

Analysis of Factors Affecting the Quality of Tumor Nursing Teaching and Countermeasures

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Abstract: There are numerous factors influencing the quality of tumor nursing education, including the lack of professional tumor nursing teachers, weak practical teaching components, and insufficient understanding of tumor nursing among students. The absence of professional teachers leads to difficulties in delving into teaching content, while weak practical teaching components make it challenging for students to translate theoretical knowledge into practical skills. Moreover, students' inadequate understanding of tumor nursing affects their learning interests and motivation. In response to these issues, a series of countermeasures are proposed, including optimizing teaching content, strengthening faculty construction, and enhancing publicity of tumor nursing education. These measures aim to improve teaching quality, stimulate students' interest in learning and practical abilities, and cultivate more tumor nursing professionals with professional competence.

Keywords: tumor nursing; teaching quality; influencing factors; countermeasures

1. The Importance of Tumor Nursing Education

The importance of tumor nursing education is self-evident. Firstly, with the annual increase in cancer incidence rates, the demand for professional nursing talents is becoming increasingly urgent. Tumor nursing education aims to cultivate nursing personnel with professional knowledge and skills, who can not only provide basic nursing services but also formulate personalized care plans according to the special needs of cancer patients. Secondly, tumor nursing involves knowledge from multiple fields, including pathology, pharmacology, and psychology. Through systematic learning, nursing personnel can comprehensively understand the etiology, treatment

methods, and prognosis of cancer diseases, thereby better assisting doctors in treatment and improving patients' treatment outcomes and quality of life. Thirdly, cancer patients often suffer from both physical and psychological torment during the treatment process. Professional tumor nursing personnel can provide not only physical care but also psychological support and spiritual comfort, helping patients build confidence in overcoming the disease and alleviate their fears and anxieties. Fourthly, tumor nursing education also contributes to the development and innovation of the nursing discipline. By continuously researching and exploring new nursing concepts and technologies, nursing personnel can provide more scientific and effective nursing services for cancer



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patients, contributing to the progress of the tumor nursing profession.

2. Analysis of Factors Influencing the Quality of Tumor Nursing Education

2.1 Disconnection between Teaching Content and Practical Needs

In current tumor nursing education, there often exists a problem of overly theoretical teaching content and a lack of practical operation and experience. This results in students struggling to integrate theoretical knowledge with practical applications during the learning process, making it difficult for them to effectively address complex situations encountered in actual work. With the continuous advancement of medical technology and updates in tumor treatment methods, the field of tumor nursing is constantly evolving. However, some educational institutions lag behind in updating textbooks and curriculum, failing to timely reflect the latest nursing concepts and technologies. This disconnection not only affects students' learning outcomes but also hinders the development of tumor nursing.

2.2 Singular Teaching Methods

A factor influencing the quality of tumor nursing education is the singularity of teaching methods. In current tumor nursing education, many educational institutions still employ traditional teacher-centered teaching models, where teachers lecture and students listen. This singular teaching method neglects the students' role in the learning process, lacks interactivity and innovation, and makes it difficult for students to actively engage in learning, thus failing to fully stimulate their interest and initiative. Tumor nursing is a highly practical and applied discipline, and relying solely on traditional lecture-style teaching fails to meet students' practical needs. Students require more practical opportunities and hands-on experience to better grasp the core knowledge and skills of tumor nursing. However, singular teaching methods often lack practical components, making it difficult for students to integrate theoretical knowledge with practical applications, thus affecting their learning outcomes and application abilities.

2.3 Lack of Professional Tumor Nursing Teachers

Currently, with the continuous increase in the incidence of cancer, the demand for tumor nursing talents is

also growing. However, there is a relative shortage of professional tumor nursing teachers. On the one hand, the field of tumor nursing involves extensive and specialized knowledge, requiring teachers to have a strong medical background, rich clinical experience, and cutting-edge nursing concepts. Many educational institutions lack such professional talents, leading to difficulties in ensuring teaching quality. On the other hand, due to the particularity and complexity of tumor nursing work, many nursing staff prefer to work at the forefront of clinical practice rather than engage in teaching. This further exacerbates the shortage of tumor nursing teacher resources, making it difficult for educational institutions to assemble a high-quality, professional teaching team. Therefore, the lack of professional tumor nursing teachers has become one of the key factors hindering the improvement of tumor nursing education quality.

