

Research on the Exploration and Implementation Methods of Ideological and Political Education Elements in Internal Medicine Nursing Teaching from the Perspective of Teachers' and Students' Sense of Gain

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Abstract: In the context of education in the new era, integrating ideological and political education into the curriculum has become a crucial approach to fulfilling the fundamental task of fostering virtue and nurturing talent. Internal medicine nursing, as a core course in the nursing program, holds significant importance in incorporating ideological and political elements into its teaching process to cultivate nursing professionals who possess both professional competence and humanistic care. The sense of gain among teachers and students serves as a core indicator for evaluating the effectiveness of implementing ideological and political education in the curriculum, directly reflecting the educational quality and instructional value of ideological and political education. This paper systematically reviews the dimensions and core content of exploring ideological and political elements in internal medicine nursing teaching, conducts an in-depth analysis of the implementation methods for ideological and political education in internal medicine nursing teaching based on enhancing the sense of gain for both teachers and students, discusses the existing problems in current practice, and provides an outlook on future development trends. The aim is to offer theoretical references and practical insights for optimizing the ideological and political teaching model in internal medicine nursing courses and enhancing the sense of gain for both teachers and students.

Keywords: Internal medicine nursing; Curriculum-based ideological and political education; Sense of gain for teachers and students; Implementation methods; Teaching exploration

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1. Introduction

With the rapid development of the medical and health sector, the demand for nursing professionals has shifted from purely technical talent to composite talent that combines “technical skills, humanistic qualities, and a sense of responsibility”^[1]. Curriculum-based ideological and political education, as an educational model that integrates ideological and political education throughout the entire process of professional course teaching, achieves the organic unity of knowledge transmission, ability cultivation, and value guidance^[2]. The internal medicine nursing curriculum covers nursing knowledge and skills for various systemic diseases, including circulatory, respiratory, and digestive systems, and its teaching content is closely integrated with clinical practice, containing rich entry points for ideological and political education. It serves as an important vehicle for implementing curriculum-based ideological and political education.

The sense of gain for teachers and students refers to the comprehensive experience of cognitive enhancement, ability improvement, emotional resonance, and value identification that both teachers and students acquire through the interaction of teaching and learning in the process of curriculum-based ideological and political education^[3]. For teachers, a sense of gain is manifested in the renewal of teaching philosophies, the enhancement of teaching abilities, and the realization of the value of educating people. For students, it is reflected in the consolidation of professional knowledge, the cultivation of professional qualities, and the establishment of correct worldviews, outlooks on life, and values. Currently, research on ideological and political education in internal medicine nursing teaching primarily focuses on the excavation of ideological and political elements and the construction of implementation pathways.

However, insufficient attention has been paid to the sense of gain among teachers and students, leading to issues of “emphasizing form over effectiveness” in some ideological and political teaching practices. Therefore, systematically organizing the exploration achievements and implementation methods of ideological and political elements in internal medicine nursing teaching, with a focus on enhancing the sense of gain among teachers and students, holds significant theoretical and practical importance for promoting the high-quality development of ideological and political education in internal medicine nursing courses and cultivating qualified nursing professionals.

2. Exploration dimensions and core content of ideological and political elements in internal medicine nursing teaching

2.1. Professional ethics dimension

Professional ethics represent the core quality of nursing professionals and constitute one of the central aspects of ideological and political education in internal medicine nursing teaching^[4]. This dimension primarily focuses on cultivating students’ professional ethics, sense of responsibility, dedication, and professional norms. In internal medicine nursing instruction, ideological and political elements can be integrated through clinical case studies. For instance, when explaining the care of critically ill patients, analyzing the emergency response of healthcare workers during public health emergencies can guide students to establish a professional belief in “prioritizing life and saving the injured and sick.” When discussing the care of patients with chronic diseases, emphasizing patience, meticulousness, and responsibility in long-term care can foster students’ dedication and professional mission^[5]. Additionally, incorporating core nursing regulations and medical dispute cases can help students recognize the importance of strictly adhering to professional norms and maintaining ethical standards, thereby enhancing their professional ethics.

