

# Construction and Application of Ideological and Political Case Base in Pediatric Nursing Clinical Teaching

Yunshan Liao<sup>1</sup>, Dan Zhu<sup>2\*</sup>

<sup>1</sup>Kunming Medical University, Kunming 650228, Yunnan Province, China

<sup>2</sup>Kunming Children's Hospital, Kunming 650000, Yunnan Province, China

\*Corresponding author: Dan Zhu, 2861164206@qq.com

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**Abstract:** Objective: To establish the ideological and political case database of pediatric clinical nursing teaching, integrate the ideological and political concept of the curriculum into the clinical practice teaching, and provide teaching materials for cultivating pediatric nursing talents with comprehensive quality. Methods: Collect pediatric clinical nursing cases with ideological and political elements through consulting Wanfang and CNKI databases and the Internet. Through the expert demonstration, the formation of the course ideological and political case database. And through the combination of online and offline teaching methods, ideological and political elements into clinical nursing teaching. Results: Six chapters of pediatric nursing ideological and political cases were preliminarily constructed, and the pediatric nursing clinical teaching case database containing six ideological and political elements, and achieved good results in the clinical practice training of nursing interns in 2025. Conclusion: The construction and application of ideological and political case bank in pediatric nursing clinical teaching is conducive to improving the willingness of nursing students care, humanistic care ability and learning effect; it helps nursing students to establish correct values and improve students professional quality and recognition, with high clinical promotion and application value.

**Keywords:** Ideological and political; Case database; Pediatric nursing; Clinical teaching

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## 1. Introduction

With the deepening of educational reform, the integration of ideological and political education and professional education has become an important direction of educational development. In 2020, the Ministry of Education issued the Guidelines for Ideological and Political Construction of Courses in Higher Education <sup>[1]</sup>. It is pointed out that moral education should adhere to the trinity of “value shaping, knowledge transmission and ability cultivation”, and professional courses should share the same direction with ideological and political courses

to play a synergistic effect. Nursing is a very practical discipline, and pediatric nursing requires nurses to have strong humanistic care and communication skills, and ideological and political elements should be permeated into the nursing work environment, to effectively guide the nursing staff to implement humanistic care, enhance the communication between nurses and patients, the implementation of holistic nursing <sup>[2]</sup>. In the clinical teaching of pediatric nursing, the construction of ideological and political case base and applying it to teaching practice is of great significance for cultivating students professional quality and ideological and political quality. The nursing object of pediatric clinical practice is special, which requires high technical requirements, communication and judgment thinking ability, and the difficulty of pediatric nursing practice teaching is much higher than that of other adult departments. Nursing clinical practice stage is the most critical stage of nursing education, but also the basis of work after graduation. Today's society has an urgent need for innovative and practical pediatric nursing talents <sup>[3]</sup>.

## **2. The significance of the construction of ideological and political case database**

The significance of the construction of ideological and political case base lies in providing vivid, specific and close to practical teaching resources for ideological and political education. By collecting and sorting out various representative ideological and political cases, the teaching content can be enriched and students learning interest and participation can be improved. The construction of case base can help teachers to better combine theory with practice, and enhance the pertinency and effectiveness of teaching. At the same time, the establishment of the case bank is also conducive to promoting the innovation and development of ideological and political courses, providing a platform for teachers to communicate and learn, and promoting the professional growth of teachers. In addition, the construction of the case bank can also provide schools and the society with shared ideological and political education resources, and strengthen the popularization and promotion of ideological and political education.

## **3. Principles of the construction of ideological and political case database**

Ideological and political case bank construction should adhere to the correct political direction, Ensure that the content of the case conforms to the core socialist values; Focus on practicality, Cases should be derived from the clinical practice, Close to the student life, Easy to understand and accept; Emphasis on the educational nature, Cases should have a clear ideological and political education goal, Can effectively promote the improvement of students ideological and political quality, Can guide the students to form the correct values; Keep the time going, Case content should keep pace with the times, Reflecting the characteristics of The Times and the needs of social development, Can reflect the characteristics and challenges of pediatric nursing work; Ensure that the scientific nature, Case analysis needs to be accurate, Ensure that the content is authentic and practical, According to the law of education and teaching; Focus on openness, The case library should be constantly updated, To absorb the new cases, Form an open resource system; And has the operability, Easy for teaching teachers to use it flexibly in clinical teaching, Easy for students to understand and discuss.

