

Research on the Implementation of Cultivating Students' Core Literacy in Health Higher Vocational Colleges

—A Case Study of Clinical Medicine Students of Heilongjiang Nursing Higher Education

Wanyi Liu

Heilongjiang Nursing College, Harbin 150086, Heilongjiang, China.

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Abstract : Since the reform and opening up, higher vocational health colleges have undertaken the important task of cultivating and transporting high-quality health technical talents for medical institutions at all levels. However, after the medical students in higher vocational colleges enter the post, there is a general lack of sympathy and care for patients. Taking the students of clinical medicine in Heilongjiang College of Nursing as an example, this study carried on the top level design to the core accomplishment cultivation question in the specialized classroom teaching, the extracurricular activity organization, the clinical probation, the production practice and so on, has carried on the training and the guidance to the student pertinently, has obtained the good result.

Keywords : Cultivation of Core Literacy; Health Vocational Colleges

Since the reform and opening up, health vocational colleges have undertaken the important task of training and transporting high-quality health technical talents for medical institutions at all levels. However, after the medical students in higher vocational colleges enter the post, there is a general lack of sympathy and care for patients. Through the investigation of students and enterprises in health higher vocational colleges, we can understand that the lack of core literacy of students in health higher vocational colleges is very common, and there is still a certain gap from the requirements of society and employers. The core accomplishment is the comprehensive embodiment of knowledge, skills and attitude values, which is manifested in six qualities: humanistic background, scientific spirit, learning to learn, healthy life, responsibility and practical innovation. How to transform the Party's educational policy through the bridge of core accomplishment into the action guide of education and teaching practice, and further clarify the fundamental problem of the medical humanistic spirit of "protecting life, saving the dead, willing to give, and loving the boundless". It is of great practical and historical significance to realize the grand goal of prosperous, strong, democratic, civilized, harmonious and beautiful socialist modern power in the new era.

Taking the students of clinical medicine in Heilongjiang College of Nursing as an example, this study carried on the top level design to the core accomplishment cultivation question in the specialized classroom teaching, the extracurricular activity organization, the clinical probation, the production practice and so on, has carried on the training and the guidance to the student pertinently, has obtained the good result.

1. Research subjects

From September 2018 to June 2019, 96 students were enrolled in two classes of clinical medicine major, grade 2017. The two

classes were divided into two groups: experimental group and control group. The teaching contents, reference materials, teaching hours, teaching teachers and examination methods of the experimental group and the control group were the same. Before the experiment, there was no significant difference between the two groups ($P > 0.05$)

2. Studysteps

2.1 Development

According to the present situation of students' core literacy in health higher vocational colleges and the requirements of clinical units for students' core literacy, the observation group was cultivated with all-round core literacy. By using all kinds of online and offline teaching methods and clinical practice means, the core literacy cultivation and the talent training program of clinical medicine specialty are integrated and infiltrated, so that students can effectively combine the core accomplishment with their own learning reality and learning goal, and form the "school-family-clinical line" multi-point cultivation through WeChat, QQ and parental supervision, forming the seamless connection of core literacy cultivation, the main ways are as follows:

The first stage: The first year of university (basic stage), is also the core literacy molding stage, introduces the core literacy related knowledge in each basic discipline, and arranges certain tasks about the core literacy knowledge and practice in the classroom and after class. And the student performance into the student's curriculum achievement appraisal. At the same time, set up the core literacy knowledge contest and the core literacy experience display and report activities, so that students have a deeper understanding of the importance of all aspects of core literacy, but also realize their own value.

The second stage: the second year of university (professional stage): through the study and practice of internal, external, women, children and clinical comprehensive training, preventive medicine and other major courses, according to the requirements of the talent training program, adopt various teaching methods, such as project teaching method, task teaching method, micro-class, flipping classroom, etc. While learning professional courses, students can also strengthen their profound understanding of the six aspects of core literacy, combine with their professional learning and future development, and regularly understand their experiences and feelings through homework and classroom presentations. And encourage students' ideas and enhance their self-confidence.

The third stage: Clinical + social practice in the third grade of university, mainly focusing on training students' clinical practice ability and humanistic accomplishment. Through production practice, contact with real patients and cases, work with clinical experts, fully understand the patient's information, through personal practice to find problems and record them, think about ways to solve problems, and share experiences with teachers, counselors and classmates, so as to develop students' responsibility and core values.

2.2 Evaluation assessment

According to the talent training program, clinical unit requirements, guided by core literacy, the research group established a comprehensive evaluation system on six aspects: professional knowledge, humanistic background, responsibility, practical ability, attitude, values and so on. Clinical experts, patients, teachers and students themselves conducted a comprehensive evaluation, and compared the evaluation results.

2.3 Statistical methodology

The results are identified, sorted, entered into the Excel, and analyzed by SPSS19.0 software. The statistical description adopts mean, percentage, statistical inference, independent sample t test, chi-square test.

3. Findings

By comparing the evaluation results of the experimental group with the control group, we can see that there are obvious differences in the evaluation results of the three groups of the subjects, and the evaluation results of the observation group are obviously higher than those of the control group. The specific results are shown in table 1, table 2 and table 3.

Table 1. Results of evaluation by clinical experts

| Group | Professional knowledge | Humanistic background | Responsibility | Practical capacity | Attitude | Values |
|-------------------|------------------------|-----------------------|----------------|--------------------|--------------|--------------|
| Observation group | (28.85±2.04) | (29.77±3.04) | (23.15±2.81) | (21.64±2.56) | (23.45±2.43) | (23.33±3.12) |
| Control group | (23.51±2.69) | (24.11 ±3.43) | (19.15±2.42) | (19.25±2.14) | (15.61±2.23) | (19.18±2.91) |
| p value | 0.011 | 0.002 | 0.023 | 0.021 | 0.008 | 0.013 |

Table 2. Results of teacher's evaluation on subjects

| Group | Professional knowledge | Humanistic background | Responsibility | Practical capacity | Attitude | Values |
|-------------------|------------------------|-----------------------|----------------|--------------------|--------------|--------------|
| Observation group | (28.13±2.12) | (28.16±2.98) | (22.79±2.76) | (23.03±2.56) | (21.23±2.15) | (24.08±2.80) |
| Control group | (24.21±2.41) | (24.42 ±3.02) | (18.16±2.54) | (18.96±2.18) | (15.47±1.92) | (20.49±2.38) |
| p value | 0.010 | 0.008 | 0.019 | 0.016 | 0.005 | 0.010 |

Table 3. Results of self-evaluation

| Group | Professional knowledge | Humanistic background | Responsibility | Practical capacity | Attitude | Values |
|-------------------|------------------------|-----------------------|----------------|--------------------|--------------|--------------|
| Observation group | (30.21±2.29) | (31.40±2.91) | (23.83±2.97) | (22.03±2.68) | (24.36±2.25) | (23.68±3.03) |
| Control group | (23.18±3.04) | (24.11 ±3.43) | (19.15±2.42) | (19.25±2.14) | (16.23±2.54) | (19.18±2.06) |
| p value | 0.008 | 0.006 | 0.013 | 0.019 | 0.004 | 0.004 |

4. Conclusion

To sum up, in view of the lack of core literacy of students in higher vocational health colleges, and drawing lessons from relevant literature and other cultivation cases, this study has improved the cultivation scheme and practice mode of improving the core literacy of students in our department by designing and cultivating the core literacy of clinical medical students.

References

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