2.2. Humanistic care dimension

The essence of nursing work lies in caring for and attending to individuals, with humanistic care representing the core value pursuit of the nursing profession. In internal medicine nursing teaching, the exploration of ideological and political elements related to humanistic care primarily revolves around respecting patients, showing compassion for them, and engaging in effective communication with them ^[6]. For example, when explaining the care for elderly patients, instructors can integrate the physiological and psychological characteristics of elderly patients to guide students in understanding the feelings of loneliness and helplessness experienced by elderly patients, thereby cultivating students' empathy and caring awareness. When discussing the care for patients with infectious diseases, instructors can guide students to respect the personality and rights of patients, eliminate discrimination against those with infectious diseases, and practice the concept of humanistic care ^[7]. Furthermore, by introducing heartwarming cases in nursing services, such as healthcare professionals providing personalized care for patients and helping them resolve practical difficulties, students can gain a profound understanding of the importance of humanistic care in nursing work and enhance their humanistic qualities ^[8].

2.3. Scientific spirit dimension

Internal medicine nursing, as a discipline, possesses strong scientific and practical attributes. Cultivation of students' scientific spirit is one of the important objectives in internal medicine nursing education. The ideological and political elements related to scientific spirit mainly include a rigorous and truth-seeking academic attitude, an innovative and exploratory spirit, and the concept of evidence-based nursing ^[9]. In the teaching process, instructors can integrate the development history of internal medicine nursing, such as breakthroughs in the diagnosis and treatment of major diseases and the evolution of nursing models, to guide students in recognizing the arduousness and importance of scientific exploration and cultivate their innovative consciousness and spirit of exploration. When explaining content such as nursing assessment and the formulation of nursing measures, emphasis should be placed on the evidence-based nursing concept, guiding students to respect science and facts and develop a rigorous and pragmatic attitude towards academic pursuits. Through experimental teaching, clinical internships, and other segments, students' observational, analytical, and problem-solving abilities can be cultivated, thereby strengthening their scientific literacy.

2.4. Patriotism and sense of national identity dimension

Patriotism and a sense of national identity are crucial components of ideological and political education and are also key to cultivating the social responsibility of nursing professionals ^[10]. In internal medicine nursing education, the exploration of ideological and political elements related to patriotism and national identity can be carried out in conjunction with China's achievements in the pharmaceutical and healthcare sector and responses to public health emergencies. For example, when explaining the nursing of respiratory diseases, instructors can combine China's significant achievements in combating the COVID-19 pandemic to introduce the advanced deeds of healthcare workers who bravely went to the frontlines and selflessly contributed, guiding students to establish patriotism and a sense of social responsibility ^[11]. When explaining the nursing care of chronic diseases such as cardiovascular diseases and diabetes, the current status and achievements of China's chronic disease prevention and control efforts should be incorporated to make students recognize the crucial role of nursing in safeguarding national health and advancing the Healthy China strategy, thereby stimulating their professional pride and sense of mission.

3. Implementation methods of ideological and political education in internal medicine nursing teaching based on teacher-student sense of gain

3.1. Case-based teaching method

The case-based teaching method serves as an effective vehicle for deeply integrating ideological and political elements with professional knowledge. By selecting clinical cases with ideological and political connotations, it guides students to achieve an organic unity of knowledge acquisition and value guidance in the process of analyzing cases and solving problems^[12]. During implementation, teachers need to carefully screen cases to ensure they possess both professional and ideological and political qualities, such as selecting advanced cases of medical and nursing staff in the treatment of major diseases, nursing cases that embody humanistic care, and typical cases that uphold professional ethics.

In classroom teaching, through group discussions, case analyses, summary evaluations, and other activities, students are guided to deeply contemplate the professional issues and ideological and political connotations within the cases, enabling them to master nursing knowledge and skills while establishing correct professional values^[13]. For teachers, the process of case selection, design, and implementation can enhance their ability to design ideological and political education in course teaching and improve their teaching proficiency, thereby increasing their sense of teaching gain^[14]. For students, the case-based teaching method can enhance the interest and relevance of learning, helping them better understand professional knowledge and ideological and political connotations, and thereby increasing their sense of learning gain.

3.2. Scenario simulation method

The scenario simulation method is a teaching approach that involves constructing simulated clinical nursing scenarios, having students assume different roles, and participating in the nursing practice process. This method can provide students with an immersive learning experience, helping them translate theoretical knowledge into practical skills while enhancing their emotional experience and value identification^[15]. In the ideological and political education of internal medicine nursing courses, various simulated scenarios can be constructed, such as emergency rescue scenarios for critically ill patients, health education scenarios for patients with chronic diseases, and scenarios involving communication conflicts with patients.

