

Analysis of Nursing Emotional Education Based on Nurses' Professional Attitude

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Abstract: Objective: The nursing emotional education method based on nurses' professional attitude is expounded, and the effect of education is observed. Method: Nurses in our hospital were randomly divided into two groups. The control group was given routine nursing care. The observation group was given more emotional nursing education. Result: Observed group nursing staff nursing emotional education assessment scores (95.62 ± 2.30) points, education method satisfaction 98%, patient satisfaction 98%, nurses and patients disputes incidence rate of 4%. In the control group, the nursing staff's emotional education assessment score (81.62 ± 3.94), education method satisfaction 80%, patient satisfaction 76%, and nurse-patient dispute rate 12%. Conclusion: Strengthening the emotional education of nursing can effectively improve the professional attitude of nursing staff, and it also has positive significance for the improvement of patient satisfaction, and the clinical application value is higher.

Keywords: Nurses' professional attitude; nursing emotional education; nursing dispute.

1. INTRODUCTION

In recent years, with the continuous development of medical and health reforms, the society's demands for nursing staff's attitudes have gradually increased, and the issue of nursing emotional education has gradually gained the attention of major hospitals. Some studies have pointed out that strengthening nursing emotional education can help improve the professional attitude of nurses and improve patient satisfaction. From April 2017 to April 2018, 50 nurses working in our hospital were randomly selected as samples. The methods of nursing emotional education were expounded and the effects of education were observed.

2. DATA AND METHODS

2.1 General information

The nursing staff in this hospital were randomly divided into 2 groups. The observation group consisted of 25 cases, age (28.62 ± 2.62) years old, working age (10.56 ± 2.41) years, male/female=5/20, no significant compared with the control data. Difference ($p > 0.05$):

Table 1. General information of nursing staff

Group	Number of cases (n)	Age (years old)	Length of service (year)	Male / female (n)
Observation group	25	28.62 ± 2.62	10.56 ± 2.41	5/20
Control group	25	28.95 ± 2.47	10.60 ± 2.33	4/21
p	> 0.05	> 0.05	> 0.05	> 0.05

2.2 Method

The control group received routine nursing, while the observation group strengthened emotional education for nursing staff. During the period of education, it is necessary to arrange educational contents reasonably and integrate nursing emotion into the educational process. In addition, reasonable educational methods should be chosen to enable caregivers to feel the importance of maintaining a good attitude. Finally, it is necessary to strengthen the evaluation of educational effectiveness to ensure that the education work has achieved certain results.

2.3 Observation index

Observe the assessment scores of nursing staff (up to 100 points, minimum 0 points), satisfaction with educational methods, patient satisfaction, and incidence of nurse-patient disputes.

3. RESULT

3.1 Comparison of assessment scores

The nursing staff's nursing emotional education assessment score (95.62 ± 2.30) in the observation group was significantly different from the control group ($p < 0.05$). See Table 2 for details.

Table 2. Comparison of assessment scores

Group	Observation group (n=25)	Control group (n=25)	p
Score (minutes)	95.62 ± 2.30	81.62 ± 3.94	< 0.05

3.2 Educational method satisfaction comparison

The satisfaction of the nursing method of the observation group was 98%, which was significantly different from the control group ($p < 0.05$):

Table 3. Educational method satisfaction comparison

Group	Observation group (n=25)	Control group (n=25)	p
Satisfaction (n/%)	24(98)	20(80)	<0.05

3.3 Patient satisfaction comparison

The patient satisfaction of the observation group was 98%, which was significantly different from the control group ($p < 0.05$). See Table 4 for details.

Table 4. Patient satisfaction comparison

Group	Observation group (n=25)	Control group (n=25)	p
Satisfaction (n/%)	24(98)	19(76)	<0.05

3.4 Comparison of the incidence of nurses and patients

The incidence of nurses and patients in the observation group was 4%, which was significantly different from the control group ($p < 0.05$). See Table 5 for details.

Table 5. Comparison of the incidence of nurses and patients

Group	Observation group (n=25)	Control group (n=25)	p
Patient disputes (n/%)	1(4)	3(12)	<0.05

4. DISCUSS

The attitude towards patients and the attitude towards work are the main manifestations of the professional attitude of nursing staff. The routine education methods of nursing staff are more focused on enhancing their nursing skills [1]. However, the incidence of nurse-patient disputes tends to be higher because of less involvement in nursing and professional attitudes. The results showed that the scores of nursing emotional education were 81.62 (+ 3.94), 80%, 76% and 12% respectively. The above research results show that there are some shortcomings in the conventional education method.

Nursing emotional education is an education based on the principle of "people-oriented" and the aim of "improving patients'satisfaction" [2]. Applying this education method to the nursing staff education process can make them fully realize the importance of maintaining a good professional attitude, so that patients'satisfaction can be improved. The methods and advantages of nursing emotional education are as follows: (1) Education content: The problems concerning nursing emotions and attitudes should be brought into the education process. Through the way of telling cases, nurses can form good nursing attitude. For example, it can tell the nursing staff about the case of the nurse-patient dispute, and ask the nursing staff to evaluate the case and express their feelings. In the end, the nursing staff realized that a good attitude is the basis for the harmonious coexistence of the nurses and patients, the respect for the patients and their own positions, and the improvement of their professional attitudes. (2)

Educational methods: The “role-playing method” can be applied to the process of nursing emotional education to improve the level of education. For example, multiple nursing staff may be required to play the roles of “patient”, “patient's family” and “nurse” respectively. It can make the patient's inner feelings stand from the perspective of the patient, and achieve the purpose of cultivating their nursing emotions and improving their nursing attitude. (3) Assessment: After the completion of education, nursing staff must participate in the assessment. Those who pass the assessment can participate in the clinical nursing work. The study found that after using the above methods to strengthen the nursing emotional education, the nursing staff's nursing emotional education assessment scores (95.62 ± 2.30), education method satisfaction 98%, patient satisfaction 98%, and nurse-patient disputes rate 4%. Compared with the conventional method of education, the satisfaction of nursing staff and patients has been improved, and the incidence of nurse-patient disputes has been significantly reduced. The above research results show that strengthening nursing emotional education can effectively improve the professional attitude of nursing staff, and it is also positive for the improvement of patient satisfaction, and the clinical application value is higher.

In summary, the clinical education of nursing staff should be strengthened, and the professional attitude of nursing staff should be improved by improving educational content, optimizing educational methods, and strengthening education assessment. Finally achieve the goal of improving patient satisfaction and improving hospital reputation and image.

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