

Teaching Practice of Integrating Craftsmanship Spirit into “Comprehensive Nursing Training” for Higher Vocational Nursing Students

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Abstract: With social development, people have increasingly high requirements for the quality and demand of medical and health care, which requires medical colleges to continuously improve the training quality of medical and nursing talents to meet social needs. Nursing education is a key link in cultivating nursing professionals and craftsmanship spirit is a very important aspect of nursing education, reflecting nursing staff's love for work and pursuit of excellence. This study explores integrating craftsmanship spirit into the teaching of “Comprehensive Nursing Training” for higher vocational nursing students, aiming to drive overall improvement, cultivate students' professional abilities, professional literacy, and core competitiveness, and contribute to cultivating high-quality skilled talents.

Keywords: Craftsmanship spirit; Higher vocational nursing students; Teaching practice

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1. Introduction

As a key component of professional spirit, craftsmanship spirit emphasizes qualities such as pursuit of excellence, dedication, innovation, and creativity ^[1,2]. By cultivating craftsmanship spirit, nursing students can enhance their sense of innovation and practical ability, providing better support and services for future nursing work. Therefore, this study have formed and strengthened the “craftsmanship spirit” in the preparation and competition process of vocational college skills competitions, and at the same time, taken the “Comprehensive Nursing Training” course as a carrier to pass on the craftsmanship spirit to every ordinary student in daily education and learning, cultivating excellent successors for the nursing cause.

2. Current situation of integrating craftsmanship spirit into higher vocational “comprehensive nursing training” teaching

2.1. Lack of standardization and systematicness in craftsmanship spirit learning

Relevant studies have found that some teachers have a biased understanding of the training goals of nursing

professionals. In the teaching of “Comprehensive Nursing Training”, they focus on skill operations. In activities such as virtual simulation, operation demonstrations, and skill training carried out for learning, they emphasize the application of knowledge and skills, but lack clear requirements for the cultivation of professional spirit and moral literacy, as well as standardized and systematic teaching methods. There is a lack of collective research on standardized lesson preparation and integration methods for craftsmanship spirit.

2.2. Superficial understanding of craftsmanship spirit

Most scholars believe that craftsmanship spirit is a kind of professional spirit, a professional value orientation and behavioral performance of practitioners, embodying professional ethics, professional abilities, and professional qualities ^[3]. Some teachers in higher vocational colleges fail to fully analyze it in combination with specific professional and curriculum content, directly applying the connotation of craftsmanship spirit determined from a macro perspective. This leads to both the integration of craftsmanship spirit and students' understanding of it remaining superficial and rigid, resulting in low acceptance and internalization among students.

2.3. Imperfect curriculum teaching evaluation system

At present, the evaluation of curriculum teaching, especially the practical module, is difficult to quantify, with non-standard evaluation criteria and distorted assessment methods for practical teaching. In most cases, the assessment of practical teaching is conducted by teachers through summative evaluation at the end of the semester, and the results are taken as the final assessment scores for students' various operations. This assessment focuses on the proficiency of students' operations, fails to connect with clinical positions, cannot fully and truly reflect students' application of theoretical knowledge, actual level of various operations, and comprehensive professional quality, and is even less able to guide students to pursue excellence in operational skills ^[4].

3. Necessity of integrating craftsmanship spirit into higher vocational “comprehensive nursing training” teaching

Vocational colleges shoulder the responsibility of cultivating high-quality technical and skilled talents, and should pay attention to the cultivation of craftsmanship spirit throughout the education process ^[5]. The curriculum design of “Comprehensive Nursing Training” adheres to an employment-oriented and ability-based approach, closely centers on the training goals of nursing talents, and organically integrates courses according to professional characteristics, forming a curriculum system with the characteristics of vocational and technical talent training and adapting to nursing majors. Teaching practice has found that vocational nursing students have a low awareness and understanding of craftsmanship spirit, and even less understanding of the relationship between craftsmanship spirit and nursing services. At the same time, students' learning autonomy and consciousness are low. Some students' learning motivation is mainly to obtain academic qualifications, with low professional interest and recognition ^[6]. They lack the patience and perseverance to repeatedly practice detailed nursing operations, as well as teamwork spirit, service awareness, and innovative spirit. This indicates that integrating craftsmanship spirit into nursing teaching is extremely urgent. With the development of modern medical models, nursing practice has put forward higher requirements for nursing talents. Nursing services have gradually shifted to diversified health services. To adapt to the new nursing service model and meet the market demand for nursing talents in modern society ^[7].

