The impact of Chinese Cultural Values on Nursing Education: A case study of cultivation of Personhood, Caring and Professionalism to BSN students in Macau

Grace Lok (Lecturer, RN, MNs, MEd)
Michelle Zhu (Professor, Ph.D)
Florence Van (President, Ph.D)
Kelly Wang (Lecturer, MPH)

Kiang Wu Nursing College of Macau
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Background

Macau is a Special Administrative Region (SAR) of the People’s Republic of China and benefits from the principle of “one country, two systems”, that means, Macau people run Macau and maintain the status quo with its independent political entity.

Macau’s social structures, political and educational development are distinctive from those in other Chinese and South East Asian societies, because of its unique historical and cultural background, which mixed with Confucian and Catholic traditions.

The nursing education development in Macau is also influenced by the multicultural community and values.
Macau at A Glance

- A city (special administrative region) on the southern coast of China
- Comprise of Macau Peninsula, Taipa and Coloane Islands
- Total area: 28.2 km²
- Total population: 607,500 (>95% of population are ethnic Chinese)
- Official language: Chinese, Portuguese
- No. of higher educational institutions: 10 (4 public, 6 private)
- 2 nursing colleges, No medical school
  - Kiang Wu Nursing College of Macau
  - School of Health Sciences, Macau Polytechnic Institute
Health Statistics (2012)

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of hospitals:</td>
<td>3 (1 public, 2 private)</td>
</tr>
<tr>
<td>No. of doctors:</td>
<td>1,482</td>
</tr>
<tr>
<td>No. of nurses:</td>
<td>1,751</td>
</tr>
<tr>
<td>No. of hospital beds:</td>
<td>1,354</td>
</tr>
<tr>
<td>Nurse to doctor ratio:</td>
<td>1.8 : 1</td>
</tr>
<tr>
<td>Citizen to doctor ratio:</td>
<td>1,000 : 2.5</td>
</tr>
<tr>
<td>Citizen to nurse ratio:</td>
<td>1,000 : 3</td>
</tr>
<tr>
<td>Citizen to hospital bed ratio:</td>
<td>1,000 : 2.3</td>
</tr>
</tbody>
</table>

- Citizen to nurse ratio: 1,000 : 3 → 1,000 : 4 (2020)
Development of Nursing Education of Macau---from hospital-based to university education

Vocational training 1985-1993
Apprenticeship (Nursing and Midwifery) 1923-1982
High Diploma Degree 1997-2000
Bachelor Degree 2001-
APN & Master Degree Program 2005-
Literature Review

• Caring behaviors cultivation of nursing students
• The contextual uniqueness of nursing education development of Macau- mixed cultures
Caring behaviors cultivation of nursing students

• Caring is the core of nursing.
• Therefore, if cultivating caring in student nurses is desired, then they should be educated in an environment with a caring atmosphere (Zhu, Luk & Deng, 2013; Zhu & Van, 2008; Beck, 2001).
• Many strategies are recommended to cultivate student’s caring competence, which include role modelling, dialogue, case study, group discussion, reflection, caring group, journaling, etc. (Shihi & Lee, 2012; Lee & Fang, 2000)
• The findings of recent researches on cultivating caring behaviors of nursing students showed that, it’s important to help students to develop the concept and insight of caring through clinical practice and interaction with clients. Also, positive reinforcements may help to strength the caring behaviors (Li, 2013; Shihi & Lee, 2012).

• In Chinese culture, caring is deeply embedded in the belief of Ren (仁)/ Benevolence, when you caring for the weak one, you are putting yourself in the place of another (Bai, Jiang & Zhang, 2011).

• However, lack of study explores the relationship between Chinese culture and caring behaviors cultivation of nursing students, especially in Chinese social-cultural context.
The uniqueness of Macau

Gateway between East and West:

Harmonious coexistence of multi-culture
The Chinese Culture--Confucianism

The philosophy of Chinese ethics: Confucianism virtues of human nature, being a good person.

「仁」 Ren: Benevolence
「義」 Yi: Justice
「禮」 Li: Propriety
「智」 Zhi: Wisdom
「信」 Xin: Trust

(Bai, Jiang & Zhang, 2011; Tsai, 2010)
The European Culture

- Charity
- Humanity
- Interactivities
- Harmony

(Antunes, 2009)
When East meets West...

