Study on the Setting of TCM Curriculums for Undergraduate Nursing Profession in TCM Universities

Hong-ying WANG\textsuperscript{1}, Sheng Li\textsuperscript{1,2,*}, Qi-rui SONG\textsuperscript{1} and Yu HUANG\textsuperscript{3}

\textsuperscript{1}Center for Health Policy and Drug Affairs Operation Management, Chengdu University of TCM, Chengdu, China

\textsuperscript{2}School of Business Administration, Southwestern University of Finance & Economics, Chengdu, China

\textsuperscript{3}School of Statistics, Southwestern University of Finance & Economics, Chengdu, China

*Corresponding Author

Keywords: TCM universities, Nursing profession, TCM curriculums setting.

Abstract. The setting of the main TCM curriculums in the undergraduate nursing profession of TCM colleges and universities is directly related to the realization of the characteristics of TCM nursing education. In this paper, the horizontal contrast analysis method is used to visualize the main curriculum materials of the undergraduate nursing profession of 24 TCM colleges and universities, and descriptive statistical analysis is used to describe the TCM curriculums and their proportions in the core curriculums. The study found that there is a lack of reasonable and feasible unified standards for the undergraduate nursing profession in colleges and universities of TCM, the number of TCM main courses is small, the content is old and its structure is irrational. Aiming at the above problems, this paper puts forward some suggestions for establishing a reasonable and feasible standard for setting up TCM curriculums for undergraduate nursing profession in TCM colleges and universities, optimizing the content of TCM curriculums and organically integrating TCM curriculums.

Introduction

Research Background. The undergraduate nursing profession of TCM colleges and universities is an applied profession combined with the characteristics of TCM colleges and universities. This profession aims to train a group of nursing talents who have TCM thinking, master the basic theory of TCM, and have the skills of Chinese and Western medicine. The Supplementary Standards for Nursing Professionals in Colleges and Universities (hereinafter referred to as the Standards) has made clear education plan for TCM nursing. It is required to add in the basics of TCM and TCM nursing technology in the nursing basic courses, professional courses and practical teaching, reflecting the characteristics of traditional Chinese medicine\textsuperscript{[1]}. The main profession setting is the basic work of training TCM nursing talents, and it is also one of the important basis for evaluating its professionalism.

At present, some domestic research scholars have analyzed the curriculum of TCM colleges and universities and found that there are problems such as the proportion of TCM curriculums being too small and its westernization is serious\textsuperscript{[2,3]}. However, with the development of the teaching evaluation work, the introduction of the Standards, and there is also a new situation in the curriculum setting. Because the TCM curriculums have an important role in TCM nursing education, this study intends to sort out the latest situation of TCM curriculums setting, and provide some theoretical reference.

Literature Review. At present, domestic scholars have some research on the setting of TCM curriculums in TCM colleges and universities. The research methods are mainly questionnaire survey methods. The survey subjects are divided into nursing students and TCM colleges and universities. The former is a questionnaire survey of students in nursing profession or those who have graduated and engaged in nursing work from the perspective of the audience, and investigates
their satisfaction with curriculums setting and nursing knowledge needs\textsuperscript{[4,5]}. The latter is from the supply side, through the way of mail questionnaire to collect TCM colleges and universities nursing professional training program, specifically analyze the TCM curriculum settings\textsuperscript{[6,7]}. In addition, some scholars in China have used the Delphi method to construct the curriculum standard for Chinese medicine module in the nursing profession of TCM colleges and universities\textsuperscript{[8,9]}. In general, the research on nursing education in TCM colleges and universities mainly to study the setting of TCM curriculums in the whole training program, and does not analyze its setting in the main curriculums, while the main curriculums is the core part of the training program.

**Research Design.** At present, all the 24 TCM colleges and universities in China have opened undergraduate nursing profession. They are the subjects of this survey. And this paper uses literature analysis and horizontal contrast. First of all, combing the literature to understand the status quo of research Secondly, collect and organize training programs or professional introductions of TCM universities to understand the current status of TCM curriculums in the main curriculums. Then, using the horizontal comparison method to compare the curriculum settings of each university horizontally.

