

Article

Research on the Construction of the Three-Loop Progressive Vocational Undergraduate Nursing Education Model of "Ideological and Political Course-Course Ideological and Political-Clinical Ideological and Political"

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Abstract: Against the backdrop of the rapid development of vocational undergraduate education and the deepening implementation of the "Healthy China" strategy, the cultivation of nursing talents faces the practical requirement of transitioning from "skill-oriented" to "virtue and skill cultivation." As an important approach to fulfilling the fundamental task of fostering virtue and nurturing talents, how to systematically and comprehensively advance ideological and political education in vocational undergraduate nursing programs has become an urgent issue that needs to be addressed in current educational reforms. Based on the concept of "holistic education," this paper systematically analyzes existing issues in the practice of ideological and political education in vocational undergraduate nursing programs, such as fragmentation, clinical discontinuities, and insufficient coordination, by integrating the characteristics and training patterns of vocational undergraduate nursing programs. It proposes the construction of a three-ring progressive educational model: "ideological and political courses-curriculum-based ideological and political education-clinical ideological and political education." The article systematically explains this model from aspects such as theoretical logic, practical foundation, and operational mechanisms, and proposes corresponding implementation paths, aiming to provide a theoretical framework and practical paradigm for the deepened implementation of ideological and political education in vocational undergraduate nursing programs.

Keywords: Three-All Education; Vocational Undergraduate; Nursing Specialty; Ideological and Political Education in Curriculum; Clinical Ideological and Political Education

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1. Introduction

The nursing profession, centered on life and health services, inherently emphasizes humanistic care, ethical responsibility, and professional dedication [1]. As vocational undergraduate nursing education continues to mature and its role becomes increasingly defined, the objectives of talent cultivation have gradually expanded beyond simply training competent practitioners [2]. Modern nursing programs aim to cultivate highly skilled and technically proficient professionals who not only possess a solid theoretical foundation but also demonstrate strong practical abilities, critical thinking skills, and stable professional values. This evolving educational focus raises an important question: how can educational institutions systematically integrate value guidance and moral cultivation into every stage of professional training to ensure the holistic development of nursing students?

In recent years, there has been a growing emphasis on embedding ideological and political education within nursing curricula, supported both by policy initiatives and

practical reforms [3]. Despite these efforts, several challenges remain prevalent at the vocational undergraduate level. The integration of ideological content is often fragmented, lacking systematic alignment with professional coursework, and insufficiently connected to practical clinical training. Moreover, during internships and clinical rotations, students may experience a gap between theoretical instruction and the application of professional values, resulting in limited internalization of core ethical principles. Many existing reforms remain confined to classroom instruction, with inadequate mechanisms for continuous reinforcement and practical application. Consequently, the sustained cultivation of professional ethics, value-oriented behavior, and humanistic care remains difficult to achieve [4,5].

To address these challenges, it is essential to reconstruct the implementation pathway of ideological and political education from a comprehensive, longitudinal perspective [6]. Establishing a well-structured educational framework that ensures continuous guidance throughout the entire professional development process is of critical theoretical and practical significance. Such a framework should connect foundational courses, professional curricula, and clinical experiences in a coherent and progressive manner, enabling students to gradually internalize professional values while enhancing practical competencies.

The "Three-All Education" philosophy provides a valuable theoretical foundation for this approach. By emphasizing holistic engagement across personnel, educational processes, and learning dimensions, this philosophy promotes systematic moral and professional cultivation, moving beyond sporadic or isolated interventions. Drawing upon this perspective, the present study proposes a three-tier progressive model for vocational undergraduate nursing education: "Ideological and Political Courses-Curriculum-Based Ideological and Political Education-Clinical Ideological and Political Education." This model is designed to maintain continuous value guidance across all stages of nursing education, fostering the comprehensive development of professional competencies, ethical awareness, and humanistic care. By establishing clear pathways for integrating moral education with professional training, this framework aims to enhance both the effectiveness of nursing education and the readiness of graduates to meet the evolving demands of modern healthcare practice [7].

