

Research on Implementation Path and Practice of Integrating Ideological and Political Education into Internal Medicine Nursing Teaching

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Abstract: Given the current situation where professional knowledge and value guidance are not deeply integrated in the ideological and political construction of Internal Medicine Nursing, this paper creates a systematic integration plan for curriculum-based ideological and political education from four aspects: target anchoring, element excavation, method innovation, and effect evaluation, and implements it in teaching. This path precisely identifies the ideological and political distribution nodes of each knowledge module, promotes value internalization through diverse teaching methods, including case discussion, scenario simulation, and clinical practice, and achieves the organic integration of knowledge transmission, ability cultivation, and value shaping through the whole-process connection of pre-class, in-class, and post-class stages and a multi-subject, multi-dimensional evaluation system. Practice has proven that this path effectively enhances students' professional identity and learning motivation, providing a replicable practical model for the implementation and transformation of curriculum-based ideological and political education in nursing specialties.

Keywords: Internal Medicine Nursing; Curriculum-Based Ideological and Political Education; Teaching Path; Moral Education and Talent Cultivation

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1. Introduction

Curriculum-based ideological and political education is an inevitable choice for nursing education in the new era to fulfill the fundamental task of moral education and talent cultivation. Internal Medicine Nursing is an important course in nursing specialties, and its rich ideological and political elements—from the professional belief in life supremacy, humanistic care and nursing ethics, the mission of chronic disease management for Healthy China, to the responsibility and commitment in public health emergencies—provide natural carriers for value guidance. However, the current integration of curriculum-based ideological and political education into Internal Medicine Nursing teaching still exhibits a “two-skins” phenomenon, where organic integration

of ideological and political elements with professional knowledge is insufficient, and systematic implementation pathways require further research. Based on the reality of Internal Medicine Nursing teaching, this paper constructs an implementation path for integrating curriculum-based ideological and political education from four aspects: target setting, content excavation, method innovation, and evaluation mechanism, and tests its effectiveness through teaching practice, providing a replicable practical paradigm for curriculum-based ideological and political education construction in nursing specialties.

2. Value Orientation and Target Anchoring of Integrating Curriculum-Based Ideological and Political Education into Internal Medicine Nursing

2.1. Integration Logic of Curriculum-Based Ideological and Political Education with Internal Medicine Nursing Teaching

Curriculum-based ideological and political education is an important pathway for universities in the new era to fulfill the fundamental task of moral education and talent cultivation. It organically integrates ideological and political education into all aspects of professional course teaching to achieve the organic unity of knowledge transmission, ability cultivation, and value shaping. Internal Medicine Nursing is a core course in nursing specialties, encompassing disease nursing knowledge and skills for respiratory, circulatory, digestive, and other systems. It shoulders both the task of transmitting professional theory and clinical practice, and contains abundant resources for ideological and political education^[1].

The integration logic originates from the consistency between the two. Their value orientations are completely aligned. Internal Medicine Nursing is centered on patient-centered holistic nursing concepts, where humanistic care, professional ethics, and social responsibility align with the core socialist values, patriotism, and medical benevolence advocated by curriculum-based ideological and political education. Second, their content carriers are inherently connected. Modules in Internal Medicine Nursing teaching regarding chronic disease management, infectious disease prevention and control, and critical care rescue can all excavate ideological and political elements such as patriotism education (frontline anti-epidemic deeds), scientific spirit (evidence-based nursing practice), and humanistic literacy (patient privacy protection, reverence for life). Their educational pathways promote mutual development. Professional teaching provides realistic scenarios for ideological and political education, avoiding empty preaching, while ideological and political guidance endows professional knowledge with higher value orientation, enhancing students' professional identity and sense of mission^[2].

Under the background of the Healthy China strategy, Internal Medicine Nursing education must adapt to the people's demand for high-quality nursing services. The integration of curriculum-based ideological and political education can effectively address the problem of overemphasizing skills while neglecting literacy in traditional teaching, cultivating high-quality nursing talents with both moral integrity and professional competence. Through integration, the goal of professional education and ideological and political education advancing in the same direction is achieved, preventing the "two-skins" phenomenon and ensuring educational effectiveness.

2.2. Systematic Construction Scheme for Three-Dimensional Integration Objectives

Three-dimensional integration objectives refer to the collaborative construction of knowledge transmission, ability cultivation, and value shaping, following the principles of systematicness, targeting, and operability.

