

Integration of the TPKCEE Model with Curriculum Ideology and Politics in Nursing Foundation: An Application-Based Approach

He Qi^{1,a}, Deng Shufang^{1,b,*}

¹*School of Nursing, Xiangnan University, Chenzhou, Hunan, China*

^a894739394@qq.com, ^b532635540@qq.com

*Corresponding author

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Abstract: This paper discusses the integration of ideological and political education with the teaching of basic nursing education to achieve a new educational model and concept of fostering moral and talented individuals in higher education. By analyzing the challenges faced in implementing ideological and political education in the course "Basic Nursing," the paper proposes a mixed teaching design for basic nursing education based on the TPKCEE teaching model. The TPKCEE teaching model incorporates elements such as thinking-oriented teaching, problem-oriented teaching, key-point connections, classic case studies, practical assistance in learning, and knowledge extension. This diversifies the teaching process of basic nursing, enhances teacher-student interactions, and facilitates the role of teachers in guiding students while cultivating their multifaceted qualities. This teaching design helps create synergy between basic nursing education and ideological and political education, achieving the goal of nurturing students in an all-around manner, and cultivating high-quality nursing professionals.

In recent years, Chinese higher education has placed great emphasis on the goal of fostering moral and talented individuals and has integrated ideological and political work throughout the entire process of education and teaching, striving to nurture students in an all-around manner, which has led to new developments in the higher education sector. Ideological and political education, as the main channel, organically integrates ideological and political education with curriculum and teaching, enriches and updates teaching content, and innovates teaching methods, achieving the dual effects of knowledge impartation and value guidance. Basic nursing education is the first professional course for nursing students, with a large number of learning hours and practical operations^[1]. It is a compulsory course to cultivate nursing practitioners with both integrity and competence and serves as a bridge to promote the professional development of nursing students. The integration of ideological and political education into the teaching of basic nursing aims to cultivate nursing successors with ideals and beliefs aligned with the themes of the new era and the courage to undertake historical missions. With the deepening of educational informatization, the blended teaching model combining online and traditional teaching provides new possibilities for

nursing education. Based on the blended teaching of online open courses, the integration of traditional teaching with the advantages of online learning stimulates the dominant role of teachers, activates students' enthusiasm and creativity, and highlights the status of students as the subject of learning. This paper aims to analyze the challenges in implementing ideological and political education in the course "Basic Nursing" and proposes a teaching design for basic nursing education based on the TPKCEE teaching model and online open courses. It explores a new model of integrating ideological education with nursing education to cultivate high-quality nursing professionals who meet clinical demands. Through this research, we hope to contribute to the improvement and development of nursing education through valuable exploration and practice.

1. Challenges in Basic Nursing Education

In the teaching of basic nursing education, although some attempts have been made to conduct ideological and political education, there are still some challenges. Firstly, as a discipline with strong professionalism, the content of basic nursing education is relatively complex. Teachers often need to spend a significant amount of time explaining professional knowledge, making it difficult to incorporate ideological and political education. This can lead to students perceiving ideological education as separate from nursing knowledge, resulting in a sense of detachment from ideological education. Secondly, some teachers in basic nursing education are confused about how to integrate ideological and political education into the curriculum. They may lack the corresponding teaching methods and means to organically integrate ideological and political education into the teaching of professional knowledge, making ideological education seem superficial. Students' understanding of basic nursing mostly remains at the level of theoretical knowledge, lacking in-depth understanding and practical experience in nursing. As a result, students may not have a high level of interest in nursing and fail to develop a genuine passion for the nursing career. The integration of ideological and political education can help students strengthen their sense of identity and mission towards nursing during the learning process.

Moreover, some universities do not attach sufficient importance to ideological and political education, leading to a lack of infiltration of ideological and political education in basic nursing education. This deprives students of ideological and political education guidance and education during the learning process, making it difficult for them to form correct values and worldviews^[2].

2. Integration of Ideological and Political Education in the TPKCEE Teaching Model for Basic Nursing Education

The TPKCEE teaching model is a comprehensive teaching approach^[3] that combines six elements: Systems Thinking (T), Problem-Oriented Approach (P), Key-Point Connections (K), Classic Case Studies (C), Practical Assistance in Learning (E), and Knowledge Extension (E). It provides teachers with a flexible and diverse teaching framework and offers students an effective learning pathway. In the integration of ideological and political education into the teaching of basic nursing, we can apply the TPKCEE teaching model to enhance the effectiveness of curriculum-based ideological and political education.

