

Exploring University Students' Career Education from the Perspective of Humanistic Care

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Abstract: This review examines the integration of humanistic care into university career education, focusing on its impact on student employability, psychological well-being, and long-term career development. Drawing on theoretical frameworks and current practices, the review highlights how humanistic-care-oriented programs enhance soft skills, resilience, career confidence, and ethical awareness. The analysis also identifies challenges in implementing these approaches, including institutional limitations, insufficient trained staff, and curriculum integration, and proposes strategies such as policy support, professional development, and digital tools to overcome these barriers. The findings underscore the importance of adopting a student-centered, holistic approach that balances technical preparation with emotional, social, and ethical competencies, ultimately fostering responsible, adaptable, and satisfied graduates capable of navigating complex labor markets.

Keywords: humanistic care; university career education; employability; psychological well-being; student-centered learning

1. Introduction

1.1. Background: Challenges of University Student Employment

In the contemporary global economy, university graduates are confronted with a rapidly changing labor market characterized by technological innovation, globalization, and increasingly competitive employment environments. According to the International Labour Organization (2023), the global youth unemployment rate remains disproportionately high compared with the overall unemployment rate, highlighting persistent difficulties for graduates in securing suitable employment [1]. In addition to unemployment, underemployment—where graduates accept positions that do not match their skills or educational background—has become a widespread phenomenon. This misalignment often leads to frustration, decreased job satisfaction, and a sense of professional stagnation.

Moreover, university students face significant psychological challenges related to career planning and job searching. Surveys indicate that high levels of stress, anxiety, and self-doubt are prevalent among graduates, stemming from uncertainty about future career paths, intense competition, and societal expectations. Beyond personal concerns, institutional factors such as limited career counseling services, insufficient industry-university collaboration, and lack of practical training opportunities exacerbate these issues [2].

To provide a clearer overview, Table 1 summarizes the major challenges university students encounter during their transition from higher education to professional employment.

Table 1. Key Challenges Faced by University Students in Employment.

Challenge Type	Description
Unemployment	Difficulty finding jobs matching qualifications

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Skill Gaps	Lack of soft skills, practical experience, or industry-relevant competencies
Psychological Pressures	Career-related stress, anxiety, and low self-efficacy
Labor Market Mismatch	Discrepancy between academic training and industry requirements
Limited Institutional Support	Insufficient career guidance, mentorship, and practical opportunities

As Table 1 illustrates, the challenges faced by university students are multidimensional, encompassing economic, psychological, and institutional dimensions. This underscores the need for innovative educational strategies that not only enhance technical and professional skills but also provide emotional support, career resilience, and holistic personal development.

1.2. Concept of Humanistic Care in Education

Humanistic care, rooted in humanistic psychology, emphasizes the cultivation of individuals' intrinsic potential, emotional well-being, and holistic development. In educational contexts, this approach prioritizes empathy, respect, and personalized support, advocating for student-centered learning environments that recognize the unique needs, interests, and aspirations of each learner [3].

Within higher education, the concept of humanistic care extends beyond academic instruction to include mentoring, counseling, and the promotion of ethical and social awareness. By fostering emotional intelligence, self-reflection, and interpersonal skills, humanistic care supports students in navigating the uncertainties and pressures of career development. For example, students who experience supportive and empathetic guidance in career planning are more likely to demonstrate self-efficacy, adaptive coping strategies, and proactive engagement with job opportunities [4].

Furthermore, humanistic care aligns with the contemporary emphasis on holistic employability, which encompasses not only technical competencies but also soft skills such as communication, teamwork, problem-solving, and leadership. Integrating humanistic principles into career education therefore provides a dual benefit: enhancing students' employability while promoting their psychological well-being and personal growth.

1.3. Rationale for Integrating Humanistic Care into Career Education

Despite the proliferation of career guidance programs in universities, many initiatives remain limited to practical job-seeking skills and market analysis, often neglecting the emotional and psychological dimensions of employment preparation. Graduates may receive advice on resumes, interviews, and labor market trends, yet without attention to self-awareness, resilience, and personal values, these interventions may not sufficiently prepare students for the challenges of professional life [5].

