

# Integration of Mixed Teaching in Ideological and Political Reform Practice of Health Assessment Course in Nursing Vocational Colleges

Yangning Shi\*, Suping Wang

Jiangsu Medica College, Yancheng 224000, Jiangsu Province, China

\*Corresponding author: Yangning Shi, syn-021020@163.com

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**Abstract:** The analysis of the problems in health assessment course education, further study can be applied to nursing vocational health assessment course of hybrid teaching methods, mining education elements, establishing health assessment course of the education department, realize the depth of the professional education and ideological education, into the hybrid teaching mode, to achieve professional knowledge and thought quality of two-way integration of education.

**Keywords:** Curriculum ideological and political; Mixed teaching; Health assessment; Higher vocational; Nursing teaching reform

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## 1. Introduction

In 2020, the Ministry of Education issued the “Guiding Outline for Ideological and Political Construction of Courses in Institutions of Higher Learning,” which requires that the ideological and political construction of courses should be promoted in combination with the characteristics of majors<sup>[1]</sup>. It highlights the integration of ideological and political education and professional knowledge system, deeply excavates the ideological and political elements in professional education, and organically integrates into the teaching, the ideological and political content internalized in the heart and externalized in the practice, helping students improve professional quality and ideological and political concepts, the moral education in practice, to achieve the effect of education<sup>[2]</sup>. Online and offline hybrid teaching is the product of the deep integration of modern information technology and traditional classroom teaching. It has created two teaching carriers of an online network platform, an offline physical classroom, and a three-stage deep learning mode of “pre-classroom teaching-after class”<sup>[3]</sup>. Mixed teaching breaks through the limitation of time and space in traditional teaching, takes the Internet as the carrier, broadens the form of teaching activities, provides a new platform for the integration of ideological and political affairs in the curriculum, and provides new ideas for promoting the

organic integration of ideological and political elements and the realization of education goals. Health assessment is the main course of a nursing major, which is crucial to cultivating nursing students' judgment thinking and clinical decision-making ability<sup>[4]</sup>. Domestic scholars have carried out a variety of teaching modes around health assessment courses and also established national quality online courses and bilingual online courses<sup>[5,6]</sup>. Foreign scholars have also carried out mixed teaching or online teaching reform for health assessment courses<sup>[7,8]</sup>. However, as a new teaching mode, mixed teaching is still faced with problems such as students' low enthusiasm for independent learning, inadequate online supervision and difficulty in constructing the overall view of the knowledge system<sup>[9]</sup>. The research combining the characteristics of the course, relying on the cloud classroom, learning, questionnaire star network platform and information means applied in classroom teaching, research and course adaptation ideological content, explore the hybrid teaching into the health assessment course ideological reform, the patriotic love home feelings, innovation, realistic scientific spirit, JingYou life, dedicated, love boundless healer spirit, identity and establish the responsibility of cultural confidence bear ideological elements into professional knowledge, strive to realize the organic unity of knowledge and value leading<sup>[10,11]</sup>. Internalize the correct values in the depths of students' thoughts, and realize the goal of "cultivating people by virtue" in a subtle way, cultivating nursing talents in line with the needs of the era and the market<sup>[12]</sup>.

## **2. Confusion in the ideological and political implementation of the health assessment curriculum**

### **2.1. Students lack ideological and political cognition of the course**

Many studies show that nursing students have obvious deficiencies in the understanding of ideological and political elements in the health assessment course. These students lack a comprehensive understanding of the ideological and political education content contained in the course, and some students even have cognitive deviations<sup>[13]</sup>. This cognitive defect may harm the implementation effect of ideological and political courses, which makes it difficult to achieve the educational goal of collaborative education smoothly.

### **2.2. Single teaching method**

In the current health assessment course, ideological and political education mainly rely on the traditional classroom model, lacking diversification and interactivity<sup>[14]</sup>. Vivid and interactive teaching methods such as case teaching, role-playing and information-based teaching are not widely used, which limits students' deep understanding of ideological and political content and affects their learning experience.

### **2.3. Lack of teachers**

The moral quality of teachers is crucial to the ideological and political promotion of the curriculum, but some teachers lack of understanding of the concept of education, which leads to the separation of teaching and education, morality and human cultivation Thus affecting the implementation of ideological and political development of the curriculum.

### **2.4. Course content and practice are insufficient**

As a bridge between basic and clinical practice, the health assessment course is important in the nursing major, and it is not closely combined with the practical operation. The limited number of teaching hours leads to incomplete coverage of knowledge points and difficulty for students to master theoretical knowledge. The course

contents are various and lack ideological and political education elements, which affects students' major and all-round development.

