

Nursing Professional Training Mode Based on Internet Plus

Xiaojing Qiu^{1*}, Songzeng Ren²

¹School of Nursing, Henan Technical Institute, Zhengzhou 450042, China

²Henan NO.3 Provincial People's Hospital, Zhengzhou 450000, China

*Corresponding Author.

Abstract:

With the popularity of mobile Internet, "Internet plus care" has gradually become the trend of nursing industry. Under the background of "Internet +", nursing talents are required to have the ability of personalized service customization, intelligent nursing construction and management and cross-border ability. This requires colleges and universities to carry out a new nursing talent training mode, including establishing the talent training goal under "Internet +" and integrating information literacy into the nursing curriculum system. Colleges and universities should introduce information-based teaching methods into nursing teaching process and constantly improve teachers' information-based level. This paper studies the training mode of nursing talents under the background of "Internet +" and discusses the training mode. The results have a certain reference value for the training of nursing talents in the digital era.

Keywords: *Internet Plus, Nursing, Sustainable Development, Talent Training*

I. INTRODUCTION

The national nursing development plan (2016-2020) also pointed out [1-2] that during the 13th Five Year Plan period, we should comprehensively carry out the joint development work of combining nursing and education, solve social needs, strive to improve the construction of nursing professionals, actively establish nursing talent teams that meet the needs of the industry, speed up the guidance to provinces and cities and colleges, highlight regional economic characteristics and the development trend of practical teaching to formulate a nursing talent training plan, practical teaching system and connotation construction system in line with the region, reform the nursing talent training mode, revise and improve the nursing talent training plan, implement education and teaching highlighting professional comprehensive ability, improve the nursing talent training system, and comprehensively improve the nursing talent training level [3-5]. The proposal of the new concept of nursing talent training has formulated new standards for the reform, construction and training of nursing professionals [6].

In 2014, the opinions on deepening the reform of clinical medical talent training in collaboration with hospital and education jointly issued by nine departments including national administrative education and

Health pointed out that "we should deepen the reform and pay attention to the construction of standardized and standardized medical talent team" [7-8]. Collaborative training of nursing education in nursing education means that hospitals and schools reach an agreement to jointly train nursing talents, closely combine education and career, set up nursing teaching in education according to the needs of future jobs, combine the working process and learning process, cultivate various skills and abilities engaged in clinical work in the future, so as to achieve the teaching goal idea and paradigm of zero distance connection between colleges and employment units, joint learning, joint construction and sharing [9]. Nursing education collaborative training emphasizes that students enter the real clinical professional field for learning. The purpose of its education is to pursue both "professionalism" and "education", that is, on the one hand, the "seamless" connection between the supply and demand relationship between nursing talents in Colleges and universities and employment units, on the other hand, the educational impact on nursing career and lifelong development [10].

II. MATERIALS AND METHODS

(1) Mode I: The implementation plan of talent training mode

Adopting the cooperative training mode of nursing and education, that is, the reform carried out under the traditional 2 + 1 talent training mode of two years of study in school and one year of clinical practice, which is divided into two stages. The first 1.5 stages (semesters 1, 2 and 3) mainly focus on the cultivation of basic nursing theory and professional quality through classroom teaching and practical teaching; The latter 1.5 stage (semesters 4, 5 and 6) mainly focuses on skill training and on-the-job practice. In the fourth semester, clinical practice learning is mainly carried out by entering the hospital in advance, and clinical teachers teach professional courses and professional development courses to make students understand their job responsibilities, basic skills and due responsibility literacy, establish a "work study alternation" nursing talent training mode, and realize classroom entry into the hospital The teaching form of classroom entering the ward and the teaching mode of integrating theory and practice.

(2) Mode II: The implementation plan of talent training mode

The traditional 2 + 1 mode is adopted, that is, two years of study in school and one year of practice in hospital. The three-year learning process of students lasts for six semesters, of which the first to fourth semesters completely complete all basic courses, basic medical courses and nursing courses in the school; Practice in the hospital in the 5th and 6th semesters, combining theory with practice. Before the formal implementation of this study, 30 students in mode 1 and mode 2 were randomly selected for pre survey. The cronbrch'a coefficient was 0.835, and the internal consistency of the questionnaire was high.