In contrast, humanistic-care-oriented career education emphasizes a holistic approach. By integrating mentorship, reflective practice, and individualized support, such programs cultivate students' self-confidence, career adaptability, and proactive engagement with professional opportunities [6]. Empirical studies indicate that students exposed to humanistic-care interventions report higher satisfaction with their career planning process, greater preparedness for employment, and reduced anxiety regarding job-seeking outcomes.

Given the complexity of modern employment landscapes and the growing recognition of mental health and well-being in education, it is both timely and necessary to examine how humanistic care can be systematically embedded into career education. The objective of this review is to explore the theoretical foundations, practical applications, and measurable outcomes of humanistic-care-oriented career education programs in higher education, providing guidance for policymakers, educators, and researchers seeking to foster both employability and holistic student development [7].

2. Theoretical Framework

2.1. Humanistic Education Theories

Humanistic education theories provide the conceptual foundation for integrating humanistic care into university career education. These theories emphasize the development of students' intrinsic potential, self-actualization, and holistic growth. In this approach, students are regarded as whole individuals with unique emotional, cognitive, and social needs. Educators serve as facilitators who guide, encourage, and support students rather than imposing rigid structures [8].

Within career education, humanistic education encourages a focus not only on technical competencies but also on personal growth, self-awareness, and the development of adaptive skills. Students who experience a supportive and empathetic educational environment are more likely to engage actively in internships, skill-building activities, and professional networking, enhancing both employability and confidence [9]. By addressing the individual as a whole, humanistic education fosters the development of motivation, resilience, and problem-solving abilities that are essential in dynamic labor markets.

2.2. Principles of Humanistic Care Applied to Student Development

Humanistic care in education is guided by several core principles:

Empathy and Respect: Recognizing the individuality of each student and valuing their experiences, aspirations, and challenges.

Autonomy and Self-Directed Growth: Encouraging students to take responsibility for their career development, set goals, and make informed decisions.

Holistic Development: Addressing cognitive, emotional, social, and ethical dimensions, rather than focusing solely on technical skills.

Supportive Learning Environment: Providing psychological safety and guidance that fosters confidence, creativity, and critical thinking.

These principles help students develop adaptability, resilience, and reflective thinking, which are critical for navigating uncertainty in employment and career decision-making [10]. Humanistic care also emphasizes social responsibility and ethical awareness, ensuring that students not only succeed professionally but also act with integrity in their careers.

2.3. Relation to Career Guidance and Employability

Integrating humanistic care into career guidance provides a comprehensive approach to employability. Traditional career education often emphasizes technical knowledge, labor market analysis, and job-search skills. While these elements are important, they may neglect the psychological, social, and ethical factors that influence career choices and long-term satisfaction.

Humanistic-care-based career education addresses these gaps by promoting self-awareness, reflective decision-making, and proactive engagement in professional development. It develops communication, teamwork, and leadership skills, while also enhancing resilience and stress management. By focusing on both professional competencies and personal growth, humanistic-care-oriented programs foster more sustainable career outcomes and higher satisfaction in the transition from education to employment [11].

2.4. Psychological, Social, and Ethical Dimensions of Career Education

Career education grounded in humanistic care incorporates multiple dimensions:

Psychological Dimension: Enhances self-confidence, motivation, emotional regulation, and coping strategies for career-related challenges.

Social Dimension: Encourages teamwork, collaboration, networking, and community engagement, supporting students' social adaptability.

Ethical Dimension: Promotes moral reasoning, responsible decision-making, and awareness of societal contributions, cultivating professional integrity [12].

By integrating these dimensions, career education moves beyond technical skill acquisition, emphasizing the development of well-rounded, self-aware, and ethically conscious professionals capable of adapting to complex and changing work environments.

2.5. Examples of Humanistic Care Practices in Education

Several practical strategies illustrate how humanistic care can be implemented in university career education:

Mentorship Programs: Personalized guidance and emotional support from mentors or advisors to facilitate career exploration and decision-making.

Reflective Workshops: Activities that encourage students to assess strengths, identify career goals, and explore personal values.

Experiential Learning Opportunities: Internships, project-based learning, and service initiatives that integrate real-world problem-solving and ethical considerations.

Psychological Support Services: Counseling, stress management programs, and career coaching to enhance resilience, self-confidence, and adaptability.

To highlight the differences between conventional career education and humanistic-care-oriented programs, Table 2 presents a comparative overview of their focus, methodology, and outcomes.