How students learn?
Research aims

• To explore the impacts of Chinese cultural values on cultivation of nursing caring behaviors to BSN students in Macau.
An example of program from Kiang Wu Nursing College of Macau
Philosophy and Objectives

Cultivation of Personhood

Philosophy

To pass on Dr. Sun Yat-sen’s philanthropic and beneficent spirit; to carry forward the Kiang Wu’s spirit of caring and utter devotion as well as to develop an educational philosophy of “From Personhood to Benevolence”.

Objectives

To cultivate nursing professionals and workers of health sciences who believe in the philosophy of “From Personhood to Benevolence” and are able to create new knowledge, care for society and benefit the communities as much as being dedicated to the nation and human health.

Features

Strive for Competence and Integrity

Serve with Professionality and Care
Philosophy of Nursing Education: Mixed culture

- N for Nursing
- The shape of N also similar to the two combined Chinese characters of “Ren” (人 meaning person) in a mirror image and mutual reflection.
The “Ren-Ren” signifies person to person relationship and care arising from and formed between “nurse and nurse/health worker”, “nurse and client” and “nurse and society”. The “Ren-Ren” reflection also signifies the state of wellness in an ongoing dynamic process through human interaction and mutual support. In the course of people's mutual caring, it brings forth the core spirits of nursing, moving from “personhood” to “benevolence” and “dedication”.
Objectives of Nursing Education

- Nursing Care
- Law & Ethics
- Communication & Cooperation
- Management
- Professional Development
- Personal Development
Bachelor of Science in Nursing Programme (BSN) Conceptual Framework

Total no. of credits 134

Theory 94 credits (incl. 19 credits of electives)
1,125 learning hours

Clinical Study 40 credits
1,840 learning hours (±10%)

Conceptual Framework:
- Nursing
- Clients
- Health
- Education
- Benevolence
- Personhood
- Professional
- Nursing Care
- Communication
- Environment
Curriculum Design

Management

Professional Development

Fundamentals of Nursing I~II
Pharmacology
Pathophysiology

Year 4: Consolidation & Reinforcement

Year 3: Analysis & Review

Year 2: Critical Thinking & Reasoning

Year 1: Fundamental Knowledge

Benevolence—Professional Nurse (Practising Nurse)

Person—Novice

Clinical Study V

Communication & Ethics

Law & Ethics

Clinical Study IV

Clinical Study III

Clinical Study II

Clinical Study I

Health Assessment
Preliminary Clinical Study
Clinical Study I
Introduction to Nursing Research,
Nursing Management

Microbiology
Immunology

Human Biology

Mental Health Nursing I~II
Adult Nursing I~II
Traditional Chinese Medicine

Nursology
Health Assessment

Professional Nursing

Sociology
Clinical Reasoning and Decision

Chinese
English

Philosophy, English and Elective

Personal Development

Exchange Study

Fundamentals of Nursing III~V
Childbearing and Family Health Nursing
Child and Adolescent Health Nursing

Year 2:
Critical Thinking & Reasoning

Year 1:
Fundamental Knowledge

Year 3:
Analysis & Review

Year 4:
Consolidation & Reinforcement

Adult Nursing III~V
Childbearing and Family Health Nursing
Child and Adolescent Health Nursing

Clinical Care

Professional Nurse

Managing Nurse

Resident Nurse

Novice

Professional Nurse

Practising Nurse
Holistic Nurture of Students

- Teacher-Student Competition Day
- Kiang Wu Cup Inter-University Debate Competition
- Theme Talk
- Community Sports Day
Continuation of the Benevolence Spirit

Service-Learning Activities

Cap Conferment Ceremony

Pinning Ceremony

Give health lectures in the community, elderly care centres and schools.

Visit AIDS orphans in the Mainland

Organize Love Giving Activities.
Integration of teaching, scientific researches and social services

- Faculty members join professional associations
- Students participate in research projects
- Conduct cognitive assessment for the elderly
- Nursing Appliances Concept Design Competition
- Electro-cardiograph Ruler
- Problem Solving for Better Health Workshop
Methods

• Embedded approach
• Quantitative: self-administrative online questionnaire of Caring Behavior Inventory survey
• Qualitative: content analysis of students’ clinical reflective journals
The caring behaviors of BSN nursing students

From quantitative approach

• Self administrated Caring Dimension Inventory (CDI) (Watson & Lea, 1997).