## **4. Composition of the ideological and political case database content**

Based on course education teaching objectives, select the ideal faith, scientific spirit, professional quality as pediatric clinical nursing teaching education elements, combined with the literature analysis and pediatric clinical

nursing teaching content and characteristics, according to the nursing clinical practice teaching plan, establish fit characteristics of pediatric clinical nursing education teaching theory framework, through the ideological material and into the path (video integration, text, case discussion, scenario simulation), collect related courses ideological material, such as news events, side model, video, case, the integration of ideological material and ideological elements, multiple path into (Table 1). Through case teaching, bedside teaching method, scenario simulation and other teaching methods, nursing students are taught, so as to achieve the ideological and political goals of firm ideals and beliefs, stimulating the feelings of the country, enhancing the awareness of the rule of law, cultivating scientific spirit, and improving professional quality.

**Table 1.** Teaching design of politics-oriented pediatric clinical nursing practice

| Clinical teaching course content in pediatric nursing | Knowledge point                           | Ideological and political elements    | Ideological and political goals | Ideological and political material                                                                                              | Teaching method                                     |
|-------------------------------------------------------|-------------------------------------------|---------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| pediatric nursing                                     | Child Health Assessment                   | Good at observation                   | patriotism                      | History of pediatric nursing development                                                                                        | Story teaching method                               |
| Department of Pediatrics nursing                      | Pediatric intravenous infusion technology | safety consciousness                  | ideal and faith                 | Successful case sharing of difficult venipuncture in children                                                                   | Case teaching method and scenario simulation method |
| Pediatric surgery nursing                             | aseptic technique                         | Self-cultivation                      | professional quality            | The development history of aseptic technology and the deeds of nurses consciously observing aseptic technology in clinical work | case system                                         |
| First aid care for children                           | CPR, resuscitation airbag used            | group spirit                          | ideal and faith                 | Successful cases of cardiopulmonary resuscitation in dying children                                                             | case system                                         |
| Neonatal care                                         | Neonatal care                             | Mothers love spirit                   | ideal and faith                 | The latest neonatal nursing technology and research progress                                                                    | Bedside teaching method                             |
| Critical care for children                            | Sputum method, oxygen inhalation method   | heal the wounded and rescue the dying | scientific spirit               | Care of frontline nurses for critically ill patients during the outbreak                                                        | Story teaching method, case teaching method         |

## 5. Application of ideological and political case bank in the clinical practice teaching of pediatric nursing

### 5.1. Dig deep into the ideological and political elements in the clinical practice teaching of pediatric nursing

Integrate the cases into the course syllabus, serve as the materials for the clinical practice teaching and discussion, and guide the students to use the knowledge they have learned in the clinical practice work.

In addition to the integration of cases, it is also essential to emphasize the importance of reflective practice in pediatric nursing education. Encouraging students to reflect on their experiences in the clinical setting can deepen their understanding of the ideological and political aspects of nursing care. This can be achieved through structured reflection sessions where students are prompted to consider how their actions and decisions are influenced by the broader societal and ethical considerations in healthcare.

Furthermore, the curriculum should be designed to include interactive workshops that simulate real-life scenarios. These workshops can provide a safe environment for students to discuss and debate the ideological and political issues they may encounter in their future careers. Role-playing exercises, for instance, can help students navigate complex situations involving patient advocacy, cultural sensitivity, and ethical dilemmas, thereby preparing them to act with empathy and professionalism in diverse clinical contexts.

To ensure that the ideological and political dimensions of pediatric nursing are not overlooked, it is crucial to incorporate the perspectives of various stakeholders, including patients, families, and healthcare professionals from different backgrounds. This can be done through guest lectures, panel discussions, and collaborative projects that expose students to a wide range of viewpoints and experiences. By doing so, students will gain a more holistic understanding of the challenges and responsibilities that come with providing care in a multicultural society.

Lastly, the evaluation methods should be aligned with the educational goals of incorporating ideological and political elements into pediatric nursing clinical practice teaching. Assessments should not only measure the students' clinical skills and knowledge but also their ability to critically analyze and respond to the ideological and political issues they face in practice. This could involve written assignments, presentations, and portfolios that require students to demonstrate their understanding and application of these concepts in a practical setting.

## **5.2. Optimize teaching methods and means**

Adopt online and offline mixed teaching, case teaching, group discussion and other teaching methods to stimulate students interest and enthusiasm in learning.

Enhance the practical application of knowledge: Encourage students to participate in clinical practice and simulation exercises, allowing them to apply theoretical knowledge in real-world scenarios and improve their problem-solving skills.

Strengthen the assessment of critical thinking: In addition to traditional exams, introduce more open-ended questions and scenarios that require students to think critically and provide evidence-based solutions, thereby assessing their ability to analyze and make decisions.