From January to June 2021, the researcher conducted a survey in his unit, with a total of 4 classes. The survey grade was launched in 2020. 225 questionnaires were actually distributed, 217 questionnaires were effectively recovered, and the recovery rate of the questionnaire was 96.4%. After obtaining the consent of the head teacher of the investigated class, the investigators of each class are trained. After training, the

investigators use unified guidelines to explain the purpose, significance and filling requirements of the investigation to the respondents. In this study, the electronic questionnaire was distributed in the form of online questionnaire star. The respondents entered the questionnaire by scanning two microcode through their mobile phone. After answering the electronic questionnaire, they took it back immediately, and the response time was controlled within 20 minutes.

Sort out the recovered questionnaire, check the filling status, eliminate the invalid questionnaire and import it into excel. Input the data into spss17 0 software, the measurement data are described by means and standard deviation, and U-test and one-way ANOVA are used; The counting data are described by rate and composition ratio, and chi square test is used. The application of different teaching methods in different talent training modes is different. The application of on-site teaching method in mode 1 is better than that in mode 2. The difference between the two groups is statistically significant (see Table 1). Among the five teaching methods, the case introduction method has the highest response rate and popularity, as shown in Table 2. Before practice, the average score of students' love for nursing specialty in mode 1 was higher than that in mode 2. The difference between the two groups was statistically significant. After practice, the average score of students' love for nursing major in mode I has no significant difference compared with mode II, as shown in Table 3.

TABLE I. The difference between the two groups

| Test factor | PE(n=51) | | | PC(n=49) | | |
|----------------------|---------------------|--------------------|-------|--------------|--------------|-------|
| | Before intervention | After intervention | P | Pre test | Post test | P |
| Total score | 180.68±21.83 | 143.54±11.08 | 0.01 | 179.28±20.12 | 186.28±20.12 | >0.05 |
| Total average | 2.01±0.29 | 2.11±0.11 | 0.01 | 2.11±0.30 | 2.18±0.35 | >0.05 |
| Indicator 1 | 2.11±0.37 | 2.09±0.18 | >0.05 | 2.13±0.35 | 2.16±0.18 | >0.05 |
| Indicator 2 | 2.05±0.31 | 1.68±0.18 | 0.01 | 2.09±0.32 | 2.13±0.31 | >0.05 |
| Indicator 3 | 1.95±0.29 | 1.44±0.18 | 0.01 | 1.99±0.26 | 1.81±0.19 | >0.05 |
| Indicator 4 | 2.85±0.38 | 2.03±0.24 | 0.01 | 2.79±0.22 | 2.61±0.26 | >0.05 |

TABLE II. The average score of students' love for nursing specialty

| Test factor | PE(n=51) | | | PC(n=49) | | |
|----------------------|---------------------|--------------------|-------|--------------|--------------|-------|
| | Before intervention | After intervention | P | Pre test | Post test | P |
| Total score | 180.68±21.83 | 143.54±11.08 | 0.01 | 179.28±20.12 | 186.28±20.12 | >0.05 |
| Total average | 2.01±0.29 | 2.11±0.11 | 0.01 | 2.11±0.30 | 2.18±0.35 | >0.05 |
| Indicator 1 | 2.17±0.36 | 1.58±0.18 | 0.01 | 2.11±0.31 | 2.15±0.19 | >0.05 |
| Indicator 2 | 2.08±0.53 | 1.39±0.21 | 0.01 | 2.06±0.44 | 2.03±0.51 | >0.05 |
| Indicator 3 | 2.66±0.32 | 1.32±0.15 | 0.001 | 2.67±0.31 | 2.49±0.31 | >0.05 |

