

The Logic, Connotation and Path of Collaborative Education of Nursing Professional Education and Curriculum Ideology and Politics from Multiple Perspectives

Lijuan Wu

School of Nursing, Guangdong Medical University, Dongguan, Guangdong, China

Abstract: Against the backdrop of the deepening implementation of the "Healthy China 2030" strategy and the accelerated advancement of medical education reform, collaborative education within nursing education and curriculum ideological and political education has become a core approach to cultivating high-quality nursing talent. Based on the disciplinary characteristics of nursing, characterized by the "symbiosis of humanity and technology," this paper systematically deconstructs the inherent logic of collaborative education from the perspectives of philosophy, pedagogy, sociology, and management. By integrating theoretical research with practical cases, it defines the core connotation of its "four-dimensional integration". It ultimately constructs a five-in-one practical approach system: "concept-content-faculty-practice-evaluation."

Keywords: Nursing professional education, ideological and political education in courses, connotation of education, logic of education, practical path.

1. Introduction

The report of the 20th CPC National Congress emphasized that education, science, technology, and talent are crucial supports for the comprehensive development of a modern socialist country. What kind of people to cultivate, how to develop them, and for whom to grow them are the fundamental issues of education and the basic standards for evaluating the effectiveness of educational work. In 2020, the Ministry of Education issued the "Guiding Outline for the Construction of Ideological and Political Courses in Colleges and Universities", which clearly stated that "medical majors should adhere to the medical ethics and medical style education throughout the entire process of talent cultivation". It elevated the construction of ideological and political courses in nursing majors to the level of a national education strategy. In 2023, the "Guiding Opinions on Accelerating the Innovation and Development of Medical Education" further emphasized the need to strengthen the deep integration of medical humanities education and professional education, providing policy guidelines for collaborative education in nursing majors [1]. At present, nursing professional education still tends to focus on skills rather than humanities, and "focusing on theory rather than practice". The construction of ideological and political courses faces three dilemmas: superficial integration, fragmented implementation, and single evaluation [2]. This study combines the characteristics of nursing disciplines to construct a theoretical framework for collaborative education between nursing professional education and ideological and political courses, enriching the theoretical dimension of research on ideological and political courses in the field of nursing education and providing a new perspective for interdisciplinary collaborative education research.

2. The Internal Logic of Collaborative Education of Nursing Professional Education and Ideological and Political Education from Multiple Perspectives

2.1. Philosophical Perspective: The Dialectical Unity of Value and Knowledge

The essence of nursing is "people's care for people", and its dual attributes determine the necessity of collaborative education. Technicality is the basis of nursing's existence, reflected in professional abilities such as disease care and health promotion. Humanity is the core value of nursing, manifesting in professional qualities like reverence for life and humanistic care. Professional education that is separated from value guidance is prone to become "technical training without warmth"; ideological and political education that is separated from professional support becomes "empty moral preaching" [3]. According to the cognitive development law of "cognition-identification-practice", collaborative education of nursing professional education follows the progressive logic of "knowledge mastery-value identification-behavior transformation". Students master nursing knowledge and skills through professional courses (cognitive level), form professional value identification through the immersion of ideological and political elements (emotional level), and finally realize the unity of professional behavior and value pursuit in clinical practice (practical level) [4]. The value of pursuing collaborative education lies in cultivating industry elites who possess both professional capabilities and social responsibility. This view is reflected in the nursing field as cultivating compound talents who are "technical, warm-hearted, and willing to take responsibility."

2.2. Pedagogical Perspective: The Path to Achieve the Fundamental Task of Cultivating Morality and Educating People

The goals of nursing professional education and ideological and political education in courses are inherently consistent. Professional education takes "cultivating qualified nursing talents" as its goal, focusing on knowledge transfer and ability cultivation; ideological and political education in courses takes "cultivating noble professional personality" as its core, focusing on value guidance and quality improvement. The two serve the fundamental task of "cultivating morality and educating people" together, forming a target system for the coordinated development of "ability-quality". According to the principle of "holistic cultivation of personality" in curriculum theory, collaborative education requires breaking the barriers between "ideological and political courses" and "ideological and political style of courses" and building an integrated curriculum system. The principle of "combining explicit education with implicit education style" proposed by some researchers is reflected in the nursing profession as follows: on the one hand, explicit value guidance is carried out through courses such as "Nursing Ethics"; on the other hand, implicit ideological and political infiltration is carried out in courses such as "Internal Medicine Nursing" and "Surgical Nursing", realizing "one element for one course, one ideological and political style for one skill" [4]. Following the teaching principle of "integration of theory and practice", collaborative education requires the complete penetration of "theoretical teaching-practical training-clinical application".