Encourage interdisciplinary learning: Promote the integration of medical knowledge with other disciplines such as ethics, law, and social sciences, helping students to understand the broader context of healthcare and develop a more holistic perspective.

Develop a continuous learning culture: Foster an environment where students are encouraged to engage in lifelong learning, providing resources and opportunities for them to stay updated with the latest developments in their field.

Strengthen mentorship and guidance: Assign mentors to students to provide personalized guidance and support, helping them navigate their academic and professional development.

### **5.2.1. Through simulation teaching, situational simulation and other methods, students can personally experience the process of holistic nursing and nurse-patient communication, and improve their clinical thinking ability and humanistic care awareness**

Moreover, the integration of technology in nursing education cannot be overstated. Utilizing advanced tools such as virtual reality (VR) and augmented reality (AR) can provide students with immersive learning experiences that mimic real-life scenarios. These technologies can simulate complex medical procedures and emergency situations, allowing students to practice and refine their skills in a controlled, risk-free environment.



Additionally, fostering a continuous learning culture is essential. This involves creating an atmosphere where students are motivated to pursue lifelong learning, not just during their formal education but throughout their careers. Educational institutions should provide access to online databases, journals, and workshops that keep students abreast of the latest research and trends in nursing. This ensures that when they enter the workforce, they are not only competent but also prepared to adapt to the evolving healthcare landscape.

Strengthening mentorship and guidance is another critical aspect of modern nursing education. Mentors play a pivotal role in shaping the future of nursing by offering personalized advice, sharing their professional experiences, and helping students to set and achieve their academic and career goals. Regular mentorship sessions can help students navigate challenges, make informed decisions, and build a professional network that will be invaluable as they progress in their careers.

Finally, as we look to the future, it is clear that the nursing profession will continue to evolve. New technologies, treatments, and methodologies will emerge, and nurses will need to be adaptable and well-equipped to meet these changes head-on. By emphasizing simulation teaching, technology integration, continuous learning, and mentorship, we can prepare the next generation of nurses to provide exceptional care and contribute to the advancement of healthcare.

### **5.2.2. Through the analysis of pediatric nursing clinical cases, students are guided to think about medical ethics, patients rights and interests and other issues, and cultivate their sense of professional responsibility and mission**

Moreover, the integration of interdisciplinary knowledge is crucial for the comprehensive development of nursing students. By incorporating insights from psychology, sociology, and public health, future nurses can better understand the holistic needs of patients and their families. This multidimensional approach not only enhances patient care but also fosters a more empathetic and effective nursing practice.

As we look to the future, it is imperative that nursing education continues to evolve in tandem with technological advancements. The incorporation of telehealth and mobile health applications into the curriculum will enable nurses to provide remote care and manage patient data efficiently. This will be particularly important in addressing the healthcare needs of remote and underserved communities, ensuring that quality care is accessible to all.

Finally, fostering a culture of research and evidence-based practice within nursing education will empower future nurses to contribute to the body of knowledge that drives the profession forward. Encouraging students to engage in research projects, critically appraise literature, and apply the latest evidence to their clinical practice will ensure that nursing remains at the forefront of healthcare innovation.

## **5.3. Strengthen the construction of teachers**

Uniformly conduct ideological and political case teaching and training for clinical teachers through online and offline training methods. Make the teachers skillfully use the ideological and political case bank teaching materials, unified teaching methods, improve the teaching level

### **5.3.1. Organize teachers to participate in training and seminars to improve their ideological and political education awareness and ability**

Continue to enhance the professional development of teachers by encouraging them to engage in continuous learning and research. This will not only broaden their horizons but also foster a deeper understanding of the latest

trends in ideological and political education.

Encourage teachers to actively participate in academic exchanges and collaborative teaching projects with other institutions. Through these interactions, they can share experiences and innovative teaching methods, thereby enriching their own teaching practices.

Implement a mentorship program where experienced teachers guide and support less experienced colleagues. This will help to ensure that the knowledge and skills of the teaching staff are consistently upgraded and maintained at a high level.

Regularly assess the effectiveness of the training programs and teaching methods through feedback from students and peer reviews. Use these insights to refine and adjust the training content and teaching strategies to better meet the needs of the students and the evolving educational landscape.

### **5.3.2. Encourage teachers to actively participate in relevant research and practical work, and apply their rich experience and knowledge to teaching**

By fostering a culture of continuous professional development, educators can stay abreast of the latest pedagogical trends and innovations. This not only enhances their own teaching skills but also enriches the learning environment for students.