**Research Results**

**The Setting of the Main Curriculum of the Undergraduate Nursing Profession in TCM Colleges and Universities**

According to the introduction of the main curriculums published by 24 TCM colleges and universities, it was found that each university has extracted the main curriculums in the training program, but the number is not consistent, and only one university does not have TCM curriculum in the main curriculums. The highest proportion of TCM curriculums in the core curriculums is 50%, the lowest value is 0, and the average value after deducting the extreme value is 14%. The setting of each institution is quite different. See Table 1 for details.

Secondly, due to the inconsistent training standards, the degree of integration of the curriculum is not high. For example, some colleges require more basic TCM knowledge in the process of training, and they will provide more TCM curriculums. Under this circumstance, in the higher-demand institutions, students will spend more time to learn the basic TCM knowledge, which may take up the time and effort of students.

| Institution number | Number of core curriculums | Number of TCM core curriculums | TCM curriculums account for the proportion of core curriculums | Institution number | Number of core curriculums | Number of TCM core curriculums | TCM curriculums account for the proportion of core curriculums |
|--------------------|---------------------------|--------------------------------|-------------------------------------------------------------|--------------------|---------------------------|--------------------------------|-------------------------------------------------------------|
| 1                  | 25                        | 5                              | 20%                                                         | 13                 | 16                        | 3                              | 19%                                                          |
| 2                  | 15                        | 2                              | 13%                                                         | 14                 | 24                        | 3                              | 13%                                                          |
| 3                  | 24                        | 5                              | 21%                                                         | 15                 | 21                        | 2                              | 10%                                                          |
| 4                  | 26                        | 2                              | 8%                                                          | 16                 | 20                        | 1                              | 5%                                                           |
| 5                  | 34                        | 5                              | 15%                                                         | 17                 | 30                        | 5                              | 17%                                                          |
| 6                  | 18                        | 9                              | 50%                                                         | 18                 | 14                        | 0                              | 0%                                                           |
| 7                  | 17                        | 3                              | 18%                                                         | 19                 | 14                        | 2                              | 14%                                                          |
| 8                  | 13                        | 2                              | 15%                                                         | 20                 | 17                        | 2                              | 12%                                                          |
| 9                  | 14                        | 1                              | 7%                                                          | 21                 | 20                        | 3                              | 15%                                                          |
| 10                 | 24                        | 5                              | 21%                                                         | 22                 | 11                        | 2                              | 18%                                                          |
| 11                 | 12                        | 2                              | 17%                                                         | 23                 | 18                        | 2                              | 11%                                                          |
| 12                 | 18                        | 4                              | 22%                                                         | 24                 | 18                        | 1                              | 6%                                                           |

In addition, the categories of TCM curriculums enrolled in the main curriculums are slightly lagging behind. There is no content of TCM aged care in the curriculum according to the requirements of the ageing background.
The Setting of the TCM Main Curriculums in the Undergraduate Nursing Profession of TCM Colleges and Universities

This study analyzes the current status of TCM curriculums based on the analysis of the settings of the above three types of curriculums in the main curriculums of TCM. As shown in Fig.1, only 6 of the 24 colleges and universities have set up three types of TCM courses in the main curriculums, 15 colleges have set up basic courses of TCM nursing, 15 colleges have set up basic TCM courses, and 12 colleges and universities have set up curriculums of TCM nursing.

![Figure 1. The setting of various TCM curriculums in TCM colleges and universities.](image)

Conclusions

The Setting of Undergraduate Nursing Profession in TCM Universities Lacks Reasonable and Feasible Unified Standards

Regardless of the number or type of main courses selected for TCM curriculums, each university is different. Although the current *Standards* stipulates that TCM nursing curriculums must be set in the education plan, its status (main or non-trunk) and proportion (including the proportion of Chinese and Western medicine curriculums,) are not specifically explained, and each university can only do its own thing. In addition, by horizontally comparing the names of the main curriculums of each university, the same curriculum content may have two or three curriculum titles, and the establishment of the curriculums is not uniform, which may lead to uneven quality of nursing education in TCM colleges and universities in China.

The Number of TCM Main Curriculums is Small, the Content is Old and Its Structure is Irrational

After removing the extreme value, the average number of TCM main curriculums in 24 TCM colleges and universities is about 3, with an average of 14%. The proportion of TCM courses is too small. Nursing professional curriculums should highlight nursing skills. At present, there are many traditional nursing curriculums such as internal surgery and pediatrics in 24 TCM colleges and universities. There are few curriculums such as TCM health care, and the course content does not keep up with the requirements of the times. In addition, the survey shows the proportion of professional courses in the core TCM curriculums is too small.