2. Theoretical Foundation of the "Three-Ring Progressive" Nursing Education Model

2.1. The Concept of "Three-All Education" and the Logic of Value Shaping in the Whole Process

The "Three-All Education" philosophy emphasizes that moral and professional value cultivation should not be limited to a single course, module, or stage of training, but should instead permeate the entire process of talent development [8]. In the context of vocational undergraduate nursing education, this principle entails systematically embedding ideological and political education across multiple dimensions, including curriculum design, course structuring, practical instruction, and assessment mechanisms. By ensuring that ethical guidance and professional values are consistently reinforced at every stage, students can gradually internalize these principles and develop a coherent professional identity [9]. This holistic approach provides a foundational framework for designing a progressive nursing education model that balances theoretical knowledge, practical competence, and value cultivation. Through such integration, students are not only trained in technical skills but also guided toward ethical reasoning, humanistic care, and responsible professional behavior.

2.2. The Intrinsic Alignment Between Ideological and Political Education in Curriculum and Nursing Professional Education

Nursing education possesses inherent value orientations, as the profession itself is built upon ethical standards, patient-centered care, and social responsibility [10]. Professional knowledge, technical procedures, and service behaviors are closely aligned

with principles of ethics and professional conduct. This natural congruence offers a strong basis for embedding ideological and political education into the nursing curriculum without resorting to superficial or formalistic methods [11]. By designing the curriculum systematically, educators can incorporate value guidance seamlessly into professional instruction, ensuring that students receive ethical and moral education alongside technical training. This alignment also facilitates the development of reflective practitioners who can integrate theoretical knowledge, ethical principles, and practical skills in clinical settings, thereby enhancing both professional competence and holistic patient care.

2.3. Stage-Specific Characteristics of Professional Undergraduate Nursing Talent Development

The cultivation of vocational nursing talents follows a progressive developmental trajectory, beginning with the recognition of professional and ethical values, advancing toward the formation of a stable professional identity, and culminating in consistent, value-driven career behaviors [12]. If educational interventions are not aligned with this developmental progression, students may experience imbalanced learning outcomes, with early-stage value education being overemphasized while later-stage professional consolidation is neglected. Moreover, discontinuities in mid-course training can weaken the overall effectiveness of moral and professional education. Therefore, it is essential to establish a structured, progressive educational framework that corresponds to students' developmental stages. By doing so, vocational nursing programs can provide consistent and reinforced ethical guidance throughout all phases of training, from classroom learning to clinical practice. Such a framework ensures that students' understanding of professional responsibilities deepens over time, promoting the integration of technical mastery, humanistic care, and ethical reasoning. This approach ultimately contributes to producing highly competent nursing professionals who are both technically proficient and ethically grounded, prepared to meet the evolving demands of healthcare practice.

3. The Practical Foundation for Constructing the "Three-Ring Progressive" Education Model

3.1. Completeness of the Vocational Undergraduate Nursing Curriculum System

The vocational undergraduate nursing program is characterized by a well-structured and comprehensive curriculum system that spans multiple dimensions of education. It typically includes general education courses, foundational professional courses, core competency courses, and practical training modules. This layered curriculum structure provides a clear and flexible framework for systematically integrating ideological and political education throughout the educational process. By embedding value-oriented guidance at each level of the curriculum, educators can implement a phased approach to nurturing students' ethical awareness, professional responsibility, and humanistic care capacity. Such integration ensures that students' moral and professional development is not isolated to individual courses, but consistently reinforced across both theoretical instruction and applied learning experiences. This holistic design strengthens the cohesion between knowledge acquisition, skill mastery, and ethical formation, ultimately fostering well-rounded nursing professionals.

3.2. The Critical Role of Clinical Practice in Talent Cultivation

Nursing is inherently a practice-driven profession, and clinical practice serves as the essential bridge between theoretical knowledge and professional application. Internships and practical rotations provide realistic healthcare scenarios that directly influence students' ethical judgment, sense of responsibility, and ability to deliver compassionate, patient-centered care. Through repeated exposure to clinical challenges, students internalize professional standards and refine their decision-making and interpersonal skills. This practical engagement forms the foundation for implementing "clinical

ideological and political education," where value guidance is actively embedded within day-to-day patient care experiences. By situating ethical and professional instruction within real clinical contexts, nursing students develop a durable professional identity that harmonizes technical competence with moral and humanistic principles.