2.3. Sociological Perspective: Talent Support Needs for the Healthy China Strategy

As a core component of the health service system, the quality of nursing talent directly impacts the overall health of the population. With the aging population and the increasing prevalence of chronic diseases, the demand for nursing talent has shifted from "disease care" to "health care," requiring nurses to possess both professional competence and humanistic qualities, as well as a sense of social responsibility. Collaborative education is an educational reform that responds to this demand. The social nature of the nursing profession underscores the importance of cultivating a professional spirit. By inheriting Florence Nightingale's spirit and fostering professional ethics, collaborative education helps nurses develop a positive professional perspective and strengthen their sense of professional identity. The practice of the China Nightingale Volunteer Nursing Service Corps demonstrates that nurses with a strong sense of professionalism have significantly higher service satisfaction than the industry average. Nurses have become crucial "gatekeepers of health" in responding to public health crises. During the COVID-19 pandemic, the courageous and responsible work of nursing professionals has demonstrated the social value of the nursing profession. Collaborative education, by incorporating ideological and political elements such as "Healthy China" and "A Community of Health for All," fosters students' sense of social responsibility and awareness of the broader context, providing talent support for public health governance.

2.4. Management Perspective: System Engineering for Optimizing the Allocation of Educational Resources

Collaborative education is a complex system engineering that requires the integration of multi-dimensional resources such as "teachers, curriculum, practice, and evaluation". Li Qiufu, taking the Law School of Tsinghua University as an example, constructed a management framework of "multi-subject collaboration" [5]. This framework is reflected in the nursing profession as a collaborative team of "full-time teachers + clinical teachers + ideological and political experts + industry mentors". Drawing on the PDCA cycle theory, collaborative education necessitates the establishment of a closed-loop management system comprising "planning-implementation-inspection-improvement." In the planning stage, the talent training plan and teaching syllabus are revised. In the implementation stage, course teaching and practical training are conducted. During the inspection stage, teaching supervision and effectiveness evaluation are performed. In the improvement stage, the education plan is optimized based on feedback. An effective incentive and constraint mechanism is the guarantee for the sustainable advancement of collaborative education. Li Qiufu [5] pointed out that "incorporating ideological and political effectiveness into the assessment system is the key to stimulating teachers' enthusiasm for participation".

3. The Core Connotation of Collaborative Education of Nursing Professional Education and Curriculum Ideological and Political Education

3.1. Target Dimension, Organic Unity of Three-Dimensional Education Goals

Collaborative education in nursing professional education and curriculum, as well as ideological and political education, should focus on cultivating core nursing abilities, including basic nursing skills, specialized nursing technologies, health assessment skills, and nursing decision-making skills. Through the teaching of courses such as "Basic Nursing" and "Specialized Nursing", students can master solid professional knowledge and skills and can solve practical clinical problems. Highlight the core of value guidance, covering the three levels of political belief, professional spirit, and ethical literacy. In terms of political belief, cultivate students' recognition and practice of the Healthy China strategy. In terms of professional spirit, inherit the Nightingale spirit and strengthen service awareness. In terms of ethical literacy, cultivate ethical awareness, including respect for life and protection of privacy [6]. By integrating elements such as China's excellent traditional culture and nursing humanities stories, students can learn to warm life with life.

3.2. Content Dimension, Deep Integration of Three Types of Educational Content

Content constitutes the foundational vehicle for collaborative education, encompassing medical fundamentals, core nursing knowledge, and nursing research methods. Collaborative education does not diminish professional content; instead, it integrates valuable elements into the transfer of professional learning. For example, when

explaining "Chronic Disease Nursing," the practical significance of the Healthy China strategy is presented in light of the current status of chronic disease prevention and control in my country. Providing value guidance for collaborative education is divided into three levels: first, macro-policy, such as the Healthy China 2030 Plan and the Human Health Community; second, professional spirit, such as the Florence Nightingale spirit and the anti-epidemic spirit; and third, ethical norms, such as the Nurses' Professional Ethics Code and bioethical principles. Building bridges between professional, ideological, and political education includes topics such as nursing humanities and history, narrative medicine, and multicultural nursing.

