

Exploration on Teaching Model Reform of First Aid Nursing in Higher Vocational Colleges Oriented by Volunteer Service

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Abstract: With the steady advancement of public emergency response undertakings, unexpected injuries and illnesses occurring in various public settings, welfare events and community daily environments have been on the rise year by year, which generates growing social demands for professional prehospital emergency care services. First aid nursing teaching in higher vocational colleges undertakes the core task of fostering emergency rescue competencies among nursing students, and its teaching effectiveness bears on the overall quality of public emergency service teams. Conventional first aid nursing teaching relies on campus textbooks and simulation training, mostly focusing on in-hospital clinical treatment. Its training scenarios remain idealized and fixed, creating a clear gap with real-world volunteer rescue contexts such as outdoor sites, communities and large-scale events. Though students can proficiently follow standardized operating procedures, they frequently show inadequate on-site adaptability and narrow thinking for field management when confronted with complicated surroundings, public disturbances and variable injury conditions. Promoting teaching model reform under the guidance of volunteer service can reorganize talent training logic, optimize classroom implementation forms and practical training systems. It aligns teaching activities with real-life social welfare rescue situations, enhances students' comprehensive on-site rescue capabilities, and cultivates high-vocational nursing talents who can satisfy job requirements within public emergency services.

Keywords: volunteer service; high-vocational nursing; first aid nursing; teaching reform

1. Introduction

As public safety awareness gains popularity across society, volunteer programs covering grassroots emergency rescue, public welfare medical support and community health services have been continuously implemented [1]. Professional nursing staff have become a vital pillar of the social emergency service system. Skilled talents cultivated by high-vocational nursing majors are expected not only to satisfy in-hospital clinical nursing criteria but also to take part in diverse social emergency support assignments, whose career prospects are gradually extending toward public service sectors.

The traditional first aid nursing teaching system centers on theoretical lectures, on-campus practical training and standardized assessments. Its teaching content emphasizes specialized clinical treatment protocols while giving limited coverage to prehospital on-site rescue and interventions for public welfare scenarios. Such rigid teaching mode results in a narrow competency structure for students. Their on-the-spot psychological resilience, on-site coordination and public communication skills fail to receive sufficient practice, making it difficult for them to adapt rapidly when participating in volunteer services. Carrying out teaching reform in accordance with contextual features and competency standards of volunteer service can expand the educational boundary of first aid nursing teaching, align the teaching system with developmental trends of social public services, and improve the multidimensional competency framework of high-vocational nursing students.

2. Reshaping Talent Training Logic Based on Public Welfare Scenarios

Traditional first aid nursing teaching is designed around in-hospital clinical treatment, with its overall educational mindset concentrated on standardized rescue workflows inside medical institutions and priority given to in-hospital patient rehabilitation and specialized therapeutic standards. While this training logic fits clinical job responsibilities well, it differs substantially from on-site operational logic in social volunteer-driven first aid practices.

Emergency rescue within volunteer services generally takes place in non-medical environments characterized by limited equipment, complicated surroundings and diverse crowds. Rescue priorities lie in saving lives at the scene, stabilizing injury conditions, risk prevention and crowd guidance. Teaching reform readjusts the overarching talent training logic, breaking free from the narrow perspective of clinical treatment alone. Prehospital emergency assistance, public site rescue and public welfare-oriented on-site interventions are incorporated into top-level teaching design. Teaching procedures go beyond mere operational specifications and attach equal importance to context assessment, rescue priority sorting, on-site stakeholder coordination and guidance for untrained bystanders — essential capacities for public welfare rescue settings [1].

The revised educational thinking bridges classroom instruction with realworld volunteer service practices, shifting students' perspective from hospitalbased specialized treatment toward generalized public emergency response. Teaching modules are restructured centering on prehospital rescue essentials. Redundant content concerning refined inhospital specialized treatment is streamlined, whereas coping strategies for settings with minimal or simple equipment are supplemented. Such adjustments help students adapt to complicated publicwelfare rescue contexts and eliminate mindset constraints brought by rigid standardized drills.

3. Implementing Differentiated Teaching According to Stratified Learning Profiles

Highervocational nursing students show prominent individual disparities in prior academic foundation, hands on proficiency and psychological stability in urgent situations. Uniform teaching arrangements cannot match the personalized growth pace of every learner. Students with weaker foundations tend to grasp complex firstaid protocols slowly and suffer poor psychological endurance, so they struggle with unexpected events in volunteer contexts. By contrast, capable students may hit a competency bottleneck under repetitive unified drills, with their rescue potential left untapped.