Suggestions

Establish a Reasonable and Feasible Standard for the Establishment of TCM Curriculum for Undergraduate Nursing Profession in TCM Colleges and Universities

The reasonable and feasible unified standard for the setting up of TCM curriculums is an action guide for the construction of nursing profession in all TCM colleges and universities and the training of nursing talents to meet social needs. Therefore, first of all, we should cooperate with TCM nursing education experts and teachers and nurses in front of the country to participate in the formulation of standards. The *standards* should specify the status of TCM in the nursing
professional curriculums, the proportion of Chinese and Western medicine curriculums, the internal proportion of TCM curriculums, the proportion of practice and theoretical curriculums and the selection of national curriculum names or textbooks, the curriculums hours and assessments of the curriculums are listed with reference standards, allowing schools to adapt to local conditions according to actual conditions.

**Optimize the Content of TCM Curriculums**

Due to the aging, the sharp increase in the prevalence of chronic diseases and the growing health needs of people, the training of nursing profession should not only focus on traditional post-treatment and rehabilitation, it is also necessary to give full play to the efficacy of TCM "treatment of disease" according to the requirements of the times, and to add courses such as TCM health care and TCM aged care to the main courses.

**Organic Integrated TCM Curriculums**

At present, the Standard classifies TCM courses into TCM basics, TCM nursing basics and TCM nursing majors. In this study, the proportion of these three types of TCM courses in various universities is very unreasonable, and institutions pay more attention to basic theoretical knowledge education. Whether it is basic TCM knowledge or basic TCM nursing knowledge, it is basic theoretical knowledge. It is recommended to merge into basic TCM nursing knowledge and professional TCM nursing knowledge, reduce the theoretical knowledge curriculum, increase professional knowledge and increase the practicality of education. At the same time, the courses of prescriptions and diagnostics are merged into the introduction of TCM, and the theoretical knowledge of professional nursing such as TCM internal medicine surgery is integrated into TCM clinical nursing.

**References**

[1] Sun Qiuhua. Interpretation of the National Standards for Nursing Teaching Quality: supplementary standards for universities of Traditional Chinese Medicine. Chinese Journal of Nursing Education, 2019, 16(01):28-30.

[2] Liu Xiaofeng. Current Situation and Improvement Measures of TCM Nursing Talents Training. Course Education Research, 2019(13):238.

[3] Hu Tingting, Du Yi. Analysis on the Current Situation and Reform of TCM Nursing Curriculum Setting under the Background of First-level Discipline. Journal of Liaoning University of TCM, 2017, 19(06):222-224.

[4] Chen Zukun et al. Problems and Thoughts on the TCM Curriculum Setting for Undergraduate Nursing Specialty in TCM Colleges and Universities. Journal of Yunnan University of Traditional Chinese Medicine, 2012, 35(6):56-59.

[5] Yang Lifang et al. Survey of satisfaction and suggestions for students in college level nursing students. Journal of Higher Education, 2017(18):177-179+182.

[6] Shan Yawei et al. Investigation and Analysis on Curriculum Design for Undergraduate Nursing Majors in TCM Colleges and Universities. Chinese Journal of Information on TCM, 2015, 22(01):122-125.

[7] Yan Lijiao et al. Investigation of Traditional Chinese Medicine curriculum for undergraduate nursing students in Traditional Colony Park Lanes North York Chinese Medicine universities. Journal of Nursing Administration, 2014, 14(05):348-350.

[8] Shan Yawei et al. The criteria development of baccalaureate nursing program in Traditional Chinese Medicine colleges. Chinese Journal of Nursing Education, 2018, 15(02):85-91.

[9] Wei Qiang, Li Sheng et al. Joint Optimal Decision of the Shared Distribution System through Revenue-sharing and Cooperative Investment Contracts [J]. Industrial Management &Data Systems, 2019, 119(3):578-612.

[10] Yang Yong et al. Advances in the construction and practice of the integrated Chinese medicine nursing practice teaching system. Chinese Nursing Research, 2018, 32(08):1173-1176.