

# The Exploration and Practice of the "1+1 School-Clinic Deep Cooperation" Talent Training Model for Oral Care in Private Universities



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**Abstracts:** With the growing demand for oral health, private universities are facing practical difficulties such as insufficient faculty and a lack of practical teaching conditions in the cultivation of oral care talents. The "1+1 School-Clinic deep cooperation" training model provides an effective way to solve these problems. This article discusses the specific content of the "1+1 School-Clinic deep cooperation" model, including the combination of one year of on-campus theoretical learning and one year of practical training in enterprises. The article puts forward four implementation strategies, namely, deepening the university-enterprise cooperation mechanism, building a "dual-teacher" faculty, establishing a shared practical training base, and constructing a perfect practical training evaluation system. These measures aim to improve students' practical ability and employment competitiveness and to meet the market demand for high-quality dental nursing talents. By summarizing and exploring the feasibility and promotion value of this cooperation model, we aim to provide a reference for the development of dental nursing education in private universities.

**Keywords:** dental nursing talents; university-enterprise cooperation; practical teaching; 1+1 model; private universities

## Introduction

In recent years, due to the change in living habits and the rapid development of the social economy, the incidence of oral diseases in China has shown a rising trend, and the oral health problem has received increasing attention. Especially with the promotion of the "four-handed operation" oral health care model, the role of oral nurses in clinical treatment, cross-infection control, and oral health education has become more and more significant. However, at present, the number of oral nursing personnel in China is far from enough, and the ratio of dentists to auxiliary personnel is low, which makes the doctors' workload heavy and reduces the efficiency of treatment. In oral care education, private universities face the practical difficulties of insufficient faculty and limited practical training conditions.

To effectively solve these problems, private universities must explore the "1+1 School-Clinic deep cooperation" model. Through university-enterprise cooperation, we can make full use of enterprise resources, improve the quality of teaching, meet the demand for dental nursing talents, and provide strong support for the development of dental nursing.

## 1. The Current Situation of Oral Care Professional Personnel Training

### 1.1 The development of oral care specialty

With the improvement of people's living standards, the enhancement of health consciousness, and the rapid development of oral medicine technology and equipment, there is an increasing demand for oral care professionals in society. In recent years, China has mainly taken three ways in the training of oral nursing personnel. The first is post-education, after the general nurses enter the oral

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nursing position, through practical clinical skills training, quickly adapt to the job requirements. This approach is conducive to rapidly filling nursing vacancies in the clinical front line. The second is specialized nurse training, by universities, teaching hospitals, and professional associations for on-the-job nursing staff to carry out systematic training in dental specialties, the advantage of this training mode is that the object has a clear goal, the training time and content is closely integrated with the industry needs. The third is academic education, some higher nursing universities have opened oral care professional direction courses to explore new paths of talent training, despite the lack of a unified training program, but the exploration in the direction of oral care specialties for the future large-scale output of oral care personnel has laid the foundation (Ma, 2020).

### **1.2 Problems to be solved in the training of oral nursing professionals**

In the training of oral nursing professionals, private universities face two core problems that need to be solved.

On the one hand, the shortage of faculty is one of the main challenges for private universities. Few full-time faculty members in the dental nursing program have extensive clinical experience, and most of them lack direct practical background in the field of dental nursing (Liu, 2022). This limitation makes it difficult to achieve a close integration of theory and practice in teaching, resulting in certain obstacles for students to master cutting-edge theories and technologies, and the quality and content of teaching often fail to meet actual clinical needs. This not only affects the learning effect of students but also makes them less competitive when they enter the job market.

On the other hand, the lack of practical teaching conditions and resources is also a major problem faced by private universities. Modern dentistry technology is rapidly updating, and the required equipment is expensive and frequently iterated. Due to limited funds, it is difficult for private universities to carry out large-scale laboratory construction and equipment renewal, resulting in practical teaching conditions that cannot meet the actual teaching needs. Lack of advanced laboratory equipment and practical training conditions, students' hands-on ability and clinical adaptability can not be fully practiced and

improved, making their advantages in the job market greatly reduced (Jiao et al., 2024).