Moreover, it is essential to establish a collaborative environment where teachers can share their experiences and insights with one another. This exchange of ideas can lead to the creation of new teaching methodologies that are more effective and engaging for students.

Finally, it is important to recognize and reward the efforts of teachers who go above and beyond in their professional development and the application of new teaching methods. Such recognition can serve as an inspiration for others and help to sustain a positive momentum in the educational community.

## **6. Continuous update and improvement of the case library**

### **6.1. Collect and update the cases from the clinic regularly to ensure the era and frontier of the content of the case library. According to the teaching feedback and student needs, constantly optimize the structure and content of the case library**

Moreover, it is essential to foster a collaborative environment where educators and practitioners can share insights and experiences. This can be achieved by organizing workshops and seminars that focus on the latest trends in medical education and patient care. By doing so, the case library will not only be a repository of information but also a dynamic platform for professional development and knowledge exchange.

To further enhance the case library, it is advisable to integrate multimedia elements such as videos, animations, and interactive simulations. These resources can provide a more immersive learning experience, allowing students to visualize complex medical procedures and patient interactions. The integration of technology should be a continuous process, keeping pace with advancements in educational technology and ensuring that the case library remains an innovative tool for medical education.

Finally, it is crucial to establish a feedback loop with the end-users of the case library—students and educators. Regular surveys and feedback sessions can provide valuable insights into the effectiveness of the cases and the overall user experience. This feedback should be used to make iterative improvements, ensuring that the case library continues to serve as a valuable asset in medical education.

By following these strategies, the case library can be continuously updated and improved, reflecting the latest

medical knowledge and teaching methodologies. This will not only benefit current students and educators but also set a foundation for future generations of medical professionals.

## **6.2. Encourage teachers and students to participate in the preparation and evaluation of cases to improve the practicability and educational effect of the case library**

By actively involving both educators and learners in the creation and assessment of case studies, the library can be enriched with diverse perspectives and practical insights. This collaborative approach not only enhances the relevance of the cases but also fosters a sense of ownership and engagement among participants.

Moreover, incorporating feedback mechanisms will allow for continuous refinement of the case library. After each use, teachers and students can provide valuable input on the effectiveness of the cases, suggesting improvements or identifying areas that require further development. This feedback loop ensures that the library remains dynamic and responsive to the evolving needs of medical education.

Additionally, it is crucial to establish a system for regularly reviewing and updating the content of the case library. As medical science advances and new treatments and technologies emerge, it is essential that the case library reflects these changes. This can be achieved through periodic reviews conducted by a panel of experts who can assess the currency and accuracy of the cases and recommend updates as necessary.

Finally, the case library should be made accessible to a wider audience beyond the immediate institution. By sharing the cases through online platforms and medical education networks, the library can reach a global community of medical professionals and students. This not only increases the impact of the library but also encourages international collaboration and knowledge exchange.

Looking ahead, the case library has the potential to become a cornerstone of medical education, continually evolving to meet the challenges of the future. As we embrace new technologies and teaching methods, the case library can adapt to incorporate virtual reality simulations, interactive multimedia elements, and other innovative tools that enhance the learning experience. The future of the case library is bright, and with the right strategies in place, it will continue to be an indispensable resource for medical education.

## **7. Summary and outlook**

Curriculum thinking and politics is an important measure in China's education reform, aiming to cultivate the young generation with a high sense of social responsibility and ethical concepts. As one of the highly specialized and socially responsible fields, medical education especially needs to integrate the curriculum ideological and political ideas into it. Curriculum ideological and political case base is the main tool for the collaborative education of specialized courses and ideological and political courses. Building a perfect curriculum ideological and political teaching case base is the key and key to practice the curriculum ideological and political teaching reform. The exploration and practice of pediatric nursing clinical teaching oriented by curriculum thinking and politics is an important educational topic. By deeply excavating the ideological and political elements in pediatric curriculum, optimizing teaching methods and means, strengthening the construction of teachers and carrying out practical activities, we can lay a solid foundation for cultivating high-quality pediatric nursing talents with both integrity and ability. However, how to organically integrate curriculum ideological and political ideas into pediatric clinical teaching, this process requires continuous exploration and practice to find the most suitable way and method for clinical teaching of pediatric nursing. In the future, we can further strengthen the construction of teachers, optimize

teaching methods and means, carry out more practical activities and other aspects of exploration and practice, in order to cultivate more high-quality pediatric nursing talents with both integrity and ability.

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## Disclosure statement

The authors declare no conflict of interest.

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