

Application of Ideological and Political Theories Teaching in Clinical Practice Course for Nursing Interns Based on Nightingale Spirit

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Abstract [Objectives] To explore the effectiveness of integrating ideological and political education based on the Nightingale spirit into the clinical practice curriculum for nursing interns. [Methods] A total of 90 questionnaires were distributed and analyzed among nursing interns and patients to evaluate multiple dimensions, including the interns' satisfaction with the internship, mastery of clinical knowledge, ideological and political literacy, professional ethics, and social responsibility. [Results] The overall internship satisfaction of nursing interns reached 98.9%, indicating that the course design and teaching model were widely recognized by students. Secondly, the interns demonstrated excellent mastery of clinical knowledge, with 94.0% of students stating they had fully grasped the clinical knowledge taught during the internship, an increase of 18.6% compared to the previous cohort. In terms of ideological and political literacy, 98% of students had a better understanding and application of the Nightingale spirit, an increase of 16.2% compared to the previous cohort. Additionally, the sense of professional identity was significantly enhanced, with 95.8% of students showing a stronger sense of identity and responsibility towards the nursing profession, an increase of 14.0% compared to the previous cohort. Patients also gave high evaluations of the interns' performance, with 98.8% expressing satisfaction with the students' attitude and performance in nursing care. [Conclusions] The curriculum model based on the integration of Nightingale spirit has effectively improved the professional quality, ideological and political quality and professional identity of nursing interns, and has been highly recognized by patients. It not only provides strong support for the practice of combining ideological and political work with professional courses in nursing education, but also provides a reference for the optimization of clinical practice teaching mode of nursing interns in the future.

Key words Nightingale spirit, Nursing intern, Clinical practice, Ideological and political theories teaching in the course, Professional identity

1 Introduction

In today's field of medical education, the integration of ideological and political education has gradually become an important means to cultivate medical talents with social responsibility and professionalism. Especially in the nursing discipline, Nightingale spirit, as one of the core values of the nursing profession, carries the professional spirit of humanity, dedication and fraternity^[1]. Combining ideological and political education with nursing practice can not only deepen nursing students' understanding and recognition of Nightingale spirit, but also help them form correct values and world outlook, and promote the improvement of students' comprehensive quality. The clinical practice course of nursing interns is the key stage to cultivate their professional skills and comprehensive abilities. How to effectively integrate ideological and political education in this process has become an important topic of current nursing education research. Nursing ideological and political education based on Nightingale spirit not only emphasizes the teaching of medical skills, but also pays more attention to the cultivation of humanistic care and professional ethics. This integration mode can help nursing students establish firm career ideals, enhance their sense of social responsibility, and enhance their care and respect for patients^[2]. The purpose of this study is to explore an effective way to combine Nightingale spirit with ideological and political ed-

ucation in clinical nursing practice, analyze its application effect in the training of nursing interns, further optimize the nursing education model, and provide theoretical basis and practical guidance for cultivating nursing talents in the new era.

2 Disadvantages of traditional ideological and political courses

Traditional ideological and political courses usually rely on classroom lectures. Teachers impart theoretical knowledge on the platform in an indoctrination way, and students passively receive information. This teaching method ignores students' dominant role and lacks space for interaction and speculation, which easily leads to students' fatigue and resistance to the course content, thus affecting the effect of their ideological and political education^[3]. In addition, traditional ideological and political courses often focus on the teaching of theory, while neglecting the combination of theory with students' real life and social practice. Many students feel that these courses are too abstract, out of touch with their actual needs and daily life, and it is difficult to stimulate their interest and sense of identity^[4]. Especially for the younger generation of students, they are more inclined to pay attention to practical problems and actions, and simple theoretical indoctrination can hardly meet their expectations for ideological and political education. In addition, some contents in traditional ideological and political courses, especially the knowledge at the historical and philosophical levels, are theoretically profound, but they are often too grand and abstract to have a direct connection with students' real life. In their daily study and life, it is often difficult for students to find

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scenarios where the theoretical knowledge can be applied to solve practical problems, thus affecting the attractiveness and practicality of their ideological and political courses.