These scenarios incorporate ideological and political elements such as professional ethics, humanistic care, and teamwork^[16]. For example, when simulating an emergency rescue scenario for critically ill patients, students can be assigned roles as healthcare professionals to experience the tense atmosphere and sense of responsibility during the rescue process, thereby cultivating their emergency response capabilities and teamwork spirit. In simulating health education scenarios for patients with chronic diseases, students are guided to pay attention to the psychological needs of patients and practice the concept of humanistic care. The implementation of the scenario simulation method requires teachers to carefully design scenarios, guide students in role-playing, and conduct summaries and evaluations, which can enhance teachers' practical teaching abilities and their ability to integrate ideological and political education into the curriculum. For students, the immersive learning experience can enhance their learning initiative and sense of participation, improve their practical skills and professional qualities, and increase their sense of learning achievement.

3.3. Blended online-offline teaching approach

With the rapid development of information technology, the blended online-offline teaching approach has emerged as a crucial model for ideological and political education within courses^[17]. This method can transcend

the constraints of traditional teaching in terms of time and space, expand the teaching sphere, enrich teaching resources, and enhance students' learning experiences. In the ideological and political education of internal medicine nursing courses, the online component can leverage platforms such as Xuexi Tong, MOOCs, and micro-lessons to upload ideological and political educational resources, such as videos of exemplary deeds by medical staff, nursing ethics case studies, and interpretations of industry policies, guiding students in autonomous learning.

Through online discussion forums, questionnaires, and other means, teachers can gain insights into students' learning needs and ideological trends, providing targeted guidance for offline instruction. The offline component, on the other hand, focuses on explaining key and difficult knowledge points, conducting case analyses, and engaging in scenario simulations, achieving a seamless integration of online autonomous learning with offline interactive teaching. Additionally, online platforms can be utilized for teaching evaluations, providing timely feedback on students' learning outcomes and enhancing teaching efficiency. For teachers, the blended online-offline teaching approach promotes the renewal of their teaching philosophies and the enhancement of their teaching skills, fostering a sense of accomplishment in teaching^[18]. For students, the abundance of teaching resources and flexible learning methods enhance their autonomy and convenience in learning, enriching their learning experiences and sense of achievement.

3.4. Practical experience method

The practical experience method involves organizing students to participate in practical activities such as clinical internships, voluntary services, and community nursing, enabling them to perceive the value of nursing work through practice and deepen their value recognition and sense of responsibility^[19].

In the ideological and political education of internal medicine nursing courses, the practical experience method serves as a crucial bridge connecting classroom teaching with clinical practice. For instance, organizing students to conduct clinical internships in the internal medicine wards of hospitals allows them to personally experience the working conditions of medical staff and learn their professional dedication and humanistic care concepts. Organizing students to participate in voluntary services for community chronic disease management, providing health consultations and education to community residents, helps students recognize the important role of nursing work in safeguarding residents' health. Conducting nursing ethics practical activities, such as involving students in discussions of medical dispute cases and simulations of ethical decision-making, enhances their professional ethics and ethical judgment abilities.

The implementation of the practical experience method requires teachers to strengthen cooperation with clinical institutions and communities, carefully design practical activities, and effectively conduct guidance and evaluation. This can enhance teachers' practical teaching organization skills and their ability to foster ideological and political education in courses. For students, practical experience enables them to integrate knowledge learned in the classroom with practical applications, deepen their understanding and recognition of the nursing profession, strengthen their sense of social responsibility and professional mission, and enhance their sense of learning and career fulfillment^[20].

4. Conclusion

The integration of ideological and political education into internal medicine nursing teaching is an important approach to cultivating compound nursing talents, and the sense of gain among teachers and students serves

as a core indicator for measuring the effectiveness of implementing ideological and political education in the curriculum. Currently, the exploration of ideological and political elements in internal medicine nursing teaching has covered four dimensions: professional ethics, humanistic care, scientific spirit, and patriotism, resulting in various implementation methods such as case-based teaching and situational simulation. However, practical challenges persist, including inadequate integration of ideological and political elements, insufficient innovation in teaching methods, and an imperfect evaluation system, which hinder the enhancement of the sense of gain among teachers and students. In the future, it is necessary to continuously optimize the teaching model of ideological and political education in internal medicine nursing courses by deepening the exploration of ideological and political elements, innovating teaching methods, improving the evaluation system, and enhancing teachers' capabilities. This will promote the deep integration of ideological and political elements with professional teaching, achieving a win-win situation of improving teachers' teaching abilities and students' all-round development. It is believed that with the continuous deepening of relevant research and ongoing exploration in teaching practice, the quality of ideological and political education in internal medicine nursing courses will continuously improve, significantly enhancing the sense of gain among teachers and students, and laying a solid foundation for cultivating more outstanding nursing talents with both professional competence and humanistic qualities.

Disclosure statement

The authors declare no conflict of interest.

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