

Research on Cultivation Strategies of Nursing Professionalism During Clinical Internship

Deng Qing

Hainan Vocational University of Science and Technology , Haikou, Hainan 571126, China.

DOI: 10.64649/yh.eg.issn3078-4794.20260418

Abstract: The first requirement for nursing students to become good nurses is to learn about nursing professionally; therefore, at the time of clinical practice, they should be able to apply what they have learned in class to real-life situations. Currently, there are still some deficiencies in clinical teaching, such as a focus on skills rather than professionalism, a single training mode, and an imperfect evaluation system; thus, all-around improvements to the professionalism of intern nursing students cannot be achieved. Based on the review of the connotation of nursing professionalism and training theory, this paper investigates the current situation and influencing factors of professionalism training during the clinical internship stage, builds training strategies from three aspects: the construction of teaching staff, the improvement of the training system, and the self-cultivation of nursing students, and puts forward implementation guarantees such as organisational management, evaluation feedback, and college-hospital cooperation to offer a reference for improving the professionalism of intern nursing students.

Keywords: nursing professionalism; clinical internship; training strategies; clinical teaching staff; college-hospital collaboration

0.Introduction

With the change in the medical model and the continuous progress of high-quality nursing services, nursing professionalism has gradually been added to the list of indicators for evaluating the quality of nursing personnel. The clinical internship serves as a bridge between school and work for nursing students; at the same time, it is also when they begin to develop their own professional values, ethical awareness, behaviour in practice and sense of responsibility. However, in fact, some intern nursing students do not pay much attention to professionalism, and clinical teaching often focuses on operational skill training without a system to nurture professionalism traits such as humanistic care, communication ability and a sense of responsibility. At present, there is a problem of how to promote the development of nursing professionals during the clinical internship phase in nursing education. Based on the above themes, this paper will introduce the theoretical foundation, current status and reasons for changes, and propose corresponding training measures and implementation guarantees.

1.Theoretical Basis for the Cultivation of Nursing Professionalism during the Clinical Internship Stage

1.1 The Connotation and Composition of Nursing Professionalism

The all-around quality shown by nurses in their work is referred to as nursing professionalism; this includes professional ethics, professional knowledge, professional skills, professional behaviour and professional psychology. Professional ethics refers to respect for life, care for patients, honesty and trustworthiness, responsible performance of duties; professional knowledge includes nursing professional theory and knowledge of the humanities and social sciences; professional skills refer to standardised and proficient nursing operation abilities; professional behaviour is expressed in good communication, cooperation and adaptability; professional psychology refers to emotional regulation, stress resistance and professional identity. These factors are related to one another and

together form the whole system of nursing professionalism; among them, professional values are at the core, lead and support the formation of other qualities, and determine the direction and extent of future career development for nursing students.

1.2 Features of Professionalism Development at the Stage of Clinical Internship

Professionalism in the clinical internship stage has the features of practicability, situationality and gradualness. Practicality is shown in nursing students gaining a sense of professional responsibility through actual contact with patients and forming good habits of behaviour through practice; situatedness refers to the complexity and variability of the clinical environment, and nursing students must make decisions and take actions based on specific circumstances, thus being tested and shaped by professionalism; gradualness indicates that professionalism is not achieved in a single step, but rather accumulated over time through cognition, recognition, assimilation and expression. At this stage, the cultivation of professionalism is also affected by many factors, such as clinical teaching staff, departmental culture and patient feedback, and shows obvious interactivity and demonstrativeness. Words and deeds of clinical teachers often serve as direct models for imitation and learning among nursing students.

1.3 Theoretical Basis for the Cultivation of Professionalism

The cultivation of nursing professionalism can be based on social learning theory, constructivist learning theory and situated learning theory. Social Learning Theory believes that people learn by observing others and imitating them; thus, the behaviour of clinical teaching staff serves as a model for nursing students. Constructivist learning theory believes that learning is an active construction of knowledge by individuals based on their previous experiences, so nursing students need to constantly reflect upon and revise their understanding of nursing in practice. Situated Learning Theory believes that learning takes place in actual circumstances and through practical activities, and communities of practice have an impact on how learners develop themselves. In combination, the above theories suggest that the cultivation of professionalism should focus on role model guidance, practical participation and reflective internalisation, providing theoretical support for the design of training strategies during the clinical internship stage.

