

Research on Employment Guidance Strategies for Nursing Students from the Perspective of Professional Emotion

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Abstract: Under the background of healthy China, cultivating and exporting high-quality nursing talents is an important mission of colleges and universities, and high-quality employment of nursing graduates is the key to enrich the nursing talents. At present, the employment guidance for nursing students lacks systematicness and sustainability, ignoring the promotion effect of nursing professional emotion on the employment of nursing students. Good vocational emotional education can promote nursing students to correct their professional cognition, enhance their professional ability, strengthen their professional direction, and lay a good foundation for their employment and career development. To build a platform of practice and experience, with the guidance and education of the spirit of model workers, and with the help of the joint efforts of three aspects of education, can strengthen the professional emotion of nursing students, and promote the high-quality employment of nursing graduates.

1. Introduction

With the development of our society and the progress of medical and health undertakings, the requirements of nursing major from the previous low academic qualifications, low threshold, high employment to today's higher and higher academic qualifications, and the employment problem has gradually become prominent. At the same time, the gap of nursing talents in our country is still large, the team is unstable, and the turnover rate of clinical nursing staff is increasing year by year. Nursing education in colleges and universities shoulders the important mission of training high-quality nursing talents. It is of great importance to export what kind of nursing talents. The key indicator of talent output is high-quality employment. Therefore, employment guidance and education for nursing students (hereinafter referred to as nursing students) is an important part of talent cultivation in colleges and universities. Exploring effective employment guidance mode is of great significance to enrich and stabilize our nursing talents and improve the level of our nursing career.

2. At present, there are many problems in employment guidance for nursing students.

2.1 It is biased towards short-term results and lacks systematicness and overall importance.

At present, employment guidance in colleges and universities is mainly aimed at employment, and employment rate is an important criterion to measure the effectiveness of employment guidance. In this case, employment guidance is mainly focused on senior grades, and nursing students receive employment education and guidance before internship and during the graduation year. This kind of concentrated education in a short period of time is biased towards visible short-term results, that is, smooth employment. There is no comprehensive and systematic plan based on the actual needs of nursing students and their whole college career and future career planning. In short, this is a kind of "quick success and instant benefits" education. First of all, the educated may not be able to master the skills and knowledge required for job hunting and employment in a short period of time, and can benefit from these knowledge and skills for smooth employment. Secondly, even if the employment

is smooth, the educated will receive employment guidance due to employment. "A headache cures a head and a foot cures a foot" cannot necessarily bring about high-quality employment. A bubble-like high employment rate is easy to bring about resignations and resignations.

2.2 It is biased towards tasks and indicators and lacks professionalism and pertinence.

The employment guidance education in colleges and universities is short in time and has clear objectives. The contents of employment guidance are often only related to some emergency knowledge and skills such as employment situation and policies, employment information collection, job interview skills, etc. Its content is thin and superficial. First, there is a lack of professionalism and a professional team of teachers. Most of the teachers in the employment guidance course also come from part-time teachers. The ability and quality of the employment guidance personnel are uneven. It is difficult for employment guidance and education to fully explain professional knowledge such as character, occupation and entrepreneurship, and it is also difficult to guide nursing students to apply these professional knowledge. Second, it lacks pertinence. Employment guidance education in colleges and universities is difficult to take into account the individual differences of students and the specialty particularity. It is just a general and popular education. Job hunting is a kind of individual behavior, which has strong differences. It should be different according to different majors and different people. The specialty of nursing has its own specialty. In the aspect of employment guidance education, we should give full consideration to its differences and provide targeted education and guidance for nursing students. In addition to the general knowledge and skills of job-hunting and employment, the current situation of the medical and health industry, medical reform policies, professional identity and professional emotion should also be included as important contents.

2.3 It is biased towards theoretical indoctrination and lacks practicality and attraction.

Restricted by time and energy, the employment guidance education in Colleges and universities tends to be theoretical indoctrination, mostly in the form of classroom teaching, thematic class meeting, special lectures, etc., which is not only unattractive to the post-90s and post-00s nursing students, but also lacks a lot of practical experience opportunities. Job-hunting and employment is a process of integrating individual job-hunting intentions with their comprehensive qualities and displaying them. This is not only a reflection of the recognition of nursing profession for nursing students, but also a test of nursing students' professional ability, interpersonal relationship handling ability, social cognitive ability, knowledge control ability of laws and regulations, moral quality, psychological quality, sense of responsibility, etc. Each of these abilities is not acquired overnight, only through theoretical study. The strong professional emotion of nursing must be gradually accumulated in clinical practice, professional teaching, extracurricular practice and other practical experiences. Professional ability and other comprehensive quality ability need not only the accumulation of the whole university career, but also experience and sublimation in practice.

