system suffers from insufficient training content and methods, lack of emotional care, and unequal distribution of educational resources. This paper concludes that innovative education and training models should be developed, policy support and resource integration should be strengthened, education and training standards and evaluation systems should be established, and social awareness of the importance of nursing humanistic care should be enhanced to achieve high-quality development of the nursing humanistic care education and training system and meet the expectations of patients and society.

1. Introduction

Nursing humanistic care is one of nursing staff's main responsibilities and a general term for nursing professional competence. Nursing humanistic care is one of nursing staff's main responsibilities and a general term for nursing professional competence. Medical institutions also entrust nursing education institutions to provide education and training on nursing humanistic care to improve nursing quality. Since the 21st century, nursing humanistic care has become the key to evaluating the quality of nursing services, and humanistic care ability has become an important evaluation indicator [1]. Unlike traditional nursing education, modern nursing humanistic care emphasizes emotional communication, humanistic care, and patient satisfaction. Therefore, the issue of constructing a nursing humanistic care education and training system has been proposed, which provides a new perspective for the development of the nursing profession.

Nursing humanistic care originates from the patient-centred nursing philosophy, and its education and training contain profound ethical and moral values, which are also important tools for improving nursing quality. However, only at the ethical level, from the structure of nursing education and training, nursing humanistic care pursues the comprehensive improvement of the overall quality of nursing staff. It achieves nursing modernization by combining theoretical education and practical operation. Up to now, China's nursing humanistic care has practiced a unique path with Chinese characteristics. The comprehensive promotion of nursing humanistic care not only rewrites the nursing education model and reflects the development direction of nursing profession, but also rewrites the quality of nursing services and profoundly impacts the professional development of nursing staff. Therefore, we should discuss the nursing humanistic care education and training system with a forward-looking and global perspective. Therefore, in the context of the new era, this paper proposes constructing a nursing humanistic care education and training system [2].

In short, the nursing humanistic care education and training system is the key condition and guarantee for achieving high-quality development of nursing. From the current situation, China has made progress in nursing humanistic care education and training, but with shortcomings. The education and training system has not yet fully identified an effective path, and further efforts are

needed. Therefore, the nursing humanistic care education and training system still needs to be continuously improved, which will help improve the quality of nursing services and is the key to promoting the development of the nursing profession. Based on the above background analysis, this paper proposes a framework for constructing a nursing humanistic care education and training system to enhance the nursing humanistic care ability. The problems existing in education and training are solved by educational theory and practical methods. Its main content is the research on the current situation, problems and countermeasures, effectively addressing the risk of nursing humanistic care deficiency and having practical significance in promoting the high-quality development of nursing.

2. Basic Performance and Characteristics of Nursing Humanistic Care Education and Training System

2.1. Training Content and Methods

The nursing humanistic care education and training system is a concept that has developed in parallel with nursing professional skills training. It is imbued with the concept of humanistic care, demonstrating the comprehensive development orientation of nursing education and reflecting the differentiated strategies for cultivating nursing talents in the new era. However, it is difficult for us to obtain a universally recognized clear definition and essence of constructing nursing humanistic care education and training using certain unified standards [3].

2.2. Training Effectiveness and Feedback

Training effectiveness and feedback are important criteria for evaluating the nursing humanistic care education and training system and are direct expressions of the effectiveness of education and training. Scholars have discussed different definitions of training effectiveness from perspectives such as psychology and education. It is precisely because the training effect is more subjective to some extent and belongs to the humanistic care science aimed at improving nursing quality that some scholars believe that the training effect reflects the degree of improvement in students' knowledge and skills, or reflects a change in emotional attitude. The history of training effectiveness evaluation can even be traced back to the 20th century, and its main activities include questionnaire surveys, interviews, and observations. The concept and practice of training feedback are closely related to the educational goals of nursing humanistic care. Based on continuous feedback, improving training effectiveness has become an important responsibility of nursing education institutions. The main contribution of the training effectiveness theory in modern education is the establishment of a student-centred evaluation system. Therefore, the concept of training effectiveness initially focused on evaluation metrics based on the attributes of student satisfaction standards [4].

