

Pathways for Integrating Ideological-Political Education into the Introduction to Nursing Courses

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Abstract: At the National Conference on Ideological and Political Education in Higher Education Institutions, the General Secretary emphasized integrating ideological education throughout the entire teaching-learning continuum to pioneer new horizons for advancing China's higher education system. Under the background of the high-performance development of medical education, integrating ideological and political education into the teaching of the Introduction to Nursing Courses is the core pathway for cultivating high-caliber nursing professionals with integrated ethical-technical excellence and benevolent care ethos. Nursing as a discipline embodies a dual-dimensional ontology: integrating technical-clinical proficiency with humanistic care. Integrating ideological and political education effectively into it can achieve a triune teaching objective of "knowledge impartation, ability cultivation and value guidance". Based on the characteristics of the nursing courses and the core requirements of ideological and political education, this paper conducts in-depth discussions on the integration pathways for ideological and political education into the nursing Courses from four dimensions: curriculum framework construction, teaching method innovation, faculty development, and valuation mechanism refinement, providing replicable reference framework for the effective integration of ideological and political education in Nursing Education.

Keywords: Introduction to Nursing Courses; Ideological and Political Education; Integration Pathway; Talent Cultivation

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1. Introduction

Introduction to Nursing is an important foundational Courses and the introductory Courses in nursing education. This Courses is structured around the tripartite educational spine of systemic professional cognition, theoretical frameworks, and clinical praxis, integrating theory teaching with contextualized practical training, aiming to help students establish the core nursing philosophy, understand the occupational role and professional ethics of nurses, master fundamental skills such as nursing communication skills and nursing documentation writing skills, and concurrently cultivate their professional identity and humanistic literacy, and to solidify foundations for the subsequent systematic acquisition of nursing expertise and the enhancement of clinical nursing capabilities, aligning with contemporary nursing education's imperative to cultivate professionals with clinical excellence, humanistic praxis, and foundational rigor.

At the National Conference on Ideological and Political Education in Higher Education Institutions, the General Secretary emphasized: "To advance ideological-political work in universities, we must adapt methodologies to contextual specificities, align with contemporary imperatives, and pioneer innovative educational paradigms." Educators should follow the laws of ideological and political education, the laws of talent cultivation, and the growth laws of students, and continuously enhance their own work capabilities and level. It is essential to fully leverage classroom teaching as the primary conduit for ideological and political education. Through ongoing pedagogical refinement, ideological-political theory Courses must enhance relational accessibility and contextual precision, thereby addressing students' developmental needs and aspirations. ^[1]

2. Core Connotations and Integration Principles of Ideological and Political Education in the Introduction to Nursing Courses

2.1 Core Connotations

The ideological and political education in the *Introduction to Nursing Courses* does not operate in isolation from the specialized knowledge; instead, it is a value concept closely integrating with professionalism, professional spirit, and humanistic care in nursing education. As the core fundamental Courses and introductory Courses in nursing education, the *Introduction to Nursing Courses*, anchored on the tripartite educational spine of systemic professional cognition, theoretical frameworks, and clinical praxis, serves as the pivotal conduit bridging nursing initiation and systematic nursing enculturation. The Courses is based on theory teaching, takes contextualized practical training as the lever, and focuses on the construction of core concepts such as the nursing procedures and humanistic care, aiming to guide students to clearly define the occupational role of nurses, abide by nursing professional ethics, master fundamental nursing skills and general skills such as nursing communication and nursing documentation writing while cultivating students' professional identity internalization and humanistic literacy within the nursing vocation, cultivate nursing professionals who precisely align with contemporary nursing education's imperative to cultivate professionals with clinical excellence, humanistic praxis, and foundational rigor, and lay a foundation for their subsequent in-depth study of the nursing knowledge system and the gradual formation of standardized and clinically applicable nursing practical capabilities.

2.2 Integration Principles

2.2.1 Principle of Synergistic Integration

The integration of ideological and political education requires closely aligning with nursing expertise and skills, avoiding divorcing ideological education from disciplinary substance, ensuring professional knowledge serves as the vehicle for values navigation while values cultivation acts as the catalyst for professional mastery, so that students can unconsciously accept value guidance while mastering nursing expertise.

