



The Impact of Humanistic Care Teaching on the Enhancement of Humanistic Care Skills in Nursing Students

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Abstract: Purpose — It's to observe and discuss the impact of humanistic care teaching on the humanistic care abilities of nursing students. Methods — From September 2022 to September 2023, 62 vocational nursing students participating in a program at our school were randomly selected and divided into an observation group and a control group based on different teaching models, with 31 students in each group. The control group received traditional teaching methods, while the observation group received humanistic care teaching. The teaching outcomes of the two groups were observed. Results — The observation group of nursing students showed significantly higher scores in theoretical knowledge and practical skills compared to the control group, with a p-value of less than 0.05. The observation group also scored higher in humanistic care abilities compared to the control group, with a p-value of less than 0.05. Conclusion — The humanistic care teaching model not only improves the theoretical and practical skills of nursing students but also enhances their humanistic care abilities. It holds value for educational promotion.

Keywords: humanistic care teaching, humanistic care, nursing students

1. Introduction

Clinical practice is an indispensable part of nursing education, as it plays a crucial role in helping nursing students apply theoretical knowledge to practical situations, thereby rapidly improving their overall skills [1]. Nursing skills courses within the curriculum provide nursing students with a solid foundation for hands-on experience and are characterized by their strong practical nature. The choice of teaching method is crucial in this context. Modern nursing care emphasizes holistic care that addresses the physical, psychological, social, and ethical aspects of a person's well-being. Integrating humanistic care elements into nursing practice courses is essential, and the humanistic care teaching model places respect, understanding, and care at its core. Nursing students are the future of clinical nursing practice, and if they can deeply understand and enhance their humanistic care skills during their educational years, it will significantly improve the quality of nursing care, help shape a positive image for nurses, maintain harmonious nurse-patient relationships, and foster a supportive and stable healthcare environment. Research has shown that Chinese nursing students still lag behind their American counterparts in terms of humanistic care skills, which may be related to cultural backgrounds, religious beliefs, and teaching methods. There is a need to further strengthen humanistic care skills in Chinese nursing students [2]. Traditional teaching methods, as previously employed, primarily rely on curricula and tend to be monotonous, which may result in lower motivation and a lack of significant improvement in humanistic care skills among nursing students [3]. Based on these considerations, this paper focuses on middle and high vocational nursing students and analyzes the impact of humanistic care teaching methods on the enhancement of their humanistic care skills in the context of nursing practice. Details are presented below.

2. Materials and Methods

2.1 General Information

From September 2022 to September 2023, 62 middle and high vocational nursing students from our university were randomly selected. They were divided into an observation group and a control group based on different teaching methods, with 31 students in each group. In the observation group, there were 3 male students and 28 female students, aged 18 to 22, with an average age of (20.53 ± 0.67) years. In the control group, there were 2 male students and 29 female students, aged 18 to 23, with an average age of (20.53 ± 0.83) years. There were no significant differences in the general information of the two groups, with a p-value greater than 0.05. The study followed the principle of informed consent, providing detailed information about the experiment to the nursing students and obtaining their consent before implementation. There were no resignations or job changes during the study.

2.2 Methods

Control Group: Regular nursing skills training based on clinical cases, with periodic supervision of nursing students' learning progress.

Observation Group: Practical training of caring nursing model based on humanistic care theory.

(1) Training of practical teaching instructors in humanistic care-related content, primarily including empathy and care theories, and practical skills, spanning a 60-day training period.

(2) Setting Teaching Objectives: The teaching objectives were divided into several domains, including cognition, skills, and attitudes. Practical teaching instructors determined the teaching themes and objectives based on the nursing students' existing knowledge of humanistic care. To illustrate, using "suctioning" as an example: Cognitive and skill objectives focused on understanding the necessary technical skills and humanistic care requirements according to the patient's actual condition. Attitudinal objectives emphasized maintaining empathy, caring for the patient, and applying corresponding humanistic care throughout the entire process of suctioning—before, during, and after.

(3) Humanistic Care Teaching: ① Knowledge Teaching: Theoretical humanistic nursing knowledge was delivered through online lectures, covering topics such as humanistic care nursing theory and practice standards. One class per week, with an opportunity for students to discuss their learning experiences at the end of each week. ② Demonstration Teaching: a. Demonstrations of Caring Actions: Demonstrations, assessments, analysis, summaries, and reflections. For example, how to instruct a patient to cough properly involved teacher-patient communication, step-by-step instructions, assistance in positioning, maintaining warmth, encouraging the patient to follow the steps, observing for sputum, assisting with mouth care, asking about any discomfort, and providing assistance. After the operation, nursing students were required to analyze the various humanistic care aspects involved in the process and reflect on how to integrate this concept into practice. b. Student Practice and Experience: Nursing students practiced, provided feedback, and shared insights. For instance, after the teacher's demonstration, students expressed their thoughts, engaged in role-play based on various scenarios, experienced the different care needs of various roles, and deepened their understanding of humanistic care through role-switching role-play. The teacher then evaluated the students' performance, and nursing students engaged in further learning and reflection. c. Sharing Caring Stories: Regularly organized themed story-sharing sessions for interactive sharing of experiences and feelings.

(4) Summarizing the Caring Process: After nursing students completed their practice exercises, they summarized and reflected on them from the perspectives of theoretical instruction, demonstration, role-switching, etc. The teacher provided feedback.

(5) Teaching Assessment: After teaching, nursing students were assessed, and a comprehensive objective evaluation was conducted based on the assessment results. Nursing students who did not pass the assessment received focused guidance until they passed.

