

Study on the Application Status of Hospice Care in Aged Nursing Teaching

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Abstract. Hospice mainly refers to the premise of fully respecting the life dignity of patients in clinical end-stage patients, and assisting such patients to walk through the last course of life in a peaceful and comfortable life. In this process, they need to get a full range of care from family members and health care workers. Effective in elderly nursing teaching corresponding to the hospice, can effectively promote students largely solid grasp of knowledge related to the hospice, while the theory used in clinical practice, professional knowledge and upgrade vocational skills so that effectively.

1. Introduction

At present, China's population aging situation is getting more and more serious. According to the existing medical conditions, there are still many diseases that cannot be truly cured. Under such circumstances, many end-stage patients have to suffer extremely painful bodies. Pain and psychological stress are more difficult to load economic pressure. Under such circumstances, hospice care is gradually accepted by patients and their families as a form of care that has to be taken. In view of such a situation, it is very important and necessary to add hospice care to the aged nursing teaching, so that more elderly nursing students can join in and effectively promote the steady and orderly development of the aged care business.

2. The Main Connotation of Hospice Care

In general, what we call hospice care is also called palliative care, which mainly refers to the corresponding curative treatment for end-stage patients, which has no effect. In this case, for patients and Family members carry out effective and comprehensive medical care as a whole, and their fundamental purpose is to maximize the quality of life of end-stage patients. The factors involved in this method of care include many aspects, especially the physical, psychological and social factors of the patient. For the support system of hospice care, it is a collaborative work and a series of multi-disciplinary teams of professional doctors, nurses, dieticians and psychologists. Each member of the team must have targeted edification education and training, and passed the assessment before they can join.

3. Progress in Application at Home and Abroad

3.1. Summary of Foreign Progress

Relevant experts and scholars such as CarrasoJM conducted corresponding surveys in universities in 43 countries in Europe in 2015. The results show that more than 30% of the medical colleges and universities have hospice courses, and more than 14% of them This course is a compulsory course. In addition, in 2016, the American Anning Care Association has targeted a specific document, which stipulates that nursing students must fundamentally and effectively master 17 items related to hospice care during their studies. Skills. It can be seen that developed countries such as Europe and the United States have paid more and more attention to the implementation of ergotherapy courses and the mastery of related skills.

3.2. Summary of Domestic Progress

Targeted in combination with the actual situation of China's aging, a biweekly symposium was held in 2016. The main topic is to focus on the center of “efforts to promote old-age services”, which fully proves that the elderly can create a better life environment for the elderly. Effective and effective provision of rationalized aged care services has gradually become one of the focus issues of all aspects of society. In this process, the implementation and concrete practice of hospice care began slowly. At present, China has effectively encouraged colleges and universities to set up the aged nursing profession according to their own conditions, and targeted the excellent nursing talents in the direction of the aged nursing profession, and fundamentally effectively promoted the sustainable development of the aged care business. However, there are still many problems in the teaching process of the aged nursing profession in China. The old-age nursing discipline has just started, the professional curriculum is not complete, and the knowledge and practice methods of hospice care have not been implemented in the specific teaching process. Implementation, with little success, are issues that require the attention of relevant teachers.

4. Suggestions on the Application of Hospice Care in Aged Nursing Teaching

4.1. Teacher Training

Senior nursing professional teachers should have high professional ethics and professional sentiment, focus on young teachers to focus on training, and require relevant teachers to regularly participate in the worldwide hospice treatment forums and conferences, and conduct related training, as well as assign Relevant teachers go to the clinic to study and learn, and promote the practice and study of hospice care from the two aspects of clinical and nursing, so as to effectively improve the breadth and depth of the lecture content. In terms of teacher qualification, they are required to have professional qualifications for nursing care, so that teaching can be more authoritative.

4.2. Theoretical Teaching

First of all, in the early stage of teaching, it is necessary to guide students to develop a correct attitude and recognize the necessity and importance of hospice care. Secondly, it is necessary to pay attention to ethics teaching. The nursing ethics course is fundamentally a vital part of the germination treatment in the aged nursing profession, effectively promoting students to form a scientific outlook on life and death. Third, to ensure that students have relevant communication skills, in the face of end-stage patients, they must know how to communicate, and relevant students should be trained and trained in communication skills. Fourth, according to the specific situation, effectively innovate simulation teaching.

The simulation of the real clinical situation as a basic premise, effectively simulate the specific medical environment, Gillan PC and other related experts and scholars for the hospice care issue, a targeted reference to the relevant simulation teaching literature, and systematic exploration, which inside The content includes the simulation teaching content of hospice care. Through relevant research, it is shown that effective and effective simulation teaching can greatly promote students to master the basic knowledge, effectively improve communication ability, and more in the process of dealing with problems. confidence.

4.3. Clinical Practice Teaching

Based on the theoretical teaching, it is necessary to arrange the elderly nursing students to go to the relevant hospital geriatric wards for hospice care and hospice care, and feel the whole hospice care process. Nursing practice ability.

5. Conclusion

In summary, colleges and universities have a vital role in the effective application of hospice care measures in the process of aged nursing teaching. In the specific teaching process, we must pay

more attention to the importance and necessity of the hospice course, and focus on the research progress at home and abroad to further optimize and improve the hospice care education system, and effectively promote the aged care. The cause achieves sustainable development.

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7. References

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