3.3. Subject Dimension, Synergy, And Linkage of Multiple Education Subjects

The primary responsibility for basic theoretical teaching and ideological and political integration is to have the dual teaching ability of "professional + ideological and political". Li Wenying [4] emphasized that "professional teachers are the main force of curriculum ideological and political construction". Nursing teachers need to thoroughly explore the ideological and political elements in the curriculum to achieve "the same frequency resonance between knowledge transfer and value guidance." They should play a leading role in ideological and political education in practical teaching, including hospital-based teaching, clinical nursing, and other relevant areas. Through the "clinical tutor system", cultivate students' professional spirit and ethical literacy in practice, and establish a "college teacher+clinical expert" dual-teacher classroom to achieve ideological and political integration in theory and practice, by providing ideological and political theoretical support and methodological guidance, including teachers of the School of Marxism, ideological and political course teachers, etc. Through special lectures, joint lesson preparation, and other methods, help professional teachers improve their ability to integrate ideological and political education. Through industry practice subjects, including medical institutions, nursing homes, and nursing associations, we provide practical platforms and industry resources for collaborative education and training.

3.4. Process Dimension, Seamless Connection of The Whole Chain of Education Links

Theoretical teaching links realize the precise integration of ideological and political elements, and adopt methods such as "case analysis and situational discussion" to make value guidance naturally penetrate. The practical training link strengthens "learning by doing and understanding by learning" and cultivates professional qualities in skill training. For example, in basic nursing operation training, the concept of "patient-centered" operation is emphasized; in simulated emergency scenarios, students' sense of responsibility is cultivated [7]. The clinical internship link establishes a "dual role training" model, enabling students to deepen their understanding of the role transformation from "nursing students-quasi-nurses". In the extracurricular extension link, the educational space is expanded through community activities, volunteer services, and other outreach efforts.

4. Practical Dilemma of Collaborative Education between Nursing Professional Education and Ideological and Political Education in Courses

4.1. At the Conceptual Level, Cognitive Bias Leads to Insufficient Motivation for Integration

Some educators still adhere to the traditional concept of "technology first", believing that the core of nursing education is skill training, and ideological and political education in courses is an "extra burden", thereby overlooking the humanistic attributes and value connotations of the nursing profession. This cognitive bias makes it difficult for the concept of collaborative education to take root in people's hearts, becoming an ideological obstacle to integrated development. Lacking the systematic thinking of "education for all", there is a phenomenon of "fighting on their own" between professional teachers and ideological and political teachers. Professional teachers believe that ideological and political education is the responsibility of ideological and political teachers. Ideological and political teachers often lack support for nursing professional knowledge and struggle to effectively participate in professional course design, resulting in a "two-faced" split state [7]. The goal of collaborative education has not been refined and integrated into each teaching link, and there is a tendency to "generalize". For example, some courses merely set the goal of "cultivating professional spirit" in general, without formulating operational ideological and political objectives in conjunction with specific teaching content, resulting in a lack of targeted value guidance.

4.2. At the Content Level, Superficial Integration Affects the Effectiveness of Education

The selection of ideological and political elements has the problem of "fragmentation and superficiality". It is mainly limited to explicit content, such as professional ethics slogans and deeds of advanced figures, and the deep ideological and political elements, including the Healthy China strategy and bioethical principles, are not explored in sufficient depth. For example, in "Pediatric Nursing", only the superficial concept of "caring for children" is mentioned, and the profound connection between children's health and the country's future is not thoroughly explained. The "labeling" integration method is adopted, and ideological and political cases or slogan-style conclusions are appended to the end of professional courses, failing to achieve an organic connection between ideological and political elements and professional content. For example, when explaining nursing technology, the sudden insertion of ideological and political theory explanations leads to a disconnect between teaching content and arouses students' resistance. There is a lack of a systematic course with ideological and political content, and the ideological and political elements between courses lack overall planning, resulting in duplications or omissions [7]. For example, many courses incorporate the spirit of Florence Nightingale but lack a progressive design that follows the "cognition-identification-practice" framework, making it difficult to form a cohesive educational force.