2. Analysis of the Current Situation of Nursing Professionalism Cultivation During the Clinical Internship Stage

2.1 Connection Between Training Objectives And Job Requirements

Currently, in some colleges and universities' internship training goals, too much emphasis has been placed on operational skills and theoretical knowledge assessment; the requirements for core job competencies such as professional ethics, humanistic care, and communication and cooperation are not specific enough, and thus there is a certain gap between the training objectives and the actual demands of clinical work. As the employer, hospitals wish for intern nursing students to have a strong sense of service, responsibility and teamwork; however, the relevant requirements in the internship outline are often general and vague, lacking operational evaluation criteria. Nursing students are unable to cope well with patients' emotions, their families' worries about health, and other problems after starting their clinical studies. There is no direct link between the training objectives and actual job demands, so it will be difficult to promote the all-round development of professionalism among nursing students and facilitate their transition from students to nurses.

2.2 Professionalism Cultivation Methods for Clinical Teaching

The ways to cultivate professionalism in clinical teaching are relatively few. Most departments only use operation demonstrations and oral explanations, and do not specially design professionalism cultivation links. Clinical teaching staff often mention professional demands in passing during their work as nurses, but there is no system or plan for this. Some departments have tried to use

case discussions, scenario simulations, reflective diaries and other methods, but the extent of dissemination is not high, and the results of implementation vary. There is no immediate feedback on the professional behaviour of nursing students during teaching. When nursing students have poor communication or attitude problems, they are often only reprimanded without further instruction. In short, professionalism cultivation is not given much attention in clinical teaching, and a training model of equal weight with skill training has not been established.

2.3 Existing Problems with the Professionalism of Intern Nursing Students

There are some serious deficiencies in the professionalism of intern nursing students. Some nursing students have a weak sense of professional identity, do not know why they need to study nursing or what they will achieve after graduation, and are therefore unenthusiastic about their studies. Some nursing students have poor communication skills and are stiff and lacking in empathy towards patients and families; thus, there may be conflicts with nurses. Some nursing students also lack a sense of responsibility and the spirit of self-discipline, behave carelessly when unsupervised, and do not pay much attention to protecting patients' privacy and dignity. Lack of emotional regulation and stress resilience are also relatively common; as a result, people are more likely to experience anxiety and isolation under high-pressure work and complicated social relations. The above problems show that professionalism education has not been given adequate attention and implemented effectively at the internship stage.

3. Influencing Factors of Nursing Professionalism Cultivation During the Clinical Internship Stage

3.1 Factors of Clinical Teaching Staff

Clinical teachers help nursing students learn how to become nurses in hospitals. Teachers' professional attitude, behaviour and humanistic qualities directly influence the learning results of nursing students. Some clinical teaching staff have rich clinical experience but lack education and teaching training, and are not good at integrating professionalism cultivation into daily teaching. They usually only pay attention to whether the operation is standardised and do not offer guidance for nursing students' professional values. Clinical teaching staff are also busy with their own work and have limited time and energy; therefore, they cannot provide detailed guidance and feedback to nursing students. Teaching styles also vary. Some teachers are good at encouraging and guiding; others focus on pointing out mistakes and correcting them. Different styles have different impacts on the professional psychology and behaviour of nursing students.

3.2 Internship Environment and Institutional Factors

The Environment and Institutional Setup of Internship Affect Professionalism Development. If the department has a positive culture and good teamwork, the nursing students will be more likely to form a healthy sense of professional identity; otherwise, if there is tension among people in the department and a bad work environment, these students may feel lost and disillusioned with their studies. When the internship rotation schedule is tight and the workload is high, professionalism education may be overlooked. The demands for professionalism in hospital and school internship management systems are not specific enough, and the assessment and evaluation focus on skills and attendance without a systematic examination of professional ethics, communication ability, humanistic care, etc. There are no institutional incentives to motivate the clinical teaching staff to continue learning about professionalism.