4. Exploration of paths for integrating craftsmanship spirit into higher vocational “comprehensive nursing training” teaching

4.1. Pre-class: Stimulate internal motivation and lay a cognitive foundation

4.1.1. Carefully design teaching goals and clarify the direction of craftsmanship spirit cultivation

When formulating practical teaching goals, this study does not only focus on skill mastery (such as venipuncture, aseptic technology, etc.) but also integrate core elements of craftsmanship spirit such as rigor, meticulousness, responsibility first, and continuous improvement. This study required students to meet the standards of skills competitions, clarifying that practical training is not only technical training but also a process of shaping professional attitudes and values.

4.1.2. Introduce model education and stimulate professional identity

Before class, through videos, cases, lectures, and other forms, introduce the deeds of excellent nurses and Nightingale Award winners to students, guiding them to think: What makes a truly good nurse? Stimulate students' reverence and sense of mission for the nursing profession. Invite outstanding graduates of the school to share their personal insights on engaging in the nursing profession before class, helping students establish a correct professional outlook.

4.1.3. Preview on the Xuexitong platform to cultivate independent learning and rigorous attitudes

With the development of science and technology, digital teaching models have emerged as the times require. By integrating multimedia resources, online course platforms, and virtual simulation technology, they have brought unprecedented flexibility and richness to nursing education ^[8]. Relevant operations have been uploaded to the Xuexitong platform in the form of cases before class, including operation standards, videos, cases, preview task lists, etc., to help students clarify classroom tasks and cultivate their learning attitudes of active exploration and pursuit of accuracy, which is the foundation of craftsmanship spirit.

4.2. In-class: Multi-dimensional penetration and cultivation of craftsmanship spirit in practice

4.2.1. Strengthen standard awareness and pursue operational accuracy

Relevant operation standards have been issued to each student before class. Group leaders lead team members to supervise each other, strictly requiring students to perform every operation in accordance with clinical operation specifications and competition standards, emphasizing “doing it right once and doing it well every time”. Every detail in the operation (such as hand hygiene, sterile area management, patient position, etc.) is required to be pursued to excellence, cultivating students' professional attitude of “zero errors”. Students can combine theoretical knowledge with practical operations, master basic nursing skills, and form correct professional attitudes and values ^[9].

4.2.2. Implement “process evaluation + reflection and improvement” to cultivate the awareness of continuous improvement

Teaching evaluation is a key link in teaching reform ^[10]. In class, a combination of “teacher evaluation + peer evaluation + self-evaluation + clinical instructor evaluation” is adopted. It not only focuses on the operation results but also reflects humanistic care through attitudes, behaviors, and language expressions, making patients feel respected and valued, thereby realizing value guidance for students ^[11]. Objective scoring standards are used

instead of subjective ones for evaluation. Timely comments are given after operations, encouraging students to reflect after operations: Where can I do better? Have I truly put the patient at the center? Through continuous “summary—reflection—improvement—retraining”, both skills and literacy are enhanced.

4.2.3. Construct scenarios with the combination of virtual and real to strengthen sense of responsibility

The construction of real resources should not stay in the idea of a “skill operation field” but should shift to the functional goal of a “post scenario simulation center”^[12]. Based on the virtual simulation experimental teaching platform, an experimental teaching system of “real-person practice + model assistance + virtual solidification” has been created, forming a diversified practical teaching model. It improves the interactivity, situationally, and immersion of experimental teaching, which is conducive to cultivating students’ practical ability, hands-on ability, and innovative ability. Practical training scenarios close to clinical reality (such as first aid, intensive care, geriatric care, etc.) are set up in advance before class, allowing students to exercise calm, meticulous, and responsible professional qualities in complex scenarios. Standardized patients are trained before class, taking turns to be patients, and real scenario simulations are conducted in class to guide students to think from the patient’s perspective, enhancing their sense of responsibility and empathy.

4.2.4. Teachers’ demonstration and guidance to convey craftsmanship attitude

Teachers impart not only skills but also the craftsmanship spirit of responsibility, perseverance, patience, dedication, and pursuit of excellence, which inspires countless dreamers to forge ahead^[13]. In the demonstration session, guided by the standards of skills competitions, we strive for precision and standardization. From the standardized holding of instruments to the precise control of details, the entire process is clearly demonstrated and carefully disassembled, allowing students to intuitively feel the “standard scale”. Teachers integrate rigorous and meticulous professional attitudes and the spirit of striving for excellence into every link, and integrate humanistic care into practical scenarios in a subtle way, fully demonstrating the temperature and professionalism of the nursing profession. Taking themselves as examples, teachers become perceptible and learnable “craftsman models” in students’ hearts with standardized skills, rigorous work style, dedicated original aspirations, and humanistic care, not only imparting professional skills but also conveying professional beliefs, guiding students to cultivate craftsmanship spirit in a subtle way.