2.2.2 Principle of Precision-Efficacy Duality

Accounting for the Courses characteristics and the cognitive patterns of students in different grades, appropriate ideological and political education should be precisely offered, and be integrated in the Courses in a way that is readily acceptant for students to avoid formalism and homogenization, and ensure that ideological and political education is deeply rooted in their minds and hearts.

2.2.3 Principle of Declarative-Covert Pedagogy Integration

Not only should educators strengthen ideological guidance through declarative methods such as case analysis and special topic discussions, but they should also integrate ideological education into every aspect of teaching, so as to cultivate students' professionalism and values using covert pedagogy.

2.2.4 Principle of Theory-Praxis Integration

Ideological and political education should not only integrate throughout the entire classroom theory teaching continuum, but also extend to clinical praxis, enabling students to practice the nursing professional spirit in practice and achieve the unity of knowledge and action.

3. Integration Pathways for Ideological and Political Education in Nursing Courses

3.1 Establishing a Systematic Curriculum Framework to Excavate Ideological-Political Assets

The first is to identify and categorize the *Introduction to Nursing Courses* and establish the "Asset Database for Curriculum-based Ideological and Political Education". The entry points are all different for curriculum-based ideological and political education in different chapters. They need to be closely integrated with the content of each chapter and precisely excavated. For instance, *The Development and Fundamental Concepts of Nursing* can excavate ideological and political assets from five dimensions: disciplinary development history, professional value

recognition, humanistic ethics, national and family mission, and rule of law norms. *Health and Disease, Needs and Care, Culture and Nursing and Nurse-Patient Relationship and Interpersonal Communication* can be dissected chapter by chapter based on the core ideological and political goals, such as “life supremacy”, “humanistic care”, “professional ethics”, “rule of law norms”, “patriotic sentiment”, and “cultural confidence”, to identify implementable excavation points. Works, such as *Psychosomatic Development in the Life Courses, Stress Theory and Its Application in Nursing, Nursing Procedures, Nursing Theory and Models, Scientific Thinking Methods and Decision-making in Nursing, Health Management and Health Education* can be deeply excavated based on core educational goals such as reverence for life, humanistic care, professional ethics, scientific spirit, national and family mission, and rule of law literacy. Core political elements such as bioethics, legal compliance in practice, professional covenantal commitment, humanistic care, and value guidance, can be excavated in works such as *End-of-Life Care, Nursing Ethics, and Legal Issues in Nursing Practice and Nursing Career*.

The second is to optimize the design of Courses content, integrating the factors of political thought with the factors of professional knowledge organically. In the process of revising the Courses outline and writing teaching plans, it is necessary to clearly define the ideological and political goals, integration points and implementation methods for each class, so as to achieve resonance between ideological and political education and disciplinary teaching. For instance, when discussing *The Formation and Development of Nursing*, in addition to introducing the domestic and international nursing development history as well as Nightingale’s contributions to the advancement of nursing, it is also necessary to provide explanations through clinical cases. Educators can draw on the history of nursing to deepen students’ understanding of the patriotic sentiments and professional responsibility, and guide students to think about “how to perceive the progress of the national medical and health care industry and enhance national pride in the construction of standardized nursing in New China and the high-quality development of nursing in the new era”, “how to establish the national mission of protecting life, serving people’s health, and participating in the Healthy China strategy in the fight against epidemics, earthquake relief, and public health events”. When explaining the “nursing procedures”, the exemplary cases in the clinical case analysis process convey professional value guidance, legal and ethical literacy, big health patriotic sentiments, and medical ethics and professional conduct. Concurrently, a three-level curriculum-based ideological and political education system of “foundation - practical training - extension” should be established. The foundational Courses focus on career cognition and competency cultivation, the practical training Courses focus on practical capabilities and accountability, and the extended Courses focus on innovative thinking and social responsibility. [2]

3.2 Innovating Diversified Pedagogical Approaches to Intensify the Permeation Efficacy of Ideological and Political Education

3.2.1 Case-based Pedagogy

Model nurses of selfless dedication, successful examples of doctor-patient communication, other exemplary cases integrating clinical rigor with value-based pedagogical intentionality are selected to guide students to deeply reflect on the value and responsibility of the nursing vocation through various forms such as case analysis, group discussions, and role-playing. [3] For instance, educators can introduce “Nightingale’s deeds” and “Stories of COVID-19 Assistance in Hubei”, enable students to feel the nobility of the nursing vocation, and integrate with cases that nurses resolve conflicts by respecting patients’ privacy and patiently communicating with patients in clinical practice to cultivate students’ humanistic literacy.

