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Innovation and Practice Strategies of Ideological and Political Education in Core Courses for Nursing Majors

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Abstract: As a core course in nursing education, surgical nursing is characterized by strong theoretical and practical components, making it a mandatory and foundational curriculum for nursing students. Nursing is a highly practice-oriented medical discipline, and the teaching of its core courses not only involves the systematic transmission of professional knowledge and clinical skills, but also bears the responsibility of cultivating nursing professionals with solid professional ethics, humanistic literacy, and a strong sense of social responsibility. This paper takes the current status of ideological and political education in core nursing courses as a starting point, comprehensively analyzing four prominent practical challenges: insufficient integration of ideological and political elements with specialized content, inadequate innovation in teaching methods and evaluation models, limited development of teachers' ideological and educational capabilities, and a lack of systematic integration and effective utilization of teaching resources. On this basis, targeted innovative strategies are proposed, including deepening the excavation of ideological and political elements within professional knowledge to establish value-oriented teaching themes, innovating pedagogical approaches to create experiential and student-centered classrooms, strengthening institutional and professional support to build high-quality teaching teams, and optimizing management and feedback mechanisms to develop diversified, process-oriented assessment models. These strategies aim to provide systematic solutions for the reform of ideological and political education in nursing core courses, promote the comprehensive improvement of nursing talent cultivation quality, and better serve the national strategic layout of building a Healthy China.

Keywords: nursing education; core nursing courses; ideological and political education; curriculum reform; teaching innovation; professional ethics; healthy china

1. Introduction

The healthcare sector is undergoing significant advancements, driven by the increasing public demand for comprehensive health services. Within this evolving landscape, nursing care holds a critical and indispensable position in ensuring the well-being of populations. However, traditional teaching methodologies continue to dominate educational frameworks, often characterized by repetitive and overly simplistic instructional techniques [1, 2]. These approaches frequently lack the depth, continuity, and multidimensional focus required to meet the complex demands of modern healthcare systems. Consequently, nursing professionals are expected to meet increasingly rigorous standards in both technical expertise and ethical conduct [3]. Nursing education, as the cornerstone of talent cultivation in this field, must go beyond the mere dissemination of technical knowledge and practical skills. It is essential to integrate a strong emphasis on nurturing students' ethical principles and empathetic understanding, which are foundational to their professional roles. As part of broader educational reforms, the integration of curriculum-based ideological and political education offers a transformative approach, providing innovative strategies and effective pathways for the holistic development of nursing professionals.

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2. The Urgent Need for Virtually Competent Professionals in Nursing Education in the New Era

2.1. New Requirements for Talent Specifications Driven by National Strategy

The strategic emphasis on prioritizing public health has introduced elevated expectations for the cultivation of nursing professionals. Modern nursing practitioners are required to possess not only advanced technical expertise but also a deep sense of social responsibility and unwavering professional ethics [4, 5]. The evolving role of nursing professionals extends beyond technical proficiency, positioning them as advocates for health awareness and custodians of life values. This shift necessitates a transformative approach to nursing education, moving away from traditional skill-focused models to a more holistic framework. Such a framework should integrate comprehensive development across moral, intellectual, physical, aesthetic, and practical dimensions, ensuring that students are equipped to meet the multifaceted demands of the profession. By fostering well-rounded growth, nursing education can produce professionals who excel in technical capabilities while embodying exemplary character traits [6]. This dual focus on competence and integrity aligns with the broader societal need for healthcare providers who can adapt to dynamic challenges while upholding the highest standards of care and ethical conduct [7]. The new era calls for a generation of nursing professionals who are not only technically adept but also deeply committed to advancing health and well-being in diverse contexts, thereby contributing to the overarching goal of enhancing public health outcomes.

2.2. Professional Mission Responsibility in the Transformation of Medical Models

Traditional nursing practice has historically centered on addressing and treating diseases, but contemporary nursing philosophy has evolved to prioritize a more comprehensive, patient-centered approach. This paradigm shift necessitates that nursing professionals not only excel in clinical expertise but also develop a heightened sense of humanistic understanding and ethical responsibility [3]. In today's multifaceted healthcare environment, caregivers are often confronted with intricate challenges that encompass bioethical considerations, the dynamics of physician-patient interactions, and the equitable distribution of limited medical resources. These complexities demand that nurses integrate value-based judgments into their professional decision-making processes while ensuring that humanistic care remains a cornerstone of their technical interventions [8]. The rising prevalence of medical disputes and the intensification of nurse-patient tensions underscore the inadequacy of purely technical training in addressing the nuanced realities of modern healthcare [8, 9]. To meet these demands, nursing education must instill in students a profound respect for the sanctity of life and a deep appreciation for the dignity inherent in the nursing profession. By fostering critical thinking, ethical reasoning, and unwavering professional integrity, future nurses can be better equipped to navigate ethical dilemmas and uphold the highest standards of care in an increasingly complex medical landscape.

