

# Integration Paths of Curriculum Ideological and Political Education and Obstetrics and Gynecology Nursing Teaching in the New Era

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**Abstract:** In the new era, curriculum ideological and political education has become one of the core approaches for higher education to implement the fundamental task of moral education. Obstetrics and gynecology nursing is a professional basic course for medical nursing majors, featuring professionalism, humanism, and sociality, which has a natural fit with the integration of curriculum ideological and political education. Based on the professional characteristics of obstetrics and gynecology nursing teaching, this paper constructs a “six-in-one” integration path from six dimensions: integration goals, element excavation, content penetration, method innovation, evaluation system, and teacher team construction. It provides a reference for cultivating obstetrics and gynecology nursing talents with both exquisite professional skills and noble professional literacy.

**Keywords:** New era; Curriculum ideological and political education; Obstetrics and gynecology nursing; Integration paths; Moral education

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## 1. Introduction

To implement the basic requirements for talent training in the new era and comprehensively strengthen the fundamental task of moral education in colleges and universities, integrating curriculum ideological and political education with obstetrics and gynecology nursing teaching aims to enhance students' medical ethics and moral literacy, realizing the organic unity of ideological and political education and professional education <sup>[1]</sup>. Under the general ideological and political education pattern, teachers should not only take the initiative to integrate ideological and political content into teaching but also present it vividly and naturally to make it easily acceptable to students. This will create a new education ecosystem of full-process curriculum ideological and political education for “Obstetrics and Gynecology Nursing” and achieve the all-round development of obstetrics and gynecology nursing talents.

## 2. Clarify the core goals of integrating curriculum ideological and political education with obstetrics and gynecology nursing teaching

The integration of curriculum ideological and political education with obstetrics and gynecology nursing teaching should take “value guidance, ability-oriented, and literacy-focused” as the core, establish three-dimensional integration goals, and realize the unity of knowledge transmission, ability training, and value shaping <sup>[2]</sup>.

### 2.1. Value guidance goals

#### (1) Strengthen medical ethics

Cultivate students’ professional initial aspiration of respecting life and caring for mothers and infants, establish a “patient-centered” service concept, and adhere to the integrity bottom line and professional ethics of the medical industry.

#### (2) Cultivate family and country feelings

Combined with the background of the Healthy China strategy and the three-child policy, guide students to recognize the important role of obstetrics and gynecology nursing in population health and family happiness, and enhance their sense of industry mission and social responsibility.

#### (3) Shape humanistic spirit

Cultivate students’ humanistic literacy of respecting women’s privacy and understanding the psychological needs of pregnant and lying-in women, enabling them to provide nursing services with empathy and build a harmonious doctor-patient relationship.

### 2.2. Professional literacy goals

#### (1) Solidify professional foundation

Under the guidance of ideological and political education, strengthen students’ mastery of core knowledge of obstetrics and gynecology nursing (such as pregnancy physiology, labor mechanism, and gynecological disease nursing) to ensure the accuracy and systematicness of professional knowledge.

#### (2) Improve practical ability

Integrate a sense of responsibility and teamwork into nursing operation training, and cultivate students’ emergency response ability and teamwork ability in obstetric first aid and gynecological intensive care.

#### (3) Foster legal thinking

Guide students to be familiar with relevant laws and regulations such as the “Maternal and Child Health Care Law” and the “Regulations on Nurses”, and establish the professional awareness of practicing in accordance with the law and standardized operation.

### 2.3. Social adaptation goals

#### (1) Adapt to industry development

Combine new technologies and new norms in the field of obstetrics and gynecology nursing (such as the promotion of painless childbirth and enhanced recovery after obstetric surgery), and cultivate students’ lifelong learning ability and innovative thinking.

#### (2) Inherit excellent culture

Explore the traditional wisdom in traditional Chinese medicine obstetrics and gynecology nursing (such as postnatal rehabilitation diet therapy and acupoint massage) and integrate it into teaching to enhance

students' cultural confidence and cultural inheritance awareness.

### **3. Systematically excavate ideological and political elements in obstetrics and gynecology nursing courses**

The excavation of ideological and political elements is the foundation of integration. It is necessary to base on the curriculum content, industry characteristics, and era needs of obstetrics and gynecology nursing to achieve accurate docking between ideological and political elements and professional content<sup>[3]</sup>.