In addition, the rapid change in market demand also puts forward new requirements for the cultivation of talent in private universities. To cope with the market demand, private universities should adjust the cultivation program and teaching content according to the actual needs of society, focusing on the cultivation of high-quality and application-oriented dental nursing talents. Through staggered development and differentiated development strategies, private universities can effectively avoid overcrowding of nursing graduates in the job market and improve students' employment competitiveness and career development potential. Only through targeted solutions to these problems can private universities play a more important role in the field of dental nursing personnel training and meet the urgent social demand for high-quality dental nursing personnel.

### **2. “1+1 School-Clinic Deep Cooperation” in Oral Care Personnel Training Mode Content**

The “1+1 School-Clinic deep cooperation” oral care personnel training model aims to solve the two major problems of insufficient teachers and lack of practical teaching conditions faced by private universities in the cultivation of oral care personnel by integrating the advantageous resources of universities and enterprises. The core of the model lies in the way of “one-year on-campus theoretical learning + one year of practical training in enterprises”, which enables students to learn the basic theoretical knowledge on-campus and at the same time directly contact with the actual operation environment of enterprises. In university-enterprise cooperation, both sides share resources, and enterprises not only participate in the curriculum design but also directly participate in the teaching process, which makes up for the shortage of professional teachers and industry experience in universities. By inviting enterprise experts and professionals with rich clinical experience to serve as part-time teachers, it ensures that the content students learn stays in sync with the cutting edge of the industry, and that theory and practice are closely integrated.

In terms of the student cultivation path, the university-enterprise cooperation model emphasizes the in-depth involvement of enterprises during

students' study in school, providing actual cases and technical guidance, so that students can have a certain degree of practical perception in the theoretical learning stage. Meanwhile, during the practical training stage, the school ensures the quality and effect of students' learning in the enterprise through the tracking and evaluation mechanism. The practical training site and professional guidance provided by the enterprise can enable students to be exposed to advanced oral care equipment and technology, improve their hands-on ability, and enhance their clinical adaptability (Cao et al., 2023). Through this model, private universities can not only improve the quality of teaching, but also cultivate high-quality dental nursing talents that better meet the market demand, and effectively enhance the competitiveness of students' employment.

### **3. The Significance of Implementing the “1+1 School-Clinic Deep Cooperation” Oral Care Personnel Training Mode**

The implementation of the “1+1 School-Clinic deep cooperation” dental care personnel training mode is of great significance, mainly reflected in the enhancement of education quality, the competitiveness of talents, and the development of the industry and other aspects. First of all, through this model, private universities can introduce the advanced resources and industry experience of enterprises to make up for their shortcomings in faculty and practical teaching conditions, so that the teaching content is closer to the actual needs of the theory and practice closely integrated, thereby improving the overall quality of education. Secondly, this mode can greatly enhance students' practical ability and professionalism. Through practical training in the enterprise, students can not only come into contact with the most cutting-edge dental care equipment and technology, but also exercise clinical operation skills in a real medical environment, and this direct practical experience can significantly enhance the competitiveness of the students' employment and vocational adaptability. Again, the implementation of the “1+1 School-Clinic deep cooperation” model helps to strengthen cooperation and communication between schools and enterprises, form a stable mechanism of cooperation between industry, academia, and research, and promote the development of talent training in the field of dental care to the direction of specialization and application.

By participating in the training of talents, enterprises can not only reserve qualified future employees for themselves but also promote the standardization and normative development of the industry, thus improving the service quality of the entire dental care industry (Wang & Guo, 2022). Therefore, the implementation of the “1+1 School-Clinic deep cooperation” training model is not only beneficial to private universities and students but also provides a solid foundation for the overall progress of the dental care industry.

