

Discussion on Nursing Talent Training Based on Job Competence

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Abstract: This paper systematically explores competency-based nursing education pathways by addressing current challenges in nursing talent development. Through constructing training models, optimizing curriculum systems, innovating teaching methodologies, and refining assessment mechanisms, the study aims to precisely align with clinical needs while resolving the disconnect between theory and practice inherent in traditional training models. The research provides actionable references for educational institutions to cultivate high-quality, practice-oriented nursing professionals.

Keywords: job competency, nursing talents, training mode

1. Introduction

With the deepening of healthcare system reform, the advancement of the China health strategy, and the intensification of population aging, the field of nursing services continues to expand, with service models shifting toward a "patient-centered" approach, which imposes higher demands on the job competencies of nursing professionals. Traditional models of nursing talent cultivation have many limitations and struggle to meet the modern clinical demand for interdisciplinary nursing professionals. Building a nursing talent cultivation system oriented toward job competencies has become a core issue in nursing education reform.

2. The connotation and value of job competence in the cultivation of nursing talents

Job competence is the comprehensive knowledge, skills, abilities and professional traits that nursing staff need to perform well in their positions and achieve outstanding performance. Its core areas include professional knowledge, clinical skills, critical thinking, nurse-patient communication, teamwork and professional ethics, etc. Integrating this concept into the training of nursing talents can precisely meet the actual needs of medical institutions, shorten the adaptation period of graduates, and reduce the cost of pre-job training. Clarify teaching objectives, optimize teaching resources, promote systematic innovation in teaching content, methods and assessment, and enhance the pertinence and effectiveness of education; At the same time, it helps nursing staff build a sustainable professional competence system, adapt to the trend of professionalization and diversification in the industry, and enhance their professional competitiveness and development potential^[1].

3. The Current Situation and Problems of Nursing Talent Cultivation Based on Job Competency

3.1 The positioning of the training objectives is ambiguous

The training objectives of some nursing colleges still remain at the level of "imparting professional knowledge and skills", without fully integrating the specific demands of different positions. They do not attach sufficient importance to non-skill competency elements such as critical thinking, humanistic care, and cross-cultural communication. The training objectives lack stratified and classified design, and fail to form differentiated ability cultivation focuses based on the

positioning of different educational levels, resulting in uneven job competence among graduates and making it difficult for them to quickly adapt to the diverse requirements of nursing positions.

3.2 The curriculum system is set up unreasonably

The traditional curriculum system is centered on disciplines, lacking organic integration among courses. There are problems such as repetitive content and fragmented knowledge. The connection between basic courses and specialized courses is not smooth, and the disconnection between theoretical teaching and clinical practice is prominent. The curriculum design is not fully aligned with the core dimensions of job competency, and job-specific courses are missing or account for insufficient proportion.

3.3 Teaching methods and practical models lag behind

In the teaching process, traditional indoctrination teaching still dominates. Interactive teaching methods such as case teaching, scenario simulation, and group discussion are not fully or deeply applied, making it difficult to stimulate students' learning initiative and creativity. The practical teaching links lack systematic design, and the depth of cooperation between institutions is insufficient. Clinical internships are mostly based on observation and learning, as well as auxiliary operations. Students lack the opportunity to independently assess their conditions, formulate nursing plans, and handle unexpected problems, resulting in a low efficiency in converting theoretical knowledge into practical abilities and making it difficult to form comprehensive competence that meets job requirements^[2].

3.4 The assessment and evaluation system is not sound

The current assessment methods still mainly rely on summative evaluation, focusing on the examination of theoretical knowledge memory and proficiency in basic operational skills. It is difficult to conduct a comprehensive and objective evaluation of students' clinical comprehensive abilities, critical thinking, communication and collaboration skills, as well as professional qualities. The assessment content is not closely integrated with the actual work of clinical positions, lacks the examination of problem-solving abilities in real nursing scenarios, and has not formed a diversified assessment system that runs through the entire teaching process. It is impossible to timely feedback the effect of job competency cultivation and it is also difficult to effectively guide students to focus on the improvement of comprehensive abilities.