2.1 Application of the TPKCEE Teaching Model

Systems Thinking (T): In teaching, we should focus on the entire nursing knowledge system and present the relationships and connections between various knowledge points to students. By integrating ideological and political education, we can introduce the guiding significance of socialist core values to nursing at a macro level, guiding students to understand the value and

significance of nursing as a whole.

Problem-Oriented Approach (P): In the teaching process, we can use questions to stimulate students' thinking and foster their interest in learning. For instance, in Module 17 "End-of-Life Care," we can present questions such as "What are the goals of end-of-life care?" and "How can we provide the best care for terminally ill patients?" before the class to spark students' curiosity and encourage them to think and prepare. During the class, we can propose a series of questions to guide students in thinking and discussing, cultivating their problem-solving abilities.

Key-Point Connections (K): Regarding the content of basic nursing education, it is essential to identify key points and challenges in the teaching process. In Module 7 "Diet and Nutrition," for instance, during the teaching process, we should clarify the key points and challenges, such as balanced diet and dietary requirements for specific patients. Through mind maps or dietary plans, we can connect various nutrition-related knowledge points to help students establish a comprehensive conceptual framework.

Classic Case Studies (C): By introducing classic case studies, such as explaining how a patient with diabetes manages blood glucose through proper diet and how nurses develop personalized dietary plans for such patients, we can help students understand nursing practices in real-life scenarios and deepen their comprehension of nursing.

Practical Assistance in Learning (E): Basic nursing education should emphasize practical activities. Through practical exercises, students can apply theoretical knowledge to real-life situations, develop practical skills, and cultivate a sense of human care. For example, in the chapter on injection techniques, practical activities can be organized to allow students to engage in simulations. They can learn the correct usage of syringes, perform subcutaneous injections, and administer intramuscular injections to enhance their practical skills and cultivate their humanistic care awareness.

Knowledge Extension (E): The integration of ideological and political education should continuously expand students' knowledge horizons. By providing the latest literature and materials related to the course, students can be informed about cutting-edge research and development trends in nursing. Encouraging students to participate in academic discussions will also enhance their understanding and awareness of the discipline.

Through the implementation of the TPKCEE teaching model in the integration of ideological and political education in basic nursing education, we aim to cultivate high-quality nursing professionals who not only possess strong theoretical knowledge but also uphold socialist core values and have a deep sense of social responsibility. This approach aligns with the goal of nurturing well-rounded individuals in higher education and contributing to the advancement and development of nursing education.

2.2 Teaching Design Proposal for Integrating Ideological and Political Education in the TPKCEE Model for Basic Nursing Education

The teaching design is based on an online open course for basic nursing, and it constructs a blended teaching model that combines pre-class, in-class, and post-class activities. In the pre-class phase (online learning), nursing students study introductory micro-courses and complete pre-class online tests. In the in-class phase (offline learning), students focus on case-based learning of key and challenging topics. In the post-class phase (online or offline learning), students engage in practical activities and explore additional learning resources. The content of ideological and political education includes socialist core values, humanistic care spirit, scientific spirit, etc. Based on comprehensive research on clinical nursing demands and nursing job competency analysis, the course content is integrated in a work process-oriented manner, comprising three major projects: Admission Nursing, Inpatient Nursing, and Discharge Nursing. The Admission Nursing project

includes two modules: Module 1 - Environment and Module 2 - Admission Nursing. The Inpatient Nursing project includes 14 modules, specifically: Module 3 - Patient Safety and Nurse Occupational Protection, Module 4 - Hospital Infection Prevention and Control, Module 5 - Patient Hygiene, Module 6 - Rest and Activity, Module 7 - Nutrition and Diet, Module 8 - Vital Sign Assessment and Nursing, Module 9 - Excretion, Module 10 - Medication Administration, Module 11 - Intravenous Infusion and Blood Transfusion, Module 12 - Cold and Heat Therapy, Module 13 - Specimen Collection, Module 14 - Pain Management, Module 15 - Observation of Patients' Conditions, and Module 16 - Medical and Nursing Documentation. The Discharge Nursing project consists of one module: Module 17 - End-of-Life Care and Discharge Nursing. In the integration of ideological and political education in basic nursing education, we can design teaching plans based on each module, incorporating the TPKCEE teaching model, socialist core values, humanistic care spirit, scientific spirit, and other ideological and political education contents, to provide students with comprehensive nursing knowledge and professional development.