3.3 Factors Affecting Intern Nursing Students Themselves

The reasons for this phenomenon are also related to the students themselves. Nursing students' sense of professional identity, learning motivation and self-management skills all affect how well they are trained. Nursing students who have a clear understanding of and positive feelings towards the nursing profession are more likely to actively observe, learn and reflect, and continuously enhance their own qualities in practice. Nursing students who lack learning motivation may be

passive in their studies and view internships as mere obligations. Nursing students with good self-management skills can organise their time reasonably, regulate their emotions, proactively seek feedback, etc.; those without such skills are more likely to feel overwhelmed by pressure and withdraw. Nursing students' initial humanistic literacy foundations, communication habits and personalities will also be revealed during the internship period and thus affect the speed and level of professionalisation.

4.Construction of Strategies for Nursing Professionalism Cultivation During the Clinical Internship Stage

4.1 Optimisation of the Construction of the Clinical Teaching Staff

Organise the clinical teaching staff to improve the quality of professional education. Establish a qualification access and regular training system for clinical teaching staff in hospitals, incorporate professionalism cultivation ability into the assessment of teaching qualifications, and select nurses with the right professional attitude, excellent professional ability and good communication skills as clinical teaching staff. Periodically organise training courses on educational and teaching methods to help clinical teaching staff learn new training techniques, such as case teaching, scenario simulation and reflective guidance, etc., and enhance their capacity for integrating professionalism into daily teaching. Build an incentive mechanism for clinical teaching staff, add teaching quality and nursing student evaluations to the performance appraisal and reference system for professional title advancement, strengthen the sense of honour and responsibility among clinical teaching staff, and create a stable high-quality teaching team.

4.2 Strengthening the Training System for Clinical Interns

To improve the training system, add professionalism cultivation at all times during the internship. Internship outlines need to specify the goals of professionalism cultivation, break them down into observable and measurable behavioural indicators, and implement them at all levels, such as orientation education, daily teaching and end-of-rotation evaluation. Special professionalism activities can be organised in clinical teaching, such as humanistic care case discussions, nurse-patient communication scenario exercises, and professional reflection sharing, to allow nursing students to experience and learn by participating. Set up professionalism growth files for intern nursing students, record their performance and progress in professional ethics, communication and cooperation, sense of responsibility, etc., help nursing students gain a clear sense of self-awareness and development direction, and achieve the systematisation and standardisation of professionalism cultivation.

4.3 Enhancing the Self-Cultivation of Intern Nursing Students

The main body of the formation of professionalism among intern nursing students is self-cultivation. Nursing students need to strengthen their sense of professional identity, learn about the values and purposes of the nursing profession proactively, and connect their own growth with the health of patients and society. During the internship period, they should be able to observe the professional behaviour of clinical teaching staff and excellent nurses, actively seek guidance and learn by imitation, and gradually change external demands into internal motivation. Form the habit of reflection, record daily achievements and deficiencies in a reflective diary, engage in group discussions, etc., and promptly correct one's own behaviour. Manage your emotions well and reduce stress; keep a good mood, and if you are having trouble or feeling down, talk to others. Continuously set high standards for oneself and improve to develop stable professional qualities in nursing students.

4.4 Playing the Feedback Role for Patients and Peers

Feedback from patients and peers is often ignored but is actually very necessary for the cultivation of professionalism. As direct recipients of nursing services, patients have firsthand experience with

the communication attitude, humanistic care and sense of responsibility shown by nursing students during their studies; therefore, they can provide feedback on what is lacking in these areas. Peer Feedback Also Has Its Own Strengths. Intern nursing students live together day and night, so their performance in operational cooperation, teamwork and emotional support is more easily observed by other students. Clinical teaching staff can organise patient satisfaction feedback, peer-to-peer evaluations and group exchanges consciously to guide nursing students in learning about the actual results of their own professional behaviour from multiple angles. Set up normalised multi-source feedback paths to offer nursing students all-around and unbiased reference materials for self-improvement, thus promoting the all-round development of their professionalism.