3. The importance of professional emotion education to nursing students' career.

Emotion is an emotional state and mood experience, but also a psychological state. Shang Yong [1] defined professional emotion from its mechanism, motivation and efficacy. He believed that professional emotion was a simplified subjective experience, externalized emotional expression and introspective mood. Professional emotion includes professional identity, professional honor and professional dedication, etc. Positive professional emotion makes people not care about personal gain and loss, have enthusiasm and love for work, can actively overcome various difficulties, have a strong sense of professional responsibility, and can pay great energy. Negative professional emotion makes people hate their profession emotionally, contradict their profession and lack professional responsibility.

Nursing profession is a job that needs emotional devotion. With the development of medical and health reform and the aging of social population, people have higher and higher requirements for medical services. With the expansion of the intelligent scope of nursing work, the importance of

nursing staff becomes more and more prominent. However, the professional environment and problems of nursing staff are still obvious: heavy workload, irregular work and rest time, unequal pay level, unsatisfactory social status, high risk coefficient. These seriously interfere with nursing students' cognition of nursing profession and affect their professional identity. Nursing students are biased towards their major and lack of professional emotion, which will inevitably lead to unstable professional thinking, lower learning interest, insufficient learning motivation and weak professional foundation, and will directly affect their professional ability and cognition of the major, thus bringing unfavorable effects to subsequent job hunting, employment and career development. Xu Jianou et al. [2] believed that the university period was an important stage of the formation of outlook on life and values, and the emotional education and positive emotion training of nursing students should be strengthened from the school education. Gou Li et al. [3] believed that the traditional nursing education mode only focused on the teaching of professional knowledge and training of professional skills, ignored the importance of vocational emotional education, and easily led to negative emotions, physiological fatigue, emotional exhaustion, cognitive burnout in the process of nursing work, and then developed into professional burnout. Professional emotional education for nursing students is helpful to help them set up the correct value orientation and help nursing staff to carry out effective self-regulation in time when encountering setbacks, emotional tension and physiological fatigue. Promoting professional identity can enable nursing students to maintain a positive and positive attitude, avoid blind comparison, define their professional orientation and actively adapt to the requirements of professional development. The college stage is the key stage for nursing students to lay a professional foundation and fully recognize their major. Good professional emotional education not only makes nursing students have a solid professional foundation and a correct professional attitude, but also enables them to firm their professional direction and view career choices dialectically, thus laying a good foundation for subsequent job hunting, employment and career development.

4. Pay attention to vocational emotional education and improve the employment quality of nursing students.

4.1 Pay attention to practice and experience, enhance nursing students' professional emotion and lay a foundation for high-quality employment.

The process of nursing students' contact with major is an important way to enhance professional emotion. However, it should be noted that simple theory teaching and truth preaching do not have much attraction for post-90s and post-00s nursing students. It is necessary to explore education methods that can touch their hearts if they are distracted. In the process of professional teaching, practical teaching is to transfer relevant theoretical knowledge to nursing students through full-scale simulation. Nursing students not only acquire nursing skills in this process, but also observe and learn teachers' demonstration of nursing humanistic care, nursing etiquette and professional norms, which is equivalent to a professional experience. The practical teaching can not only cultivate the solid nursing skills of nursing students, but also lay a foundation for the nursing students to understand the major and make their professional emotions germinate. Early contact with clinical practice teaching, such as clinical practice and practice, is to let nursing students experience nursing work in a short distance after having certain professional knowledge. Effective clinical practice teaching can not only promote nursing students to sort out the professional knowledge they have learned, check the leakage and fill in the deficiency, consolidate the theoretical knowledge and skills, but also promote the change of their internal attitude, views and emotions, and enhance their professional emotions.

Extracurricular practice is also an important carrier to cultivate nursing students' professional emotion and enhance their professional identity. Voluntary service activities and social practice are practical and experiential activities for nursing students to go out of the campus and serve the society with what they have learned. In practice, nursing students understand the society, investigate the people's situation, test professional knowledge, experience the fun of helping others with what they

have learned and realizing their own value. Therefore, high-quality extracurricular practical activities are a good way for nursing students to reflect on what they have learned, enhance their professional ability, improve their comprehensive quality and cultivate their professional emotions. Experiential employment guidance is an experiential employment guidance mode based on the accumulation of nursing students' previous study and aiming at internship and job hunting. Attention should be paid to students' personalities, with emphasis on experience and reflection. Group counseling and individual counseling should be combined so that students can "be personally present" and experience job-hunting scenes, fully show themselves, truly perceive all aspects of job-hunting, learn from each other, and find and solve problems. Through experiencing the job-seeking process, students are guided to correct their employment attitude, enhance their professional emotion and enhance their employment ability.

4.2 Introduce the spirit of model workers, carry out professional emotional education for nursing students, and guide nursing students to establish correct views on labor and job selection.

