

Analysis of Key Factors in the Reform of Higher Vocational Nursing Education Mode

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Abstract: The teaching goal of the higher vocational nursing major is to cultivate nursing talents who can meet the needs of the post. Teachers are required to guide students in learning professional knowledge and basic operation skills, while enhancing students' service awareness and professional ethics to ensure that they can be competent for clinical nursing work. As teachers, it is necessary to combine the positioning of the higher vocational nursing major and continuously promote the reform of the education mode to keep it in line with the times. Therefore, the author summarizes relevant practical experience, analyzes the key factors affecting the reform of the higher vocational nursing education mode, and puts forward feasible strategies to promote the reform of the higher vocational nursing education mode, to provide a reference for colleagues ^[1].

Keywords: Higher vocational education; Nursing; Education mode; Reform; Key factors

Online publication: September 4, 2025

1. Introduction

Vocational education attaches great importance to the connection with jobs, which determines that the higher vocational nursing education mode needs to be aligned with nursing jobs and meet the requirements of development in the new era. Teachers should understand the gap between the traditional education mode and the talent cultivation requirements, integrate more elements related to nursing jobs into the education mode, and build the higher vocational nursing major into a specialty that meets social needs and modern requirements, creating better conditions for comprehensively cultivating students' nursing work abilities ^[2].

2. Key factors affecting the reform of the higher vocational nursing education mode

2.1. Connectivity between teaching and clinical practice

The practical nature of the nursing major itself, combined with the positioning of higher vocational education, determines that the connectivity between teaching and clinical practice is one of the key factors affecting the reform of the higher vocational nursing education mode. As a highly practical vocational and technical discipline,

the higher vocational nursing major requires students to reach a certain level of medical knowledge and operational skills, improve their knowledge system, and develop good psychological qualities. The development of students in these aspects needs to be carried out through practical activities. However, the nursing education mode in some higher vocational colleges has insufficient connectivity with clinical practice, which hinders the comprehensive development of students' nursing work abilities ^[3]. In these institutions, students mainly master nursing knowledge and skills through classroom learning, and the learning method mainly relies on "listening to teachers' explanations." Lacking opportunities for practical training, students' professional skills improve slowly and fail to meet expectations. The absence of practical training directly results in students having a shallow understanding of basic nursing knowledge, making it difficult for them to internalize the knowledge smoothly. It also hinders students' understanding and mastery of advanced nursing techniques and methods, restricting the improvement of their skill levels. Therefore, how to enhance the connectivity between teaching and clinical practice in higher vocational nursing majors is an issue that teachers need to consider deeply during the process of promoting the reform of the nursing education mode ^[4].

2.2. Advancement of teaching methods

With the innovative development of the nursing field and the changes in the way students receive information, the traditional teaching model has become difficult to adapt to the development of higher vocational nursing education. Teachers need to be guided by market requirements, focus on students, and continuously promote the reform of the higher vocational nursing education mode, integrating more advanced teaching methods into it so that it can keep up with the development needs of modern vocational education, changes in the requirements of nursing positions, and changes in students' learning needs ^[5]. The teaching methods used in some higher vocational nursing education are still relatively traditional, which makes it difficult to fully stimulate students' enthusiasm, initiative, and creativity, and is not conducive to creating a good classroom atmosphere. If these problems are not solved for a long time, it will dampen students' learning enthusiasm, weaken their enthusiasm and motivation for learning professional knowledge and skills, and hinder the improvement of the quality and effectiveness of nursing professional teaching. Moreover, the higher vocational nursing major is characterized by strong professionalism, a wide knowledge scope, and complex content, which easily leads to phenomena such as rigid thinking patterns and inattentiveness among students. These phenomena are important factors contributing to students' weariness of learning and affecting their learning quality, which require the attention of teachers. Teachers should be aware that traditional skill demonstration methods and knowledge-point teaching methods can no longer keep up with the changes in students' learning needs and should strengthen the exploration and practice of advanced teaching methods ^[6].

2.3. Perfection of the teaching assessment mechanism

The teaching assessment mechanism is an evaluation mechanism for the quality and results of teaching implementation. It needs to cover the entire teaching process and the results of teaching implementation, including various rating methods. A perfect teaching assessment mechanism can enhance the objectivity, comprehensiveness, and reliability of teaching evaluation results, enabling it to objectively reflect the school-running philosophy of institutions and teachers' teaching achievements, providing a basis for the construction of teaching staff, curriculum setting, and teaching innovation. It can also help teachers understand teaching achievements and students understand learning achievements, prompting them to form positive attitudes towards life and values ^[7]. Compared with other courses, the courses of higher vocational nursing majors have certain

particularities. Their teaching content is more complex and abstract, and students need to combine certain practical operation experience to deeply understand and internalize it. Therefore, students face greater learning difficulties and more problems in teaching. Teachers need to analyze teaching problems and directions for improvement based on teaching evaluation results. Therefore, the perfection of the teaching assessment mechanism has a significant impact on teachers' teaching effectiveness. Teachers need to reform the higher vocational nursing education mode through a teaching assessment mechanism that includes assessment standards, assessment systems, and diversified assessment methods to enhance the application value of teaching evaluation results^[8].