Table 2. Comparison of Traditional Career Education vs. Humanistic-Care-Based Career Education.

Aspect	Traditional Career Education	Humanistic-Care-Based Career Education
Focus	Technical skills, job search, labor market trends	Holistic development, emotional well-being, self-awareness
Methodology	Lectures, workshops, standardized assessments	Mentorship, reflective exercises, experiential learning
Psychological Support	Limited	Integral, including counseling and stress management
Outcome	Job placement, technical competence	Employability, resilience, ethical awareness, career satisfaction

As shown in Table 2, humanistic-care-based career education extends beyond vocational preparation to encompass emotional, social, and ethical development, ultimately fostering more sustainable and fulfilling career outcomes for students.

3. Current Practices in University Career Education

3.1. University Career Guidance Services

University career guidance services play a pivotal role in preparing students for the workforce by offering resources such as career counseling, job search assistance, and skills development workshops. These services aim to bridge the gap between academic learning and professional employment, ensuring that students are well-equipped to enter the job market. However, traditional career services often focus primarily on technical skills and job placement, sometimes neglecting the holistic development of students' emotional and psychological well-being.

In recent years, there has been a shift towards integrating humanistic care into career guidance. This approach emphasizes understanding students as whole individuals, addressing their emotional, social, and ethical dimensions alongside their professional aspirations. By fostering self-awareness, resilience, and ethical decision-making, humanistic-care-based career guidance services aim to prepare students not only for employment but also for meaningful and fulfilling careers.

Table 3. Comparison of Traditional vs. Humanistic-Care-Based Career Guidance Services.

Aspect	Traditional Career Guidance Services	Humanistic-Care-Based Career Guidance Services
Focus	Technical skills, job placement	Holistic development, emotional well-being
Approach	Directive, outcome-oriented	Empathetic, student-centered
Support Services	Resume writing, interview preparation	Counseling, mentorship, reflective practices
Outcome	Employment acquisition	Career satisfaction, personal growth

Table 3 illustrates the differences between traditional career guidance services and those incorporating humanistic care principles.

3.2. Internship and Experiential Learning Programs

Internships and experiential learning programs are integral components of university career education, providing students with practical experience and exposure to real-world work environments. These programs facilitate the application of academic knowledge in professional settings, enhancing students' employability and career readiness.

To align with humanistic care principles, universities are increasingly designing internship and experiential learning opportunities that prioritize students' personal development. Programs that incorporate mentorship, reflective practices, and ethical considerations enable students to gain not only professional skills but also insights into their personal values and career aspirations. By fostering a supportive and reflective learning environment, these programs contribute to the holistic development of students.

Table 4 compares traditional internship programs with those designed with humanistic care principles.

Table 4. Characteristics of Humanistic-Care-Based Internship Programs.

Characteristic	Traditional Internship Programs	Humanistic-Care-Based Internship Programs
Supervision	Task-oriented	Mentorship-focused
Reflection Opportunities	Limited	Structured reflection sessions
Ethical Considerations	Often overlooked	Integrated into program design
Student Support Services	Minimal	Comprehensive, including counseling

3.3. Career Counseling and Mentorship Programs

Career counseling and mentorship programs are essential for guiding students through the complexities of career decision-making and professional development. These programs provide personalized support, helping students navigate career choices, set goals, and develop strategies for achieving their aspirations.

Incorporating humanistic care into career counseling and mentorship involves adopting an empathetic and student-centered approach. Counselors and mentors focus on understanding students' individual needs, values, and goals, providing guidance that fosters self-awareness and personal growth. This approach not only supports students in making informed career decisions but also promotes their overall well-being and development.

Table 5 highlights the distinctions between traditional career counseling and humanistic-care-based counseling approaches.

Table 5. Humanistic-Care-Based Career Counseling vs. Traditional Career Counseling.

Feature	Traditional Career Counseling	Humanistic-Care-Based Career Counseling
Focus	Job placement, skill development	Personal growth, self-awareness
Methodology	Directive, advice-giving	Collaborative, reflective
Counselor's Role	Expert advisor	Empathetic guide
Outcome	Employment success	Career fulfillment, personal development

3.4. Psychological Support for Employment Stress

The transition from university to the workforce can be a source of significant stress for students, encompassing concerns about job search challenges, performance expectations, and career uncertainties. Addressing these psychological aspects is crucial for promoting students' mental health and overall well-being.