3 Design and implementation of clinical practice

In the education of nursing profession, Nightingale spirit, as one of the core values of nursing discipline^[5], is of great significance for cultivating nursing talents with social responsibility, lofty professional ethics and professional quality. Therefore, in the clinical practice of nursing interns, it is particularly important to integrate ideological and political education.

3.1 Integrating Nightingale spirit into clinical practice guidance

In the process of clinical teaching, interns are organized to study and discuss Nightingale spirit, and students can experience Nightingale's professional ethics and dedication in clinical work through actual cases, nursing stories and other forms; discussions can be conducted based on students' clinical practice cases to reflect on how to implement the "Nightingale spirit" in nursing work. For example, how to maintain care and patience for patients in high-pressure environments such as emergency departments and ICU, how to communicate effectively and provide psychological support for patients, *etc.*

3.2 Improving ideological and political effects through emotional education

By inviting outstanding nurses with rich clinical experience to share their work experience, they can convey their professional ideals and the spirit of selfless dedication and sticking to their posts in Nightingale spirit. Through emotional teaching methods, students can identify and resonate emotionally; by setting up some simulated situations in the practice course, students can personally experience the hard work and responsibility of nursing work. For example, we can simulate hospice care, intensive care and other scenarios to help students realize the concept of "total patient care" in Nightingale spirit.

3.3 Guiding students to establish humanistic care consciousness in practice

During the clinical practice, patients or their families are invited to share touching stories in treatment, so that students can understand the impact of nursing work on their quality of life and physical and mental health from the patient's perspective, and enhance their sense of social responsibility; combined with the public welfare activities and free clinics carried out by hospitals, interns are organized to participate in social services, and the health problems of poverty-stricken areas, the elderly, the disabled and other groups are paid attention to, so that students can deeply understand the care for socially vulnerable groups in Nightingale spirit in practice.

3.4 Improving ideological and political effects through evaluation and feedback

In addition to skill assessment, the evaluation criteria of humanistic quality and professional ethics are designed, *e. g.* whether nursing behavior reflects care and sense of responsibility. Students are encouraged to continuously improve their ideological and political literacy in clinical practice through the evaluation system; through regular reflective journals or group

discussions, students are encouraged to summarize their understanding and practice of Nightingale spirit in clinical practice and enhance their self-awareness.

3.5 Interdisciplinary cooperation and comprehensive practice

It is emphasized that nursing work is not merely the work of one person, and nursing staff often need to cooperate with doctors, pharmacists, psychologists and other parties. In clinical practice, through teamwork, students are guided to realize the significance of interdisciplinary cooperation and enhance their awareness of collaboration; diversified practical activities are organized, including volunteer service, health education, international nursing exchange, *etc.*, to cultivate interns' global vision and sense of social responsibility, so that they can understand and practice Nightingale spirit in a wider practice field.

3.6 Training of teachers and teaching teams

The key to the effective implementation of ideological and political theories teaching in nursing clinical practice lies in the transformation of teachers' concepts. By setting up special reports, special lectures, theme sharing and other forms, the connotation of Nightingale spirit is explained to clinical practice teachers for nursing students, and the training of ideological and political theories teaching in the course is carried out, so as to improve the ideological and political education level of courses offered by the teachers, and jointly carry out teaching design, lesson plan writing and teaching implementation of ideological and political elements in nursing students' clinical practice based on the connotation of Nightingale spirit.

4 Analysis of clinical practice effect

Based on the clinical practice effect of Nightingale spirit integrated into course, 90 copies of questionnaires were distributed to nursing interns and patients and analyzed, including internship satisfaction, clinical knowledge mastery, ideological and political literacy, professional ethics, social responsibility, *etc.* (Table 1). The results found that the overall satisfaction of internship of clinical practice students based on Nightingale spirit integrated into course was as high as 98.9%. Compared with the previous cohort of nursing interns without integrating Nightingale spirit into the clinical practice content, it was found that from the perspective of mastery of clinical knowledge, 94.0% of the students thought that they had mastered the knowledge learned in clinical practice, which was 18.6% higher than the previous cohort; from the perspective of ideological and political literacy, 98% of students had a better understanding of Nightingale spirit and its application in clinical practice, an increase of 16.2% compared with the previous cohort; from the perspective of professional identity, 95.8% of students had a high sense of identity with their future careers, an increase of 14.0% compared with the previous cohort; from the perspective of patient satisfaction, 98.8% of patients affirmed the performance and attitude of interns.

