

Discussion on the Construction and Teaching Models of Nursing Psychology in Affiliated Hospitals of Colleges and Universities

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Abstract: Currently, the significance of medical colleges and universities in our country is increasingly evident, particularly given the rapid escalation of aging demographics, the augmentation of patients visiting healthcare professionals, the proliferation of diseases, and the surging complexity of the curriculum for medical school students, upon whom the demands placed are exceedingly stringent. To address the problem, while learning classroom knowledge, it is crucial to expose students to real-life cases that they can scrutinize and analyze profoundly. The present teaching system of medical schools continues to encounter numerous predicaments and inconsistencies. In this article, we expound upon the relevant issues and offer some recommendations and strategies that we hope will provide useful insight.

Keywords: Affiliated Hospitals; Medical Students; Psychology Subjects; Teaching Models

Introduction.

Nursing psychology is a vital major in higher education that demands a high level of specialized knowledge, patience, and attentiveness to explore the intricate relationship between mental health and health disorders. Currently, China's specialized discipline of nursing psychology draws on medicine and science, assimilates vast knowledge, studies a plethora of issues, and gradually forms a relevant system. Nursing psychology courses are offered in colleges and universities throughout China, and the integration of nursing psychology curriculum has brought about challenges in the current medical teaching system. We believe that the psychology discipline and teaching models must be explored from diverse angles.

1. Contradictions in the teaching system of nursing psychology

1.1 The importance of the curriculum versus its marginal position

Nursing psychology is a significant course that is included in the professional physician examination in the medicine, which indicates that more and more people have realized the significance of the discipline. The curriculum covers physiological psychology and basic psychology, with complex and critical content, making it difficult for students to learn. Mastering this knowledge plays a vital role in promoting students' future career. Nursing psychology is a vast and complex course with many in-depth knowledge. Therefore, most schools will customize this as an elective course, with a limited number of hours, usually between 18 to 36 hours. Lack of lectures makes it more challenging for students to comprehend the discipline. Most medical students face demanding learning load, much greater than those of students in other majors. As a result, the time and energy they invest into this course is limited and insufficient.

1.2 High demands of nursing psychology on teachers versus their

professional limitations

Nursing psychology's course places strict demands for teachers, making the teaching process difficult. Since nursing

psychology originates as the object of philosophical research, or more precisely, human psychology, teaching this course would require both medical knowledge and psychology knowledge, the latter of which is often insufficient for many teachers in medical schools, leading to marginalization of this course. Nursing psychology involves both psychological and medical knowledge, which requires teachers to have patience and care when teaching. Currently, most teachers in schools usually have a medical background but lack psychological knowledge.

1.3 The concepts in nursing psychology versus the traditional teaching system

Nursing psychology has a strong humanistic touch, emphasizing students' centrality in the curriculum, requiring teachers to pay attention to students' central position when teaching. However, in many courses students are not encouraged to speak in the teaching process. Lack of time and space for learning leads to little communication and interaction, which affects students' psychology. Some students want to understand themselves but are afraid to expose their problems and defects, making it challenging to bring problems up to the teacher or show their individuality.

1.4 The school's need for psychology versus different institutional duties

Most medical schools teach psychological knowledge, paying attention to students' mental health, and emphasizing the teaching of basic psychological knowledge. This work is vital for every teacher to improve students' mental health education, ensuring their smoothness in life and work, and promoting their healthy growth. Although the course of psychology is the basis of all relevant majors, psychology is only considered in the most specialized places. Clinical medicine and other disciplines also need to participate in the promotion of psychology. The work of psychology set in clinical medical schools and other related departments in hospitals needs to be adapted to cater to the needs of different situations.

2. Measures related to the construction of nursing psychology curriculum system

Constructing nursing psychology requires a multifaceted approach and reasonable measures to achieve the desired results. The following measures are recommended:

2.1 Clarify the discipline's status and build the discipline system

Different disciplines have their own status. When medical students study psychology, they should also involve psychology knowledge to learn comprehensively and truly grasp the system of medicine. Teachers should pay attention to the transition between classroom knowledge to clinical practice, integrating career guidance and related skills. They should set different steps at different stages when teaching, avoiding repeated teaching and ensuring coherence.

2.2 Integration of Human Resources and Enrichment of Course Structure

The role of nursing psychology teachers is multifaceted, encompassing not only that of educators, but also those of physicians and psychological counselors. Therefore, teachers with medical backgrounds need to focus on learning psychology, a seemingly simple task, yet one that is challenging, particularly for those unfamiliar with the basics of learning psychology. Conversely, teachers without a medical background need to systematically learn the basic courses in accordance with the curriculum's requirements. Hence, schools should consider the diversity of teachers and the combination of clinical psychology and mental health education when selecting teachers for the course. The theoretical proficiency of teachers, as well as their extensive clinical experience, are crucial.

2.3 Various Methods of Teaching and Evaluation Reform

Most nursing psychology teachers believe that 54 hours of class time are sufficient, with the remainder of the time being utilized for student practice. Additionally, an increase in laboratory hours is recommended. Students should be provided with the chance to participate in hospital internships, where they can be exposed to numerous psychological aspects of patients, aiding them in learning to solve problems using different methods and means. Teachers must use a diverse range of teaching methods that aim to remind students of their life experiences, thus giving them a platform to showcase their motivation. During the internship or experiment process, teachers should guide students, and provide corrective assistance in case any issues arise. Evaluation methods should be diverse and varied, with the assessment approach being altered as per the lecture content and form, so that students may apply what they have learned to their daily lives.

Conclusion

In summary, today, as medicine becomes increasingly important, the status of nursing psychology as a course is also becoming higher and higher, occupying a greater proportion of medical school curricula. Until now, it is not only necessary to learn medicine well, but also to learn psychology well. Learning nursing psychology is to provide services to society and help patients out of their suffering, so both teachers and students should pay special attention to the development of the subject of nursing psychology, treating it as an important discipline. The entire process is filled with the content of nursing psychology from different aspects, and both sides should work from different directions, so that together they can improve the situation of students.

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