3.3. Gradual Improvement of Collaborative Education Mechanisms

The continuous development of industry-education integration and medical-education collaboration has strengthened the partnership between educational institutions and clinical practice bases. This growing collaboration provides both an organizational foundation and a practical platform for connecting classroom-based learning with hands-on clinical experience. By establishing coordinated mechanisms for joint training, assessment, and feedback, educators can ensure a seamless transition from theoretical instruction to practical application. Such collaboration enables the design of structured educational pathways that progressively guide students through stages of ethical reasoning, professional skill development, and reflective practice. Additionally, these mechanisms facilitate ongoing communication between academic instructors and clinical supervisors, promoting consistency in value education and enhancing the overall quality of talent cultivation. By leveraging these cooperative frameworks, vocational nursing programs can construct an integrated "three-ring progressive" model that aligns classroom learning, curriculum-based guidance, and clinical practice into a cohesive developmental trajectory.

4. Major Issues in the Implementation of Ideological and Political Education in Existing Nursing Curricula

4.1. Fragmentation of Ideological and Political Education Content

In current nursing curricula, ideological and political education often remains fragmented, with many courses relying on isolated case studies, sporadic discussions, or short teaching segments rather than being systematically integrated across the program. This piecemeal approach limits students' ability to fully internalize core values and prevents the formation of a continuous, coherent understanding of professional ethics and humanistic principles. As a result, students may develop only a superficial grasp of value concepts, which undermines the ultimate goal of cultivating moral awareness that can be consistently applied in clinical practice and professional decision-making. Furthermore, fragmented content hinders the reinforcement of key ethical concepts over time, reducing opportunities for reflection, discussion, and practical application that are essential for shaping long-term professional behavior. Addressing this issue requires a structured and interconnected curriculum design that embeds value guidance throughout both theoretical instruction and practical training phases.

4.2. Insufficient Value Guidance during Clinical Practice

During clinical internships, the focus of education is often placed on mastering operational skills, improving efficiency, and meeting technical competency standards. While these components are essential, they may overshadow the cultivation of professional values, ethical reasoning, and humanistic care behaviors. Without deliberate and systematic integration of ideological and political guidance, the professional values introduced in classroom instruction may fail to translate effectively into clinical behavior. This disconnection can result in students who possess technical proficiency but have not fully developed the ability to apply ethical principles, demonstrate empathy, or maintain a patient-centered approach in complex healthcare scenarios. Strengthening value guidance during clinical practice is therefore critical to ensuring that theoretical instruction is consistently reinforced in real-world contexts, supporting the comprehensive development of professional competence, ethical judgment, and interpersonal skills.

4.3. Underdevelopment of Collaborative Education and Evaluation Mechanisms

Another significant challenge lies in the insufficient collaboration among course instructors, ideological and political educators, and clinical mentors. The lack of coordinated planning and communication can result in misaligned educational objectives, inconsistent teaching content, and fragmented instructional methods. In addition, evaluation systems tend to overemphasize technical knowledge and operational performance, while the assessment of soft skills—such as moral integrity, ethical reasoning, empathy, and humanistic literacy—remains underdeveloped. This imbalance reduces the incentive and capacity for both instructors and students to prioritize value-oriented education, limiting its practical effectiveness. Developing integrated collaborative mechanisms, along with scientifically informed evaluation tools, is essential for ensuring that ideological and political education is not only consistently implemented across different stages of the curriculum but also effectively measured and reinforced in both classroom and clinical settings. By addressing these gaps, nursing programs can more effectively foster the holistic development of students, cultivating professionals who are technically skilled, ethically grounded, and capable of delivering compassionate, patient-centered care.

5. The Construction Path of the Three-Ring Progressive Education Model: Ideological and Political Courses-Curriculum Ideological and Political Education-Clinical Ideological and Political Education

5.1. Consolidate the Value Foundation with the "Ideological and Political Course" as the Starting Point

At the initial stage of vocational undergraduate nursing education, ideological and political theory courses serve as the foundational pillar for shaping students' value orientation. These courses are systematically designed to cultivate a comprehensive understanding of professional ethics, humanistic care, and social responsibility. By engaging with core concepts related to life meaning, professional significance, and societal contribution, students are encouraged to reflect deeply on the ethical and humanistic dimensions of their future profession. This reflective process strengthens their awareness of moral responsibility and nurtures a correct and elevated perspective on life and career. In addition to general ideological instruction, the curriculum further incorporates nursing ethics, patient rights, and social responsibility awareness, providing robust ethical guidance and a supportive spiritual framework. This solid foundation ensures that students' subsequent acquisition of professional knowledge, technical skills, and clinical competencies is anchored in a coherent value system, promoting holistic personal and professional development. By emphasizing both intellectual understanding and moral cultivation, the program establishes an early, continuous, and well-structured pathway for value formation.