4. Implementation Strategies for Nursing Talent Cultivation Based on Job Competency

4.1 Clarify and precisely define the training objectives

Nursing programs in colleges and universities should collaborate with medical institutions and industry experts to conduct in-depth analyses of the core competence requirements for different nursing positions, and formulate stratified and categorized training objectives in line with the educational levels. At the higher vocational level, emphasis is placed on clinical operation and adaptability to basic positions. At the undergraduate level, comprehensive nursing, critical thinking and initial management skills are strengthened. Professional master's degrees highlight specialized nursing and teaching and research capabilities^[3]. Specialized directions such as high-altitude nursing need to supplement corresponding professional skills. All levels should attach importance to the cultivation of professional qualities, emphasizing respect for life, care for patients, and being rigorous and pragmatic, so as to achieve both moral and professional development.

4.2 Build a modular curriculum system

Modular courses are constructed around job competence, with four major modules set up: basic medicine, professional nursing, job characteristics and professional qualities. The basic modules cover fundamental medical knowledge such as human anatomy and physiology, laying a solid foundation for professional learning. The professional modules include core courses such as internal medicine, surgery, gynecology, and pediatrics, strengthening the integration of knowledge and skills. The job feature module is set up with contents such as rehabilitation nursing, emergency and critical care nursing, and basic knowledge of plateau medicine according to the demand, to enhance the pertinence of the positions. The literacy module integrates contents such as nursing ethics, communication skills, psychological care, and career planning to cultivate non-skill competencies. Optimize the proportion of theoretical and practical teaching, increase practical class hours, organically combine observation, internship and classroom teaching, achieve the integration of learning, observation and internship, and promote the transformation of knowledge into practice.

4.3 Innovate diversified teaching methods

Break through the limitations of traditional teaching models and adopt diversified teaching methods to enhance teaching effectiveness. The case teaching method guides students to analyze their conditions and formulate nursing plans through typical clinical cases, cultivating critical thinking. The scenario simulation method uses standardized patients and simulation equipment to reproduce clinical scenarios, training communication and emergency response capabilities. Group discussion and project-based learning methods cultivate teamwork and autonomous learning abilities. Integrated theoretical and practical teaching realizes "learning by doing and doing by learning", enhancing the efficiency of knowledge transformation. The specialized nursing direction innovates teaching models in line with the characteristics of the positions. For instance, the high-altitude nursing adopts the "case + experiment + clinical internship" model to strengthen the training of specialized skills. At the same time, we will build high-quality courses and share resources through online platforms to meet personalized learning needs.

4.4 Improve the scientific assessment and evaluation system

Establish a diversified assessment system of "process + end" centered on job competency. Process evaluation covers classroom performance, phased tests, practical operations, internship performance, etc., comprehensively tracking the learning process. The summative assessment adopts the Objective Structured Clinical Examination (OSCE), setting up examination stations such as inquiry, nursing diagnosis, and skill operation to comprehensively evaluate clinical ability. The assessment content covers dimensions such as knowledge, skills, and qualities, and introduces multi-subject evaluations from instructors, peers, and oneself to ensure the objectivity and comprehensiveness of the results. Timely feed back the assessment results to the students, guide them to make targeted improvements, and continuously enhance their job competence.

4.5 Deepen the collaborative training mechanism among institutions of higher learning

Establish a long-term mechanism for "integration of medical care and education and collaborative education", and strengthen the supporting role of cooperation between institutions of higher learning. Colleges and medical institutions jointly formulate training programs, optimize curriculum Settings, and form teaching teams. Hospitals select key nurses to participate in teaching, and college teachers go to hospitals for further studies, achieving two-way exchanges and improvements in teaching staff. Jointly build high-standard practice bases, arrange for students to participate in practical work such as responsib-based nursing, nursing ward rounds, and emergency drills, and accumulate experience and enhance abilities in practice. Cooperate to carry out teaching research, promote the synchronous update of teaching content and clinical practice, adopt an "order-based" training model, and achieve precise matching between talent cultivation and job positions.

Conclusion

In conclusion, the cultivation of nursing talents based on job competence is an inevitable choice to adapt to the development of the industry and improve the quality of education, and it is also an important foundation for ensuring the safety and quality of medical services. By clarifying the precise training objectives, constructing a modular curriculum system, innovating diversified teaching methods, improving scientific assessment and evaluation, and deepening the collaboration between colleges and universities, the drawbacks of the traditional training model can be effectively addressed, the comprehensive competence of nursing talents can be comprehensively enhanced, and the seamless connection between nursing education and clinical positions can be achieved. In the future, nursing colleges and universities need to continuously optimize their training programs in light of their own realities and regional demands, providing solid support of nursing talents for the construction of a Healthy China.

References

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