

Research on the Construction of Four-Dimensional Collaborative System of Nursing Major Based on Post Competency Training

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Abstract:

In order to ensure that nurses can be competent for The Times and post requirements, our Teaching team carried out a research on the construction of a four-dimensional collaborative system of nursing based on post competency, professional quality, professional thinking, professional innovation and professional management. Nursing undergraduate students of Grade 2021 were selected as the research objects, and questionnaires were adopted to investigate the subjects after the implementation of the system. The results showed that compared with the traditional cultivation model. The four-dimensional cooperative system cultivation mode of nursing major has a remarkable effect on the professional quality, professional thinking, professional innovation and professional management.

Keywords:

Nursing Major, Post Competency, Four-Dimensional Collaboration

1. Introduction

With the development of science and technology, the improvement of people's living standards, people's attention to health and the development of the nursing mode from the "disease-centered" functional nursing mode to the "patient-centered" holistic nursing mode, the role and functional scope of nurses are constantly expanding and extended, and the requirements for nurses are getting higher and higher. The WHO suggests that nursing education should be placed in universities to ensure that nurses are qualified for The Times and job requirements. Therefore, the teacher team of our college has carried out a research on the construction of the four-dimensional collaborative system of nursing major based on post competency training, namely, professional quality, professional thinking, professional innovation and professional management. The four-dimensional collaborative system will cultivate the

competency of students majoring in nursing from four aspects of professional quality, professional thinking, professional innovation and vocational management.

2. Study Object and Content

The research subjects are promoted students of nursing major, one year for undergraduate study and one year for clinical practice. Two classes of nursing major in our school are taken as experimental classes and two classes as control groups. In the teaching process, the students in the experimental group adopt the four-dimensional cooperative system training mode based on the post competency training, and the control group adopts the traditional training mode.

3. Research Methods

From the first semester, the students of the two classes started the four-dimensional cooperative training mode based on the post competency training, while the control group adopted the traditional training mode. It lasted for one year, and then entered the internship period. After the internship period, the two groups of students were compared and analyzed from four aspects of professional quality, professional thinking, professional innovation and professional management respectively.

3.1. Professional quality

Professional quality mainly includes professional ethics and skill quality.

Good professional ethics is the foundation of nursing work, nursing workers with good professional ethics can always put patients in the first place, can think what patients think, urgent patients urgent; work, work hard; get the recognition of patients and their families, fundamentally improve consciousness and initiative, promote the ideological and moral quality of nursing staff to the deep healthy development. [1] The professional ethics education of nursing students should be conducted to the nursing students from both theoretical and practical aspects, which should not only strengthen the theoretical study of the professional ethics of nurses, but also pay attention to the connection of theory with practice.

For example, our hospital combines the professional ethics of nurses, ideological and political contents and clinical cases into classroom teaching; regularly invites excellent clinical nurses in the hospital to the students to tell the professional ethics cases in work; teach students according to their aptitude, pay attention to individualized guidance; build the professional ethics education platform, integrate the professional ethics of nurses into the campus culture construction, create a positive cultural atmosphere and advocate medical ethics; the school regularly holds characteristic competitions and activities, for students to strengthen the level of nurses' professional ethics.; Establish a supervision and assessment mechanism for nurses' professional ethics, take the internship behavior as the reference of the internship achievements, commend and reward the interns who are praised by hospitals and patients, and introduce their deeds into the classroom as a case of professional ethics education.

In terms of skill quality training of nurses, our hospital pays attention to clinical application, integrates communication skills and humanistic care into skills training, and carries out comprehensive evaluation in the way of case or situation simulation. Build a team of teachers, and the teachers who teach the same course will form a skill exchange team. Old teachers and young teachers cooperate with each other, learn

from each other, match the old and knowledge collision makes the whole teacher skill team more creative and professional. Broaden the teaching ideas and innovate the teaching methods. For example, simulate the clinical situation operation, by simulating the clinical situation to integrate knowledge, skills, emotions and the ability to solve practical problems. Open training room, virtual simulation operation platform application.

