Research on the Construction of Humanities Curriculum and Evaluation System for Nursing Students According to Job Needs Based on Big Data Technology Analysis

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Abstract. The purpose of this article is to emphasize the importance of humanistic care in medical education under big data analysis, and to construct a humanistic curriculum and its evaluation system for nursing students. This article will discuss the following aspects: (1) health professionals; (2) the core values and teaching strategies of medical education; (3) the construction of humanities courses for nursing students; (4) the evaluation system of nursing humanities courses-3Cs study group. It focuses on the specific implementation of humanistic care courses and aims to enable health professionals to understand and apply humanistic values.

Keywords: Humanistic Care, Medical Education, Teaching Strategy, Evaluation System, Big Data

1. Health professionals

As a health professional, it is a challenge to provide services for patients in daily work. We need to have solid expertise and skills and make important clinical decisions at critical moments that are often life-threatening, so the responsibility is heavy and their psychological burden is heavy. It is very important for health professionals to reflect, criticize and sum up so as to achieve better humanistic care in their future work. In 1992, Kapper argued that "cognitive models" were "not mutually exclusive" and were "interrelated and interdependent"[1]. By paying attention to the concept of humanistic care, people will be able to understand the core values of humanistic care services.

2. Core values and teaching strategies in medical education

In the 21st century, health professionals will provide more services than health care, and society as a whole will move towards universal health care. Medicine can not only be a science, but also a humanistic culture of self-improvement and self-healing by helping people to seek their own life
values. Throughout Watson's theory, humanistic care is a basic belief that the inner power of the process of caring can produce growth and change for people. Watson's 10 caring factors are: (1) forming a humanistic and altruistic value system; (2) inculcating faith-hope; (3) developing sensitivity to oneself and others; (4) developing help-trust relationships; and (5) promoting and accepting the expression of positive and negative emotions; (6) systematically using scientific problem-solving methods for decision-making; (7) facilitating interpersonal teaching and learning; (8) providing a supportive, protective and / or corrective mental, physical, socio-cultural and spiritual environment; (9) helping meet human needs; And (10) consideration of the power of existential-phenomenology.

In Watson's view, when humans work with others in situations of despair, vulnerability, and uncertainty, we are asked to learn again and re-examine our own meaning of life and death. At a given moment, humanity's concern for humanity becomes the fundamental basis for our cosmic energy to confront humanity, unite us and love. The act of loving kindness brings healing to oneself and others. The meaning of values, religious beliefs, and spiritual and humanistic concerns is addressed in nursing[2].

In Lewis's book Soulless Excellence: How a Great University Forgot about Education, he highlights the core values of education. The World Federation for Medical Education lists the core areas of the medical curriculum as: (1) basic biomedicine; (2) basic behavioural and social sciences; (3) humanities; (4) general clinical skills; (5) clinical decision-making skills; (6) communication skills; and (7) medical ethics. Studies have shown that the minimum requirements for nursing staff are: (1) professional values, attitudes, behaviours and ethics; (2) the scientific basis of medicine; (3) communication skills; (4) clinical skills; (5) population health and health systems; and (6) information management; (7) critical thinking and research. The Taiwan medical accreditation commission also stressed the importance of these core values of medical education and practice[3]. It can be seen that compared with the professional skills of nursing staff, scientists, ordinary people, critics, patients and the general public all pay more attention to the medical ethics of nursing staff, that is, they should pay attention to whether the nursing staff has the ability of humane care, and whether they can do humane care well in the actual work.

3. Construction of humanistic curriculum for nursing students

Looking at the health education from the 20th century to the 21st century, we can summarize and construct the following humanistic courses: (1) "fear" lecture; because of the work reason, the health care personnel need to face the patient's life, old age, illness and death, which will inevitably generates the psychology of fear. Even some health care workers will have psychological barriers and shadows. The "fear" lecture aims to enable the nursing staff to face up their own inner fears so that they can help the patients overcome their fears with empathy in their future work, (3) problem learning; nursing is a long-term learning process, whether in the student stage or the future work stage, nursing staff will face different problems[4]. Problem-learning thinking can help them master the scientific methods and means to deal with problems. (4) case study; in the process of nursing, there will be some special cases, usually the problem of special cases, case study can effectively solve the difficulties in the process of nursing care; (5) reflection; because of the particularity of work, nursing staff have more sensitive emotions, so learning to reflect helps them sort out their emotions; (6) role-playing--a stage of learning; role-playing encourages nurses to learn to put themselves in the shoes of patients, and (7) creative activities to keep nurses creative.
Table 1. Construction of humanistic curriculum for nursing students

| Courses            | Function                                      |
|--------------------|-----------------------------------------------|
| Lecture on "fear"  | Guide the patient to overcome fear            |
| Group study        | Good co-operation with patients               |
| Problem Learning   | Learn to deal with problems in a scientific way |
| Case Study         | Specific case to solve the problem            |
| Introspect         | Emotional grooming                            |
| Role Play          | Think like a patient                          |
| Creative activity  | Stay creative                                 |

4. Humanistic curriculum evaluation system for nursing students - 3Cs study group

Care is at the heart of nursing. Quality care is patient-centred and based on safety, adequacy, effectiveness and equality. Integrating nursing, care, and compassion (3Cs) into nursing education is what we are going to talk about. 3Cs related concepts and strategies in nursing education can be developed into learning for life cultivation\[5\]. Life cultivation includes three elements: the accumulation of growth experience, the cultivation of life significance and value, and the output of professional services.

To evaluate the humanistic curriculum of nursing students by means of the establishment of the curriculum system of 3Cs study group, the ability of nursing staff to use the concept of 3Cs in nursing management can be promoted and can make better embodiment of a person's care in the nursing work. Researches have shown that the provision of information and advice to assist the 3Cs learning group in the nursing process can promote the self-development of nursing staff and enhance their service promotion and quality.

This paper emphasizes the importance of humanistic care in medical education, constructs seven kinds of humanistic courses for nursing students according to the needs of their posts, and establishes an evaluation system of humanistic care ability for nursing students for 3Cs study group\[6\]. This paper focuses on four issues: (1) health professionals; (2) core values and teaching strategies of medical education; (3) the construction of humanistic curriculum for nursing students; (4) humanities course evaluation system for nursing students - 3Cs study group. This article focuses on the specific use of humanistic care in the curriculum in order to let medical professionals understand and apply humanistic value in their services.

Acknowledgements

A study on offering humanities courses in nursing.
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