### **4. The Practice Path of “1+1 School-Clinic Deep Cooperation” Oral Care Personnel Training Mode in Private Universities**

#### **4.1 Deepen the university-enterprise cooperation mechanism and establish a stable cooperative relationship**

Deepening the university-enterprise cooperation mechanism and establishing a stable cooperative relationship are the key steps in the implementation of the “1+1 School-Clinic deep cooperation” in dental nursing personnel training mode. First of all, it is important to make a clear cooperation agreement. The agreement should stipulate in detail the responsibilities and rights of both parties, including the specific arrangements for curriculum design, teaching management, teacher training, student practical training, and other aspects. This can not only guarantee the standardization and transparency of the cooperation but also avoid the problem of unclear responsibilities or disputes over rights in the process of cooperation. Secondly, the establishment of a long-term and stable university-enterprise cooperation mechanism helps the continuity and effectiveness of cooperation. Universities and enterprises can hold joint meetings regularly to assess the progress of cooperation, share experiences, and adjust the content and direction of cooperation promptly according to the development needs of the industry. Such a mechanism can ensure that both sides of the cooperation maintain close contact in the actual implementation process, solve problems in time, and jointly promote the realization of talent cultivation goals. Once again, schools and enterprises should establish a regular exchange and communication mechanism to promote information interoperability. Universities can invite enterprise experts to participate in curriculum design and teaching evaluation to ensure that the teaching

content is synchronized with the latest industry dynamics and needs; while enterprises can obtain the latest education and research results through universities to improve their own technical level and service quality (Li , 2023). This two-way interactive cooperation model not only helps to improve students' practical skills and employment competitiveness but also promotes the development of the entire dental care industry, forming a virtuous cycle. Therefore, by deepening the university-enterprise cooperation mechanism, private universities can effectively integrate resources, improve the overall quality of dental nursing personnel training, and deliver more high-quality applied nursing talents to society.

#### **4.2 Enhance teachers' practical ability in the industry, and build a “dual-teacher” faculty together with enterprises**

Enhancing the teachers' practical ability in the industry, and building a “dual-teacher” faculty with enterprises is an important part of the implementation of the "1+1 School-Clinic deep cooperation" in the training mode of dental nursing personnel. This move is designed to make up for the lack of teachers in private universities and enhance the effectiveness and relevance of teaching. Theoretically, the “dual-teacher” faculty has both a strong academic background and a wealth of practical experience in the industry, and this dual identity enables them to realize the effective integration of theory and practice in teaching, and provide students with teaching guidance that is closer to the actual clinical situation (Tao & Li, 2023).

To effectively enhance the teaching effectiveness of the faculty, universities can carry out regular teaching training for new faculty members, so that they can adapt to their teaching roles as soon as possible and master the basic skills of higher education. For example, the teaching training for new teachers organized by the School of Nursing and Rehabilitation of Xi'an College of Translation helps new teachers master the basic abilities from curriculum design to teaching content arrangement through teaching observation, teaching skills training, and guidance from expert professors. This systematic training not only improves the teaching level of teachers but also enhances their practical ability in education and teaching so that they can be better equipped to meet the requirements of higher education positions.

In addition, the College has deepened university-enterprise cooperation by organizing thematic lectures to promote the integration of industry and education.2024 The College invited experts from the Elderly Service Company Limited to give lectures on the topics of “Rehabilitation Therapy in the Community” and “Exercise Intervention”. These lectures were closely related to the development trend of the industry and provided teachers and students with valuable practical experience and industry perspectives. During the lectures, the enterprise experts not only shared their practical operation methods and experiences but also provided teachers and students with new ideas for practical operation through interactive exchanges. This series of activities broadened the horizons of teachers and students, and also promoted close cooperation between the college and enterprises, making the teaching content more realistic. Through these specific initiatives, the college effectively improves the practical ability of teachers and promotes the construction of “dual-teacher” faculty. This deep integration of university-enterprise cooperation not only helps teachers to integrate the latest industry trends into classroom teaching, but also promotes students to better adapt to future professional needs, and cultivates more high-quality dental care talents to meet the needs of the market for the community.