In the dimension of knowledge transmission, students can systematically master nursing assessment, diagnosis, intervention, and evaluation knowledge for common and frequently occurring diseases in internal medicine, understand disease occurrence and development mechanisms and evidence-based nursing foundations, establish solid theoretical foundations, and provide scientific support for clinical decision-making. The ability cultivation dimension aims to improve clinical nursing operation skills, humanistic communication ability, critical thinking, and teamwork capability, as well as the ability to make rapid decisions and emergency responses in complex clinical environments, enabling students to apply acquired knowledge to solve problems when healthcare environments change. In the value-shaping dimension, the professional spirit of revering life, healing the wounded, being willing to dedicate, and boundless great love is cultivated, strengthening patriotism, professional ethics, and humanistic care, enabling students to establish correct worldviews, outlooks on life, and values, and uphold the professional belief of patient supremacy in nursing practice.

The systematic construction scheme includes the following contents: First, top-level design, revising curriculum standards to systematically incorporate three-dimensional objectives into the syllabus, clarifying specific ideological and political entry points and integration methods for each chapter, ensuring curriculum-based ideological and political education has rules to follow and evidence to rely upon; second, layered progression, setting objective gradients according to the cognitive logic of cognition, understanding, application, and internalization, enabling ideological and political education to progressively permeate all aspects of student learning; third, collaborative guarantee, establishing normalized teacher training systems and school-enterprise cooperation platforms, strengthening teachers' curriculum-based ideological and political education teaching design and implementation capabilities, ensuring three-dimensional objectives are truly implemented. Additionally, a dynamic feedback and continuous improvement mechanism should be established, regularly evaluating the achievement status of objectives in each dimension and making immediate adjustments and improvements. Ultimately, an educational closed loop is formed with knowledge as the foundation, ability as the objective, and value as the soul, enabling students to develop solidly in professional knowledge, competently in practical ability, and profoundly in professional literacy.

3. Excavation of Ideological and Political Elements and Their Teaching Integration Strategies

3.1. Anchoring Ideological and Political Element Distribution Nodes to Knowledge Modules

The knowledge modules of Internal Medicine Nursing are rich in content, requiring accurate identification of ideological and political element distribution nodes to achieve subtle and silent infiltration. The respiratory system module (chronic obstructive pulmonary disease nursing) can excavate scientific spirit (evidence-based practice in pulmonary rehabilitation) and patriotism (air pollution prevention and control and Healthy China). The circulatory system module (heart failure nursing) uses patient privacy protection and informed consent in professional ethics as anchor points, with psychological support and family communication in the scope of humanistic care. The digestive system module (cirrhosis nursing) incorporates elements of legal awareness (medical dispute prevention) and dedication spirit (patience in long-term care). The infectious disease nursing module (HIV/AIDS, tuberculosis nursing) highlights patriotism (anti-epidemic hero deeds) and social responsibility (eliminating discrimination, public health education).

Excavation methods include literature review (Florence Nightingale's deeds, advanced models such as

Zhong Nanshan), clinical case extraction (real nursing ethical dilemmas), and student learning condition surveys (ideological confusion nodes). An ideological and political case database is established, labeling ideological and political elements, entry points, and objectives by module, ensuring coverage of political literacy, professional literacy, scientific literacy, and humanistic literacy, enabling precise alignment between ideological and political elements and knowledge points^[3].

3.2. Diverse Teaching Methods Driving Deep Emotional Infiltration of Ideological and Political Education

Diverse teaching methods serve as the driving force for promoting deep internal development of ideological and political emotions. Using real clinical cases (nursing for breast cancer, myocardial infarction, and other patients) as carriers, students are guided to assume the physical and psychological needs of patients, experiencing patients' psychological feelings and physical conditions to cultivate empathy and a sense of responsibility. Combining scenario simulation with flipped classroom approaches, students engage in pre-class group discussions on ethical dilemmas based on pre-class online guided learning of ideological and political materials (anti-epidemic short videos, etc.) to cultivate critical thinking. Role-playing and group cooperation in simulating multidisciplinary team nursing strengthen teamwork spirit and communication ability. Inquiry-based teaching sets open-ended ideological and political questions (how to balance technology and humanism), prompting students to reflect and internalize.

Additionally, internet elements are incorporated, using VR/AR to reproduce clinical scenarios to enhance immersion, and adopting blended teaching models combining online and offline approaches. Multiple methods work in coordination to form a progressive path of emotional resonance, cognitive deepening, and behavioral practice, ensuring ideological and political education enters the mind and heart.