2.3 Observation Indicators and Standard Judgment

(1) Observation of Scores for Both Groups of Nursing Students: This includes theoretical grades and practical skills, with a total score of 100. Higher scores indicate better theoretical and practical skills in nursing students.

(2) Observation of Humanistic Care Abilities in Both Groups of Nursing Students: The Care Ability Inventory (CAI) was used to assess humanistic care abilities. It includes three dimensions: understanding, patience, and courage, with a total of 37 items. The Likert 7-level scoring method was applied, with a total score range of 37 to 259. Higher scores indicate stronger humanistic care abilities.

2.4 Statistical Methods

Statistical analysis was conducted using SPSS version 26.0 software. Quantitative data were expressed as (false±s), and t-tests were employed. Categorical data were presented as percentages (%). Statistical results indicating $p < 0.05$ were considered statistically significant, demonstrating a meaningful difference between the two groups.

3. Results

3.1 Comparison of Scores between the Two Groups of Nursing Students

The results showed that before the start of the course, there were no significant differences in theoretical scores and practical skill ratings between the two groups of nursing students, with $p > 0.05$. However, after the course, the observation group exhibited a significant increase in both humanistic care theory scores and practical skill ratings compared to the control group, with $p < 0.05$, as shown in Table 1.

Table 1. Comparison of Scores between the Two Groups of Nursing Students ($\bar{x}\pm s$, points)

Group	Number	Theoretical Scores		Practical Skills	
		Before the Course	After the Course	Before the Course	After the Course
Observation Group	31	52.13±2.17	89.29±5.21	60.13±1.79	92.31±5.21
Control Group	31	52.19±2.25	80.51±5.35	60.17±1.91	81.61±5.29
T Value	-	0.107	6.546	0.085	8.024
P Value	-	0.915	<0.001	0.932	<0.001

3.2 Comparison of Humanistic Care Abilities between the Two Groups

The results revealed that there were no differences in humanistic care ability scores between the two groups of nursing students before the course, with $p>0.05$. However, after the course, the observation group of nursing students had significantly higher humanistic care ability scores compared to the control group, with $p<0.05$, as presented in Table 2.

Table 2. Comparison of Humanistic Care Abilities between the Two Groups ($\bar{x}\pm s$, points)

Group	Number	Understanding		Patience		Courage	
		Before the Course	After the Course	Before the Course	After the Course	Before the Course	After the Course
Observation Group	31	60.61±7.35	82.31±6.13	50.35±2.27	60.41±5.89	52.31±2.41	67.35±7.43
Control Group	31	60.59±7.21	70.41±7.59	50.31±2.33	55.91±6.25	52.35±2.51	59.27±6.73
T Value	-	0.011	6.791	0.068	2.917	0.064	4.488
P Value	-	0.991	<0.001	0.946	0.005	0.949	<0.001

4. Discussion

With continuous advancements and improvements in medical care, there has been a shift in nursing philosophy. The demand for high-quality nursing care has also increased. In this context, on-campus education serves as a critical starting point for nursing students. If the quality of education is not high, it can directly impact the effectiveness of clinical nursing care. Therefore, an effective teaching model has a significant impact on educational quality. Humanistic care is not only a societal need but also a requirement for the development of new medical and nursing models. In today's high-tech healthcare facilities, while technical expertise is crucial, there is an increasing need to strengthen the "patient-centered" humanistic care philosophy. Students are the future of the healthcare industry and the successors of nursing education. Gradually applying a patient-centered care service philosophy to various aspects of nursing work is vital. At this point, professional instructors should also change their traditional mindset, lead by example, and inspire students to understand and actively practice humanistic care. The study shows that the observation group of nursing students scored significantly higher than the control group ($p<0.05$), indicating that the humanistic care teaching model can effectively enhance the humanistic care awareness and capabilities of nursing students. The reasons for this improvement may include the promotion of communication between teachers and students, which motivates nursing students to be more engaged in their learning. It also corrects misconceptions about nursing careers, demonstrating care and concern for students' work and lives, which fosters a sense of warmth and support [4]. Providing humanistic care to nursing students fulfills their emotional and spiritual needs, ultimately increasing their sense of responsibility [5].

In addition to providing care and support to students, the main reason for improving the humanistic care abilities of nursing students in practical teaching is the focus on thinking about and practicing humanistic care in clinical cases. Humanistic care teaching primarily emphasizes practice and perception. It first requires nursing students to learn humanistic care theory, and then practical teaching instructors provide demonstrations, integrating the concept of humanistic care with practice, sharing relevant nursing cases, encouraging students to share their stories, and allowing nursing students to gain a deep understanding of the role and purpose of humanistic care [7]. Involving nursing students in clinical practice helps them better understand their roles and guides them to provide humanistic care to patients, fostering positive patient relationships. This also contributes to the enhancement of nursing students' comprehensive skills [8].

It's noteworthy that the quality of humanistic care teaching is directly proportional to the humanistic care abilities of nursing students. In this study, the instructors received training in the humanistic care system, which aimed to improve their knowledge and skills in humanistic care through diverse training methods. This, in turn, enabled them to instill the

philosophy of humanistic care and apply humanistic care skills during the teaching process. During practical teaching, leading by example in providing care allows nursing students to reflect, gain insights, and recognize the importance of care, thereby motivating them to be more proactive and improving their caring abilities [6]. In future research, it may be beneficial to further explore and refine the integration of humanistic care elements in various clinical nursing fields, clinical nursing cases, and scenarios. This can enhance the application capabilities of nursing students and broaden their clinical thinking perspectives during the teaching process.

In summary, the use of a humanistic care teaching model in nursing practical courses significantly improves the theoretical knowledge, practical skills, and humanistic care abilities of nursing students, making it an approach that can be widely applied.

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