Example 1: In Module 7 "Hospital Infection Prevention and Control," T: When introducing this chapter, we start from the perspective of the entire nursing knowledge system and emphasize the importance of hospital infection prevention and its impact on patients and medical institutions. We highlight that hospital infection prevention and control are indispensable aspects of nursing, cultivating students' scientific attitudes in nursing practice. P: Before the class, through the online open course, we push micro-lessons and guide students to think with problem-oriented questions: "What are the hazards of hospital infections?" "How can we effectively prevent and control hospital infections?" "How should medical staff correctly wear and remove personal protective equipment?" to stimulate students' interest in learning. K: In the offline classroom, we use charts, case analysis, and mind maps to clarify the key and challenging aspects of hospital infection prevention and control, such as hand hygiene, disinfection, and medical waste management. Through mind maps or flowcharts, we connect various preventive and control measures, helping students establish a comprehensive conceptual framework in nursing. C: We introduce a real hospital infection case, allowing students to learn and think in practical nursing scenarios. For example, we can select a patient with postoperative infection and teach students how to conduct pain assessment and implement relevant relief measures. E: After class, we assign group discussion tasks, where students explore practical applications of hospital infection prevention and control, linking theory with practice. We arrange students to participate in simulated practice, such as proper hand hygiene procedures and disinfection processes. Through practical exercises, students master correct preventive and control skills, cultivating practical capabilities and humanistic care awareness. E: Through the online open course, we push the latest research findings and guidelines related to hospital infection prevention and control, enabling students to expand their knowledge in relevant fields. We also guide students to participate in related academic discussions, broadening their knowledge base and enhancing their understanding of the discipline.

Example 2: In Module 15 "Nursing for Patients in Pain," T: We emphasize the importance of nursing for patients in pain and integrate it into the entire nursing knowledge system. We introduce the impact of pain on patients and the role of nursing in relieving pain and improving the quality of life for patients. We guide students to embrace a humanitarian spirit, fostering their awareness of caring for patients' suffering and adhering to a patient-centered nursing philosophy. P: Before the class, through the online open course, we push micro-lessons and guide students to think with problem-oriented questions: "How does pain affect patients' physical and mental health?" "How to assess and alleviate patients' pain?" "What common challenges do you encounter when nursing patients in pain?" to stimulate students' interest in learning. K: In the offline classroom, we use charts, case analysis, and mind maps to clarify the key and challenging aspects of nursing for patients in pain, such as pain assessment, pain relief methods, and medication management. Through mind maps or flowcharts, we connect various nursing measures, helping students build a comprehensive nursing knowledge system. C: We introduce a real case of nursing for a patient in pain, allowing students to learn and think in practical nursing scenarios. For example, we can

choose a patient experiencing postoperative pain and teach students how to conduct pain assessment and implement corresponding relief measures. E: After class, we assign group discussion tasks, where students explore practical applications of nursing measures for patients in pain, linking theory with practice. We arrange students to participate in simulated practice, such as conducting pain assessments. Through practical exercises, students master correct nursing skills, cultivating practical capabilities and humanistic care awareness. E: Through the online open course, we push the latest research findings and guidelines related to pain management, enabling students to understand cutting-edge nursing.

3. Advantages of Integrating Ideological and Political Education into the TPKCEE Teaching Model for Basic Nursing Education

3.1 Diversified Teaching Process and Systematic Thinking

Integrating ideological and political education into the TPKCEE teaching model for basic nursing education can achieve a diversified teaching process, focusing not only on imparting knowledge and skills but also on cultivating students' ideological and political awareness^[4]. While delivering knowledge and skills in basic nursing, teachers should guide students to contemplate ethical principles, humanistic care, and other aspects, fostering their sense of social responsibility and patriotism. For instance, during teaching nursing skills, relevant ethical cases can be incorporated to prompt discussions on how to balance patients' rights and medical staff responsibilities in real nursing practice, enhancing students' awareness of professional ethics.

Moreover, integrating ideological and political education into the TPKCEE teaching model requires teachers to possess systematic thinking capabilities. Teachers should integrate ideological and political education with nursing knowledge, connecting nursing knowledge with ideological and political education. This helps students understand the social value of the nursing profession and reinforces their respect and care for patients. Systematic thinking also involves integrating course content, allowing students to grasp knowledge not only in nursing but also in healthcare systems, doctor-patient relationships, and other background information, broadening students' knowledge breadth and cultivating their abilities for comprehensive analysis and problem-solving.