#### **3.1. Value elements of “life first”**

Centering on core content such as pregnancy, childbirth, and postnatal rehabilitation, excavate elements such as “the sanctity of life gestation” and “the primacy of maternal and infant safety”. Strengthen students' reverence for life through cases of neonatal rescue and stories of premature infant care.

Combined with obstetrics and gynecology emergency and critical care (such as postpartum hemorrhage and amniotic fluid embolism first aid), highlight the professional spirit of “racing against time to save lives” and cultivate students' sense of responsibility.

#### **3.2. Professional elements of ethical norms**

Target scenarios such as the privacy protection of gynecological cancer patients and the right to independent choice of pregnant and lying-in women (such as the choice of delivery method), excavate medical ethical elements, and guide students to correctly handle ethical issues such as “informed consent” and “privacy confidentiality”.

Combined with cases of doctor-nurse communication and nurse-patient communication, excavate professional ethics of “respect, integrity, and justice”, and cultivate students' communication skills and professional ethics<sup>[4]</sup>.

#### **3.3. Emotional elements of humanistic care**

Pay attention to the psychological needs of pregnant and lying-in women (such as pregnancy anxiety and postpartum depression), excavate elements such as “empathy” and “care and tolerance”, and guide students to focus on psychological counseling and emotional support in the nursing process.

For special groups such as elderly pregnant and lying-in women and mothers of left-behind children, excavate elements of “social responsibility” and “humanistic care”, and cultivate students' social empathy and public welfare spirit.

#### **3.4. Normative elements of legal compliance**

Combine relevant laws and regulations such as the “Maternal and Child Health Care Law” and the “Women's Rights and Interests Protection Law”, excavate elements of “practicing in accordance with the law” and “standardized operation”, and strengthen students' legal awareness through warnings from medical dispute cases.

Centering on standardized processes such as nursing document writing and medical waste disposal, excavate the craftsman spirit of “rigor and meticulousness, striving for excellence”, and cultivate students' sense of professional norms<sup>[5]</sup>.

#### **3.5. Mission elements of era development**

Combine era issues such as the demand for obstetric care under the three-child policy and the nursing of

gynecological geriatric diseases under the background of aging population, excavate elements of “serving national strategies” and “adapting to industry development”, and enhance students’ sense of era mission.

Share the deeds of obstetrics and gynecology medical staff who stick to their posts at night and support the front line, excavate elements of “family and country feelings” and “dedication spirit”, and stimulate students’ sense of professional honor.

## 4. Construct a teaching content integration system of “full-link penetration”

The integration of curriculum ideological and political education with obstetrics and gynecology nursing teaching needs to break the dilemma of “separation between ideological and political education and professional content”, and organically integrate ideological and political elements into all links such as theoretical teaching, practical teaching, and after-class expansion.

### 4.1. Ideological and political penetration in theoretical teaching

#### (1) Chapter introduction link

Start each chapter with ideological and political cases. For example, when explaining “normal childbirth”, introduce the deeds of “great power craftsmen” in obstetric nursing to emphasize the responsibility and care in childbirth nursing; when explaining “gynecological tumor nursing”, start with stories of anti-cancer star patients and nurses to convey the power of life.

#### (2) Knowledge point explanation link

Deeply bind ideological and political elements with professional knowledge points. For example, when explaining “prenatal monitoring”, emphasize that “rigor and meticulousness are the guarantee of maternal and infant safety” and integrate warning cases of nursing errors; when explaining “postpartum rehabilitation nursing”, integrate traditional Chinese medicine dietary culture to infiltrate confidence in traditional culture.

#### (3) Chapter summary link

Summarize ideological and political key points at the end of each chapter. For example, summarize the professional concept of “life first, prevention first” in the “pregnancy nursing” chapter, and summarize the service principle of “respecting privacy and humanistic care” in the “gynecological surgery nursing” chapter.

### 4.2. Ideological and political integration in practical teaching

#### (1) Simulated training teaching

When conducting training in simulated delivery rooms and gynecological nursing laboratories, set up ideological and political scenarios, such as “psychological counseling for pregnant and lying-in women with sudden anxiety” and “teamwork in neonatal asphyxia first aid”. Require students to reflect humanistic care and a sense of responsibility in operations, and teachers comment on ideological and political performance on site.