5.2. Embedding Values with "Ideological and Political Education in Curriculum" as the Core

During specialized course instruction, ideological and political education is strategically embedded within professional knowledge, practical exercises, and case-based learning. This integration ensures that students' technical skill development is inseparable from value cultivation, forming an organic unity of ethical understanding and professional competence. Educators emphasize the humanistic spirit and ethical dimensions inherent in nursing knowledge, guiding students to internalize principles such as patient-centered care, respect for life, empathy, and professional dedication. Practical training scenarios are designed to reinforce these values, allowing students to observe, practice, and reflect on how ethical principles manifest in routine clinical decision-making and patient interactions. By fostering an environment where moral reasoning and skill mastery progress in tandem, this approach generates a mutually reinforcing educational effect: students' technical proficiency enhances their appreciation

of ethical responsibility, while ethical awareness informs and enriches their professional performance. Over time, this embedded integration strengthens both the depth of professional knowledge and the consistency of value application across different learning contexts.

5.3. Achieve Value Transformation with "Clinical Ideological and Political Education" as the Key

In the clinical internship phase, the focus shifts to the transformation of internalized values into observable professional behaviors. Through structured mentorship, real-world case engagement, and continuous reflective practices, students learn to translate ethical awareness into practical skills such as ethical decision-making, patient communication, teamwork, and professional accountability. The clinical environment serves as a testing ground for the application of values in complex, dynamic healthcare situations, helping students navigate ethical dilemmas, prioritize patient welfare, and maintain professional integrity. By reinforcing the link between internal conviction and external behavior, clinical ideological and political education facilitates the critical transition from theoretical understanding to applied professional practice. This stage not only consolidates the ethical and humanistic principles learned in earlier coursework but also ensures that students' professional identity is firmly aligned with both technical competence and moral responsibility. Ultimately, the progressive integration of ideological and political education from the classroom to the clinic cultivates well-rounded nursing professionals capable of delivering compassionate, ethical, and patient-centered care while maintaining consistent moral and professional standards.

6. Conclusion

The development and implementation of a three-tier progressive vocational undergraduate nursing education model, encompassing "ideological and political courses, curriculum-based ideological and political education, and clinical ideological and political education," represents a vital approach to fully realizing the principles of comprehensive education while promoting the cultivation of highly competent nursing professionals. This model emphasizes hierarchical progression, seamless integration, and continuity across all stages of nursing education, ensuring that value guidance is maintained consistently from foundational coursework to advanced clinical practice. By addressing common challenges in current nursing education—such as the fragmented incorporation of ideological and political elements within professional courses and the discontinuities observed during clinical internships—the model establishes a coherent framework that strengthens both ethical awareness and professional competence among students.

In addition, the model provides a practical blueprint for fostering a strong alignment between theoretical instruction, practical training, and professional development. The initial phase focuses on instilling core values and ethical principles, laying a solid moral foundation. The subsequent integration of value-oriented elements into specialized courses facilitates the internalization of professional ethics, humanistic care, and patient-centered attitudes. Finally, the clinical phase emphasizes the application and transformation of internalized values into observable behaviors, reinforcing ethical decision-making, teamwork, and effective patient communication. This layered approach not only enhances students' professional skills but also nurtures enduring moral responsibility, empathy, and holistic humanistic qualities.

Future studies can build upon this framework by incorporating empirical evaluations to measure the effectiveness of each stage, identifying areas for improvement, and refining pedagogical strategies to optimize the overall impact. Such efforts will provide evidence-based guidance for continuously enhancing the quality of vocational undergraduate nursing education and contribute to the development of a new generation of nursing professionals who are not only technically proficient but also ethically

grounded, socially responsible, and capable of delivering compassionate, high-quality healthcare services.

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