The party's 19th congress report mentioned for the first time "to carry forward the spirit of working as a model" and "to create a social atmosphere of glorious work and a professional atmosphere of keeping improving". The connotation of the model worker spirit is: "love one's post and work hard, strive for first class, work hard, be brave in innovation, be indifferent to fame and wealth, and be willing to give". The sense of mission, sense of responsibility, the spirit of loving one's post and devoting oneself to one's job, the spirit of struggle and hard work, the state of not fearing hardship and offering silently are exactly the benchmarking spirit that contemporary college students should learn. The nursing profession has been criticized for a long time, not because the profession itself is worthless, but because nursing students are influenced by the preconceived secular concept in the social environment. These negative factors, such as hard work, low salary level and mismatched social status, severely restrict the professional identity of nursing students. Xi Jinping encouraged young people in his 19th report: "If the younger generation has ideals, abilities and responsibilities, the country will have a future and the nation will have hope." [4] A strong and prosperous country must rely on outstanding young people to make contributions and establish a career, and must rely on young people with vigorous moisture to struggle. How can college students become qualified builders and successors of socialism if they forget their social responsibilities and responsibilities, do not integrate their personal efforts into the great cause of socialism, stand at a low position, have a narrow vision, and are fond of ease, "sitting on this mountain and looking at that mountain" and blindly pursue material enjoyment?

Therefore, it is urgent to give full play to the role of model worker spirit in educating people, to guide post-90s and post-00s nursing students to enhance their professional recognition, and to establish a correct view of labor and occupation. Labor model spirit education should fully consider the characteristics and psychological needs of nursing students in the new era, give full play to the representational characteristics of labor model spirit, combine the spirit of advanced workers and typical figures in the nursing industry, and avoid empty preaching. We should make use of the advantages of network education and practical education platform to carry out effective educational activities. Through network interaction, social practice, clinical practice, interviews with outstanding alumni, exhibition of model workers' deeds, and face-to-face visits of model workers' instructors, it touches the hearts of nursing students, forms benign interaction with nursing students, and allows "model workers' spirit" to infiltrate nursing students. We should streamline and improve a series of educational activities, integrate them into an educational mechanism with obvious effect, strong attraction and easy implementation, and gradually form an atmosphere of model workers' spiritual education. It is necessary to guide nursing students to recognize nursing specialty step by step, treat the advantages and disadvantages of occupation dialectically, do a good job of occupation orientation and correct the concept of job selection in the activity of spiritual education of model workers.

4.3 Relying on the joint efforts of three full-time talents to strengthen the professional emotion of nursing students and promote their high-quality employment.

The employment quality of graduates is the reflection of the quality of talent training in Colleges and universities. The fundamental task of colleges and universities is to cultivate people with morality, and everyone has the responsibility of educating people. The employment guidance education of nursing students should run through the whole process of nursing students' career, penetrate into all aspects of nursing students' education and training, and make use of all kinds of educational forces that nursing students can contact. The vocational emotional education is not a one-day job, and the employment guidance education is not a one-day success. The nursing students should carry out the employment guidance education as a whole since they enter the school, and they should also receive the professional emotional edification until they leave the school. While teaching professional knowledge, professional teachers should pay attention to the cultivation of nursing students' professional emotion, guide nursing students to have a comprehensive and objective understanding of nursing profession, and guide nursing students in career development. In the process of serving the teachers and students, the personnel of the intelligent department should pay attention to the emotional and psychological state of the nursing students, give full play to the advantages of the intelligent department, and seize the opportunity to educate and guide the students. Leading cadres should walk into nursing students, go deep into nursing students' groups, listen to their voices, build a platform for nursing students' professional emotional education, provide help for nursing students' professional confusion, and open up markets for nursing students' employment. Ideological and political teachers, academic cadres and employment guidance personnel should integrate ideological and political education and employment guidance education into the personal growth and development of nursing students and career planning, and carry out personalized and sustainable education guidance. Colleges and universities should carry out the overall planning from the top-level design, issue the corresponding measures and policies, promote the implementation of the new strategy of employment guidance, and pay attention to the important role of vocational emotional education in the employment guidance education of nursing students.

5. Summary

To sum up, the current situation of employment guidance education in Colleges and universities is not optimistic. It is an urgent need to explore a high-quality employment guidance model. Under the background of healthy China, the demand of nursing talents and the particularity of nursing profession need more attention to the professional emotion of nursing students. Professional emotion is an important factor influencing the effect of employment guidance education for nursing students. Only when the professional emotion is stable can the employment guidance and education work get twice the result with half the effort and the future career development of nursing students be smooth. From the perspective of individual development of nursing students, it is truly student-oriented to integrate vocational emotional education into employment guidance education and employment guidance education into college career planning and career planning of nursing students.

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