2.3. Comprehensive Competency Requirements Driven by Social Expectations

Modern patients and their families increasingly value not only the precision and technical proficiency of nursing practices but also the depth of humanistic care and adherence to professional ethics exhibited throughout the caregiving process. The pervasive influence of online media has amplified public scrutiny of healthcare professionals, where even minor actions or words can significantly impact the reputation and trustworthiness of the medical field as a whole. In this evolving social landscape, nursing professionals are expected to embody a combination of moral integrity and advanced professional capabilities. They must consistently uphold patient-centered and meticulous service attitudes, even when faced with demanding workloads [10, 11]. Furthermore, they are required to demonstrate exceptional communication skills to navigate complex interpersonal dynamics effectively and to respond with composure and

rationality during high-pressure emergencies [2, 12]. The societal expectations for nursing practitioners now extend far beyond technical expertise, envisioning them as symbols of compassion and hope. They are increasingly regarded as ambassadors of positive societal values, tasked with fostering trust and reassurance within the communities they serve, while simultaneously upholding the highest standards of professionalism and empathy in their daily interactions [13].

3. Current Practical Challenges in Ideological and Political Education for Core Nursing Courses

3.1. The integration of ideological and political elements with professional knowledge remains insufficient in depth

In current nursing core curriculum teaching at some institutions, the integration of ideological-political content with professional knowledge often lacks depth and coherence. Educators frequently approach moral education as an ancillary component, introducing it briefly at the beginning of courses such as "Fundamentals of Nursing" or "Internal Medicine Nursing," or relegating it to a cursory mention at the conclusion. This fragmented approach prevents ideological-political education from being seamlessly interwoven into the foundational structure of professional instruction, thereby hindering students from forming meaningful connections between ethical values and nursing theories. While some clinical case analyses touch upon ethical considerations, these discussions often remain superficial, focusing on basic conceptual alignment rather than exploring the profound humanistic and value-driven aspects inherent in professional nursing practice. This limited engagement with deeper ethical and humanistic dimensions significantly reduces the potential impact of ideological-political education, leaving students with a diminished ability to internalize and apply these values in real-world scenarios [14, 15]. A more integrated and thoughtful approach is essential to ensure that moral education resonates with students and aligns organically with the core principles of nursing education.

3.2. Teaching Methods and Evaluation Systems: Collaborative Innovation Needs Strengthening

Currently, nursing programs in higher education institutions predominantly rely on traditional classroom instruction, which often limits the diversity of teaching methodologies [16]. While some institutions have introduced approaches such as case-based teaching and group discussions, these methods have shown limited success in deeply engaging students emotionally or enhancing their critical thinking abilities. More innovative strategies, including real-world scenario simulations, service-learning projects, and narrative-based nursing practices, remain underutilized despite their potential to create more immersive and impactful learning experiences. Additionally, the evaluation systems in place tend to focus narrowly on assessing students' mastery of professional knowledge, often neglecting the measurement of implicit competencies such as ethical decision-making and humanistic awareness [15]. The continued reliance on final examinations as the primary assessment tool, combined with the incomplete adoption of formative and developmental evaluation frameworks, poses significant challenges [12, 15]. These limitations hinder the ability to effectively monitor and nurture the internalization of core values and professional attitudes among students, underscoring the need for a more holistic and innovative approach to both teaching and evaluation in nursing education.

3.3. There is room for improvement in teachers' cognitive abilities and educational competencies.

Nursing faculty members demonstrate strong expertise in their respective disciplines; however, their grasp of the fundamental principles of ideological and political education, along with their practical application skills, requires significant refinement. A prevalent issue among educators is the misinterpretation of ideological education, with some perceiving it as an extraneous obligation rather than an integral component of holistic

teaching. Others mistakenly reduce it to a simplistic dissemination of political theory, overlooking its broader educational significance [10]. In practical settings, many instructors encounter challenges in bridging abstract political concepts with the specific context of nursing education. This disconnect often results in missed opportunities to transform compelling clinical scenarios and exemplary professional behaviors into impactful teaching resources. Furthermore, there is a noticeable gap in the adoption of innovative pedagogical approaches, such as heuristic and experiential methods, which are essential for fostering critical thinking and value-based learning among students. These limitations in educational strategies and cognitive adaptability hinder the seamless integration of ideological education into nursing curricula, ultimately affecting its overall effectiveness and the cultivation of well-rounded healthcare professionals.

