

# Research on the Whole Process of Ideological and Political Education in Vocational Undergraduate Nursing Curriculum from the Perspective of “Three All Education”

Kai Kou\*

Hainan Vocational University of Science and Technology, Haikou 571137, Hainan, China

\*Author to whom correspondence should be addressed.

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**Abstract:** Against the backdrop of accelerated development in vocational undergraduate education and the advancement of the Healthy China strategy, the cultivation of nursing talents requires a high-quality transformation characterized by “integrating moral and technical skills, and unifying knowledge with practice.” The concept of “ideological and political education in courses” has evolved from the question of “whether to implement it” to the stage of “how to deepen and solidify its implementation.” This paper, from the perspective of “holistic education”, focuses on the characteristics of vocational undergraduate nursing programs and the entire training process. It analyzes issues in the construction of ideological and political education in courses, such as the disconnect between ideological and political education and professional training, gaps in clinical practice, and an evaluation system that prioritizes knowledge over action. The paper proposes a comprehensive educational model covering the entire process, from “training programs—curriculum systems—classroom teaching—on-campus training—clinical internships—second classroom—quality evaluation—collaborative mechanisms.” Additionally, the paper proposes implementation strategies from three dimensions: a three-stage progression path (ideological and political courses—ideological and political education in courses—clinical ideological and political education), the construction of collaborative educational communities, and the development of a digital and intelligent evaluation system. These strategies provide actionable and replicable practical paradigms for the systematic construction of ideological and political education in vocational undergraduate nursing programs.

**Keywords:** Holistic education; Vocational undergraduate; Nursing specialty; Ideological and political education in curriculum; Whole-process education; Clinical ideological and political education

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## 1. Introduction

The nursing profession embodies the professional values of “putting people first and serving society with compassion”, and its talent cultivation encompasses skills, ethics, humanities, and responsibility. The undergraduate nursing program aims to cultivate high-level technical professionals, requiring students to possess solid theoretical knowledge, exquisite skills, and higher-level professional ethics. However, in reality, nursing education faces issues such as “overemphasis on

skills at the expense of ethics, separation of knowledge and practice, and disconnection between academic and clinical education.” For instance, ideological and political elements are sporadically embedded in classroom teaching, value guidance during practical training and internships is weakened, and the evaluation system overly focuses on knowledge and skill assessments, making it difficult to track the trajectory of implicit competency development.

The “Three-All Education” systematizes and institutionalizes moral cultivation and talent development. For vocational undergraduate nursing programs, the key to “curriculum-based ideological and political education” lies in integrating value guidance throughout the entire training process to form a closed-loop educational system. Based on this, this paper proposes the construction framework, operational mechanisms, and implementation pathways for a curriculum-based ideological and political education model that spans the entire training process, addressing the question of “how to implement the Three-All Education in the talent cultivation chain of vocational undergraduate nursing programs.”

## **2. Theoretical foundation and analytical framework**

### **2.1. Coupling logic of “three all education” and ideological and political education in the curriculum**

The “Three-All Education” model employs systematic governance to coordinate educational resources and processes, embedding value cultivation throughout talent development. Meanwhile, “Curriculum Ideological and Political Education” emphasizes synergy between general courses and ideological-political courses to enhance knowledge delivery and value guidance. Their integration lies in the former providing micro-level integration pathways while the latter offers macro-level coordination frameworks. For undergraduate nursing programs, three transformations are required: transitioning from individual teacher participation to organized implementation, from classroom integration to full-process continuity, and from empirical judgments to standardized, data-driven quality improvement.

### **2.2. Type characteristics and requirements for vocational undergraduate nursing talent cultivation**

Unlike traditional vocational colleges and regular undergraduate programs, vocational undergraduate education in nursing emphasizes cultivating advanced technical skills and complex situational response capabilities, requiring the integration of ideological and political education with the “value-ability-behavior” framework. The distinctive features of vocational undergraduate nursing programs are reflected in three aspects: (1) realistic job scenarios and high ethical risks, which demand students’ ethical sensitivity and professional value judgment; (2) a focus on life and health as the core service object, necessitating the development of humanistic care and responsibility awareness; (3) long practice chains and complex clinical scenarios, which require value guidance to extend to clinical phases and be monitorable and evaluable.

### **2.3. Structured framework of holistic education**

This paper proposes a comprehensive “goal-path-carrier-evaluation-cooperation” framework: With training programs and graduation requirements as objectives, the three-ring progression as the primary pathway, classroom instruction, practical training, internships, and extracurricular activities as implementation vehicles, process-oriented and value-added evaluations as quality assurance mechanisms, and collaborative communities as organizational safeguards. The framework emphasizes that education is a process-oriented redesign, where each component includes defined tasks, tools, and measurable data, all of which are subject to evaluation and continuous improvement.

## **3. The practical foundation for ideological and political education in vocational undergraduate nursing courses**

### **3.1. Policy and school environment provide systematic advancement conditions**

In recent years, the construction of ideological and political education in courses has evolved from top-level design to

institutionalized advancement. The orientation of high-quality development in vocational education and the strategic goal of “Healthy China” have strengthened the value dimension of nursing talent cultivation. If schools establish exemplary courses, teaching teams, and project-based promotion mechanisms for ideological and political education in courses, they can provide a governance foundation for the implementation of the whole-process education model, making it possible to transform “concepts” into “processes.”