## **2.5. Lack of innovation in teaching resources and methods**

Although there are various teaching methods, such as case analysis, problem-oriented learning (PBL) and other means to improve the teaching effect, they are not widely used. To better improve the quality and effect of teaching, teachers need to enrich and innovate teaching methods, such as the introduction of video, animation and other multimedia resources, to enhance students' interest in learning and the effect of ideological and political education.

In the ideological and political education of health assessment courses, nursing majors in higher vocational colleges are faced with problems such as students' cognition, single teaching methods, insufficient teachers, insufficient combination of course content and practice, imperfect evaluation system and insufficient innovation of teaching resources and methods. It is necessary to improve the effect of ideological and political education from the aspects of teaching methods, teacher construction, course content optimization and evaluation system reform<sup>[15]</sup>.

## **3. Mixed teaching provides a new teaching method for the thinking and politics of health assessment course**

As a teaching mode combining traditional classroom face-to-face teaching with network-assisted learning, mixed teaching has been widely used in the "Health Assessment" course of nursing major in higher vocational colleges, and provides a new teaching method for the construction of ideological and political courses.

### **3.1. Application of the BOPPPS model**

The model includes six links: introduction (Bridge-in), target (Objective), pre-test (Pre-assessment), participatory learning (Participatory learning), post-test (Post-assessment), and summary (Summary). The research shows that the hybrid teaching model based on BOPPPS model and applied to the nursing college has achieved a remarkable effect. This mode helps to strengthen the student-centered teaching concept, enhance students learning effect, and improve students independent learning ability. At the same time, it enables teachers to supervise the course both online and offline, so as to improve students learning efficiency.

### **3.2. Introduction of WeChat platform**

By using WeChat, a popular instant messaging platform, teachers can build a hybrid teaching model. This mode can not only make full use of students' after-class time but also effectively stimulate and mobilize students' learning enthusiasm and initiative. In this way, students can have effective interactive learning before, during and after class, so as to achieve a more comprehensive and in-depth learning experience.

### **3.3. Combination of MOOCs**

The hybrid teaching mode combines online and offline resources to enhance students' independent learning and self-efficacy. Students learn flexibly through the MOOCs platform and deepen their understanding through teacher guidance in class. This model helps students master theoretical knowledge, improve practical skills, and improve their performance. At the same time, the model stimulates the interest in learning, and enhances the

sense of mastery and the sense of achievement, improving the learning self-efficacy. In the end, students course satisfaction and feedback evaluation are improved, and the teaching effect is comprehensively improved.

### **3.4. Integrated teaching of “Post-course Competition Certificate”**

Under the current educational background of combining “Post-course Competition Certificate,” educators are committed to closely integrating ideological and political courses and professional knowledge by reintegrating and optimizing teaching content, to comprehensively improve students’ clinical practice skills and comprehensive quality. Specifically, educators emphasize the integration of ideological and political education in the teaching process, so that students can develop good professional ethics and social responsibility while mastering professional skills. In this way, students can not only acquire solid professional knowledge but also show higher professional quality and comprehensive ability in the actual clinical operation. This education model aims to cultivate compound medical talents with both professional skills and noble morality for society.\

### **3.5. Flipped classroom and case teaching method**

Flipped classroom and case teaching methods can improve students’ participation and learning experience, stimulate interest, and promote active thinking and interaction. A flipped classroom allows students to learn the basic knowledge before class and discuss it deeply in class. The case teaching method combines theory and practice to cultivate the ability to analyze and solve problems. The combination of these two methods can not only improve the learning effect, but also effectively integrate into ideological and political education, enhance students’ ideological and political quality, and realize the dual improvement of knowledge and values.

These newly introduced teaching methods not only significantly improve the teaching effect of the health assessment course, but also provide strong support and guarantee for the ideological and political integration of the course. Through these innovative teaching modes, teachers can more effectively guide students to establish correct values and professional identity in the process of professional learning, to realize the organic combination of ideological and political education and professional education, and further promote the comprehensive development of students.

## **4. Mining and integration of ideological and political materials in Health Assessment courses**

### **4.1. Collect ideological and political materials**

#### **4.1.1. Mining ideological and political elements in the course**

As the core course of a nursing major, the course of Health Assessment includes health history collection, common symptom assessment, physical assessment, laboratory examination, analysis and interpretation of imaging examination results, etc. These links contain rich ideological and political materials. For example, when learning the method of physical assessment, teachers will give students the historical story of Bian Que meeting Cai Huan Gong, introduce the extensive and profound knowledge of traditional Chinese medicine, and cultivate students’ national pride and cultural confidence.