2.3. Popularization and Acceptance of the Training System

Compared with traditional nursing education, the nursing humanistic care education and training system emphasizes the interrelationship between theory and practice and has the characteristics of universality and practicality. Although some scholars question the existence of a direct relationship between the popularization and acceptance of the training system, most scholars advocate that the training system can provide a rational evaluation of the promotion of nursing humanistic care. Smith et al. proposed a classic evaluation model for a training system that includes multiple elements, which later became a typical tool for nursing education and developed the concept of acceptance. These scholars believe that serves as a bridge for transmitting nursing humanistic care, the training system has universality. Only a widely accepted training system can make the concept of nursing humanistic care deeply rooted in people's hearts. Therefore, acceptance is the result of the success of the training system. Some scholars also summarize the training system as a two-factor model, namely a content-based practical model and a process-based acceptance model. The former focuses on the practicality of the training content, while the latter emphasizes the acceptance of the training process, which refers to popularization. Although the nursing humanistic care education and training system has experienced some practical failures, in the long run, it can improve the quality of nursing services,

and the concept of popularization and acceptance has gradually become a consensus in nursing education research and practice [5].

3. Emotional Presentation in the Education Training System for Nursing Humanistic Care

The emotional education training system for nursing humanistic care is presented in Figure 1.

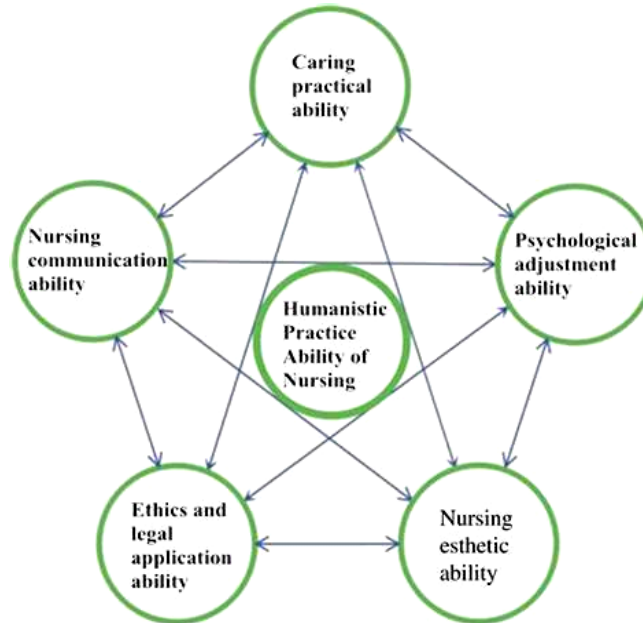


Figure 1: Emotional Presentation in the Education Training System for Nursing Humanistic Care

3.1. Emotional Needs of Nurses and Emotional Expectations of Patients

The emotional presentation of the nursing humanistic care education and training system focuses on the emotional interaction between nursing staff and patients. Emotional care is the application of humanistic care thinking in nursing practice, and the emotional care framework has entered the research field as a new alternative model to overcome the shortcomings of traditional nursing models. The basic concept of this framework is that nursing practice should ensure the effective realization of patients' emotional needs, set professional standards for nursing emotional output, capture patients' emotional expectations through observation, interviews, and other techniques, and use emotional assessment methods to measure the emotional care ability of nursing staff. The emotional care framework has restructured the nursing humanistic care education and training system, emphasizing the need to enhance emotional communication and build empathy, patience, sensitivity, and care among nursing staff.

3.2. The Lack of Humanistic Care in Education and Training and Occupational Burnout among Nursing Staff

The lack of humanistic care is the main problem in nursing education and training, which highlights the inadequacy of education and training content, and directly reflects the gap between the education and training system and actual needs through the practice of nursing staff. The constituent elements of the nursing humanistic care education and training system are gradually taking shape with humanistic care education and various evaluation systems receiving attention. However, from a practical perspective, some educational and training practices remain at the stage of theoretical transmission, which contradicts the logical framework and generation mechanism of humanistic care, leading to occupational burnout among nursing staff [6].

3.3. Deep Emotional Value and Professional Identity in Nursing Humanistic Care

From the perspective of emotional value, nursing humanistic care is the fundamental link in building a nursing professional identity and the core embodiment of the nursing professional spirit.

