

Current Situation and Suggestions on the Humanistic Care Ability of Vocational College Nursing Interns

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Abstract: Nursing humanistic care is the basic value orientation of nursing, an important condition for a harmonious nurse-patient relationship, and one of the important goals of nursing staff training. For vocational college nursing interns, the ability to provide humanistic care is one of the necessary professional qualities for engaging in nursing work. At present, vocational college nursing interns have many problems in humanistic care, mainly manifested as a lack of respect for patients and their families, a lack of understanding of patients, poor communication skills, and a lack of initiative in service. In response to these problems, corresponding countermeasures and suggestions are put forward, aiming to improve the humanistic care ability of vocational college nursing interns and better promote the development of the nursing profession.

Keywords: Vocational colleges; Nursing interns; Humanistic care ability; Training paths

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1. Introduction

With the release of the “Healthy China 2030” Plan Outline, the training direction of nursing interns has become clearer. Vocational colleges should be guided by relevant policy requirements, strengthen the integration of humanistic education and medical education, promote the coordinated development of students’ professional abilities and humanistic qualities, and help them grow into new-type talents who can seek happiness for the people and revitalize the country. This article mainly starts from the current situation of the humanistic care ability of vocational college nursing interns and puts forward specific suggestions for cultivating their humanistic care ability.

2. Current situation of cultivating the humanistic care ability of vocational college nursing interns

2.1. Incomplete medical humanities curriculum system

Vocational colleges generally offer four medical humanities courses, such as “Health Law”, “Interpersonal Communication and Skills”, “Medical Psychology”, and “Medical Ethics”. There is a lack of institutions specialized in medical humanities research, and even if there are, they started relatively late. Moreover, a considerable number of vocational colleges focus

the teaching of medical humanities courses on relevant theoretical knowledge, and the assessment of students' learning is mainly based on written examinations, lacking the evaluation of students' knowledge application ability and learning process. In this case, the role of humanistic care ability in students' development is weakened, resulting in students' insufficient attention to the cultivation of humanistic care ability. They find it difficult to understand the course content from an application perspective, and the humanistic knowledge they have learned has not been fully transformed into humanistic qualities.

2.2. Deviated cognition of humanistic education

At present, many vocational colleges focus their teaching on professional knowledge and design numerous examination items for this purpose. This leads students to invest most of their energy in learning professional theoretical knowledge and operational skills, while ignoring the cultivation of their own humanistic qualities. Some students believe that the cultivation of humanistic care ability has little impact on employment and personal development. As long as they can pass the school examinations smoothly, they don't need to invest too much energy in this area. In addition, the lack of practical teaching content makes some students unaware of the importance of humanistic care ability for professional development. They have insufficient understanding of the importance of humanistic education and lack enthusiasm for relevant courses.

2.3. Poor effects of medical humanities practice activities

In recent years, more and more vocational colleges have realized the importance of cultivating students' humanistic care ability and have held some medical humanities activities. However, overall, these educational activities have not achieved the desired results. First, humanistic education is fragmented and unsystematic, resulting in the design of relevant practice activities not taking the overall situation into account, making it difficult to effectively promote the formation of a cultural atmosphere and a practice activity atmosphere. Second, although some vocational colleges organize the "Three trips to the countryside" activities, most of the team-leading teachers are teachers from the Communist Youth League committees and counselors, lacking the participation of professional teachers. As a result, students' understanding of medical humanities remains on the surface, and it is difficult for them to form a deep-level understanding and perception. Third, most humanistic practice activities are self-organized by schools, lacking cooperation and communication with other organizations. Therefore, the social attention and influence of these activities are relatively low, and the expected implementation effects have not been achieved.