Our school opens the training room to students, and students who need to practice skills can apply to the training room for practice; at the same time, the college introduces a virtual simulation operation platform for students to learn and use. And the combination of the two can provide multiple opportunities to prepare students for clinical practice. [3]

3.2. Professional thinking

Judgement thinking is a necessary professional thinking in the nursing profession. Our hospital brings the clinical SBAR communication mode to the classroom, which can be used for the communication between doctors and nurses and between nurses on patients' conditions. **It has been verified that this model can provide sufficient, clear and accurate information, help to reduce poor medical communication and improve the professional recognition of nurses and judging thinking ability, improve patient satisfaction and ensure that patients receive safe medical services.**



Figure 1. The SBAR communication mode.

3.3. Career innovation

The development of medicine and the change of nursing mode is the result of the innovative thinking of medical workers, and the cultivation of students' innovative spirit is the need of the development of medical nursing. It is also the of our own development. The teacher's classroom should take guidance and inspiration as the main teaching method, advocate the learning atmosphere of "speaking freely and expressing their opinions", provide students with opportunities and conditions for self-expression; carry out relevant extracurricular activities. For example, students are encouraged to participate in college students' innovation and entrepreneurship competition, enter the community for free consultation with doctors, and carry out health education. Students in the extracurricular activities, can implement their own ideas, as far as possible to let students think more, do more, inspired, inspiration, add the intention of innovation. By continuously building and improving the teaching system of innovation and entrepreneurship, Gradually enhance students' spirit of innovation, entrepreneurial awareness, gradually change students' traditional employment concept, Change passive job employment to active career and entrepreneurship, help nursing students to adapt to the requirements of The Times, establish correct professional values. [5]

3.4. Career management

Our hospital takes nursing risk management and nurse career planning as an important part of nursing students' career management.

New nurses are the high-risk group of nursing adverse events, due to short entry time, lack of clinical experience and poor operation skills; weak legal awareness, lack of self-protection awareness; Nursing document records are not standardized, lack of legal evidence awareness; weak communication ability between nurses and patients, become the focus of nursing risk management. [6]

Our hospital integrates the nursing risk management knowledge into the nursing professional courses. More than 80% of the teachers in the school of nursing are double teachers, with both clinical work experience and teaching experience, and can integrate the nursing risk points of each disease into the classroom when teaching. Our hospital has obtained the consent and support of the teaching hospital, and the teaching hospital will summarize the adverse nursing events in the hospital and send them to us every quarter. We analyze and learn as the teaching content and students. This practice can make students understand the current clinical nursing safety risks, and find out the preventive measures, so as to lay a foundation for the future internship work. In order to impress the students, our hospital used the nursing adverse events to train the students with safety training, so that the students could actively participate in it and share it separately. Undertake corresponding roles, observation, questioning, thinking, discussion and summary, fully mobilize their learning enthusiasm, master patient safety knowledge and improve clinical thinking ability. [7]

The director of the National Health Commission pointed out that "the development of quality nursing services has posed new challenges to contemporary nursing workers and nursing managers, and we should make career planning for nursing workers". [8]

Our hospital recognizes the importance of career planning for nurses, and takes nurse career planning as the learning content of students. The specific practices are as follows: open the public elective course "Nurse Career Course", so that students can have the awareness of career planning during school; Clinical nursing experts, clinical nursing educators and nursing managers are invited to the campus to share their mental journey with students. With the power of example, they can stimulate students' enthusiasm for the nursing career and prepare for their future nursing career. [9]

4. Study Effect Evaluation and Feedback

A questionnaire was designed to investigate the students of the experimental group and the control group (Table 1), including professional quality, professional thinking, vocational innovation and vocational management module, and compared to analyze the influence of the two training modes on the post competency of nurses.

Table 1. Research and evaluation of different teaching modes.

Module	Research Content
professional quality	Will you pay attention to your appearance and appearance in the internship process?
	Do you actively ask patients about their feelings in the clinical practice?
	Will you take the initiative to correct yourself when you find out that your operation is not standard?