3. Strategies for promoting the reform of the higher vocational nursing education mode

3.1. Integrating real-world work scenarios to connect with nursing positions

A close connection with actual work positions is an important feature of higher vocational education. In the reform of the higher vocational nursing education mode, teachers should attach great importance to the connectivity between teaching and clinical practice. By integrating real-world work scenarios, they can optimize the way teaching is implemented and help students master professional abilities that are suitable for modern nursing positions. Take the teaching of clinical nursing knowledge as an example. Teachers can design themed project tasks such as “xxx Clinical Nursing” for common and frequently-occurring diseases in China, integrating some real nursing work scenarios into the education mode, enabling students to understand the inducing factors, clinical symptoms, signs, nursing work processes, and details to be noted in nursing work related to sudden diseases through learning projects. First, teachers need to analyze common and frequently occurring diseases in China, especially those that are more prevalent locally, sort out relevant information, and clarify the project theme, laying a foundation for the implementation of project-based teaching and the effective integration of real nursing work scenarios. Second, teachers organize students to carry out project-based learning, and through simulation exercises, students can understand the entire process and operation methods of nursing services for specific diseases, so that their operational capabilities meet the job standards^[9]. During the students' project-based learning process, teachers should guide students in project planning and implementation, effectively cultivating their ability to learn new nursing methods and medical technologies, enabling them to master the professional knowledge, skills required for clinical nursing work, as well as the ability for lifelong learning. This teaching method naturally integrates real-world work scenarios into the higher vocational nursing education mode, creating conditions for students to develop clinical nursing abilities and understand the development of the clinical nursing field^[10].

3.2. Introducing blended teaching to improve teaching effects

In response to the key factors affecting the reform of the higher vocational nursing education mode, teachers should flexibly apply blended teaching in daily teaching, thus integrating the advantages of online and offline teaching, creating a good learning atmosphere, maximizing students' learning gains, and achieving expected goals. Taking “Respiratory Tract Nursing Technique Practice” as an example, teachers can carry out blended teaching through the following measures to improve the teaching effect of nursing knowledge^[11].

3.2.1. Provide learning support during the pre-class preview session

Teachers should assign pre-class preview tasks to students through the online teaching platform and provide

corresponding learning resources. The learning support provided during the pre-class preview session can help students understand the specific process of “respiratory tract nursing” and the key content to be mastered in classroom learning. For example, teachers can assign the task of watching micro-lectures to students, explain the process of “respiratory tract nursing” through micro-lectures, and conduct key demonstrations and introductions of the core links. The micro-lectures should include typical cases of “respiratory tract nursing” work, as well as detailed explanations of the complete nursing process and technical key points, presenting the knowledge points of this section in an intuitive way^[12].

3.2.2. Provide guidance during the simulation practice session

After entering the classroom teaching session, teachers need to guide students to form study groups and conduct a simulation practice of “respiratory tract nursing.” Students’ simulation practice is a continuous cycle of “simulation practice - in-group discussion and learning - simulation practice again” until students master the operation process and skills and can cooperate tacitly. To ensure the effect of students’ simulation practice, teachers should grasp the overall teaching progress according to students’ learning performance and progress, and guide students at any time to help them correct incorrect or non-standard operations. Under the guidance of teachers, students practice and discuss repeatedly, correct mistakes continuously, and gradually master respiratory tract nursing skills. During the process of internalizing knowledge, they may raise some typical questions and encounter some operational difficulties. Teachers can record this teaching data while providing one-on-one guidance to students. The analysis results of these teaching data can provide a reference for subsequent teaching activities. After the students’ simulation practice comes to a certain stage, teachers can organize them to conduct group discussions around relevant issues, propose respiratory tract nursing plans that are more suitable for patients’ conditions, and then conduct simulation drills according to these plans, which can enhance students’ nursing abilities and innovative thinking abilities^[13].

3.3. Conducting multi-dimensional assessments to comprehensively evaluate students’ learning achievements

The application of new concepts in the reform of higher vocational nursing education is reflected not only in knowledge imparting and skill training but also in teaching evaluation. Teachers should consider the key factors affecting the reform of the higher vocational nursing education mode, introduce diversified teaching models, and obtain objective and comprehensive teaching evaluation results through multi-dimensional assessments, providing a basis for optimizing teaching methods and helping students adjust their learning methods^[14]. For example, teachers can establish an overall teaching concept, combine the characteristics of higher vocational nursing courses and the trend of educational reform, and construct a complete and reasonable teaching evaluation mechanism, aiming to evaluate students’ learning processes and results from multiple dimensions, including knowledge, ability, thinking, and morality. Under this assessment model, teaching assessments should cover various aspects such as students’ participation in online learning, offline simulation drills, and final exams, comprehensively evaluating students’ learning processes and achievements, and providing a comprehensive understanding of the implementation of higher vocational nursing teaching. Teachers should reasonably adjust the score ratios of different assessment indicators to ensure the guiding and motivating functions of the evaluation results. Generally, the proportions of simulation drills, online learning performance, and mid-term and final exam scores are 30%, 40%, and 30% respectively. This scoring method takes into account both students’ learning processes and outcomes, as well as their theoretical knowledge, learning and practical exercises. The evaluation

results are more comprehensive and can provide references for adjusting subsequent teaching implementation methods and students' learning strategies^[15].

4. Conclusion

In summary, teachers should aim to cultivate nursing talents who meet the requirements of the positions, continuously promote the reform of the higher vocational nursing education mode, and enable students to master rich professional knowledge, high-level basic operation skills, and develop good service awareness and noble professional ethics. This requires teachers to understand the key factors affecting the reform of the higher vocational nursing education mode, such as the connectivity between teaching and clinical practice, the advancement of teaching methods, and the perfection of the teaching assessment mechanism, and take targeted measures to reform the nursing education mode, so as to further improve the quality and effectiveness of teaching.

Disclosure statement

The author declares no conflict of interest.

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