

Curriculum Ideological and Political Design and Practice of Nurses' Humanistic Accomplishment Under the Background of Population Aging—Taking “Therapeutic Nurse-Patient Communication” as an Example

Siwei Chen¹, Jing Zhu², Ming Hu²

¹Changde Vocational Technical College, Changde 415000, Hunan, China

²Xiangya Hospital of Central South University, Changsha 410000, Hunan, China

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Abstract: *Objective:* To explore the curriculum ideological and political design and practice of nurses' humanistic accomplishment under the background of population aging. *Methods:* Two grades of nursing students (geriatric nursing direction) from a vocational college in Hunan were selected as subjects. A total of 190 students of Grade 2024 were set as the experimental group, and 199 students of Grade 2023 as the control group. Taking therapeutic nurse-patient communication in the course Nurses' Humanistic Accomplishment as an example, the control group received conventional online-offline blended teaching. The experimental group was deeply integrated with ideological and political elements, and the “Four Thinking” education path—Guide Thinking, Integrate Thinking, Reflect Thinking, Practice Thinking was implemented, assisted by intelligent technology. Both groups adopted the BOPPPS teaching model. After the course, comprehensive course scores and the scores of the Communication Ability Scale for Nursing Students with the Elderly were compared between the two groups. *Results:* Compared with the control group, the comprehensive course scores and the communication ability scores with the elderly in the experimental group were significantly higher ($p < 0.05$). *Conclusion:* The implementation of curriculum ideology and politics in the course of Nurses' Humanistic Accomplishment can effectively improve academic performance and teaching effect of nursing students, and highlight value guidance.

Keywords: Aging; The elderly; Curriculum ideology and politics; Teaching reform; Nursing education

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1. Introduction

By the end of 2024, preliminary statistics showed that the dependency ratio of the population aged 65 and

over was 22.8% [1]. Elderly patients are far more dependent and sensitive to nursing services than other groups due to declined physiological functions, coexistence of multiple chronic diseases, and complex psychosocial needs [2-4]. This means that modern nurses need not only exquisite professional skills, but also profound humanistic accomplishment, including understanding of life dignity, empathy for patients' emotions, good communication skills, and noble professional ethics.

Based on the dual background of population aging and the requirements of curriculum ideology and politics, this study took the course Nurses' Humanistic Accomplishment as an example to highlight value guidance while emphasizing professional knowledge teaching.

2. Objects and methods

2.1. Research objects

A total of 190 nursing students (geriatric nursing direction) of Grade 2024 from a vocational college in Hunan were selected as the experimental group, and 199 students of Grade 2023 as the control group.

2.2. Teaching team

The teaching team consisted of 6 members: 4 full-time teachers and 2 part-time industrial teachers; 2 with the title of associate professor / deputy chief nurse, and 4 with lecturer / supervisor nurse, forming a school-enterprise dual teaching team.

2.3. Teaching content

Both groups received the course Nurses' Humanistic Accomplishment in the first semester. Based on the teaching syllabus, the team systematically optimized the teaching content (Table 1). Regular teaching seminars and collective lesson preparation were carried out.

Table 1. Teaching content

Module	Item	Teaching form	Core ideological and political elements
I. First entry into hospital	1. Nurses' appearance and manners	Theory + Practice	Professional belief
	2. Common postures in nursing work		
	3. Nursing humanistic care	Theory + Practice	Humanistic care
	4. Outpatient service etiquette norms		
II. Healing companionship	1. Inpatient service etiquette norms	Practice	Humanistic care
	2. Nurse-patient relationship	Theory	Dedication
	3. Rights and obligations of nurses	Theory	Dedication
	4. Rights and obligations of patients	Theory	Respect for life
	5. Basic theories of nursing ethics	Theory	Critical thinking
	6. Nursing ethical decision-making	Theory	Critical thinking
	7. Nurse-patient communication skills	Theory + Practice	Critical thinking
	8. Therapeutic nurse-patient communication	Practice	Humanistic care
III. Discharge farewell	1. Discharge guidance	Practice	—
	2. Death education	Theory	Respect for life

2.4. Teaching methods

2.4.1. Control group

Taking Item 8 “Therapeutic Nurse-Patient Communication” in the Healing Companionship module as an example, the control group adopted a conventional online-offline blended theory-practice integrated teaching mode. Theoretical learning focused on classroom lectures, and practical training focused on analyzing and discussing typical cases. Students practiced independently after teachers’ demonstration.

2.4.2. Experimental group

On the basis of consistent teaching content with the control group, the experimental group, under the background of population aging, implemented the “Four Thinking” education path: Guide Thinking, Integrate Thinking, Reflect Thinking, Practice Thinking, assisted by intelligent technology. The specific teaching process is shown in Table 2.