	Can operational norms be strictly enforced when there is no supervision? Will you take the initiative to participate in the nursing rounds and case discussion organized by the department?
Career thinking	Your cognitive ability of things (such as the cognition of the patient's condition changes, the cognition of the corresponding operation.) Can you accurately and timely observe the changes in the patient's condition? As the patient's condition continues to change, can you regularly collect information and confirm your own ideas? If the patient's condition changes, can you analyze the condition from different angles and implement relevant nursing measures according to the condition?
Career innovation	During the internship, will you take the initiative to communicate with your teacher about your new ideas or solutions? During the internship, you don't always work in the usual way. Will you try new ideas or problem solutions? Do you constantly question what you have learned, and often put forward your own unique opinions? Can you think carefully before making a judgment? Do you pay close attention to the cutting-edge knowledge and development trends of the nursing profession? Do you know about the clinical nursing risks?
Career management	Is the relevant knowledge of nursing risk prevention explained by the school teacher useful for your practice? Have you reported the adverse nursing event in time? Nursing adverse events rating that have occurred during your internship. Do you think the analysis and discussion is useful after a nursing adverse event? Do you know about the content of nurse career planning? Do you think career planning is useful for the growth of nurses? Have you ever planned for your career? Do you know anything about your career strengths? Are you following your career plan?

5. Study Results and Discussion

5.1. Results

Questionnaire survey of the four-dimensional collaborative system training mode of nursing major based on post competency training.

In this survey, 140 questionnaires were issued, and 102 valid questionnaires were collected. The questionnaire includes four parts: professional quality, professional thinking, career innovation and career management. The results showed (see Table 2) that the experimental group was significantly better than the control group, with statistically significant differences ($P < 0.001$). This shows that the nursing students trained in the four-dimensional collaborative system of nursing majors based on post competency training are better than the traditional training mode in terms of professional quality, professional thinking, vocational innovation and vocational management, and are more competent for nursing positions.

Table 2. Effect evaluation of the four-dimensional collaborative system training mode of nursing majors based on post competency training.

	Professional training	Career thinking	Career innovation	Career management
Control Group	3.75± 1.06	3.52± 1.03	3.48± 1.03	3.57±0.77
Experimental Group	4.63± 0.46	4.53± 0.59	4.45± 0.70	4.22±0.42

t Value	-5.48	-6.16	-5.54	-5.31
P Value	0.000	0.000	0.000	0.000

5.2. Discussion

Traditional nursing education has the following problems: the teaching method is single, the traditional nursing education mainly focuses on imparting knowledge, pay attention to the teaching of theory and book knowledge indoctrination, but the lack of sufficient practical operation and skill training, it is difficult to adapt to the needs of modern clinical nursing. [10] Lack of professional literacy cultivation, traditional nursing education focuses on the cultivation of students' professional knowledge and skills, but less on the cultivation of professional ethics, responsibility and communication skills of nursing major, this will affect the professionalism and service quality of caregivers to some extent. [11,12]

The advantages of the four-dimensional collaborative education mode of nursing major based on post competency training: taking students as the center, taking clinical needs as the guidance, and cultivating nurses' post competency as the goal, Attach importance to the cultivation of nurses' overall quality, and work closely with hospitals to create a model of medical education. [13] The hospital will communicate the ability and quality requirements of clinical nurses with the school teachers, bring the new progress of clinical nursing to the school in time, and provide the direction for teaching, The hospital participates in the whole teaching of the school, not only the practice base, but also the school needs clinical nursing rounds, case discussion and other important contents to reproduce the real scene of the hospital in the form of online video, so as to realize the infiltration teaching. [14] Heavy-Based on students' application ability, learning, internalization, absorption and output reproduction as the goal, the hospital participates in students' assessment and lays a foundation for clinical nursing. Multi-channel platform for students, with the school as the leading, Employment institutions participate in the training of students, realize the "trainees are beneficiaries", try to order education, and explore the applied talent training mode. Let the students learn, learn to use, improve the overall quality of nurses, improve the employment rate, to achieve the society, school, with students win. [15]

6. Conclusions

Through the comparative analysis of the experimental group and the control group, the students in the experimental group trained by the four-dimensional collaborative career planning system are significantly better than the control group in terms of professional quality, professional thinking, professional innovation and vocational management; This model is recognized by students, teachers and hospitals, and is worth further promotion in the later teaching process.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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