4.3. At the Teacher Level, The Lack of Ability Restricts the Quality of Integration

Professional teachers often lack interdisciplinary ability and a solid understanding of ideological and theoretical political perspectives. They lack a deep understanding of ideological and political content, such as the basic principles of Marxism and the Healthy China strategy, which makes it difficult for them to combine these concepts with nursing professional knowledge effectively. Ideological and political teachers often lack a professional nursing background. They cannot accurately grasp the integration points of ideological and political education in professional courses, resulting in the integration of teaching becoming a formality. The teaching method is single and still adopts the traditional teaching method of "lecture-based" teaching. There is a lack of innovative approaches, such as situational teaching and narrative teaching. In the integration of ideological and political elements, it is mainly carried out in the form of "teachers talking and students listening", which makes it difficult to trigger students' emotional resonance and value identification [7]. The training system is imperfect and lacks a targeted teacher training mechanism. The existing training primarily employs a "one-size-fits-all" model and lacks training content tailored to the specific characteristics of the nursing profession [7]. The training format mainly consists of theoretical lectures, lacking practical exercises and case studies, which makes it difficult to effectively improve teachers' integrated teaching ability.

4.4. At the Practical Level, The Lack of a Platform Leads to A Break in The Education Link

In the weakening of ideological and political education in practical teaching, emphasis is placed on skill training rather than the cultivation of values. In practical training and clinical internships, only the standardization of students' operations is emphasized, while the cultivation of ideological and political qualities, such as professional spirit and humanistic care, is neglected [8]. For example, in simulation ward training, excessive emphasis is placed on operational speed and accuracy, while insufficient training is provided for communication skills and humanistic care. There is a lack of a professional ideological and political practice platform. Existing practice bases mainly focus on skill training and do not establish functional areas for ideological and political education. For example, most hospital internship bases have not established special places such as nursing humanistic education exhibition halls and professional spirit cultivation rooms, making it challenging to meet the ideological and political education needs of the practical link. There is a lack of an effective collaborative education mechanism between colleges and medical institutions. Clinical teachers are not included in the unified teaching management system, and their ideological and political teaching responsibilities are unclear, resulting in a lack of incentives for assessment. This leads to a lack of guarantee for ideological and political education in the clinical practice link, resulting in the phenomenon of "hot in colleges and cold in clinics".

4.5. At the Evaluation Level, The Imperfect System Affects the Orientation of Education

The evaluation indicators are single, with "knowledge

assessment as the main and literacy assessment as the supplement", and lack scientific ideological and political literacy evaluation indicators [9]. Most of the quantitative assessment methods used are written tests and skill operations, which makes it difficult to effectively evaluate implicit literacy, such as professionalism and empathy, resulting in an orientation of "focusing on scores and neglecting literacy". The evaluation subject is single, mainly teacher evaluation, and lacks the participation of multiple subjects, such as student self-evaluation, peer evaluation, and clinical evaluation. The evaluation perspective is limited, making it difficult to fully reflect the development of students' ideological and political literacy, and the objectivity and comprehensiveness of the evaluation results are insufficient. The feedback mechanism is missing, and there is a lack of a practical evaluation, feedback, and improvement mechanism. The evaluation results are used solely for grade assessment and are not utilized to optimize teaching plans or the educational process. As a result, problems in collaborative education are complex to identify and resolve promptly, which hinders the continuous improvement of academic quality.

5. Construction of the Path of Collaborative Education Between Nursing Professional Education and Curriculum Ideological and Political Education from A Multi-perspective perspective

5.1. Concept Innovation Path, Establish the Concept of Three-Dimensional Collaborative Education

Strengthen the concept of value guidance, and through special training, case studies, and other methods, change the traditional mindset of "technology first" and establish the idea of "equal emphasis on professional ability and value literacy." Organize teachers to study policy documents such as the "Guiding Outline for the Construction of Ideological and Political Courses in Higher Education Institutions", and explain the importance of collaborative education with cases in the nursing industry, so that "establishing morality and cultivating people" becomes the consensus of all educators. Cultivate the concept of systematic collaboration, build the idea of "all-staff-full-process-all-round" education, and break down the barriers between disciplines and departments. Establish a "pairing and co-construction" mechanism between professional teachers and ideological and political teachers, promoting in-depth cooperation between the two types of teachers through joint preparation, teaching seminars, and other activities to form a unified force for education. Clarify the concept of precise education and formulate precise collaborative education goals based on the characteristics of different stages and courses within the nursing profession [7]. The basic course stage focuses on cultivating professional cognition, the professional course stage strengthens the cultivation of professional spirit, and the practical stage focuses on the development of professional behavior, forming a clear-cut and step-by-step education goal system.