3. Training paths for the humanistic care ability of vocational college nursing interns

3.1. Improving the humanistic education curriculum

3.1.1. Strengthening the reform of the medical humanities curriculum structure

Vocational colleges should regard "Health Law", "Interpersonal Communication and Skills", "Medical Psychology", and "Medical Ethics" as the core courses of humanistic education, and "History of Medicine" as the auxiliary course of humanistic education. They should accurately grasp the internal connections between different courses and promote their collaborative role in the development of students' humanistic qualities. Taking "Medical Ethics" as an example, on the basis of normal teaching, vocational colleges can arrange relevant discussion activities according to the actual situation of their own schools. The guiding teachers can draw up the overall teaching plan and assessment methods according to the humanistic education goals of each semester and the implementation plan of the auxiliary humanistic courses. In the design of humanistic education teaching content, attention should be paid to the development of students' professional qualities. By introducing social hot-spot events and typical cases in the professional field, students can be guided to learn laws and regulations and doctor-patient communication skills. When conducting assessments, the integration of humanistic education and medical education should be emphasized. Through the evaluation method of "thesis score + practical score + daily performance", the learning process and the development of humanistic qualities of students can be comprehensively

evaluated, guiding students to establish correct humanistic values.

3.1.2. Integrating the cultivation of humanistic care ability into basic and professional courses

Since the beginning of students' enrollment, vocational colleges should closely combine humanistic education with the medical education teaching process, promoting the effective combination of the development process of students' humanistic qualities and the training process of their professional abilities. For example, when teaching "Anatomy", teachers can guide students to objectively understand death and respect life. When teaching "Functional Experiment" courses, ethics education can be integrated to cultivate students' awareness of respecting life and taking good care of experimental animals. When explaining clinical courses such as internal medicine, surgery, gynecology, and pediatrics, teaching content related to laws and regulations, doctor-patient communication, and professional ethics can be integrated to help students establish correct values. After students complete the learning tasks of some courses and enter the clinical probation period, teachers can guide students to apply the learned doctor-patient communication knowledge in practice. The application of doctor-patient communication knowledge can prevent students from concealing patients' medical histories due to concerns about hurting patients' self-esteem or poor communication, which may affect the normal diagnosis and treatment of patients. Especially during the clinical internship process, teachers should strengthen the infiltration of humanistic spirit, guide students to fully understand patients' psychology through the form of narrative medicine, and encourage them to empathize with patients. By showing empathy and compassion, students can gain the respect and trust of patients. Such a form of doctor-patient communication is more conducive to building a good doctor-patient relationship and achieving the goal of patients' active cooperation in treatment. It is also more conducive to strengthening the sense of honor and self-confidence of medical students, motivating them to seriously learn professional knowledge and skills under the inspiration of a sense of mission.

3.2. Updating educational concepts

In vocational colleges, the ability to provide humanistic care covers a wide range. It requires the joint efforts of society, schools, and educational departments, and also requires relevant teachers to update their educational concepts and integrate humanistic education into medical education in their daily teaching^[1]. In the cultivation of medical talents, teachers are the main direct implementers of educational work in each school, and their educational concepts have a crucial impact on the development of students' various qualities. As front-line teachers, they should fully realize that medical education is of great particularity. According to the work requirements of medical positions, the construction of medical ethics should be integrated into the whole process of teaching in various disciplines. The return of humanistic education can enrich the value connotation of courses, helping students to establish a sense of responsibility while accumulating professional knowledge and mastering professional skills. The practice of relevant education work shows that the infiltration and integration of humanistic education and medical education are related to the improvement of the core professional qualities of medical students and the development of their job-adaptation abilities. As teachers, they should fully integrate the content of humanistic education and medical education through diversified means, so that the integration of the two is reflected in the whole process of talent cultivation. In particular, professional teachers should fully recognize the value of humanistic education and organically integrate relevant teaching content into daily teaching. Specifically, teachers should achieve the following points in the construction of educational concepts. First, teachers should be aware that humanistic education and subject teaching complement each other, and their organic integration meets the needs of the development of the times and the development of students' professional abilities. Second, teachers should cultivate students' knowledge-exploration ability, communication ability, and lifelong learning awareness in subject teaching, enabling them to keep up with the times in professional knowledge and abilities after entering the workplace. Third, teachers should be aware that humanistic education involves political qualities, physical and mental qualities, cultural qualities, and other aspects^[2]. In daily teaching, they should guide students to form correct moral concepts and value orientations.