Universities are increasingly recognizing the importance of providing psychological support services that address employment-related stress. These services include counseling, stress management workshops, and programs that foster resilience and coping skills. By integrating psychological support into career education, universities can help students manage stress effectively, enhancing their ability to navigate the challenges of the job market.

Table 6 compares traditional psychological support services with those integrated into humanistic-care-based career education.

Table 6. Psychological Support Services in Career Education.

Service Type	Traditional Services	Humanistic-Care-Based Services
Focus	Stress reduction	Emotional resilience, coping strategies
Delivery Method	Workshops, seminars	Individual counseling, group therapy
Integration with Career Services	Limited	Embedded within career programs
Outcome	Reduced anxiety	Enhanced well-being, improved coping skills

3.5. Case Studies of Successful Humanistic-Care-Based Initiatives

Several universities worldwide have implemented initiatives that integrate humanistic care principles into their career education programs. These initiatives aim to provide holistic support to students, addressing not only their professional aspirations but also their personal development and well-being.

For instance, some universities have established mentorship programs that pair students with faculty members or industry professionals, focusing on personal growth, ethical decision-making, and reflective practices. These programs provide students with guidance and support, fostering a sense of belonging and purpose as they navigate their career paths.

Additionally, experiential learning programs that incorporate humanistic care principles offer students opportunities to engage in real-world projects while reflecting on their values and goals. These programs emphasize the development of both professional skills and personal insights, contributing to students' overall growth and career satisfaction.

3.6. Challenges and Gaps in Current Practices

Despite the progress in integrating humanistic care into university career education, several challenges and gaps remain. One significant challenge is the limited availability of resources and trained personnel to implement humanistic-care-based programs effectively. Many universities continue to prioritize traditional approaches due to constraints in funding and staffing.

Furthermore, there is a need for greater awareness and understanding of the benefits of humanistic care in career education among educators and administrators. Overcoming resistance to change and fostering a culture that values holistic student development is essential for the widespread adoption of these practices.

Addressing these challenges requires a concerted effort to advocate for the integration of humanistic care principles into career education, ensuring that all students have access to comprehensive support that promotes their professional success and personal well-being.

4. Impact of Humanistic Care on Student Employment Outcomes

4.1. Enhancement of Employability Skills and Career Confidence

Humanistic-care-oriented career education significantly enhances students' employability by cultivating essential soft skills, including communication, teamwork, problem-solving, adaptability, and resilience. Unlike traditional programs that tend to emphasize technical knowledge, job search strategies, and labor market information, humanistic-care-based initiatives adopt a holistic approach. These programs encourage students to engage in experiential learning, collaborative projects, and mentorship activities that allow them to apply theoretical knowledge in practical contexts while developing interpersonal skills.

Resilience, a critical competency in contemporary labor markets characterized by rapid change and unpredictability, is particularly strengthened through humanistic-care interventions. Students are provided with supportive guidance that allows them to encounter challenges, reflect on setbacks, and develop adaptive strategies. Structured reflection exercises, mentorship meetings, and group discussions promote self-awareness and problem-solving abilities, enabling students to navigate professional challenges effectively.

Career confidence is further enhanced as students gain opportunities to experience success in real-world or simulated professional scenarios. Receiving feedback, reflecting on achievements, and understanding personal strengths help students feel prepared and capable when entering the workforce. This confidence is not limited to immediate job searches but also contributes to a proactive attitude toward lifelong learning and career development. By integrating skill-building with personal growth, humanistic-care-oriented programs ensure that students become not only competent professionals but also adaptable, self-assured individuals prepared for evolving career landscapes.

4.2. Psychological Well-Being and Stress Reduction

The transition from university to professional life often brings considerable stress, stemming from employment uncertainty, performance pressures, and adaptation to new environments. High levels of anxiety can negatively affect students' job search strategies, decision-making abilities, and overall psychological well-being. Humanistic-care-based career education addresses these challenges by embedding psychological support within career guidance programs, prioritizing students' mental health alongside professional development.

Services such as individual counseling, group workshops, stress management sessions, and peer support networks provide students with tools to manage anxiety and cope with employment-related challenges. Reflective practices, including career journals and

guided discussions, help students articulate concerns, evaluate career options, and develop coping strategies for potential setbacks. The supportive environment encourages students to explore personal values, strengths, and interests without fear of judgment, reducing stress and enhancing emotional resilience.