#### **4.1.2. Utilizing case teaching method**

By collecting and organizing clinical cases, ideological and political elements can be integrated into them. Some representative clinical cases are selected, through in-depth analysis and discussion of these cases, combined with

the guiding ideology of socialist core values, to help students not only master medical knowledge and clinical skills in the process of analyzing the condition but also deeply understand and practice professional ethics and social responsibility. In this way, students can realize the true meaning of the benevolence of doctors in actual cases, and realize that as medical workers, they should have solid professional knowledge and superb medical skills, but also have noble professional ethics and social responsibility. In this way, they can better serve the patients in future work, and make greater contributions to the health cause of society.

## **4.2. Select the teaching content**

### **4.2.1. Clear ideological and political objectives of the course**

In the course design, the objectives of ideological and political education should be clearly defined, such as cultivating the team cooperation ability of nursing students, rigorous and pragmatic working attitude, etc. At the same time, combined with professional knowledge points, such as lung assessment, psychological assessment, etc., ideological and political elements are organically integrated into the specific teaching links.

### **4.2.2. Construction of ideological and political case base**

The course team first made a comprehensive analysis and collation of the existing literature, extracted the ideological and political elements and case materials related to the course of Health Assessment, and adopted the Delphi method to ensure the representativeness and authority of the selected cases through expert consultation and repeated iteration. Using the nominal group method, the opinions and suggestions of various aspects were collected and integrated, and further enriched and improved the content of the case library. Through the comprehensive application of these methods, a comprehensive, systematic, and practical ideological and political case database of the Health Assessment course is finally constructed.

### **4.2.3. Diversified teaching resources**

Develop and integrate information teaching methods, such as learning platforms, MOOCs and other online education tools, and integrate various related teaching resources, such as video, animation, micro-class and other forms. In this way, ideological and political education can be more vivid and interesting, close to the actual life of students, to improve students' interest and participation in learning. Through these rich multimedia resources, teachers can better convey the core concepts of ideological and political courses, help students to better understand and absorb knowledge, and further enhance the effectiveness and attractiveness of ideological and political education.

## **4.3. Teaching implementation**

### **4.3.1. Innovative teaching methods**

In the teaching process, a variety of teaching methods are adopted to ensure that ideological and political education can run through the whole teaching activities, including case heuristic teaching method, situational simulation teaching method and group discussion method. These methods can better stimulate students' interest and improve their enthusiasm for learning. For example, in classroom teaching, various interactive links are designed in advance, such as theme debate, scenario simulation, etc. These activities can not only enable students to use the knowledge they have learned in practice but also enhance their sense of participation and experience. Through the theme debate, students can exercise their critical thinking ability and expression ability, and learn to analyze problems from different angles. Scene simulation can enable students to feel and understand various

social phenomena and problems to better cultivate their sense of social responsibility and practical operation ability.

### **4.3.2. The role change of teachers**

The role of teachers should be changed from the traditional knowledge imitator to the organizer and guide of students' learning and thinking. This means that teachers are no longer just knowledge instillators in the classroom, but should become guides who can inspire students to learn actively and think independently. In the teaching process, teachers need to constantly reflect on their teaching behavior, and examine their teaching methods and means, to find out and improve the shortcomings in time. At the same time, teachers should also adjust their teaching strategies flexibly according to the students' feedback and learning effect, to better adapt to the needs and characteristics of students. In this way, teachers can more effectively achieve the goal of ideological and political education, and help students to get all-round development in various aspects of knowledge, ability and values.

### **4.3.3. Evaluation and feedback**

Comprehensive evaluation of students' learning effect through the combination of quantitative evaluation and qualitative evaluation. For example, the teaching effect can be timely feedback by supervising expert evaluation and students self-evaluation, and the teaching methods can be continuously improved according to the feedback results. This can also regularly organize teachers to participate in ideological and political education training and research activities, improve the teachers' ability to integrate ideological and political elements in the teaching process, and convey correct values and ideas.

## **5. Conclusion**

Cultivating nursing talents with both integrity and ability is the core goal of nursing professional courses, among which ideological and political education plays a key role. The establishment of the ideological and political department of health assessment courses, the deep integration of professional education and ideological and political education, as well as the integration of mixed teaching mode, are the topics that need in-depth research in the ideological and political teaching of health assessment courses.

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