TABLE III. Comparison results of two groups

| Test factor | PE(n=51) | | | PC(n=49) | | |
|----------------------|---------------------|--------------------|-------|--------------|--------------|-------|
| | Before intervention | After intervention | P | Pre test | Post test | P |
| Total score | 180.68±21.83 | 143.54±11.08 | 0.01 | 179.28±20.12 | 186.28±20.12 | >0.05 |
| Total average | 2.01±0.29 | 2.11±0.11 | 0.01 | 2.11±0.30 | 2.18±0.35 | >0.05 |
| Indicator 1 | 1.95±0.29 | 1.44±0.18 | 0.01 | 1.99±0.26 | 1.81±0.19 | >0.05 |
| Indicator 2 | 2.54±0.28 | 1.89±0.18 | 0.01 | 2.48±0.25 | 2.46±0.21 | >0.05 |
| Indicator 3 | 1.59±0.20 | 1.51±0.21 | >0.05 | 1.54±0.35 | 1.55±0.31 | >0.05 |
| Indicator 4 | 2.27±0.36 | 2.16±0.13 | >0.05 | 2.26±0.41 | 2.28±0.31 | >0.05 |

III. DISCUSSION

(1) Comparison of nursing students' familiarity with practice environment in different talent training modes

Jonathan's research shows that learning occurs not only in individuals, but also in a multi parallel and integrated situation. Therefore, researchers pay more attention to the learning environment. Dr. Jane herridet of Murdoch University puts forward that authentic learning refers to a teaching method in which learners use knowledge and skills to solve problems in real life. This process will enrich learners' own knowledge and skills and help learners apply their acquired knowledge and skills to practice. This study shows that nursing students in mode 1 have an advantage over mode 2 in their familiarity with the practice environment in clinical practice, and the difference is statistically significant ($P < 0.05$). It can be seen that nursing students in the collaborative talent training mode of nursing education have obvious advantages in learning in the hospital clinical environment earlier. With the continuous development of the medical industry, the nurse patient ratio still can not meet the requirements of the national health and Family Planning Commission. The hospital requires new nurses to quickly adapt to the clinical working environment and achieve accurate professional docking.

Although new nurses have certain professional knowledge and skills, their transformation from students to nurses is a very difficult process. They face various obstacles in adapting to the working environment. Lack of clinical experience may lead to their lack of confidence in their skills. Through the implementation of the collaborative training mode of nursing education, an education mode combining hospital practical training and school theory has been formed. By setting up the classroom in the hospital, students can perceptually and intuitively understand and contact the hospital clinical environment, which is conducive to lay the foundation for nursing students to officially enter the clinical practice, understand the operation of the hospital, quickly adapt to the clinical environment and smoothly change the role from nursing students to internship nurses, Pay close attention to the current nursing curriculum and improve the students' thinking of their own specialty. In the whole learning process, nursing students are personally involved, directly exposed to the nursing environment and taught by clinical nursing teachers. At the same time, they have the opportunity to apply the learned nursing knowledge and skills to the real nursing environment, which makes up for the defect of nursing students learning professional nursing knowledge

without understanding the clinical background in the traditional talent training mode. In this way, nursing students are provided with practice opportunities before officially entering the practice. Compared with nursing students in the traditional mode, they are more confident and have strong practical ability, shorten the time to adapt to the environment and increase the opportunity of practice. Therefore, the authentic clinical teaching environment provides internalized conditions for nursing students to better realize the transfer of knowledge and the skills needed to solve problems in the future, so as to obtain their own development.

(2) Comparison of learning attitude of nursing students in different talent training modes

Learning attitude reflects the attitude of the learning object to actively participate in the learning process, reflects the goal and pertinence of learning in a certain period, and the will and emotion to achieve the learning goal through the self-discipline of the learning object. Learning attitude is the concrete embodiment of learners' initiative, making self-adjustment and achieving learning goals, so as to control knowledge and skills. Although the main factors affecting learning attitude come from students' values, learning objectives and learning motivation. The survey found that higher vocational college students themselves have poor active learning ability and unclear learning motivation. Most of them do not pay attention to self-improvement. Learning needs active participation. They should have the initiative and pertinence of self-discipline and self exploration, and be flexible and master certain learning methods. Learners need to understand and understand knowledge and skills through themselves. In the process of school education, the important role of learning attitude is obvious. The subject learning in the classroom is generally simple knowledge learning. Even in such a typical cognitive process, it also includes extremely complex psychological activities, and individuals are also involved in this cognitive process with overall spiritual activities; The results of learning often depend on learners' attitudes towards themselves, teachers, the future and even life itself. Psychologist Zhu Zhixian proposed that learners must have a correct learning attitude psychologically and have a sense of identity with learning.