4.3. Post-class: Consolidation and expansion to deepen the internalization of craftsmanship spirit

4.3.1. Review, summarize, and retrain to pursue excellence

Based on classroom feedback, each student identifies their own problems. Students are encouraged to repeatedly practice items that need improvement after class, using simulators, virtual simulation platforms, etc., for independent training. Students can book training rooms online, upload practice videos through the Xuexitong platform, and teachers comment in the background to help students improve their operational skills and cultivate their quality of not giving up easily and pursuing excellence.

4.3.2. Replace traditional assessment with diversified assessment

Traditional assessment focuses on operations and is confined to final results. After the curriculum reform,

the assessment consists of three parts: usual performance (class attitude, attendance rate, homework quality, etc.), group performance (independently choosing presentation forms such as lectures, PPT, videos, on-site performances, etc.), and personal assessment results (OSCE). Through the assessment, students generally report that their abilities in expression, cooperation, organization, etc., have been improved. The OSCE assessment focuses on core nursing abilities, setting up a three-station assessment covering the entire process of “assessment—operation—health education”. The first station introduces standardized patients (SP) to simulate real chief complaints, testing students’ communication skills and condition observation abilities. The second station requires SP to give immediate feedback on communication effects based on students’ performance, strengthening the “patient-centered” service concept. The third station uses intelligent simulators to provide real-time feedback on operation data, improving assessment accuracy, and perfectly integrating craftsmanship spirit into every class.

4.3.3. Take the skills festival as an opportunity to encourage students to learn through competition

Closely following the core learning content of each grade, the college regularly builds a hierarchical nursing skills competition matrix, from basic nursing operation competitions to comprehensive case nursing competitions. It conducts strict assessments and evaluations in accordance with professional competition standards, building a competitive stage for students to pursue excellence. In the competition and exchange on the field, and in the ultimate refinement of skills, students deeply understand the professional core of striving for excellence; in the full display of style and the peak duel of strength, they continuously ignite professional confidence and cultivate professional honor, allowing craftsmanship spirit to take root in their hearts!

5. Teaching practice achievements of integrating craftsmanship spirit into higher vocational “comprehensive nursing training”

5.1. Refined operation standards

Deeply aligned with the requirements of vocational college skills competitions, detailed specifications with both professionalism and practicality have been formed by decomposing key links and quantifying operational details. These specifications have been fully promoted and applied in on-campus practical teaching, providing students with clear and actionable operation guidelines for skill practice, helping them accurately grasp technical key points and lay a solid professional foundation.

5.2. Improved skill accuracy

The one-time pass rate of students’ core nursing operations such as intravenous infusion, intradermal injection, and subcutaneous injection has soared from 82.3% to 96%, and their ability to judge and handle complex comprehensive cases has been comprehensively upgraded. In operations, students can more accurately balance technical specifications and humanistic care, actively pay attention to patients’ subjective feelings, and provide personalized care in a timely manner, achieving dual improvement of “precision nursing” and “humanistic care”.

5.3. Prominent results of school-enterprise collaborative education

As a core empowering course for nursing students before internship, “Comprehensive Nursing Training” strengthens the cultivation of clinical thinking and post-adaptation training with craftsmanship spirit as the core, helping students smoothly connect to internship scenarios. The satisfaction of many cooperative hospitals with

students' comprehensive performance has increased significantly, especially in the accuracy of nursing operations and the effectiveness of nurse-patient communication. Some students have received handwritten thank-you letters from patients for their professional and rigorous services and warm and thoughtful care, which has become a vivid demonstration of integrating craftsmanship spirit into practical teaching.

By integrating craftsmanship spirit into the “Comprehensive Nursing Training” course, this study guides students to form correct worldviews, outlooks on life, values, and professional outlooks, improve their learning initiative and professional identity, and cultivate their teamwork spirit, service awareness, communication skills, etc. Integrating craftsmanship spirit into the daily teaching of “Comprehensive Nursing Training”, extracting integration points, taking skills competitions as the starting point, exploring educational paths in the process of competition preparation and training, forming a replicable and referable competition training template, and materializing competition results to apply in daily teaching, so that the achievements of competitions benefit more students, cultivate the “craftsmanship spirit” of overall nursing students, improve their comprehensive quality, and better adapt to social development and needs.

6. Conclusion

In summary, integrating the craftsmanship spirit into the “Comprehensive Nursing Training” curriculum is essential for cultivating nursing professionals who meet the evolving demands of healthcare. This approach not only enhances students' practical skills and professional literacy but also fosters their dedication to excellence, thereby strengthening their core competitiveness. Ultimately, it contributes significantly to the development of high-quality, skilled nursing talents for society.

Disclosure statement

The author declares no conflict of interest.

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