• All BSN students of four grades were invited to compete the anonymous questionnaire online at the end of the academic years between 2008/2009-2012/2013.
## Results

### Table 1. The perception of Nursing Caring Behaviors of BSN students in different academic years (x±s)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2007/2008</td>
<td>176</td>
<td>3.83</td>
<td>0.46</td>
</tr>
<tr>
<td>Year 2008/2009</td>
<td>181</td>
<td>3.94</td>
<td>0.39</td>
</tr>
<tr>
<td>Year 2010/2011</td>
<td>180</td>
<td>3.89</td>
<td>0.44</td>
</tr>
<tr>
<td>Year 2011/2012</td>
<td>182</td>
<td>3.88</td>
<td>0.52</td>
</tr>
<tr>
<td>Year 2012/2013</td>
<td>209</td>
<td>3.93</td>
<td>0.48</td>
</tr>
</tbody>
</table>
## Results

Table 2. The perception of Nursing Caring Behaviors of BSN students (x±s)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>320</td>
<td>3.89</td>
<td>0.49</td>
</tr>
<tr>
<td>Year 2</td>
<td>302</td>
<td>3.91</td>
<td>0.45</td>
</tr>
<tr>
<td>Year 3</td>
<td>258</td>
<td>3.85</td>
<td>0.43</td>
</tr>
<tr>
<td>Year 4</td>
<td>247</td>
<td>3.90</td>
<td>0.51</td>
</tr>
</tbody>
</table>
### Results

**Table 3. The highest and lowest scored items of Nursing Caring Behaviors of BSN students (x±s)**

<table>
<thead>
<tr>
<th>Items</th>
<th>Year 1-4 Mean</th>
<th>Year 1 Mean</th>
<th>Year 2 Mean</th>
<th>Year 3 Mean</th>
<th>Year 4 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The 5 highest scored items</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being honest with a patient</td>
<td>4.40±0.68</td>
<td>4.52±0.63</td>
<td>4.40±0.65</td>
<td>4.32±0.69</td>
<td>4.34±0.77</td>
</tr>
<tr>
<td>Getting to know the patient as a person</td>
<td>4.40±0.71</td>
<td>4.50±0.70</td>
<td>4.37±0.66</td>
<td>4.31±0.72</td>
<td>4.40±0.75</td>
</tr>
<tr>
<td>Providing privacy for a patient</td>
<td>4.39±0.71</td>
<td>4.52±0.66</td>
<td>4.33±0.69</td>
<td>4.31±0.69</td>
<td>4.36±0.79</td>
</tr>
<tr>
<td>Measuring the vital signs of a patient (e.g., pulse and blood pressure)</td>
<td>4.33±0.77</td>
<td>4.44±0.71</td>
<td>4.38±0.75</td>
<td>4.21±0.80</td>
<td>4.34±0.84</td>
</tr>
<tr>
<td>Listening to a patient</td>
<td>4.27±1.44</td>
<td>4.42±0.47</td>
<td>4.24±0.68</td>
<td>4.22±0.67</td>
<td>4.16±0.71</td>
</tr>
<tr>
<td><strong>The 5 lowest scored items</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing your personal problems with a patient</td>
<td>2.79±1.06</td>
<td>2.82±1.07</td>
<td>2.83±1.07</td>
<td>2.68±1.06</td>
<td>2.82±1.04</td>
</tr>
<tr>
<td>Keeping relatives informed about a patient</td>
<td>3.40±0.95</td>
<td>3.40±0.96</td>
<td>3.30±0.98</td>
<td>3.45±0.88</td>
<td>3.44±0.97</td>
</tr>
<tr>
<td>Giving reassurance about a clinical procedure</td>
<td>3.62±0.73</td>
<td>3.66±0.75</td>
<td>3.58±0.67</td>
<td>3.63±0.70</td>
<td>3.62±0.78</td>
</tr>
<tr>
<td>Consulting with the doctor about a patient</td>
<td>3.63±0.88</td>
<td>3.55±0.99</td>
<td>3.59±0.91</td>
<td>--</td>
<td>3.69±0.77</td>
</tr>
<tr>
<td>Exploring a patient's lifestyle</td>
<td>3.68±0.77</td>
<td>---</td>
<td>--</td>
<td>--</td>
<td>3.59±0.77</td>
</tr>
<tr>
<td>Being technically competent with a clinical procedure</td>
<td>3.66±0.90</td>
<td>3.57±0.91</td>
<td>3.66±0.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putting the needs of a patient before your own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.66±0.81</td>
</tr>
</tbody>
</table>
The caring behaviors of BSN nursing students