3.2 Enhanced Teacher-Student Interaction and Teacher's Role as a Guide

Integrating ideological and political education into the TPKCEE teaching model promotes closer interaction between teachers and students. In traditional basic nursing education, students often passively receive knowledge, but the TPKCEE teaching model, combined with ideological and political education, encourages active student thinking and expression. The inseparability of teaching and nurturing calls for the integration and synergy of ideological and political education with professional course education, serving the fundamental purpose of fostering students' ethical and academic development^[5]. Teachers are no longer mere transmitters of knowledge but become guides in students' learning and growth. Teachers should encourage students to raise questions, voice opinions, and guide them in using nursing knowledge to analyze and solve real-world problems, facilitating students' growth through exploration. Teachers should also play the role of education guides, guiding students to establish correct values and outlook on life. Nursing students will face various complex medical scenarios and patient situations in their future careers, requiring strong moral character and noble sentiments. Therefore, teachers should focus on nurturing students' ethical integrity, guiding them to form proper values and attitudes towards life, and ensuring that they possess a caring attitude towards patients and contribute as responsible nursing professionals to society.

3.3 Improved Comprehensive Abilities of Nursing Students and Cultivation of High-Quality Nursing Talents

Integrating ideological and political education into the TPKCEE teaching model not only enhances students' proficiency in professional knowledge but also focuses on cultivating their comprehensive abilities. Nursing, as an applied discipline, demands students to have a solid theoretical foundation, high practical operational capabilities, and comprehensive problem-solving skills. Through the integration of ideological and political education, students' interest in learning nursing is stimulated, and their learning motivation is enhanced, resulting in a better grasp of nursing knowledge and skills.

Within the TPKCEE teaching model with integrated ideological and political education, teachers can strengthen personalized guidance for students, helping them discover their strengths and potential during the learning process and providing more opportunities for their development. For instance, encouraging talented students to participate in nursing skills competitions, academic seminars, and other activities can elevate their comprehensive abilities and competitiveness. Additionally, teachers should pay attention to students' ideological dynamics and mental health, offering necessary psychological counseling and support to ensure their comprehensive development and healthy growth.

4. Conclusion and Outlook

4.1 Conclusion

This paper aims to explore the feasibility and advantages of integrating ideological and political education into the TPKCEE teaching model for basic nursing education. We have deeply analyzed the challenges existing in basic nursing education and introduced the TPKCEE teaching model, with a specific focus on its application in basic nursing education. Additionally, through examples of teaching plans for specific chapters in "Basic Nursing," we further illustrate the practical implementation of the TPKCEE teaching model. The integration of ideological and political education into the TPKCEE teaching model holds significant implications for basic nursing education. In the rapidly evolving information technology environment, education and teaching face higher demands and greater challenges. The TPKCEE teaching model offers an innovative approach to stimulate students' interest in learning and enhance teaching effectiveness. Simultaneously, integrating ideological and political education into basic nursing education can strengthen students' ideological and political education, foster correct values and a sense of social responsibility, and produce nursing professionals with both ethical and professional excellence.

4.2 Outlook for Future Research

Although this paper discusses the application of integrating ideological and political education into the TPKCEE teaching model in basic nursing education, further research and exploration are necessary to effectively integrate ideological and political education into nursing programs^[6]. The following areas should be considered for future research:

4.2.1 Evaluation of Teaching Outcomes and Effects

In practical application, it is essential to assess and study the effects of integrating ideological and political education into the TPKCEE teaching model. Through evaluations of teaching outcomes, we can understand students' progress in terms of knowledge mastery, skill improvement, and ideological awareness. Additionally, in-depth research should investigate the impact of this teaching model on students' ideological and political education, examining whether it cultivates correct values and a sense of social responsibility in students.

4.2.2 Teacher's Professional Development and Training

Integrating ideological and political education into the TPKCEE teaching model requires teachers to possess high levels of information technology proficiency and teaching design capabilities. Therefore, universities should enhance teachers' professional development and training to improve their ability to employ technological means in teaching. Furthermore, for teachers, "course-based ideological and political education" means updating ideologies and advancing roles. In the continuous cycle of contemplating, implementing, and reflecting on the reform of "course-based ideological and political education," they will grow into educators with ideals, a broad mindset, and a sense of responsibility^[7].

4.2.3 Deepened Implementation of Student Ideological and Political Education

Integrating ideological and political education into the TPKCEE teaching model is not only about content integration but also requires schools and teachers to deepen student ideological and political education. Schools should strengthen student ideological and political education, guiding students to establish correct worldviews, outlooks on life, and values. Only when student ideological awareness is deeply implemented, can the integrated teaching model truly achieve significant results.

In future educational practices, we should continue to pay attention to and conduct in-depth research on this teaching model, continuously exploring more effective ways to integrate ideological and political education with disciplinary education, and making greater contributions to cultivating outstanding nursing talents.

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