5.Implementation Guarantees for Nursing Professionalism Cultivation during the Clinical Internship Stage

5.1 Organisational Management and Institutional Guarantees

The Foundation for the Implementation of Training Strategies is Organisational Management and Institutional Guarantees. Hospitals and schools should jointly establish a coordinated internship management body, clarify the responsibilities of all parties, and integrate professionalism cultivation into the overall plan and annual work plan for internship management. Build a good internship management system, specify the goals, contents, ways and assessments of professionalism cultivation, and ensure that the cultivation work follows rules. Set up a regular inspection and supervision mechanism to find and correct problems in the cultivation process promptly. Incorporate the effect of professionalism cultivation into the evaluation of departments and clinical teaching staff, build a management model that integrates institutional constraints and incentives, and ensure the effective implementation of all training measures.

5.2 Guarantees for Evaluation and Feedback Mechanisms

The two kinds of assessment are used to evaluate the training. A multi-subject evaluation system should be built to include evaluations by clinical teaching staff, patients, nursing students themselves, and peers; thus, the all-around development of nursing students' professionalism can be assessed. Evaluation contents should cover professional ethics, communication ability, sense of responsibility, teamwork, humanistic care, etc., and should not be reduced to skills assessment alone. Evaluation Methods can be divided into process evaluation and summative evaluation, and both focus on daily performance and changes in growth. Promptly establish a feedback channel, inform nursing students of their evaluation results in a positive manner, guide them to learn better, and at the same time offer support for adjusting training plans by the clinical teaching staff.

5.3 Guarantees for College-Hospital Cooperation

Cooperation between colleges and hospitals provides support for professional training. Strengthen the content of professionalism in the curriculum design and pre-internship education at schools to give nursing students a basic understanding and psychological preparation for clinical practice. The hospital will take part in the development of the internship training plan, incorporate job requirements into the training goals, and offer practical guidance and feedback for the school. Periodically communicate with each other, address any issues in the process of cultivating professional qualities during the internship, and share experiences and resources. Promote collaborative models, such as school-enterprise cooperative curriculum development and dual-mentor systems, effectively connect school education with clinical practice, form synergy, and jointly promote the all-round improvement of intern nursing students' professionalism.

6.Conclusion

The clinical internship stage is when nursing students learn to apply their professional knowledge in practice, and the results of this training will directly affect their future careers and the

quality of nursing services provided by them. The five sections of this paper are as follows: theoretical foundation, present situation analysis, causes of problems, countermeasures and implementation guarantee; it proposes that the cultivation of professionalism requires joint efforts from clinical teaching staff, the internship environment, nursing students themselves, and institutional support. Strengthen the teaching team, optimise the training system, enhance self-study, add organisational management, evaluation feedback and college-hospital cooperation guarantees, and thus improve the professional level of intern nursing students effectively. In the future, continuous exploration and optimisation of practice will still be required to advance the systematisation, standardisation and normalisation of nursing professionalism cultivation.

References

- [1] Li Jing, Jia Guo'an, Zhang Wenzhong, et al. A qualitative study on the current situation and training needs of humanistic literacy among undergraduate nursing students [J]. Qilu Journal of Nursing, 2024, 30 (23): 57–60.
- [2] Jiang Yiyao. Construction of a quality evaluation system for ideological and political education during the clinical internship stage of nursing [D]. Central South University, 2024.
- [3] Lou Tiantian, Mei Guowu. Research on countermeasures for cultivating professional literacy among higher vocational nursing students [J]. Journal of Jinhua Polytechnic, 2020, 20 (6): 31–36.
- [4] Chen Yuanyuan, Shen Qin. A study on the correlation between patient safety attitudes and professional literacy and fatigue among intern nursing students [J]. Journal of Nursing Administration, 2020, 20 (10): 715–719.
- [5] Chen Xue, Li Jinting. Cultivating the humanistic literacy of interns to improve nursing teaching quality [J]. Continuing Medical Education, 2020, 34 (8): 53–55.
- [6] Wang Haiping. Investigation and analysis of the ideological status of secondary vocational nursing students during the clinical internship stage [J]. Occupation, 2017, (32): 106–107.