2.4 Weakness in Practical Teaching Components

A significant factor influencing the quality of tumor nursing education is the weakness in practical teaching components. Tumor nursing is a highly practical and applied discipline that requires students to possess proficient operation skills and clinical practice abilities while mastering theoretical knowledge. Many educational institutions currently focus too much on imparting theoretical knowledge in tumor nursing education while neglecting the importance of practical teaching, resulting in relatively weak practical teaching components. This weakness in practical teaching components manifests in several aspects. There is a lack of sufficient practical opportunities and hands-on experience, making it difficult for students to integrate theoretical knowledge with practical applications and form a deep understanding and mastery. The practical teaching content and methods are disconnected from clinical actual needs, failing to effectively simulate real work environments, thus making it difficult for students to adapt to actual work scenarios. The weak practical teaching components also lack assessment and feedback mechanisms, making it difficult for students to understand their practical level and shortcomings and unable to adjust and improve promptly. The weakness in practical teaching components not only affects students' learning outcomes and application abilities but also hinders the improvement of tumor nursing education quality.

2.5 Insufficient Understanding of Tumor Nursing among Students

An important aspect among the factors influencing the quality of tumor nursing education is the insufficient understanding of tumor nursing among students. Due to the relatively specialized and complex nature of tumor nursing, involving extensive knowledge and skills, students often lack relevant background knowledge and practical experience, resulting in a superficial and one-sided understanding of tumor nursing. Specifically, insufficient understanding of tumor nursing among students manifests in several aspects. They may have inadequate knowledge of the etiology, treatment methods, and prognosis of cancer diseases, unable to fully comprehend patients' conditions and needs. Moreover, students may not sufficiently grasp the core techniques and operational skills of tumor nursing, making it difficult to provide effective nursing support. Additionally, they may lack attention to the psychological and social needs of cancer patients, unable to provide comprehensive care and support.

3. Strategies to Improve the Quality of Tumor Nursing Education

3.1 Optimize Teaching Content to Align Closely with Clinical Practice

One strategy to enhance tumor nursing education quality is to optimize teaching content, ensuring its alignment with clinical practice. Given the rapid advancements in tumor nursing knowledge and technology, educational content must keep pace, reflecting the latest clinical practices and research findings. To achieve this, curriculum structures should be adjusted to include more clinically relevant case studies, enabling students to better understand and apply nursing knowledge on a theoretical basis. Additionally, optimizing teaching content should prioritize interdisciplinary integration. Tumor nursing encompasses multiple fields such as medicine, psychology, and sociology. Integrating interdisciplinary knowledge into teaching content helps students develop comprehensive and systematic nursing thinking. Moreover, attention should be paid to clinical needs by incorporating the latest nursing technologies and concepts into teaching, enabling students to acquire the latest nursing skills and enhance their problem-solving abilities. By optimizing teaching content and

closely aligning it with clinical practice, tumor nursing education can become more clinically relevant and meet students' practical needs, thereby improving learning interest, motivation, and ultimately the quality of tumor nursing education.

3.2 Innovate Teaching Methods to Stimulate Student Interest

Traditional teaching methods often prove too monotonous to meet modern students' learning needs. Therefore, active exploration and implementation of innovative teaching methods are necessary to present tumor nursing knowledge in a more vivid and engaging manner. Case-based teaching methods can be employed by introducing real tumor nursing cases, allowing students to deeply understand nursing knowledge and skills through analysis, discussion, and problem-solving processes. Information technology-based teaching tools such as multimedia teaching and online learning platforms can be utilized to combine theoretical knowledge with dynamic images and videos, thereby enhancing student engagement and participation. Interactive teaching activities such as role-playing and group discussions can also be conducted to simulate real-world scenarios, enabling students to practice and communicate, thus enhancing their practical and teamwork skills.