Targeting competency requirements of volunteer service, stratified teaching is carried out based on learners' profiles. Students are grouped into different growth tiers according to their operational mastery, theoretical command and onsite performance. For learners with insufficient hands on competence, classroom sessions stress the polishing of basic firstaid movements and consolidation of fundamental workflows to build solid foundational capabilities for publicwelfare rescue. For students with steady onsite responses and sound basic knowledge, training modules are expanded to cover management of complex injuries, multiscenario rescue simulations and resolution of unforeseen field incidents.[2].

Stratified teaching ensures developmental room for learners at all levels and lifts the overall rescue capacity of the whole class, laying a solid competency foundation for their engagement in diverse volunteer services. Students' classroom performance and progress are dynamically documented, and tiered training contents are updated periodically to match their realtime development, avoiding limitations caused by static grouping.

4. Integrating Humanistic Literacy to Enrich Connotations of Rescue Teaching

Standardized technical performance constitutes the basis of rescue work, yet humanistic communication, onsite comfortgiving and emotional intervention represent critical distinctions between volunteerbased public rescue and inhospital emergency care. Inside medical facilities, comprehensive medical teams and complete equipment are available, and professionals take charge of mood management for patients and family members. In volunteerled public firstaid scenarios, onlookers, injured victims and relatives may fall into intense anxiety and panic. Rescuers must deliver technical interventions meanwhile providing emotional comfort, information explanation and onsite order maintenance.

Traditional firstaid teaching puts excessive emphasis on skill training while allocating insufficient class hours to humanistic communication and onsite emotion handling. Consequently, many students master solid technical skills but remain deficient in communication competence. Teaching reform embeds humanistic firstaid literacy, publicservice etiquette, onsite emotional intervention and public communication skills into routine teaching alongside technical drills. Simulated situations including emotionallydisturbed casualties, anxious family inquiries and restless onlookers are reproduced during practical exercises. Students are guided to master proper verbal expression, comfortgiving approaches and crowdmanagement strategies, so that firstaid teaching combines technical professionalism with humanistic service awareness. Simulations revolving around publicscene communication cases are regularly arranged to help students adopt concise, professional and gentle communication styles consistent with service attributes of publicwelfare rescue and enhance their comprehensive rescue literacy.

5. Establishing Integrated Learningtraining Mechanisms to Extend Competency Development Cycles

Competent firstaid capacity requires longterm continuous practice. Shortterm concentrated classroom instruction cannot sustain stable mastery of rescue skills. Quite a number of students perform perfectly during inclass drills but suffer forgotten procedures, workflow confusion and careless details after intervals. Their insufficient skill stability fails to satisfy the oncall work demands of volunteer services.

The reform constructs a connected learningtraining system that links classroom acquisition, afterclass consolidation and field practice, extending students' competencybuilding timeline and sustaining skill proficiency. Core knowledge and workflows are systematically covered in class. Selfpractice modules are set up for spare time, allowing students to review movements and refine details using campus training facilities. Relying on campus publicwelfare activities, community

lectures and emergency drills, students get involved in auxiliary rescue, health popularization and onsite security tasks. Their rescue habits and onsite mental quality are consolidated through continuous participation.[3].

This connected learningtraining mode prevents skill fading caused by shortterm teaching and maintains longterm stability in students' rescue techniques, psychological states and service awareness. Higher vocational colleges cooperate with local publicwelfare organizations to build regular offcampus practice platforms, providing stable external exercise channels. Skill training runs through the whole semester and helps students develop stable professional instincts for emergency rescue.

6. Conclusion

To sum up, traditional firstaid nursing teaching in higher vocational colleges falls behind rescue criteria for social volunteer services in terms of training logic, teaching arrangements, educational connotation and competencydevelopment cycles. Its talenttraining mode tends to be overly techniqueoriented, simplistic and shortterm, making it inadequate for the developmental needs of publicwelfare emergency services.

Reshaping teaching logic oriented toward publicwelfare contexts, applying stratified teaching arrangements, incorporating humanistic literacy education and building longterm integrated learningtraining systems can comprehensively optimize the firstaid nursing teaching model. Teaching contents, forms and competency frameworks can be better adapted to job features of volunteer service. The proposed reform path promotes parallel improvement in students' firstaid techniques, onsite resilience and service awareness, cultivating highcaliber nursing talents fit for public emergency contexts. In future teaching, instructional details can be further optimized according to differentiated requirements from various publicwelfare rescue scenarios, so as to continuously perfect the talenttraining system for highervocational firstaid nursing.

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