#### **4.3 Establishing university-enterprise shared training bases and strengthening practical teaching conditions**

The establishment of a university-enterprise shared practical training base is one of the key strategies to strengthen practical teaching conditions and improve the quality of dental nursing personnel training. Theoretically, the construction of shared training bases can make full use of the respective resource advantages of enterprise universities, and solve the problems of private universities in the lack of equipment, funds, and technological updating. Through this mode of cooperation, universities can provide students with a real clinical practice environment with the help of advanced equipment and technology of enterprises; enterprises can promote their own technological progress and service optimization through the scientific research and teaching power of universities, forming a mutually beneficial win-win situation.

In practice, through the construction of VR virtual simulation training rooms, occupational therapy training rooms, rehabilitation training rooms, and other specialized training rooms, universities and enterprises can provide students with a more realistic and advanced simulation training environment. For example, a VR virtual simulation training room can simulate complex oral care operation scenes, so that students can repeatedly practice operation skills in the virtual environment, reduce the risk of actual operation, and improve their ability to deal with emergencies. Operational therapy training rooms and rehabilitation training rooms can provide students with opportunities to practice different rehabilitation techniques and improve their ability to deal with various nursing problems in actual work (Qi et al., 2021).

In practice, the cooperation between the Department of Nursing of Xi'an Translation College and the Second Affiliated Hospital of the Air Force Medical University has shown that university-enterprise cooperation can provide a high-quality practical platform for students. 36 undergraduate of nursing students were assigned experienced senior nurses as their teachers during their 10-month rotating internships in the hospital, who guided them in the practical operation of clinical nursing. This all-around practical training not only helps students combine textbook knowledge with clinical practice but also exercises their organizational, coordination, and communication skills in real work scenarios and promotes the shaping of professional attitudes.

By establishing university-enterprise shared practical training bases, private universities can effectively overcome the dilemma of insufficient practical training resources of their own, improve the quality of practical teaching, and provide students with richer practical learning opportunities. This mode of cooperation can better meet the social demand for high-quality dental care personnel and lay a solid foundation for the future career development of students.

#### **4.4 Build a perfect practical training evaluation system to ensure the quality of training**

Constructing a perfect practical training evaluation system is a key step to guarantee the quality of "1+1 School-Clinic deep cooperation" in oral care personnel training mode. A scientific and systematic practical training evaluation system can

effectively assess the practical ability of students and ensure the realization of the training objectives. In the context of university-enterprise cooperation, the evaluation system should be combined with the actual needs of enterprises and universities, covering knowledge, skills, attitudes, and other aspects. Specifically, the evaluation system of practical training can adopt a combination of process evaluation and summative evaluation, focusing on both the performance and progress of students in the process of practical training, as well as the comprehensive ability assessment at the end of practical training. Process evaluation can be realized through daily observation, practical training records, and stage assessment. For example, leading teachers from enterprises and instructors from universities jointly score students' clinical operation skills, problem-solving ability, communication and coordination ability, etc., and provide regular feedback to students to help them make timely improvements. The summative evaluation should include a practical training report, practical examination, and feedback from enterprises to comprehensively examine students' theoretical application ability and practical training effect. The evaluation system should also focus on the cultivation of students' professional attitudes and ethics to ensure that they not only master professional skills but also establish correct professional concepts and service consciousness in practical training. Through the construction of a perfect practical training evaluation system, private universities can better guarantee the quality of training dental nursing talents, promote the overall development of students, and deliver qualified professional nursing talents to society.

#### **Conclusion**

The "1+1 School-Clinic deep cooperation" model provides a practical path for solving the practical difficulties faced by private universities in the cultivation of oral nursing talents. The introduction of enterprise resources and industry experts makes up for the shortcomings of universities in terms of faculty strength and practical teaching conditions and enables students to exercise their practical skills in a real medical environment. This not only improves students' clinical operation skills and professionalism but also significantly enhances their employment competitiveness and effectively



meets the social demand for high-quality dental care talents. The successful implementation of the university-enterprise cooperation model is not only beneficial to students and universities but also promotes the development of enterprises and the whole industry. In the future, the "1+1 School-Clinic deep cooperation" model should be further explored and improved based on the existing foundation, and more successful experiences should be accumulated to form a replicable and popularized example, to promote the development of dental nursing education more widely and help the progress of health care.

### Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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