

# Reform and Practice of the Course Evaluation System for Nursing Major in Vocational Colleges

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**Abstract:** With the continuous development of modern nursing science, the demand for nursing professionals is increasing day by day. As an important means to measure students' learning results and ability level, the rationality and effectiveness of the nursing curriculum assessment system directly affect the training quality of nursing talents. In today's complex healthcare environment, nurses need not only solid professional knowledge, but also good human literacy, effective communication skills, keen clinical thinking, and innovative and critical thinking skills. Therefore, reforming the assessment system of nursing courses and actively exploring effective practice paths have become an inevitable requirement for improving the quality of nursing education and cultivating high-quality nursing talents.

**Keywords:** nursing major, appraisal system reform, practical countermeasures

## Introduction

Vocational colleges focus on cultivating skilled workers who can quickly adapt to the front-line nursing positions and emphasize professional ethics and job adaptability. However, the current evaluation system for nursing majors in vocational colleges is mostly traditional, and it is unable to accurately assess the students' abilities in practical skills and professional ethics. Reforming the evaluation system to include multiple types of ability assessments and innovating the evaluation methods can help accurately measure the students' abilities and meet the needs of vocational college talent cultivation. The main content of nursing curriculum reform includes the reform of content of assessment (such as increasing clinical thinking ability, humanistic literacy, communication ability, innovation ability and critical thinking assessment) and the reform of assessment forms (combining formative and terminal assessment, and innovating theoretical and practical assessment forms). At the same time, the reform measures in practice, such as strengthening the training of teachers, optimizing the allocation of resources, guiding students and so on. pass reform and practice, the aim is to improve the science, comprehensiveness and effectiveness of nursing curriculum assessment, in order to better train professionals to meet the needs of modern nursing.

## 1. The basic principles of reforming the curriculum examination system in nursing specialty of vocational colleges

### 1.1 Scientific principle

The scientific principle in the reform of nursing curriculum assessment system is first reflected in the setting of assessment objectives. The target should be closely around the nursing professional talent training objectives, covering nursing knowledge, skills, attitudes and other aspects. For example, in terms of nursing practice skills, the goal should clarify the proficiency requirements of different operational skills, and accurately connect with the needs of clinical practical nursing work, so as to ensure that the assessment goal can comprehensively and accurately reflect the professional

quality that students should have, and avoid the blindness and arbitrariness of goal setting. The content should be based on the scientific nursing knowledge system. It should not only include the application of basic medical knowledge in nursing, such as anatomy, physiology knowledge and the association of nursing operations, but also cover the knowledge and skills in various fields of clinical nursing, such as internal medicine, surgery, obstetrics and gynecology, pediatrics and other specialized nursing content. At the same time, the selection of content should follow the development law of nursing discipline, and timely incorporate new nursing concepts, technologies and research results, such as the assessment of evidence-based nursing knowledge, to ensure that the assessment content is scientific and cutting-edge. In the examination method, the scientific requirement according to different examination content to choose the appropriate method. For theoretical knowledge, written tests and online tests can be used to ensure that students' understanding and memory of knowledge can be accurately tested. For the assessment of practical skills, standardized patients, simulated wards and other means are used to make the assessment environment and process as close as possible to the real clinical scenarios. Moreover, the assessment method should be repeatable and verifiable, different examiners using the same method can get similar result, to ensure the reliability of the assessment result.<sup>[1]</sup>

### **1.2 The principle of comprehensiveness**

The principle of comprehensiveness requires that the assessment system cover all nursing students, regardless of grade level, learning ability, or background. Both undergraduate and specialist nursing students should be subject to a unified and comprehensive assessment system. This ensures that all levels and types of students are able to present their learning within a fair framework, and also contributes to a comprehensive understanding of the learning status of the entire nursing student community. The content of the assessment should include all aspects of nursing. It is not only necessary to assess the basic nursing knowledge, such as nursing ethics, basic nursing operations, etc., but also to involve various specialized fields of clinical nursing, such as internal medicine nursing, surgical nursing, obstetrics and gynecology nursing, etc. At the same time, the students' practical ability, communication ability, teamwork ability and the ability to deal with emergencies and other comprehensive qualities should also be assessed to comprehensively assess whether the students have the ability to become qualified nursing staff. The principle of comprehensiveness is reflected in the assessment process throughout the entire learning cycle. From the beginning of the course preview, classroom study, after-class review to the practice stage, there should be corresponding assessment links. For example, in the preview stage can be set up a simple preview test, classroom learning has classroom performance assessment, after class review has homework assessment, practice stage has practice performance assessment and so on. Such comprehensive throughout the assessment process can dynamically reflect the students' learning progress, avoid disposable appraisal one-sidedness.<sup>[2]</sup>