J.S. Bruner, an American psychologist and educator, once proposed that students must learn a general attitude towards science and literature as the basis for developing an understanding of problem solving and the relationship between concepts. The results of this study show that the two groups of nursing students operate practical learning attitude under two talent training modes, and there is no significant difference between mode 1 and mode 2. Compared with the quality evaluation of the two talent training modes, the final learning effect of learners and the assessment and evaluation method of practical training are the same, which does not highlight the assessment of nursing teaching collaborative training practical ability. Therefore, the investigated nursing students' learning attitude is generally poor. Only by paying more attention to the results of practical operation, can they learn clinical nursing knowledge with a positive learning attitude, and the assessment of practical results also deserves the attention of school educators and clinical experts. How to assess can they meet the actual clinical requirements.

(3) Comparison of the application of teachers' teaching methods in different talent training modes

The on-site teaching method is an educational model that combines learning and work, so as to improve students' comprehensive quality and employability. The research shows that by comparing the two talent training modes and the five nursing teaching methods, it can be found that the on-site teaching method of mode 1 is better than that of mode 2, and the difference is statistically significant ($P < 0.05$). Higher vocational education focuses on the word "Vocational", that is, it has professional characteristics

and requires strong vocational and technical ability, practical ability and practical experience.

From the perspective of the on-site teaching method of College cooperative education in our university, there are still many problems and deficiencies. First of all, the number of class hours in classroom teaching is more than that in clinical practice skill teaching. The theoretical module and practice mode cannot be effectively connected, and practice teaching has not been paid enough attention. Whether in teaching objectives, contents and methods, students can not realize the mutual integration of ideas, contents, methods and procedures with post work. Secondly, the practice teaching method can not implement open teaching. It only focuses on the standardized and accurate operating procedures of the basic skills of nursing specialty for students, so that students can not experience the professional characteristics in the process of practice, and can not deal with the difficulties and problems in the face of the actual clinical situation in time, resulting in the mechanical performance of students in the clinical process, lack of flexibility and innovation ability. Method innovation is an innovation directly applied to teaching. Students feel the most direct and specific, and the effect is the most obvious. Under the guidance of on-the-spot teaching environment, it is important for teachers to understand the basic thinking and thinking skills of students, and master the basic teaching methods of on-the-spot nursing under the guidance of on-the-spot teaching environment.

The on-site teaching method allows the real service objects to enter the vision of nursing students. Compared with the previous simulated situational teaching in the school, nursing students can obtain intuitive learning materials through observation and communication in the process of real situational drilling and on-site teaching, so as to train nursing students to go to clinical nursing posts in the future, apply nursing procedures to carry out the basic knowledge and basic skill operation required by nursing in clinical practice, and understand the physiology and function of patients Psychological characteristics, closely observe the patient's condition changes, communicate with the patient, cultivate the emotion of loving the nursing career, and understand the basic responsibilities of nurses. It is different from the indoctrination teaching method existing in the traditional talent training mode. It can enable students to observe while learning, so as to understand the concept and principle of basic nursing technology, summarize methods and experience in practice, and cultivate professional behavior and norms, Lay a solid foundation of knowledge, technology and ability for future employment. In the survey, among the teaching methods used by full-time teachers and clinical teachers outside the school, the case introduction method is the most used. It can be seen that real cases are very important for nursing clinical courses.

(4) Comparison of teachers' teaching contents in different talent training modes

The research shows that the teaching content of the traditional talent training mode lags behind the teaching content of the modern talent training mode, and can not solve the problem corresponding to the practical teaching goal and the nursing talent training goal. For example, the standard test method of central venous pressure of critically ill patients, the sample collection of arterial blood gas analysis and other nursing skills commonly used in class II class A hospitals, the use of gastric lavage machine, the use of infusion pump and other medical equipment and instruments, and other practical teaching contents can not be incorporated into classroom teaching, but can only be taught to students through teachers' theoretical teaching, so that students can not understand the actual situation in the clinical process, Therefore, the teaching content is an important way to impart theoretical knowledge and cultivate professional skills. The teaching content should pay attention to its scientificity, professionalism,