#### (2) Clinical probation teaching

During the hospital probation link, arrange students to follow excellent nurse instructors, observe the instructors’ nurse-patient communication methods and emergency response attitudes, and internalize

professional spirit through “on-the-job learning + reflection and summary”.

(3) Community practice teaching

Organize students to go deep into communities to carry out maternal and child health publicity, postnatal follow-up, and gynecological disease screening for the elderly, strengthening their sense of social responsibility and humanistic care ability in serving the masses <sup>[6]</sup>.

#### **4.3. Ideological and political extension in after-class expansion**

(1) Assign ideological and political after-class tasks

Such as writing essays on “The Obstetrics and Gynecology Nurse in My Heart”, collecting “positive energy cases of obstetrics and gynecology nursing”, and making “maternal and child health science popularization short videos” to guide students to take the initiative to excavate ideological and political elements.

(2) Carry out online ideological and political learning

Use platforms such as Xuexitong and MOOCs to push resources such as deeds of advanced figures in the field of obstetrics and gynecology, special lectures on medical ethics, and interpretations of laws and regulations to expand the breadth and depth of ideological and political learning.

(3) Organize thematic discussion activities

Conduct group discussions around themes such as “nursing ethics for patients with postpartum depression” and “challenges and responsibilities of obstetric nursing under the three-child policy” to cultivate students’ critical thinking and value judgment ability.

### **5. Innovate the teaching method integration model of “unity of knowledge and practice”**

Combine the professional characteristics of obstetrics and gynecology nursing and the laws of ideological and political education, innovate teaching methods, and realize the coordinated promotion of “professional skill training” and “ideological and political value guidance”.

#### **5.1. Case teaching method: Strengthen value identification**

(1) Select positive and negative cases

Positive cases include “medical teams sticking to obstetrics during the epidemic” and “maternal and child health workers rooted at the grassroots”; negative cases include “medical disputes caused by non-standard operations” and “violations of patient privacy”. Through case analysis and group discussions, guide students to distinguish right from wrong and adhere to professional bottom lines.

(2) Design “case + ideological and political” dual-oriented teaching

Each case includes both professional knowledge points (such as nursing diagnosis and nursing measures) and embedded ideological and political key points (such as sense of responsibility and humanistic care). Require students to elaborate on ideological and political insights while analyzing professional issues.

#### **5.2. Scenario simulation method: improve practical literacy**

(1) Construct high-simulation ideological and political scenarios

Such as “pregnant and lying-in women refusing to cooperate with nursing due to fear of childbirth”, “gynecological cancer patients collapsing emotionally after learning their condition”, and “multi-disciplinary team collaboration in obstetric first aid”. Let students play roles such as nurses, patients, and family members to exercise their communication skills, emergency response capabilities, and humanistic literacy in simulated practice.

(2) Introduce standardized patients (SP)

Invite standardized patients to play different types of pregnant and lying-in women or patients, set up complex communication scenarios and ethical dilemmas, and strengthen students’ sense of professional ethics and humanistic care ability through “role-playing + teacher comments + review and reflection”<sup>[7]</sup>.

### **5.3. Model demonstration method: Stimulate professional pursuit**

(1) Invite advanced figures in the industry to enter the campus

Invite “Most Beautiful Nurses” and “Excellent Obstetricians” to give special lectures, sharing their professional experiences, service concepts, and touching stories to inspire students’ sense of professional honor with the power of role models.

(2) Give play to the role of teachers’ words and deeds

Teachers should pay attention to their own words and deeds in the teaching process, such as emphasizing standardization and rigor in training operations and reflecting respect and tolerance in communication with students. Infect students with personality charm to achieve “silent” ideological and political guidance.

### **5.4. Project-based teaching method: Strengthen sense of responsibility**

(1) Design “maternal and child health service projects”

Such as “community pregnancy health education program design”, “postpartum rehabilitation guidance manual compilation”, and “gynecological disease prevention science popularization project for the elderly”. Let students complete project planning, implementation, and summary in groups, cultivating their teamwork ability, innovation ability, and social responsibility in project advancement<sup>[8]</sup>.

(2) Incorporate ideological and political evaluation indicators

In project evaluation, not only assess the scientificity and feasibility of professional programs but also evaluate students’ sense of responsibility, communication and collaboration performance, and embodiment of humanistic care in the project.