From qualitative approach

• Content analysis from reflective journals of clinical study of BSN students
• Both of these students are Chinese
• 97 reflective journals were reviewed; 88 of them were selected because the contents were related to Nursing Caring or 「仁」 (Ren).
• Both of these 97 reflective journals were edited and published into two books in 2008 and 2013, which are: The Calling from Personhood to Benevolence and The Footprints from Personhood to Benevolence.
Results

• The perspectives of nursing caring of BSN students are deep rooted cultivated with Confucianism and Chinese values of virtue.

• The data were analyzed and categorized into five themes to describe the nursing students’ perspectives of clinical nursing caring behaviors.
Results

• Theme 1: 仁，推己及人 (Ren, Put oneself in the position of others)

• While students presencing themselves into clients’ situations, they thought:

“nurse care for clients, ...help them to regain the values of life, ...this interactive relationship achieves status of Ren...” (Lo, 2009)

“...after I finished that day clinical study and on the way to home, I thought: if I was the pregnant woman, how would I feel?...” (Wong, 2007)
Results

• Theme 2: 己欲立而立人，己欲達而達人 (While wishing to be established yourself, seeks also to establish others; wishing to be enlarged yourself, he seeks also to enlarge others)

• “…try to imagine if I was the old man, hands were being constrained, even could not eat, (I) would think that I was lost of dignity and freedom, how suffering was he (at that moment)!…” (Chu, 2009)
Results

• Theme 3: 格物致知 (To the utmost of knowledge by laying in the investigation of things)
• While students tried to provide and satisfy clients’ needs, they reflected:

“...we have to re-think and observe (the client) continuously, ...in order to increase our ability on providing nursing care, promote quality of care, ensure client safety...” (Wong, 2007)

“...beside the personal commitment, (nurse) must own a certain level of knowledge and confidence before (he/she) said that (take the responsibility of client’s wound care)...” (Wong, 2007)
Results

• Theme 4: 修身，嚴守道德的君子 (Self-cultivation of morality, act ethically as a superior man)

• In a Confucian philosophy of ethics it is believed that self-cultivation is the essential way to be a superior man, and the private goodness is the necessary condition to achieve public goodness (Chan, 2004).

• While students identified someone had presented the non-caring behaviors to client, they thought: “...we can’t control others behaviors, however, I can take my own responsibilities to behave as a good and caring nurse, not following her ways of care...” (Ip, 2009)
Results

• Theme 5: 和諧、止於至善 (Harmony, to rest in the highest excellence)

• The harmonious relationships are valued highly by nurses in a Confucian ethics system (Yang, Chen, Chao & Lai, 2010).

“this is why people feeling nurses as angel, it is because we participate in the most important moments of others life, which are being born, getting old, being sick, and on the way of death. We provide love, caring,...this is the mission and value of nursing.” (Ieong, 2007)
Discussion

• From both quantitative and qualitative findings, the caring behaviors of BSN students are at a quite positive status.
• The findings from CDI showed that the students identify the caring behaviors while they participated to provide nursing care to clients.
• The results from content analysis of students’ clinical reflective journals indicated that the Chinese Confucianism had paid an important role in the cultivation of nursing caring behaviors.
Conclusion

• The concepts of Confucianism are perfectly melting into the cultivation of Nursing Caring to Chinese students.
• 「仁」(Ren) is the virtue of pursuing love and interactive with others, such as a process of value education.
• In the nursing education among Chinese, students perceives 「仁」(Ren) is the core of Nursing Caring.
Macau---
The Melting Pot of East and West

Photo by: Antonius
Reference


Lamarca, F.J. (2002). *Macao’s cultural significance and vision: are they, or can they be, compatible?* Paper presented at the meeting of the Cultural Institute of the Macao S. A. R. Government, Macau.


Reference


Thank you for your attention!