3.2.2 Authentic Scenario Simulation Pedagogy

It is necessary to build simulated nursing scenarios. For example, in the chapter on simulated nursing procedures, educators can set a pedagogical scenario to simulate an emergency abdominal pain case with patient-initiated non-disclosure of sensitive history, requiring students to: execute standardized nursing assessment per clinical protocols, formulate evidence-based diagnoses, demonstrate value integration through therapeutic

presence and affective scaffolding (patience & emotional support), diagnostic integrity and confidentiality stewardship (truth-seeking & privacy protection), fiduciary accountability and evidence-anchored diligence (responsibility & evidentiary rigor). In the chapter on nursing ethics, educators can establish scenarios, for example, “a cancer patient requests to hide the health condition while his/her family insists on telling the truth”, and ask students to apply the tripartite ethical principles of respect for autonomy, beneficence, and non-maleficence, and equally to balance the demands of both the doctor and the patient, adhere to the ethical bottom line, and provide psychological comfort.

3.2.3 Online-Offline Integrated Pedagogy

It is necessary to build an integrated ideological and political education teaching system through online-offline synergistic collaboration, relying on online teaching platforms such as SuperStarLearn and Rain Classroom. Though online systems, educators upload high-quality resources such as interviews with nursing role models, records of frontline nursing during the epidemics, and special lectures on nursing ethics, guiding students to conduct self-directed learning and immerse themselves in experiencing professional spirit, thereby actualizing institutionalized integration and culturally embedded manifestation of ideological and political education. The offline classes deepen value guidance through forms such as seminars and experience sharing, and integrate theoretical knowledge with professionalism organically. At the same time, the online interaction functions should be leveraged to carry out real-time discussions on topics such as insights into the nursing vocation and typical ideological and political cases, breaking through the limitations of time and space and expanding the coverage and depth of ideological and political education. Flipped classroom model should be introduced to encourage students to autonomously excavate, sort out and explain the ideological and political cases around them, enabling students to conduct self-directed exploration and effectively enhance their critical thinking capabilities, professional identity and accountability.

3.2.4 Praxis-based Character Cultivation Pedagogy

It is essential to integrate ideological and political education deeply into various aspects such as clinical practice, community service, and public welfare activities. During the clinical internship period, students are instructed to abide by professional ethics and practice humanistic care. Through authentic cases and work scenarios, the instructors provide guidance on professional conduct standards. At the same time, students are organized to participate in community health education activities, elderly care volunteer services, and free clinics in remote areas, enabling them to understand the social value of nursing work in the process of serving the public, cultivating patriotic sentiments, and enhancing their sense of social responsibility. ^[4]

3.3 Strengthening Specialized Faculty Development to Consolidate the Bedrock for Ideological and Political Education

The ideological and political literacy and the teaching capabilities are directly related to the quality and effectiveness of ideological and political education. Teachers are the core entities driving the implementation of curriculum-based ideological and political education. Therefore, it is necessary to build a high-caliber nursing specialized faculty team to consolidate the bedrock for ideological and political education.

The first is to enhance the ideological and political literacy of teachers. Higher education institutions must regularly organize nursing teachers to participate in ideological and political education training, academic seminar, and observation of high-quality demonstration lessons to systematically study curriculum-based ideological and political education philosophy, teaching methods, and implementation pathways, and enhance teachers' capabilities to accurately excavate ideological and political assets in specialized Courses and scientifically design ideological and political teaching components. And they must invite full-time ideological and political teachers and nursing experts to give special lectures, closely focusing on the disciplinary characteristics of nursing, explaining the key points of ideological and political education, and promoting the collaborative collaboration between disciplinary teachers and

ideological and political teachers so as to jointly cultivate talents.