### **3.2. The nursing curriculum and practical system possess inherent advantages for integration**

The nursing program follows a progressive structure of “theoretical courses—skill training—clinical internships—on-the-job training”, with curriculum content closely aligned to professional ethics, creating natural “mapping points” for ideological and political education. For instance, basic nursing reinforces rigor and dedication, geriatric nursing integrates respect for the elderly and the dignity of life, critical care nursing highlights team collaboration and responsibility, while ethics and legal courses connect with legal, technological, and ethical frameworks. By completing structured organization and resource library development, “sporadic exploration” can be upgraded to “systematic supply.”

### **3.3. Digital and intelligent teaching conditions promote process tracing and evidence improvement**

Vocational undergraduate nursing education predominantly employs virtual simulation, situational modeling, and blended online-offline teaching methods, creating conditions for the “visualization and quantification” of ideological and political education in courses. Classroom discussions and situational simulations are accumulated as process data, addressing the evaluation dilemma of “emphasizing knowledge over practice” and focusing on students’ “how to do, why to do, and whether to sustain.”

## **4. Key issues and bottlenecks in current construction**

### **4.1. There is still a tendency towards “hard embedding” in the integration of ideological and political education and professional education**

Some courses of ideological and political education remain at the formalistic stage of merely narrating stories at the beginning and concluding with reflections, lacking an intrinsic logical connection between ideological elements and professional knowledge, which students perceive as “additional additions.” The value guidance in nursing education should be intertwined with knowledge structure, operational standards, and clinical decision-making. Otherwise, it becomes difficult to establish stable recognition, let alone form professional behavior.

### **4.2. Discontinuity in educational practice**

The internship phase is a critical period for the formation of professional values, yet it often remains the weakest link in ideological and political education. On one hand, clinical mentors face high workloads and lack awareness and methods for ideological and political education. On the other hand, the absence of standardized tools and co-management mechanisms between schools and training bases makes it difficult to extend the logic of campus-based education to ward settings. Under real-world pressures and efficiency-oriented demands, students are prone to value erosion or “learning to do things but not to be people.”

### **4.3. Evaluation system “emphasizes knowledge but neglects practice”, which is difficult to support continuous improvement**

Current evaluation systems predominantly rely on knowledge tests and skill assessments, lacking credible process evidence for implicit competencies such as professional identity, humanistic care, and ethical decision-making. Even when questionnaires are used, they often remain at the subjective self-assessment level, making them inadequate for precise diagnosis or teaching improvement. Without a closed-loop evaluation system, ideological and political education

in courses can only be implemented “based on intuition”, ultimately failing to achieve large-scale replication or produce scalable outcomes.

## **5. Construction path of the whole-process education model for ideological and political education in vocational undergraduate nursing courses from the perspective of “three-all education”**

### **5.1. Constructing a progressive and integrated value integration mechanism**

To align with the developmental patterns of vocational undergraduate nursing professionals, an integrated educational framework should be established through systematic embedding, featuring a progressive mechanism of “ideological-political courses—curriculum-based ideological-political education—clinical ideological-political education.” The “ideological-political courses” focus on reinforcing fundamental ideals, beliefs, and professional ethics. “Curriculum-based ideological-political education” emphasizes embedding value elements into the knowledge system and skill training processes of specialized courses. “Clinical ideological-political education” utilizes real-world nursing scenarios to transform value cognition into stable professional behavioral norms. Through this layered educational chain of “cognition—identification—practice”, ideological-political education can be continuously deepened throughout the training process, avoiding fragmented or superficial implementation of curriculum-based ideological-political education.

### **5.2. Improve the multi-subject collaborative organization and operation system**

The effective implementation of holistic education in ideological and political education throughout the curriculum requires coordinated participation and institutionalized integration among multiple stakeholders. Based on the practical needs of nursing education, a collaborative education community should be established, involving professional teachers, ideological and political educators, clinical mentors, and counselors, with clearly defined responsibilities for each participant at different educational stages. Through institutionalized arrangements such as joint lesson preparation, collaborative guidance, and process feedback, the transition from fragmented participation to coordinated collaboration among stakeholders can be facilitated, thereby providing organizational support for the stable operation of comprehensive education.

### **5.3. Establish a quality evaluation and improvement mechanism empowered by digital intelligence**

The evaluation system serves as a crucial foundation for the continuous optimization of ideological and political education throughout the entire course process. It is essential to adopt the principles of formative and summative evaluation, utilizing the CIPP model to systematically assess implementation outcomes across dimensions such as context, input, process, and results. Particular attention should be paid to the development and changes in students’ value orientations, behavioral performance, and professional competencies. By leveraging information platforms to integrate and analyze evaluation data, educators can achieve dynamic monitoring and continuous improvement of educational effectiveness, thereby transitioning the development of ideological and political education from experience-driven approaches to evidence-based practices.

## **6. Conclusion**

To effectively address issues such as “overemphasis on technical skills at the expense of moral education, disconnection between theory and practice, clinical gaps, and evaluation failures” in vocational undergraduate nursing programs, it is essential to transition from fragmented integration to comprehensive process redesign. This paper proposes a holistic curriculum-based ideological and political education model under the “Three-All Education” framework, emphasizing three pillars: progressive integration of three sequential phases, collaborative coordination among four stakeholders, and a

closed-loop digital-intelligent evaluation system. The core value lies in transforming moral cultivation into an operational, observable, and improvable training process.

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## Disclosure statement

The authors declare no conflict of interest.

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