5.2. Content Reconstruction Path, Building A Three-In-One Content System

Establish a three-dimensional element mining mechanism of "discipline-industry-society" to deeply mine ideological and political elements. In terms of the discipline dimension, focus on mining elements such as ethical principles and professional spirit within the nursing discipline. In terms of the industry dimension, extract industry spirits such as the Nightingale spirit and the anti-epidemic spirit. In terms of the social dimension, integrate contemporary themes such as Healthy China and public health safety [7]. Adopt the "genetic fusion" model to achieve an organic connection between ideological and political elements and professional content, thereby innovating the content fusion model. Based on the logic of "knowledge point-ideological and political point-fusion point", integrate ideological and political elements into the entire process of course design. With the framework of "general knowledge + professional + expansion", construct a three-dimensional curriculum system. General courses strengthen the ideological and political foundation, professional courses realize ideological and political education, "Healthy China and Nursing Practice", etc., and promote the integration of multidisciplinary content.

5.3. Paths for Faculty Development and Building a Composite Teaching Team

Build a diversified training system and establish an integrated training model of "theoretical research-practical exercises-reflection and improvement" [7]. In terms of theoretical research, special courses such as ideological and political theory and nursing humanities are offered. In terms of practical exercises, training is carried out, including simulated teaching and case design. In terms of reflection and improvement, communication platforms, such as teaching salons and peer review, are established. Enhance the faculty access and development mechanism by incorporating ideological and political literacy into the teacher access standards and integrating ideological and political ability assessment links into the recruitment process. Establish a "dual-qualified" teacher training mechanism, select professional teachers to serve in ideological and political departments, and ideological and political teachers to practice in the clinical front line to improve interdisciplinary capabilities. Set up special courses on ideological and political education, demonstration courses, excellent cases, and other selection projects, and give commendations and rewards. Establish a teaching supervision mechanism to conduct regular inspections on the quality of integrated teaching, ensuring the effectiveness of education.

5.4. Practical Innovation Paths, Build A Three-Platform Interconnected System

Build a three-dimensional platform of "one museum, two bases, three activities, and four communities" to strengthen value cultivation in practice. "One museum" refers to the Florence Nightingale Spirit Education Museum, "two bases" refer to the education base and cultural dissemination base, "three activities" refer to practical activities, summer internships, and brand events, and "four communities" refer to public welfare, skills, science popularization, and cultural and sports clubs. Improve the medical and educational collaborative education platform and establish a medical and educational collaborative mechanism with "dual entities of

schools and hospitals, and internal and external dual circulation." Colleges and medical institutions will jointly establish joint teaching and research offices to design practical teaching plans in collaboration, implement a "dual mentor system" whereby college faculty and clinical faculty jointly guide students, and establish a joint mechanism for teaching quality supervision to ensure the quality of ideological and political education in clinical practice. Through programs such as the "College Student Academic Star" program, we encourage students to participate in health-related scientific research and innovation, thereby deepening their understanding of the Healthy China strategy [10-11].

5.5. Optimize Evaluation Paths and Establish a Multifaceted Evaluation System

Establish a three-dimensional evaluation indicator system consisting of "professional ability + ideological and political literacy + humanistic care" [9, 12]. Professional ability focuses on skill level and knowledge acquisition, ideological and political literacy includes professional spirit and social responsibility, and humanistic care covers communication skills and empathy. Qualitative evaluation methods, such as behavioral observation and case analysis, are used to assess implicit literacy. Enhance the multifaceted evaluation framework by constructing a five-element framework that includes "teacher evaluation + student self-evaluation + peer evaluation + clinical evaluation + social evaluation." Teacher evaluation focuses on classroom performance, student self-evaluation, and peer evaluation, which emphasize self-reflection and teamwork. Clinical evaluation focuses on professional literacy in practice, and social evaluation is conducted through methods such as client satisfaction surveys. Adopt the PDCA cycle model to achieve a closed-loop management system of "evaluation-feedback-improvement." Regularly hold evaluation result analysis meetings to identify and address problems in collaborative education. Establish an evaluation result feedback list to clarify responsibilities and deadlines for improvement. Incorporate improvement measures into the next round of teaching plans to continually optimize the education process.