Therefore, nursing humanistic care is primarily generated through emotional communication as its main logic. Nursing humanistic care is the main means of care for nursing staff and the emotional subject of nursing practice. At present, nursing education strengthens the control of nursing humanistic care from the perspective of emotional value through three forms: the first is emotional identification, which clarifies that nursing humanistic care achieves emotional resonance between nursing staff and patients. The second is standardized control, which achieves standardized control of nursing humanistic care by formulating emotional care standards, service quality standards, and publicly disclosing evaluation standards to society. The third is the internal process reengineering of nursing humanistic care. In recent years, nursing education institutions have used emotional management methods to enhance nursing humanistic care and improve the quality of nursing services. However, compared to the ideal state, the emotional value of current nursing humanistic care still needs to be further improved [7].

4. Analysis of the Causes Behind the Establishment of Nursing Humanistic Care Education and Training System

4.1. Limitations of Traditional Nursing Education Models

The fundamental difference between traditional nursing education models and nursing humanistic care lies in their humanistic attributes. The educational standards and evaluation criteria of traditional nursing are aimed at technical operation, and their development mainly reflects skill proficiency and operational standardization. In the educational framework of traditional nursing, accurate diagnosis, effective treatment, rapid response, and proficient skills are the core values and highest standards of nursing development. The diversity of current nursing practices and the differences in patient needs have led to limitations in traditional nursing education. Despite the continuous improvement of nursing skills education, inadequate humanistic care education has resulted in a lack of emotional care mechanisms in traditional nursing education. Therefore, this has created a shortcoming in nursing humanistic care education, affecting the overall development of nursing humanistic care [8].

4.2. Insufficient Social Recognition of Nursing Humanistic Care

From a social cognitive perspective, society's understanding of nursing humanistic care cannot accurately provide the emotional support needed for nursing practice. The evaluation of nursing services in society mainly takes the form of satisfaction surveys, but due to the neglect of caring for the humanistic value of nursing, there is a lack of relevant information and feedback mechanisms for nursing humanistic care in society. In nursing practice, humanistic care is usually provided as an additional service, and its emotional care for patients directly reflects the professionalism of nursing. However, social evaluations mostly focus on information such as service quality, and lack of recognition of emotional care. Usually, the effectiveness of nursing humanistic care is difficult to obtain or measure. Asymmetric information and imperfect evaluation systems directly lead to obstacles in promoting nursing humanistic care.

4.3. Disconnection between Professional Development and Humanistic Care Training for Nursing Staff

From the professional development perspective, the skill-oriented education model has long constrained the humanistic care ability of nursing staff. Since the 21st century, nursing education that integrates technology and humanities has reshaped the image of the nursing profession through theoretical updates and practical reforms. However, the drawbacks of traditional education models still constrain the integration of humanistic care. Due to the influence of a single educational content and evaluation system, there is still a need to improve humanistic care training. Under the premise of improving service quality, humanistic care is regarded as a direct way to enhance the professional level of nursing. However, the practical role of skill-based training in enhancing humanistic care abilities remains to be debated. Meanwhile, difficulties in resource allocation have led to a lack of sufficient humanistic care training for nursing staff. Therefore, education and training may not always

achieve the goal of enhancing humanistic care. It is obvious that nursing humanistic care education and training is not only a technical challenge but also faces the problem of a disconnect between educational philosophy and practice [9].

4.4. Imbalanced Allocation of Educational and Training Resources for Nursing Humanistic Care

Unequal allocation of resources is the main problem in the nursing humanistic care education and training system, which highlights the imbalance of educational resources, and directly reflects the education quality status between different regions and institutions through educational and training practices. The constituent elements of developing nursing humanistic care education and training systems are gradually taking shape, with the allocation of educational resources and various evaluation systems receiving attention. However, from a practical perspective, some educational and training practices are still in the primary stage, which contradicts the logical framework and generation mechanism of nursing humanistic care, leading to uneven distribution of resources.