3.4. Systematic integration of teaching resources and practical platforms remains somewhat inadequate

Delivering high-quality ideological and political education within the curriculum necessitates a robust foundation of diverse teaching resources and practical platforms. However, the current infrastructure in many universities exhibits significant gaps. The creation of comprehensive case libraries tailored to ideological education has not met expectations, with a noticeable absence of engaging and illustrative materials that effectively highlight nursing professionalism and the principles of humanistic care [3]. Mechanisms for sharing resources across universities remain fragmented, leading to inefficiencies such as redundant efforts and resource mismanagement. Clinical practice bases, while serving as essential venues for professional skill development, have yet to fully embrace their potential role in fostering moral and ethical education through well-structured programs. Furthermore, the integration of online teaching tools with offline practical activities remains suboptimal, as does the alignment between on-campus simulation training and off-campus clinical internships. These disconnects hinder the realization of a cohesive and synergistic educational approach. To address these challenges, a more systematic and innovative strategy is required to harmonize resources and platforms, ensuring that both theoretical and practical components of education are seamlessly interconnected and mutually reinforcing.

4. Innovative Approaches and Practical Strategies for Ideological and Political Education in Core Courses of Nursing Science

4.1. Deeply explore professional elements to construct a "trinity" teaching framework

Higher education institutions should prioritize the integration of "knowledge logic, value logic, and practice logic" as a cohesive thread to re-evaluate and enhance curriculum design [14]. Educators must delve into the intrinsic value components embedded within the knowledge framework of nursing disciplines, seamlessly merging abstract theoretical concepts with the tangible essence of professional dedication [8]. This approach ensures that students are subtly influenced by ethical and professional values while acquiring technical expertise. Knowledge logic should focus on the structured and scientific nature of nursing theories, establishing a robust academic foundation for learners. Value logic, on the other hand, should emphasize the extraction of profound humanistic ideals and professional aspirations from disciplinary knowledge, fostering a strong sense of professional identity among students. Practice logic serves to translate theoretical understanding and value recognition into actionable behaviors, reinforcing students' commitment and sense of purpose through real-world or simulated professional scenarios. For instance, in teaching the care of patients with chronic obstructive pulmonary disease, educators can begin by elucidating the pathological mechanisms, clinical symptoms, and essential nursing interventions associated with the condition. Subsequently, they can highlight the broader significance of chronic disease management within public health initiatives, encouraging students to contemplate the pivotal role of nursing professionals in advancing community health. Practical exercises, such as designing long-term care

plans for community-based COPD patients, can be implemented to allow students to experience the integration of technical proficiency with compassionate care in real-life settings. Additionally, educators may incorporate inspiring narratives of nursing professionals providing exceptional care to critically ill patients, fostering a sense of pride and social responsibility among students. This holistic teaching methodology transforms fragmented knowledge into a cohesive framework, enabling students to develop their professional values and aspirations while mastering essential nursing competencies.

4.2. Innovating Teaching Methods to Create an "Immersive Experience" Classroom Environment

To establish an immersive ideological and political education environment for courses, it is essential to actively adopt diversified interactive teaching strategies. Scenario-based simulation serves as the core approach, where teachers should meticulously design teaching scenarios aligned with clinical practice, enabling students to experience the complexity and responsibility of nursing work through role-playing. Narrative nursing pedagogy can also be employed to evoke emotional resonance—teachers may collect authentic nurse-patient interaction stories, guiding students to perceive professional warmth and significance through listening and sharing. Standardized patient interaction training provides students with realistic communication practice opportunities, fostering humanistic care capabilities and professional ethics [9]. Integrating modern information technology further enhances immersive teaching possibilities: virtual reality and augmented reality technologies can recreate emergency rescue scenarios, allowing students to hone professional skills in highly simulated environments while understanding professional missions [8]. For example, in "Nurse-Patient Communication Skills" instruction, teachers may design clinical scenarios involving ethical conflicts, such as a dilemma where a family requests concealment of a medical condition while the patient desires full disclosure. Students should assume roles as nurses, patients, or family members to explore the balance between informed consent and protective medical practices through simulated dialogues, prompting reflection on nursing ethics and humanistic care principles. Teachers must create open classroom discussions to encourage diverse perspectives, deepening students' understanding of professional values through critical analysis. Reflective journal writing exercises can further help students document learning insights and challenges, requiring timely targeted guidance and feedback from instructors. Additionally, incorporating peer collaboration and group-based problem-solving activities can enhance critical thinking and teamwork skills, ensuring students are better prepared for real-world professional scenarios. By fostering an environment that combines emotional engagement, ethical reflection, and practical skill-building, immersive teaching methods can significantly contribute to the holistic development of nursing students.