3.3. Improving medical humanities practice activities

3.3.1. Combining professional courses with humanistic quality activities

On the one hand, vocational colleges need to carry out research activities to fully understand the integration situation and work progress of humanistic education and medical education, providing data guidance for the development of talent-cultivation work. On the other hand, vocational colleges should, guided by the research results, construct corresponding incentive policies for educational and teaching work such as subject integration, subject construction, and scientific research project approval, encouraging teachers to promote the integration of humanistic education and medical practice education and encouraging students to unify the learning process of medical humanities cultural knowledge and the practice activity process. For example, vocational colleges can form a complete professional guidance team to promote the integration of humanistic education and medical education and further exert the humanistic education value of various practice activities. In such an environment, it is easier to form a humanistic education atmosphere and a practice education atmosphere, which is of great help for students to learn humanistic education content and internalize knowledge^[3].

3.3.2. Exploring hidden teaching resources

The cultivation of the humanistic care ability of vocational college nursing interns has significant moral-education characteristics and value connotations. When promoting the integration of humanistic education and medical education, relevant teachers should be disseminators of advanced humanistic culture and understanders with qualified ideological and moral qualities. Through words and deeds, they can highlight the essential attributes of medical talent cultivation and improve the quality of medical talent cultivation. Teachers should take control of the main position of humanistic education, build a bridge between humanistic education and medical education in a reasonable way, and encourage students to accumulate humanistic culture while learning professional knowledge, improving their ideological qualities. Under the influence of humanistic culture, students' professional abilities can be effectively enhanced. For example, teachers can combine humanistic education with campus-culture construction, guiding students to understand and internalize humanistic culture in various practice activities. Campus culture is an important branch of social culture and a sub-culture with significant guiding effects, which has a remarkable impact on the development of students' humanistic qualities. Using campus-culture activities as a carrier to promote the integration of humanistic education and medical education can transform the spiritual core of excellent human culture into students' self-cultivation, temperament, and personality, enrich the humanistic flavor of medical education, strengthen the value orientation of medical education, and is conducive to the coordinated development of students' various professional qualities.

3.3.3. Improving the humanistic education model

When cultivating the humanistic care ability of nursing interns, it should be deeply understood that ideas are the forerunners of actions. We should adhere to the orientation of "promoting the all-around development of students" to improve the education model, making it reflect the philosophical view of the unity of humanism and science and helping students form a deeper understanding of life. This requires teachers to change their ideological concepts, continuously enrich their humanistic knowledge, broaden their horizons, improve their humanistic cultivation, and establish a teaching concept that unifies humanistic education and subject teaching. When teaching medical knowledge and skills, humanistic education should be effectively infiltrated. Specifically, in the practice of talent cultivation, we should constantly explore the integration points of humanism and medicine, strengthen the integration of humanistic education and subject teaching, and construct a new humanistic curriculum system for the all-around development of medical students, guiding students to learn humanistic cultural knowledge throughout the whole process of professional-ability cultivation. For example, teachers can integrate various resources based on the feedback information from students, and incorporate educational elements of humanities and social sciences such as philosophy, history, and literature into medical education, guiding students to improve their personal qualities from different perspectives. Under this teaching model, it is easier to inspire students' wisdom, strengthen their awareness of humanistic care, professionalism, and teamwork spirit. Integrating the

cultivation of humanistic qualities with professional-knowledge learning activities for students and strengthening the spiritual qualities necessary for engaging in the medical profession are specific manifestations of strengthening the value orientation of medical education. As front-line teachers, they should fully and boldly draw on advanced education models, continuously optimize the existing integration model of humanistic education and medical education, so as to cultivate students into people with noble, healthy, and philanthropic personalities while improving their professional abilities, helping them better adapt to future work positions.

4. Conclusion

In conclusion, the cultivation of the humanistic care ability of vocational college nursing interns conforms to the characteristics of medical talent cultivation, responds to the public's expectations for medical talent cultivation, and is an important way to improve the quality of talent cultivation. As teachers, based on a deep understanding of the characteristics of the humanistic qualities of medical students in vocational colleges, they should effectively promote the integration of humanistic education and medical education through ways such as improving the humanistic education curriculum, updating educational concepts, and improving medical humanities practice activities. They should adopt advanced education models that meet the development needs of medical students to promote the coordinated development of students' professional abilities and humanistic qualities.

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