4. Practical Operation Mechanism and Integration Effect Evaluation

4.1. A full-process integration operational model covering pre-class, during-class, and post-class phases

A whole-process integrated operation model covering pre-class, in-class, and post-class stages is established to achieve comprehensive coverage of ideological and political education. In the pre-class stage, the online platform pushes ideological and political guided learning tasks, including previewing disease knowledge, reading heroic deeds, and writing micro-reflections to enhance student initiative. In the in-class stage, the "12345" model (one main thread, two centers, three combinations, four loves, five progressions) serves as the carrier, highlighting the professional characteristics of nursing as the main thread, adhering to student development as the center, combining online and offline as well as on-campus and off-campus approaches, to achieve the infiltration of benevolent heart and benevolent care. In the post-class stage, reflective assignments, clinical practice observation logs, or volunteer services are arranged to expand the scope of ideological and political learning and achieve the unity of knowledge and action^[4].

This model emphasizes participation of all members (teachers, enterprise mentors, students), whole-process coverage, all-round infiltration, and closed-loop operation, ensuring that ideological and political elements run through the entire process of theory, practical training, and practice.

4.2. Generation of a Multi-Agent, Multi-Dimensional Integrated Effect Evaluation System

A multi-subject, multi-dimensional evaluation system serves as an important guarantee for integration quality. The subjects include teacher self-evaluation, peer evaluation among students, expert supervision, and clinical feedback. The dimensions encompass knowledge mastery (theoretical assessment), ability improvement (operational skills, case analysis), value internalization (professional identity scale, humanistic care ability scale, ideological and political literacy questionnaire), and satisfaction survey.

Evaluation methods combine process-oriented and summative approaches: formative evaluation focuses on classroom participation, assignment quality, and daily performance; ideological and political elements are integrated into professional assessments, with assignments or examination questions designed to incorporate both professional and ideological-political evaluation, thereby assessing the effectiveness of curriculum-based ideological and political education. For example, in designing theoretical or scenario-based examinations, case questions with ideological and political elements can be created, describing scenarios where patients exhibit anxiety about their condition, examining whether students notice this situation and provide solutions during the examination. Summative evaluation combines OSCE (Objective Structured Clinical Examination) with skills competitions to examine the manifestation of ideological and political behaviors. Digital tools (learning platform data analysis, etc.) are used for real-time feedback and adjustment. The evaluation indicator system can refer to the CIPP model (context, input, process, product), balancing quantitative and qualitative methods to ensure objectivity and scientific rigor, examining the manifestation of ideological and political behaviors. Student feedback can also be utilized; after case discussions, scenario simulations, and clinical observations, students are asked to provide written evaluations on specific issues such as Internal Medicine Nursing course teaching, professional necessity, and the significance of studying Internal Medicine Nursing, examining the frequency and depth of reflective writing to evaluate the cognitive impact and degree of influence of Internal Medicine Nursing course teaching on students' understanding of the world, the nation, and the profession. Digital tools such as learning platform data analysis are employed for real-time analysis and adjustment of student feedback. The evaluation indicator system can refer to the CIPP model (context, input, process, product), combining quantitative and qualitative methods to ensure objectivity and scientific rigor. Questionnaire surveys can also be used, designing a series of questions aligned with the characteristics of Internal Medicine Nursing courses, primarily aimed at investigating whether students recognize and accept the ideological and political content of Internal Medicine Nursing courses, conducting anonymous questionnaire surveys after course completion to understand the effectiveness of ideological and political teaching in Internal Medicine Nursing courses.

Through continuous evaluation to identify existing problems and make improvements, a virtuous cycle of “promoting construction through evaluation, promoting reform through evaluation” is formed.

5. Conclusion

Integrating curriculum-based ideological and political education into Internal Medicine Nursing teaching is a systematic project that organically combines knowledge transmission, ability cultivation, and value shaping. The ideological and political education integration model established in this paper, with target anchoring, element excavation, strategy implementation, and effect evaluation as a closed-loop path, organically integrates

ideological and political education into teaching segments such as case discussions, clinical simulations, and community services, achieving resonance between professional spirit and humanistic literacy. Practice has proven that ideological and political integration has not weakened the effectiveness of professional teaching, but rather enhanced students' professional identity and intrinsic learning motivation. In the future, efforts should continue to advance the transformation of ideological and political elements from "static anchor points" to "dynamic generation," and rely on information technology to create more precise evaluation indicator systems, enabling curriculum-based ideological and political education to evolve from "tangible coverage" to "effective leadership," thereby providing strong support for cultivating new-era nursing talents with both moral integrity and professional competence.

Disclosure statement

The author declares no conflict of interest.

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