Table 2. Curriculum ideological and political design of therapeutic nurse-patient communication in the experimental group

Teaching process	Teaching activities	Entry point of ideological and political elements	Ideological and political theme
Pre-class Guidance	Release pre-class tasks on the Chaoxing Learning Platform: review nurse-patient communication skills; watch the CCTV documentary <i>The Aging China</i> and government documents; answer questions and complete pre-tests	<i>The Aging China, 14th Five-Year Plan for Healthy Aging</i>	People-oriented, care for the elderly
In-class Introduction	Play a real clinical video of nurse-patient dispute caused by poor communication; group discussion on consequences and barriers; interactive questioning	<i>Essential Prescriptions for Emergency</i> by Sun Simiao: understanding of elderly emotions	Benevolent medical ethics, respect for the elderly
In-class Support	Theoretical teaching; case discussion on empty-nesters; scenario simulation; in-class summary and sharing	Empty-nester care, volunteer service stories	Filial piety culture, humanistic care spirit
After-class Expansion	Social practice in nursing homes; record “most touching communication moment” and upload to the platform	Volunteer service in elderly care institutions	Apply what you have learned, dedication spirit

2.5. Course implementation

2.5.1. Implementation of the BOPPPS teaching model

Both groups adopted the student-centered BOPPPS model (Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary) based on Bloom’s taxonomy of educational objectives, relying on the Chaoxing Learning Platform to integrate online and offline teaching.

2.5.2. Evaluation of teaching effect

(1) Course score

A comprehensive evaluation system was adopted: process evaluation (40%), summative evaluation (50%), and value-added evaluation (10%). Evaluation included online preview, pre-test, data collection, attendance, class participation, homework, and theoretical and practical tests.

(2) Communication ability of nursing students with the elderly

The Self-rating Scale of Communication Ability for Nursing Students with the Elderly compiled by Wang et al. was used, with a Cronbach’s α coefficient of 0.869. The scale included 21 items in 4

dimensions ^[5].

2.5.3. Statistical methods

SPSS 28.0 was used for statistical analysis. Quantitative data conforming to normal distribution were expressed as mean \pm standard deviation ($\bar{x} \pm s$), and the t-test was used for comparison between groups. Qualitative data were expressed as frequency and percentage [n(%)], and the χ^2 test was used. $p < 0.05$ was considered statistically significant ^[6,7].

3. Results

3.1. Comparison of general data

There were no significant differences in gender, ethnicity, family location, only-child status, or annual family income between the two groups ($p > 0.05$), indicating comparability ^[8]. (Table 3).

Table 3. Comparison of general information of two groups of nursing students

Item	Category	Test Group (n = 190)	Control group (n = 199)	χ^2	<i>p</i>
Gender	Male	28 (14.74%)	27 (13.57%)	0.109	0.931
	Female	162 (82.26%)	172 (86.43%)		
Ethnicity	Han	157 (82.63%)	152 (76.38%)	2.324	0.127
	Others	33 (17.3%)	47 (23.62%)		
Place of residence	Urban	52 (27.37%)	55 (27.64%)	0.004	0.953
	Rural	138 (72.63%)	144 (72.36%)		
Only child	Yes	109 (57.37%)	114 (57.29%)	0.146	0.704
	No	81 (42.63%)	85 (42.71%)		
Annual household income	Below ¥50k	98 (51.58%)	109 (54.77%)	0.845	0.839
	¥50k to ¥100k	68 (35.79%)	68 (34.17%)		
	¥100k to ¥150k	12 (6.32%)	13 (6.53%)		
	Above ¥150k	12 (6.32%)	9 (4.5%)		

3.2. Comparison of course scores

The comprehensive course score of the experimental group was (84.81 ± 4.15), and that of the control group was (81.40 ± 4.06). The difference was statistically significant ($p < 0.05$) ^[9].

3.3. Comparison of communication ability with the elderly

The scores of emotional supports, active contact, careful arrangement, and total score in the experimental group were higher than those in the control group ($p < 0.05$) ^[10]. There was no significant difference in information transmission between the two groups ($p > 0.05$) (Table 4).

Table 4. Comparison of communication ability scores with the elderly ($\bar{x} \pm s$) unit: score

Group	Sample size	Dimension			
		Emotional support	Active contact	Information transmission	Meticulous arrangement
Test group	190	37.09 ± 4.96	30.38 ± 3.68	8.72 ± 2.62	8.11 ± 1.40

Control group	190	35.39 ± 4.88	29.06 ± 3.70	9.18 ± 2.23	7.68 ± 1.29
<i>t</i> value		3.403	3.537	-1.857	3.136
<i>p</i>		< 0.001	< 0.001	0.064	0.002

4. Discussion

4.1. Curriculum ideology and politics improves academic performance

The integration of intelligent technology and the “Four Thinking” path into Nurses’ Humanistic Accomplishment effectively improved the comprehensive course scores of nursing students.

4.2. Curriculum ideology and politics enhances communication ability with the elderly

The experimental group scored higher in emotional support, active contact, and careful arrangement. The BOPPPS model combined with ideological and political design helped students transform values into professional abilities. Intelligent technology enhanced emotional resonance with the elderly. The non-significant difference in information transmission may be due to basic mastery in traditional teaching.

4.2.1. Limitations

The blended teaching in the control group also included value guidance, which may weaken inter-group differences. There was no long-term follow-up of clinical behavior and value stability.

5. Conclusion

Future research can be deepened in three aspects: expanding to different majors and colleges for verification; tracking long-term effects on professional attitude and behavior; and exploring the integration model and evaluation system of intelligent technology and ideological and political education to improve nursing talent training programs.

Disclosure statement

The authors declare no conflict of interest.

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