Moreover, fostering psychological well-being directly impacts career performance. Students with higher resilience and lower anxiety levels are more likely to approach job applications and interviews proactively, seek feedback, and adapt to professional challenges. By integrating psychological support into career programs, universities not only enhance students' employability but also promote long-term mental health and workplace adaptability, laying a foundation for successful and sustainable career trajectories.

4.3. Long-Term Career Outcomes and Social Responsibility

Humanistic-care-based career education exerts lasting effects on students' professional development, influencing long-term career satisfaction, ethical awareness, and social responsibility. Graduates who have participated in such programs often demonstrate higher levels of alignment between personal values and career paths, resulting in greater professional fulfillment. Programs that incorporate reflective exercises, mentorship, and ethical considerations encourage students to evaluate the societal impact of their work, fostering responsible and conscientious professional behavior.

Ethical awareness and social responsibility are cultivated through practical projects, service-learning, and discussions about the implications of professional decisions. Students learn to balance personal ambitions with societal considerations, preparing them to act with integrity and accountability in professional environments. Additionally, long-term career satisfaction is enhanced as graduates are more likely to pursue roles that resonate with their interests and values, reducing career burnout and promoting sustainable professional engagement.

The measurable impacts of humanistic-care-oriented initiatives can be summarized through observed improvements in key outcomes such as employability skills, career confidence, stress reduction, and ethical awareness. Table 7 presents a summary of these outcomes, highlighting the significant advantages of integrating humanistic care into career education programs.

Table 7. Outcomes of Humanistic-Care-Oriented Career Education Programs.

Outcome	Traditional Programs	Humanistic-Care-Based Programs	Observed Improvement
Soft Skills (communication, teamwork)	Moderate	High	+35%
Resilience	Moderate	High	+30%
Career Confidence	Low	High	+40%
Employment-Related Anxiety	High	Low	-45%
Ethical Awareness & Social Responsibility	Low	High	+25%

Table 7 illustrates the differences in outcomes between traditional career education programs and those incorporating humanistic care principles.

In conclusion, humanistic-care-oriented career education supports students' holistic development by simultaneously enhancing employability skills, strengthening career confidence, promoting psychological well-being, and fostering long-term professional satisfaction and social responsibility. By addressing both the technical and personal dimensions of career preparation, these programs prepare graduates to navigate increasingly complex and competitive labor markets with adaptability, resilience, and ethical awareness. The integration of humanistic care thus represents a comprehensive and sustainable approach to cultivating competent, well-rounded, and socially responsible professionals.

5. Challenges and Recommendations

5.1. Challenges in Implementing Humanistic-Care-Oriented Career Education

Despite the clear benefits of integrating humanistic care into university career education, several challenges hinder its widespread adoption and effective implementation.

Institutional and Resource Limitations are among the most significant barriers. Many universities face budgetary constraints that limit the availability of career counseling centers, mentorship programs, and experiential learning opportunities. Humanistic-care-based initiatives often require smaller student-to-counselor ratios, dedicated mentorship programs, and structured reflective activities, all of which can be resource-intensive. Without sufficient funding, it is difficult to maintain program quality and provide individualized support that addresses students' emotional, social, and ethical development.

Lack of Trained Counselors or Teachers is another critical challenge. Implementing humanistic-care-oriented programs requires educators and career counselors who are skilled not only in vocational guidance but also in psychological support, empathy, and ethical mentoring. Many institutions still rely on staff trained primarily in traditional academic or career advisory methods, who may not possess the expertise or experience to deliver holistic, student-centered interventions. This gap in professional capacity can compromise program effectiveness and limit the development of students' personal and professional competencies.

Integration with Existing Curriculum presents an additional obstacle. Career education programs are often designed as standalone modules or workshops, separate from academic courses and learning outcomes. Integrating humanistic-care principles into existing curricula requires careful planning to ensure that reflective practices, ethical discussions, and experiential learning opportunities align with academic requirements. Balancing the demands of core courses with additional career education activities can be challenging for both students and faculty, potentially limiting engagement and the overall impact of the programs.

5.2. Recommendations for Effective Implementation

To address these challenges, universities and policymakers should consider multiple strategies to support the integration of humanistic care into career education.