practicality and operability, strive to fully advance the practical teaching content, and avoid the disconnection between students' knowledge structure and skill operation and actual clinical practice. When formulating relevant teaching content, teachers should create specific professional scenes for cultivating comprehensive learning ability, We should not only meet the requirements of professional qualification for ability, but also cultivate students' professional transfer ability to meet the requirements of future career, establish experiential teaching content in the real environment, create situational teaching content consistent with the clinical working environment for students, realize the integration of theoretical and practical teaching, and realize the unity of students' autonomy and sociality.

This study shows that comparing the teaching contents of teachers with different talent training modes, it can be found that the teaching contents of mode 1 are better than those of mode 2, and the difference is statistically significant ($P < 0.05$). The lack of clinical case teaching resources is the current situation of the lack of nursing teaching content. To update the teaching content, clinical teaching materials are the primary factor. The mode of Nursing Education Collaborative Training of talents is mainly through the implementation of teaching, case-based teaching and situational teaching methods by teachers in the teaching process, so as to fully and timely enjoy the clinical case teaching, so that students can intuitively learn the knowledge points of clinical nursing work. On site teaching is also affected by the social environment. Driven by the medical reform, patients' awareness of safeguarding their rights is increasing day by day. Medical teaching activities under the background of medical reform must be carried out in maintaining the relationship with patients. In recent years, clinical medical disputes continue to occur, and the doctor-patient relationship once fell into a tense situation, which increased the difficulty of on-site teaching to a certain extent. In order to avoid the risk of medical disputes, many hospitals often restrict clinical teaching. There are also patients who reject nursing students. They refuse cooperative teaching for various reasons, which hinders the practice opportunities of nursing students. In addition, clinical teachers have not received the training of systematic pedagogy theory, lack the guidance of modern educational theory, and still teach by experience according to the traditional method of theory before practice. The classroom atmosphere is still rigid and boring, and they can not teach students flexibly and according to their aptitude, so that students can not understand the basic knowledge and skills required by clinic, and can not master the physiological and psychological characteristics of patients and the requirements of treatment and rehabilitation, Provide patients with holistic physical and mental nursing ability.

III. CONCLUSION

Since 2014, the State Council has studied, formulated and issued the decision on accelerating the development of modern vocational education, which clearly stipulates that "we should adhere to the in-depth integration of learning, industry, education and research, carry out characteristic school running, highlight the school running characteristics of higher vocational colleges, and practice the goal of school enterprise collaborative education". With the vigorous development of higher vocational education, how to actively explore and reform the training mode of higher vocational talents is an urgent practical problem and research topic, which is of great significance to improve the development quality of skilled talents in the future. Based on the understanding of the current situation of the implementation of Nursing Education Collaborative Training Mode for students in our school, this paper analyzes the

main problems existing in the talent training mode, and explores the main reasons affecting the quality of talent training, so as to help nursing educators adjust the corresponding curriculum, teaching content, teaching methods and methods, promote the teaching ability of teachers and cultivate the methods and ability of students' autonomous learning, Constantly stimulate students' thirst for knowledge, so as to improve the level of teaching quality.

To explore the experience of colleges and universities in the cooperation mechanism, training process and the construction of hospital classroom, plan the measures to improve the talent training mode of colleges and universities in the future, and guide the direction and path of talent training mode of Higher Vocational Colleges in the future. This paper provides a reliable reference for hospital nursing managers to build clinical teaching evaluation system and clinical teaching quality monitoring standard. Nursing Education Collaborative talent training mode is a talent training mode that conforms to the development law of nursing education and meets the discipline development and social needs. Through the analysis of the current situation of the implementation of the nursing education collaborative training mode of nursing talents, combined with the actual situation, this study explores the basic situation of the development and reform of the talent training mode, analyzes the current problems in detail from the perspective of colleges, hospitals and students, puts forward the Countermeasures and suggestions of the new mode of Nursing Education Collaborative Training of talents, and establishes an operation mechanism in line with the integration of modern colleges and hospitals, Construct a teaching mode of professional nursing vocational education with characteristics.

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