Table 1 Comparison of clinical practice feedback and evaluation results (*n* = 90, %)

Items		Very good	Relatively good	Average	Poor	Very poor
Internship satisfaction	This cohort	48 (53.3)	40 (44.4)	2 (0.23)	0 (0)	0 (0)
	Previous cohort	44 (48.9)	35 (38.9)	11 (12.2)	0 (0)	0 (0)
Clinical knowledge mastery	This cohort	45 (50.0)	40 (44.4)	5 (5.6)	0 (0)	0 (0)
	Previous cohort	38 (42.2)	30 (33.3)	20 (22.2)	2 (2.3)	0 (0)
Ideological and political literacy	This cohort	50 (55.5)	38 (42.2)	2 (2.3)	0 (0)	0 (0)
	Previous cohort	42 (46.7)	32 (35.6)	16 (17.7)	0 (0)	0 (0)
Scientific research innovation thinking	This cohort	40 (44.4)	45 (50.0)	4 (4.4)	1 (1.2)	0 (0)
	Previous cohort	38 (42.2)	46 (51.2)	3 (3.3)	3 (3.3)	0 (0)
Professional identity	This cohort	51 (56.7)	37 (41.1)	2 (2.3)	0 (0)	0 (0)
	Previous cohort	44 (48.9)	30 (33.3)	16 (17.8)	0 (0)	0 (0)
Professional ethics	This cohort	52 (57.8)	35 (38.9)	3 (3.3)	0 (0)	0 (0)
	Previous cohort	50 (55.5)	37 (41.2)	2 (2.3)	0 (0)	0 (0)
Social responsibility	This cohort	48 (53.3)	40 (44.4)	2 (2.3)	0 (0)	0 (0)
	Previous cohort	46 (51.1)	43 (47.7)	1 (1.2)	0 (0)	0 (0)
Patient satisfaction	This cohort	59 (65.5)	30 (33.3)	1 (1.2)	0 (0)	0 (0)
	Previous cohort	52 (57.8)	26 (28.9)	12 (13.3)	0 (0)	0 (0)

5 Discussion

By integrating ideological and political theories teaching into the clinical practice of nursing interns based on Nightingale spirit, this study explores its impact on improving students' clinical practice effectiveness, ideological and political literacy, professional identity, and patient satisfaction. According to the results of the questionnaire, the research shows that the clinical practice course incorporating Nightingale spirit significantly improves the overall internship satisfaction, clinical knowledge mastery, professional identity, ideological and political literacy of nursing interns and patients' nursing experience.

5.1 Improvement of clinical knowledge This study found that 94.0% of the students felt that they had mastered the knowledge they learned in clinical practice, an increase of 18.6% compared with the previous cohort. This result suggests that the curriculum incorporating the Nightingale spirit not only strengthens the learning of nursing skills, but also further promotes students' understanding and application of knowledge. Nightingale spirit emphasizes patient-centeredness and attention to the overall health of patients. This concept can guide students to have a deeper understanding of the theoretical basis and practical skills of nursing discipline^[6]. In the process of nursing practice, students not only learn how to carry out nursing operations, but also deepen their cognition and application of nursing knowledge from the perspective of humanistic care, thus improving their mastery of clinical knowledge. In addition, the concept of total patient care advocated by Nightingale spirit urges students to pay attention not only to the treatment of diseases, but also to the psychological, social and emotional needs of patients in practice^[7]. This multi-dimensional learning method enables students to organically combine nursing knowledge with humanistic care in practical work, and further improves their clinical knowledge application ability.