4.3. Strengthening Faculty Empowerment to Forge a "Collaborative Education" Teaching Team

Building high-level ideological and political education teaching teams for specialized courses requires establishing collaborative faculty development mechanisms [15]. It is essential to create teaching communities that integrate professional instructors, ideological educators, and clinical mentors. Institutions should regularly organize interdisciplinary teaching seminars to facilitate knowledge exchange among educators from diverse backgrounds, fostering innovative teaching approaches [5, 7]. Professional instructors can benefit from learning value-oriented guidance techniques from ideological educators, while the latter gain a deeper understanding of the unique characteristics of the nursing discipline and its educational philosophies. A mentorship system is vital, where experienced ideological education experts guide young faculty members through clinical practice. This enables them to identify authentic teaching materials from real-world medical environments and transform clinical case studies into engaging classroom examples. Colleges should establish dedicated ideological education workshops, inviting

senior hospital head nurses and distinguished nursing experts as adjunct mentors to share career insights and professional philosophies. Regular teaching competitions and course design contests should be organized to stimulate pedagogical innovation and refine instructional methods. For instance, in courses such as "Emergency Nursing," instructors may invite ICU head nurses as guest lecturers to share real-life experiences of providing compassionate care during critical moments. This approach helps students appreciate the profound mission of nursing while fostering emotional engagement. Simultaneously, professional instructors focus on explaining emergency techniques, while ideological educators guide students in reflecting on the meaning of life and the professional responsibilities of nurses. Additionally, it is crucial to establish teacher growth portfolios and competency development tracking systems. These systems enable dynamic evaluations of teachers' ideological and political education teaching capabilities and provide personalized training programs to address specific developmental needs. Teachers should also be encouraged to participate in inter-school teaching alliances to exchange experiences and share resources on a broader scale [11]. Such collaborations contribute to the continuous enhancement of their theoretical knowledge and practical skills, ensuring that they remain at the forefront of educational innovation and professional development.

4.4. Optimize the evaluation mechanism and establish a "unity of knowledge and action" assessment system

Educational institutions should transition from an over-reliance on summative assessments by integrating both formative and summative evaluation methods. This approach should not only focus on students' mastery of technical and professional knowledge but also prioritize the cultivation of values, ethical standards, and professional integrity. Teachers play a pivotal role in this process by creating comprehensive student growth portfolios that document cognitive development, behavioral patterns, and value-based decision-making across various learning stages. These portfolios can include observations of students' contributions during classroom discussions, their collaborative dynamics in group projects, and their accountability in practical, real-world activities. A multidimensional feedback mechanism can be achieved through the implementation of 360-degree evaluation systems, which involve input from peers, clinical mentors, and standardized patients. Reflective learning journals further enhance this process by allowing students to document their learning insights and value reflections, providing educators with a clear view of their cognitive and ethical growth over time [3, 16]. For instance, in courses such as "Emergency Nursing," instructors can design assessments that balance technical skills, such as cardiopulmonary resuscitation, with the demonstration of humanistic care. Students are expected to not only execute standardized emergency protocols with precision but also exhibit psychological support and empathetic communication with patients' families during simulated scenarios. Evaluation criteria should holistically assess technical accuracy, compassionate care, and adherence to professional ethics. Dynamic tracking systems are essential in this framework, incorporating regular self-assessments and peer reviews to help students identify areas for improvement and foster continuous development [9]. Additionally, schools should establish robust incentive mechanisms to recognize and reward exceptional performance in areas such as ethical education and professional growth. The results of these evaluations should serve as a cornerstone for academic performance assessments while also guiding students in setting personal development goals and clarifying future directions. This comprehensive approach creates a virtuous cycle where evaluation not only measures learning outcomes but also actively promotes growth and development.

5. Conclusion

In conclusion, the integration of ideological and political education into core nursing courses represents a pivotal advancement in the evolution of nursing education. This

approach underscores the necessity of fostering a holistic educational framework that seamlessly combines professional expertise with ethical and moral development. Nursing educators are tasked with developing innovative pedagogical strategies that not only enhance the technical proficiency of students but also instill a profound sense of social responsibility and ethical commitment. By prioritizing faculty development, refining evaluation systems, and implementing dynamic teaching methodologies, institutions can create an environment conducive to producing well-rounded nursing professionals. These efforts are essential for addressing the complex challenges of modern healthcare systems and ensuring the cultivation of individuals who embody both technical excellence and ethical integrity. Future research should focus on optimizing integration models, assessing long-term impacts on professional practice, and exploring interdisciplinary approaches to further enrich nursing education.

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