The second is to establish a sound faculty clinical practice mechanism. Higher education institutions should encourage teachers to go deep into the clinical frontlines, accurately grasp the cutting-edge developments in clinical nursing industry, the authentic doctor-patient scenarios and professional ethical requirements, accumulate ideological and political teaching cases, align with clinical practice, use noble teachers' ethics and professional conduct to influence students gradually and imperceptibly, and organize teachers to participate in practical activities such as public welfare nursing services, emergency handling and drills for public health incidents, so as to cultivate teachers' accountability through practical actions and nourish students' humanistic sentiments.

The third is to establish a faculty incentive and evaluation system. Higher education institutions should encourage teachers to proactively engage in the construction and reform of curriculum-based ideological and political education, institutionalizing the efficacy of curriculum-based ideological education as critical assessment parameters binding on faculty performance appraisals, promotion evaluations, and merit-based recognition systems, and build a teaching innovation team for curriculum-based ideological and political education through collective lesson preparation, teaching seminars, outcome exchanges, and experience sharing, crystallizing collective pedagogical agency for synergistic talent cultivation to promote the improvement of the holistic educational level.

3.4 Perfecting Systemic Evaluation Mechanisms to Ensure Quality Assurance in Ideological and Political Education

The traditional assessment of nursing Courses often focuses on the examination of professional knowledge and operational skills while involving less about students' ideological and political literacy, failing to conduct quantitative testing on the Courses efficacy of ideological and political education. Therefore, a comprehensive evaluation system consisting of "knowledge acquisition-practical competencies-holistic competencies" should be established to incorporate ideological and political literacy comprehensively into the evaluation scope of talent cultivation.

The first is to promote the diversification of evaluation entities. A multi-stakeholder evaluation system should be established, integrating students' self-evaluation, peer evaluation, evaluation by clinical instructors, and evaluation by service recipients, so as to comprehensively and objectively reflect students' ideological and political performance. For example, the instructors conduct a comprehensive evaluation of students' professional ethics, professional dedication spirit, and practice of humanistic care in clinical practice; true feedback on students' service awareness and communication literacy is obtained through patient satisfaction surveys.

The second is to enable comprehensive evaluation content. The evaluation dimensions cover both specialized theoretical knowledge and nursing operational skills, while equally highlighting ideological and political factors such as professional ethics, humanistic care, accountability, teamwork, professional covenantal commitment, and patriotic sentiments. In the theory tests, it is necessary to add ethical case analysis and value judgment test questions; in the practice assessment, the focus is on examining students' compliance with code of professional conduct and the implementation efficacy of humanistic care.

The third is to operationalize structured implementation protocols for assessment mechanisms by integrating the process-oriented evaluation with summative assessment organically, carrying out process-oriented quantitative assessment through classroom performance, case discussions, performance of ideological and political behavior demonstrated during practical operations, and participation in volunteer services, etc., and conducting comprehensive summative assessments based on Courses final examinations, internship appraisal summary, and the ideological and political theme reports, ensuring scientific, comprehensive and fair evaluations to guide students to consciously enhance their ideological and political literacy.

4. Conclusion

Through multi-dimensional coordination—including curricular architecture redesign, teaching method

innovation, faculty capacity reinforcement, and evaluation system optimization—this framework achieves pervasive integration of ideological and political education throughout nursing talent cultivation. By implementing evidence-based pathways for ideological and political asset excavation, synergistic integration pathway innovation, faculty competence fortification, and closed-loop assessment, it ensures parallel advancement and deep integration between disciplinary education and ideological and political education. The outcomes cultivate nursing professionals with robust technical proficiency, steadfast ethical commitment, and profound humanistic sensitivity, thereby establishing a resilient talent foundation for China’s healthcare modernization. The contextual precision and impact efficacy of nursing-specific ideological and political education require continuous evolution, demanding perpetual innovation in pedagogical conceptualization and implementation methodologies.

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