6. Conclusion and Outlook

The collaborative development of nursing education and curriculum ideological and political education embodies a multifaceted logic encompassing philosophy, pedagogy, sociology, and management. The essence of cooperative education is the "four-dimensional integration" of goals, content, subject matter, and process. Constructing a "five-in-one" practical approach system is key to resolving this dilemma.

Future research is needed to further explore theoretical innovations in the collaborative development of nursing education and curriculum, as well as ideological and political education, in the context of new technologies such as artificial intelligence. This can be achieved by developing a new theoretical framework centered on "technology empowerment, value guidance, and professional development" to enhance the existing theoretical framework of nursing education. Furthermore, a dynamic evaluation model driven by big data for the collaborative development of nursing education and curriculum, as well as ideological and political education, can be explored. An intelligent evaluation system combining "process evaluation, final

evaluation, and developmental evaluation" can be constructed to assess the effectiveness of collaborative education accurately.

Acknowledgments

Funding: Guangdong Medical University Undergraduate Teaching Quality and Teaching Reform Project (Project Number: 1JG22164); Guangdong Medical University Higher Education Teaching Research Project (Project Number: 2JY20038)

References

- [1] Notice of the Ministry of Education on the issuance of the "Guiding Outline for the Construction of Ideological and Political Education in College Courses" [A/OL]. (2020-05-28) [2023-09-10]. https://www.gov.cn/zhengce/zhengceku/2020-06/06/content_5517606.htm.
- [2] Lu Peipei. Construction of online course resources for five-year higher vocational colleges from the perspective of ideological and political education: Dilemma and strategy - taking the course of "Internal Medicine Nursing" as an example [J]. Vocational Education Newsletter, 2023, (07): 106-111.
- [3] Shi Ruifen. Let the professional classroom "be full of ideological and political education" - from nursing "humanities course" to nursing "course humanities" [J]. Journal of Nursing Continuing Education, 2019, 34(14): 1253-1256.
- [4] Li Wenying, Luo Jian, Xiong Ting. The logic, connotation, and path of collaborative education of professional education and ideological and political education in courses [J]. Journal of Yichun University, 2025, 47(05):112-118.
- [5] Li Qiufu, Lin Zili, Deng Haifeng. Practical exploration and path construction of coordinated development of ideological and political education and professional education - taking Tsinghua University Law School as an example [J]. Research on Marxist Theory in Colleges and Universities, 2024, 10(01):201-208.
- [6] Liang Yaoyuan. Construction of the evaluation index system of "ideological and political education in courses" nursing teaching based on three-dimensional goals [D]; Guangxi University of Chinese Medicine, 2022.
- [7] Shi Ruifen. On the teaching reform of nursing courses from the perspective of "ideological and political education in courses" [J]. Chinese Nursing Education, 2019, 16(08):586-590.
- [8] Lu Daokun. Design and implementation of ideological and political evaluation of courses [J]. Ideological and Theoretical Education, 2021, (03): 25-31.
- [9] Ma Mengwei, Wang Qian, Jin Li, et al. Construction of an evaluation index system for ideological and political teaching of nursing undergraduate courses [J]. Journal of Nursing, 2022, 37(01): 6-10.
- [10] Lin Jia. Research on collaborative cultivation of humanistic literacy of nursing students [D]; Fujian Normal University, 2020.
- [11] Lei Pengqiong, Xue Mei, Gao Ying. Research on teaching practice of "job-class-competition-certificate" integrated ideological and political teaching in introductory nursing technology courses [J]. Chinese Nursing Education, 2024, 21(10): 1168-1173.
- [12] Zheng Yuhang. Research on the construction of an evaluation index system for ideological and political teaching of college courses [D]; Southwest University, 2021.