5. Path Selection for Constructing the Educational and Training System of Nursing Humanistic Care

5.1. Innovating Educational and Training Modes: Integrating Theory and Practice to Strengthen Humanistic Care Skills

From the perspective of education and training models, innovative education is a fundamental link in building a humanistic care system and a core manifestation in improving nursing quality. Therefore, nursing humanistic care education and training are mainly generated by combining theory and practice. Humanistic care skills are the main training objectives of nursing education and training, as well as the caring subjects of nursing practice. At present, nursing education strengthens the control of humanistic care skills from a practical perspective through three forms: Firstly, by combining theory and practice, we clarify the effective connection between humanistic care in theoretical teaching and practical application. The second is standardization control, which achieves standardized control of education and training by formulating standards for humanistic care skills and service quality, and publicly disclosing evaluation standards to society. The third is the internal reengineering of the education and training process. In recent years, nursing education institutions have been using innovative methods to enhance humanistic care skills and improve the quality of nursing services. However, in order to achieve the ideal state, the practicality of current nursing humanistic care education and training still needs to be further improved [10].

5.2. Strengthening Policy Support and Resource Integration to Ensure Extensive Coverage and Quality of Education and Training

From the perspective of policy support, existing policies cannot accurately provide the resources and guidance needed for nursing humanistic care education and training. The government's evaluation of nursing education mainly involves satisfaction surveys, but policies lack relevant information and feedback mechanisms for humanistic care education and training. The core of this problem may be the lack of policy support. In the nursing education and training system, policy support is often seen as macro guidance and its substantive support for education and training directly reflects the effectiveness of the policy. However, most existing policies are about information such as capital investment, lacking specific operational support. Usually, precise policy support for education and training is difficult to obtain or measure. Asymmetric information and imperfect policy systems have directly led to obstacles in the widespread coverage and quality improvement of education and training [11].

5.3. Establishing Standards and Evaluation Systems for Nursing Humanistic Care Education and Training

From the perspective of the evaluation system, the lack of unified standards has long constrained the quality of nursing humanistic care education and training. Since the 21st century, the nursing

education model that integrates theory and practice has reshaped the image of the nursing profession through educational reform. However, the drawbacks of the traditional education model still constrain the integration of humanistic care. The impact of a single educational content and evaluation system, nursing humanistic care education and training still need improvement. On the premise of improving the quality of nursing services, establishing standards and evaluation systems is seen as a direct way to enhance the quality of education and training. However, the practical role of theoretical evaluation in cultivating humanistic care skills still needs to be discussed. Meanwhile, difficulties in resource allocation have led to a lack of effective evaluation mechanisms for education and training. Therefore, establishing an evaluation system does not always achieve the goal of improving the quality of education and training. The standards and evaluation system for nursing humanistic care education and training are not only a technical challenge but also face the problem of system construction.

5.4. Enhancing Social Recognition and Support for the Importance of Nursing Humanistic Care

Undoubtedly, nursing humanistic care education and training cannot avoid emotional care as a core concept in practical operation. In the nursing education mechanism, humanistic care is a standard and effective evaluation tool, playing an important role in nursing practice, which also makes nursing humanistic care not only a technical concept but also an emotional concept. Therefore, nursing education based on emotional care has become the emotional mechanism of nursing practice. The practical interpretation of nursing humanistic care is a nursing path gradually formed based on patient needs, although this path contains challenges and attempts. Nursing is closely centred around patients, from their needs to emotional care. Although nursing should strive to improve service quality to meet patient requirements. However, the amplified emotional care has brought about the dilemma of emotional care. Overall, nursing humanistic care still needs improvement in practical operations and emotional care, which is also an important task of nursing education [12].

6. Conclusion

The nursing humanistic care education and training system has entered a stage of high-quality development, which poses new challenges and requirements for nursing education. Nursing humanistic care is not only a symbol of emotional care in nursing education, an important means of nursing education, but also an urgent need to achieve nursing quality and maintain patient well-being, essentially reflecting the inherent requirements of nursing education. The nursing humanistic care education and training system is precisely constructing the theoretical analysis framework and practical mechanism of nursing education in the context of the new era. In recent years, modern information technology has promoted the development of nursing education, empowering nursing education with precision and scientificity through information technology. Its value aligns with the inherent logic of nursing education. Therefore, based on information technology, a new path has also been provided for nursing education. In short, the sustainable improvement and development of the nursing humanistic care education and training system can help improve the quality of nursing and meet the needs of patients.

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