5.2 Improvement of ideological and political literacy Ideo-

logical and political literacy is an important part of nursing education, especially in cultivating nursing talents with a sense of responsibility and social mission^[8]. The study found that 98% of students said that they had a deeper understanding of Nightingale spirit during the internship, an increase of 16.2% compared with the previous cohort. This result highlights the positive role of ideological and political theories teaching in nursing education. Nightingale spirit emphasizes the concepts of "selfless dedication", "patient supremacy" and "professional ethics", which constantly deepen students' ideological and political literacy in practice. By closely combining ideological and political education with nursing practice, students not only learn professional knowledge, but also form correct values and professional ethics. This promotion reflects the dual role of Nightingale spirit in nursing education—it not only improves students' nursing ability, but also promotes their sense of social responsibility. In addition, the integration of ideological and political courses enables students to further deepen their attention to social issues and understand the responsibility and mission of being a caregiver in society through self-reflection and collective discussion. Through the improvement of this comprehensive quality, students not only improve their nursing skills, but also better understand and practice the social significance and professional ethics behind nursing work.

5.3 Enhancement of professional identity Professional identity is one of the driving forces for the sustainable development of nursing interns after entering clinical work^[9]. This study found that 95.8% of the students had a high sense of identity with the future nursing profession, an increase of 14.0% compared to the previous cohort. This result shows that Nightingale spirit has a positive impact on the formation of students' professional identity. The core ideas of "giving" and "caring for others" in Nightingale spirit provide students with an emotional basis for professional identity^[10]. In clinical practice, students experience the impact of nursing work on patients' quality of life by contacting real patients,

thus deepening their understanding and recognition of the nursing profession. In particular, Nightingale emphasizes that "nursing is a service profession", which helps students realize that nursing is not only a technical operation, but also a combination of professional responsibility and humanistic care. In addition, through the guidance of Nightingale spirit, students are more aware of their social responsibilities as a nursing worker, thus having more recognition and pride in the future nursing profession. The enhanced sense of students' professional identity also means that they will take more initiative to take responsibility and devote themselves more to nursing work after taking the job, thus improving the overall quality of nursing services.

5.4 Improvement of patient satisfaction Patient satisfaction is one of the important indicators to measure the quality of nursing services^[11]. This study revealed that 98.8% of the patients gave positive opinions on the performance and attitude of the internship students. This result shows that nursing interns with Nightingale spirit show a higher level of professionalism and humanistic care in the process of patient care. Nightingale spirit emphasizes that nursing services are not merely technical operations, and also include emotional care and psychological support for patients. In this study, interns improved the overall nursing experience of patients by paying attention to their emotional needs, respecting their wishes, and establishing good communication relationships with them. This concept of "total patient care" helps students reflect their respect and care for patients more comprehensively and in detail when dealing with patient needs, thereby improving patient's overall satisfaction^[12]. The high patient's satisfaction also further verifies the practical effect of Nightingale spirit in nursing education. When receiving nursing services, patients not only affirmed the students' operational skills, but also spoke highly of the students' professional attitude, communication skills and humanistic care. This shows that Nightingale spirit can effectively improve the quality of nursing services, thus enhancing patients' trust and satisfaction with nursing workers.

6 Conclusions

Based on Nightingale spirit, integrating ideological and political theories teaching into clinical practice courses for nursing interns can significantly improve nursing interns' clinical knowledge mastery, ideological and political literacy, professional identity and patient's satisfaction. This research provides a useful reference for the reform and development of nursing education in the future, and also provides ideas for the innovation of training mode of nursing professionals. However, there are still some limitations. The sample size of this study is small and limited to nursing interns in some hospitals. The research results may be localized and incomplete to some extent. In the future, the sample scope can be expanded to cover more regions and intern groups in different hospitals. Secondly, this study mainly collects data through questionnaire survey, and there may be some deviations between the design of ques-

tionnaire and the subjective evaluation of respondents. In order to improve the accuracy of the data, we can further explore how to optimize the implementation of ideological and political theories teaching in the course, and explore more teaching methods in future research, such as scenario simulation and interdisciplinary cooperation, to further improve students' comprehensive quality. In addition, the in-depth application of Nightingale spirit in nursing education should not limited to the clinical practice stage, but can also be extended to classroom teaching, extracurricular activities and other links, so as to more comprehensively cultivate students' professional quality and humanistic care spirit.

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