## **6. Establish a “diversified and three-dimensional” teaching evaluation integration system**

To ensure the effect of curriculum ideological and political integration, it is necessary to break the single professional skill evaluation model and establish a diversified evaluation system of “professional ability + ideological and political literacy” to realize “promoting integration through evaluation and promoting improvement through evaluation”<sup>[9]</sup>.

### **6.1. Diversification of evaluation dimensions**

(1) Professional ability dimension

Assess students’ mastery of obstetrics and gynecology nursing knowledge, standardization of nursing

operations, and accuracy of emergency response, accounting for 60%.

(2) Ideological and political literacy dimension

Includes four sub-dimensions: professional ethics (20%), humanistic care (10%), sense of responsibility (5%), and legal awareness (5%). Specific evaluation indicators include “whether to respect patient privacy”, “whether to reflect empathy in communication”, “whether to be rigorous and standardized in operations”, and “whether to abide by laws and regulations”.

## 6.2. Diversification of evaluation subjects

(1) Teacher evaluation (60%)

Teachers conduct comprehensive scoring of students' professional ability and ideological and political literacy based on classroom performance, training operations, case analysis, and project results.

(2) Student mutual evaluation (20%)

In group discussions, scenario simulations, and project practices, students evaluate each other's ideological and political performance such as teamwork spirit, communication ability, and sense of responsibility.

(3) Practice unit evaluation (15%)

During hospital probation and community practice, instructors and internship units evaluate students' professional attitude, work performance, and nurse-patient communication.

(4) Self-reflection evaluation (5%)

Require students to write learning reflection reports, summarize their progress and deficiencies in professional learning and ideological and political literacy, and conduct self-scoring.

## 6.3. Process orientation of evaluation methods

(1) Process evaluation (70%)

Real-time track students' learning process and the development of ideological and political literacy through classroom questioning, homework completion, training operation performance, group discussion speeches, and practice logs, avoiding “one exam determining everything”.

(2) Summative evaluation (30%)

The final exam adopts question types of “professional knowledge + ideological and political case analysis”, such as setting discussion questions like “how to reflect sense of responsibility and humanistic care in obstetric first aid cases”, to assess students' understanding and application of ideological and political elements.

## 7. Strengthen the construction of “dual-qualified” teacher teams

Teachers are the key subjects in the integration of curriculum ideological and political education with obstetrics and gynecology nursing teaching. It is necessary to build a “dual-qualified” teacher team with both solid professional foundation and strong ideological and political teaching ability.

### 7.1. Strengthen ideological and political literacy training

Regularly organize teachers to participate in special training on ideological and political teaching, medical ethics

seminars, and legal knowledge courses to improve their theoretical level of ideological and political education and policy understanding ability.

Encourage teachers to participate in “curriculum ideological and political teaching ability improvement” training programs, learn advanced ideological and political teaching methods and integration experiences, and broaden their teaching horizons<sup>[10]</sup>.

## 7.2. Build teaching and research exchange platforms

Establish a curriculum ideological and political teaching and research group, and regularly carry out thematic teaching and research activities such as “excavation of ideological and political elements”, “innovation of teaching methods”, and “construction of evaluation systems” to promote experience exchange and cooperation among teachers.

Organize curriculum ideological and political teaching competitions, lesson plan design evaluations, and model class demonstrations to stimulate teachers’ teaching innovation enthusiasm and create ideological and political teaching benchmarks.

## 8. Conclusion

In summary, under the background of the new era, the integration of curriculum ideological and political education with obstetrics and gynecology nursing teaching is an inevitable requirement for implementing the fundamental task of moral education and a key path for cultivating high-quality obstetrics and gynecology nursing talents. Through the “six-in-one” path of clarifying integration goals, excavating ideological and political elements, penetrating teaching content, innovating teaching methods, improving evaluation systems, and strengthening teacher team construction, the organic unity of professional skill training and ideological and political value guidance can be realized. In the future, it is necessary to continuously deepen teaching reform and optimize integration paths, so that curriculum ideological and political education can truly integrate into the “blood” of obstetrics and gynecology nursing teaching. This will cultivate new-era obstetrics and gynecology nursing talents who are proficient in professional skills, have temperature, abide by norms, and have a sense of responsibility, providing solid talent support for the implementation of the Healthy China strategy.

## Disclosure statement

The authors declare no conflict of interest.

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