### **1.3 Feasibility principle**

Under the feasibility principle, the evaluation system reform should consider the availability of resources. No matter the teaching materials and test banks needed for theoretical assessment, or the resources such as laboratories and simulation equipment used for practical assessment, they should be easy to obtain. For example, if the practical skills assessment needs specific high-end simulators, the school or educational institution should have the ability to equip them, and the number should meet the assessment needs of students, otherwise the assessment will be difficult to implement. From the perspective of cost, the reformed assessment system should be in line with the actual economic situation.<sup>[3]</sup> Whether it is the human cost, such as the workload of teachers participating in the assessment, or the material cost, such as the consumption of assessment materials and equipment, should be within the affordable range. The assessment cost should not be too high, resulting in educational institutions or schools are difficult to bear, thus affecting the normal operation of the assessment system. The implementation process of assessment should be simple and easy. The Standard of assessment should be clear and clear, easy for teachers to judge accurately and easy for students to understand. For example, the operation steps and scoring rules of the practical assessment should be detailed and specific, and avoid ambiguous expressions, so that teachers can organize the assessment efficiently and students can clearly know the assessment requirements and make preparations.

## **2. The reform of curriculum examination content in nursing specialty of vocational colleges**

### **2.1 Increasing the assessment of clinical thinking ability**

Increasing the assessment of clinical thinking ability is an important aspect of the reform of content in the assessment of nursing courses. In the assessment, cases analyzed topics can be set to present real clinical scenarios, requiring students to analyze conditions and propose nursing diagnosis and plans. Assessment of simulated clinical scenarios is also indispensable, such as decision-making in the face of emergency situations in simulated wards. This helps students to connect theoretical knowledge with practical nursing work, learn to think about patient care issues from a holistic and dynamic perspective, and improve students' ability to think independently, make accurate judgments and effectively solve problems in a complex clinical environment<sup>[4]</sup>.

### **2.2 Strengthening the assessment of practical skills**

Increasing the assessment of clinical thinking ability is of great significance in the reform of nursing curriculum assessment. It can be achieved in many ways, such as giving the patient's symptoms, medical history and other information, so that students can infer possible diseases and plan nursing protocol. It is also possible to set up a complex situation with multiple medical conditions and test students' ability to weigh care priorities. Using the virtual case, students need to adjust their nursing strategy according to the development of the disease. This not only promotes in-depth understanding of knowledge, but also enables students to think as if they were in a real clinical environment, improving their ability to analyze and solve practical nursing problems.

### **2.3 Including the assessment of humanistic literacy and communication ability**

It is very important to include humanistic quality and communication ability in the reform of content of nursing professional assessment. We can design relevant assessment situations, such as simulated dialogue scenarios between patients and nurses, to test students' communication skills, affinity and professionalism of language expression. The evaluation of nurse-patient communication ability includes the effectiveness of listening, responding and information transfer. At the same time, questions involving ethics, cultural differences and other aspects of humanistic literacy are set to see whether students can respect the values and cultural background of patients in nursing work and reflect humanistic care, so as to cultivate well-developed nursing talents.

## **3. The reform of curriculum examination form in nursing specialty of vocational colleges**

### **3.1 The combination of formative assessment and final assessment**

In the reform of assessment forms, the combination of formative assessment and final assessment is the key. Formative assessment covers homework, classroom performance and so on. Homework will help students consolidate knowledge in a timely manner, such as writing a nursing plan. Classroom performance, including participation in discussions and the enthusiasm to answer questions, reflects students' attitude towards learning. Final tests and final exams are tests of overall knowledge. The combination of the two provides a comprehensive assessment of student learning processes and result. For example, students at ordinary times good job performance but failed the final exam, or slack off but the final assault on good at ordinary times, single assessment is not accurate, the binding energy to avoid such defects<sup>[5]</sup>.

### **3.2 Diversification of theoretical assessment forms**

The diversification of theoretical examination forms is an important content of the reform of examination forms of nursing major. Traditional comparative economics exams can be combined with an open-book exam, an open-book exam can inspect students information integration and using ability, such as on the analysis of complex nursing case to answer. Online tests should also be included, which are flexible and efficient, and can be set up in the form of time-limited answers and on-call tests to test students' proficiency and accuracy in mastering knowledge. In addition, assessment forms such as thesis writing can be added to exercise students' comprehensive application of knowledge and logical thinking ability.

## **4. Conclusion**

In conclusion, the reform and practice of curriculum examination system in nursing specialty of vocational colleges is a systematic and complex project. By comprehensively reforming the examination content and form, we can assess students' comprehensive abilities more comprehensively and accurately, thus cultivating professional talents who better meet the needs of modern nursing.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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