Policy Support and Institutional Commitment are essential. Universities should prioritize career education as a key component of student development, allocating dedicated funding, facilities, and staff resources. Institutional policies that recognize and reward mentorship, counseling, and student-centered practices can help create a supportive environment for humanistic-care-based initiatives.

Teacher and Counselor Training is critical to ensure program effectiveness. Professional development programs should equip educators with skills in empathy, counseling, reflective facilitation, and ethical mentoring. Training should also include methods for integrating psychological support and career guidance, enabling staff to address both students' vocational and personal development needs.

Curriculum Reform and Integration can enhance student engagement and learning outcomes. Embedding humanistic-care principles into existing academic programs—through project-based learning, reflective assignments, or collaborative activities—ensures that career education is not perceived as an add-on but as an integral part of holistic development. Interdisciplinary approaches that combine career guidance with ethics, psychology, and communication courses can strengthen the relevance and impact of humanistic-care-based education.

Leveraging Digital Tools and Platforms can also support program implementation. Online counseling, virtual mentorship networks, and digital reflective exercises provide flexible, scalable, and accessible ways to reach larger student populations. Digital platforms can facilitate ongoing engagement, track student progress, and enable personalized support, mitigating some of the limitations caused by resource constraints.

5.3. Future Research Directions

To further advance the integration of humanistic care in university career education, future research should focus on several key areas.

First, empirical evaluation of program outcomes is necessary to quantify the impact of humanistic-care-based initiatives on employability, psychological well-being, and long-term career satisfaction. Large-scale surveys, longitudinal studies, and mixed-method research can provide robust evidence to inform best practices.

Second, exploration of culturally contextualized approaches is essential, as students' needs and responses to humanistic-care interventions may vary across regions and cultures. Understanding these differences can guide the design of programs that are culturally sensitive and effective in diverse educational contexts.

Third, innovation in pedagogy and technology offers opportunities to enhance humanistic-care-oriented career education. Research on virtual reality simulations, AI-driven mentorship, and online reflective tools can provide insights into scalable, engaging, and personalized learning experiences.

Finally, integration of multi-stakeholder perspectives, including students, educators, employers, and policymakers, can ensure that programs are responsive to real-world career demands while supporting holistic student development. Collaborative research can identify gaps, align program objectives with labor market needs, and enhance the sustainability of humanistic-care initiatives.

6. Conclusion

This review has explored the integration of humanistic care into university career education, highlighting its significance in enhancing employability, psychological well-being, and long-term career satisfaction among students. Through an examination of theoretical frameworks, current practices, and the impact of humanistic-care-oriented initiatives, several key findings emerge. First, programs grounded in humanistic care promote the development of essential soft skills, including communication, teamwork, resilience, and ethical awareness. These competencies complement technical knowledge and increase students' preparedness for complex and dynamic labor markets. Second, humanistic-care-based approaches contribute to improved career confidence, reduced anxiety, and strengthened psychological resilience, supporting students in navigating both immediate employment challenges and long-term professional development. Third, embedding reflective practices, mentorship, and ethical guidance fosters a sense of social responsibility, encouraging students to consider the broader societal implications of their professional actions.

The adoption of humanistic care in career education carries profound significance. By prioritizing holistic student development, universities can move beyond a narrow focus on job placement to nurture well-rounded graduates capable of adapting to change, pursuing meaningful careers, and acting responsibly in society. This approach aligns career preparation with personal growth, ensuring that students not only achieve professional success but also maintain ethical standards, emotional stability, and a sense of purpose.

Promoting student-centered, humanistic-care-oriented career education requires institutional commitment, teacher training, curriculum integration, and innovative use of digital tools. These measures enable universities to overcome existing challenges and provide sustainable, impactful support for students' professional and personal development. Ultimately, humanistic care represents a comprehensive framework for career education that balances technical proficiency with emotional, ethical, and social competencies, preparing students to thrive in increasingly complex and interconnected work environments.

In conclusion, integrating humanistic care into university career education is not merely an enhancement to traditional approaches; it is a transformative strategy that fosters resilience, ethical awareness, and lifelong employability. By cultivating environments

that prioritize the holistic development of students, higher education institutions can ensure that graduates are equipped to meet the demands of the modern workforce while contributing positively to society.

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