3.3 Strengthen Faculty Development

Enhancing faculty development is crucial for improving the quality of tumor nursing education. A high-quality faculty is the core force ensuring teaching quality; therefore, efforts must be made to prioritize faculty development. This includes increasing training and recruitment efforts for tumor nursing professionals with rich clinical experience and strong academic backgrounds. Encouraging faculty participation in domestic and international academic exchanges and collaborations helps update teaching philosophies and methods, thus improving teaching standards and professional competence. Establishing sound teacher evaluation and incentive mechanisms helps inspire teachers' enthusiasm and innovation. Recognizing outstanding teachers through teaching awards and providing teaching research funding motivates them to contribute more to improving tumor nursing education quality. Furthermore, team-building activities among faculty members, such as organizing regular research

activities and teaching seminars, facilitate the sharing of teaching experiences and discussion of teaching methods, collectively improving teaching quality and effectiveness.

3.4 Enhance Students' Clinical Practice Abilities

Another strategy to improve tumor nursing education quality is to significantly enhance students' clinical practice abilities. While theoretical knowledge is important, the ultimate goal of tumor nursing education is to translate theory into practical skills. Therefore, the proportion of practical teaching should be increased to ensure students have sufficient clinical practice opportunities. Through simulation platforms such as simulated wards and real nursing scenes, students can deepen their understanding of theoretical knowledge and improve their nursing skills proficiency. Encouraging students to participate in clinical internships and volunteer services allows them to directly engage with cancer patients, gaining insights into patient needs and psychological changes. Through interactions with patients, students learn to apply their knowledge to solve practical problems, thereby cultivating clinical decision-making and adaptability. Additionally, strengthening the clinical mentorship system by inviting experienced clinical nurses as mentor teachers provides students with one-on-one guidance and assistance. Mentors can share clinical experiences, impart nursing techniques, and help students quickly adapt to clinical environments, thereby enhancing their clinical practice abilities.

3.5 Strengthen Publicity of Tumor Nursing Education

Tumor nursing, as an important branch of medicine, is characterized by its complexity and specialization, often leading to limited public understanding. Strengthening the publicity of tumor nursing education can effectively raise public awareness of tumor nursing and enhance societal understanding and support for tumor nursing work. Various channels can be utilized for publicity, including organizing tumor nursing knowledge lectures, creating promotional videos, and publishing popular science articles to disseminate basic knowledge, skills, and importance of tumor nursing to the public. Collaboration with the media, through television, radio, newspapers, and other media platforms, helps widely spread information about tumor nursing education, attracting more attention and

participation. Campus publicity activities can also be organized by inviting tumor nursing experts to engage with students in face-to-face discussions, sharing experiences and insights into tumor nursing.

4. The Evaluation of Effects and Continuous Improvement after Implementing Strategies

The evaluation of effects and continuous improvement after implementing strategies is a crucial aspect in enhancing the quality of oncology nursing education. In terms of evaluation, various methods and indicators are employed for comprehensive assessment. This includes assessing students' academic performance, practical skills, and clinical internship performance to evaluate their grasp of oncology nursing knowledge and skills. Gathering feedback from both students and teachers helps to understand the issues and shortcomings in the teaching process, as well as the satisfaction levels of students with the education. Additionally, conducting horizontal comparisons of teaching effectiveness with other educational institutions helps identify one's own strengths and weaknesses. In terms of continuous improvement, specific improvement measures are formulated based on the evaluation results. Addressing identified issues and shortcomings, adjustments will be made to teaching content and methods, optimizing the structure of the teaching staff, and enhancing practical teaching activities to improve students' learning outcomes and practical abilities. Furthermore, strengthening communication and collaboration with other educational institutions will facilitate the exchange of advanced teaching experiences and methods, thereby promoting the continuous enhancement of oncology nursing education quality.

Conclusion

Enhancing the quality of oncology nursing education is a comprehensive endeavor that requires efforts from various aspects and continuous dedication. Looking ahead, we will continue to deepen educational reforms, strengthen practical teaching, and enhance the professionalism and practicality of oncology nursing education. We believe that with the collective efforts of all teachers and students, we will be able to cultivate more outstanding oncology nursing professionals who will contribute significantly to the recovery of patients

and the nursing profession as a whole.

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