

“Three-in-One” Ideological and Political Education Model in Clinical Teaching of Nursing Interns

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Abstract: *Objective:* To study the application effect of the “three-in-one” ideological and political education model in the clinical teaching of nursing interns. *Methods:* Nursing students who interned in the Department of Gastrointestinal Surgery of Deyang People's Hospital from January 2025 to December 2025 were selected as the research subjects. A historical controlled study design was adopted. Thirty-four nursing interns who rotated in our department from January 2025 to June 2025 were set as the control group and received traditional nursing teaching. Thirty-four nursing interns who rotated in our department from July 2025 to December 2025 were set as the experimental group and received nursing teaching under the “three-in-one” ideological and political education model. Theoretical knowledge, operational skills, teaching satisfaction, professional self-efficacy, and empathy were compared. *Results:* After the teaching, the experimental group's scores in theoretical knowledge and operational skills assessments, nursing internship teaching satisfaction scores, nursing students' professional self-efficacy questionnaire scores, and Jefferson Empathy Scale for Nursing Students (JSPE-NS) scores were significantly higher than those in the control group ($p < 0.05$). *Conclusion:* The “three-in-one” ideological and political education model can significantly improve nursing interns' theoretical knowledge, operational skills, teaching satisfaction, professional self-efficacy, and empathy.

Keywords: Tripartite integration; Ideological and political education; Nursing; Teaching

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1. Introduction

Clinical nursing education is a key path for transforming theoretical knowledge into practice and cultivating the working ability of interns ^[1]. However, traditional teaching focuses on imparting professional knowledge and skills, neglecting value guidance and the enhancement of professional identity, resulting in low professional identity and unstable professional thinking among nursing students ^[2]. Ideological and political education in courses refers to integrating ideological and political education into the teaching practice of professional courses ^[3]. The “three-in-one” ideological and political education model is to subtly infiltrate ideological and political elements in teaching and learning through interesting course design, diversified teaching methods, and volunteer practice activities under the guidance of ideological and political education, and cultivate their professional spirit of loving their job and being willing to contribute ^[4]. At present, although some colleges and universities have integrated ideological and political education into nursing teaching, few teaching hospitals have integrated it throughout the entire clinical internship process. Therefore, this paper studies the

application effect of the “three-in-one” ideological and political education model in the clinical teaching of nursing interns. The specific report is as follows.

2. Materials and methods

2.1. Data

Nursing students who interned in the Department of Gastrointestinal Surgery at Deyang People’s Hospital from January to December 2025 were selected as the research subjects. A historical controlled study design was adopted. Thirty-four nursing interns rotating in our department from January to June 2025 were assigned to the control group. Thirty-four nursing interns rotating in our department from July to December 2025 were assigned to the experimental group. The control group consisted of 10 males and 24 females, aged 23–25 years, with a mean age of (24.78 ± 0.43) years. The experimental group consisted of 9 males and 25 females, aged 23–25 years, with a mean age of (24.65 ± 0.39) years. There were no significant differences between the two groups ($p > 0.05$).

2.1.1. Inclusion criteria

Nursing major; undergraduate degree from a nationally recognized university; meets the requirements of our college’s internship admission process.

2.1.2. Exclusion criteria

Interns who withdraw midway; interns who change groups midway; interns who are absent or on leave for more than 2 weeks; and interns who do not cooperate in completing the questionnaire.

2.2. Methods

The control group received instruction using traditional teaching methods, which involved training in specialized theoretical knowledge and practical skills according to the internship syllabus, followed by theoretical and practical skills assessments upon graduation; no related ideological and political education content was provided.

The experimental group carried out the “three-in-one” ideological and political education model.

(1) Establishment of a teaching reform group

The head nurse was in charge, the teaching group leader, the responsible group leader, and senior teaching teachers were members, and one graduate student assisted in the implementation. The training content included the research purpose, significance, and task allocation.

(2) Learning situation analysis and needs assessment

The learning situation of the interns was analyzed to clarify the teaching objectives, teaching methods and career development needs.

(3) Construction of ideological and political case database

From the aspects of medical humanities, patriotism, history and culture, and professional quality, 2 head nurses, 2 Communist Party members, 2 responsible group leaders, 1 teaching group leader, and 4 specialist nurses jointly collected cases, and the project leader compiled them. Ideological and political elements were integrated into the entire internship process through story sharing, practice reflection, and teachers’ verbal and physical teaching.

(4) Fun and engaging course design

Based on the general surgery nursing teaching syllabus, the course is divided into chapters with interesting names, such as “Appendicitis: A Minor Illness That Should Not Be Underestimated”, “Sending You a Little Red Flower–Stoma Care”, and “Protecting the ‘Stomach’: Key Points of Postoperative Care”, etc., and PPT courseware is made to enhance the attractiveness of the course and strengthen students’ critical thinking and expression abilities and clinical practice abilities.

(5) Diversified teaching methods

The teaching method of combining CBL and PBL is adopted, supplemented by practical tools such as stoma mannequins, stoma positioning garments, and gastrointestinal anatomy teaching aids, to encourage students to “learn by doing” and improve their hands-on ability and humanistic care ability.

(6) Outpatient red hat volunteer activity

Organize students to participate in hospital outpatient volunteer services, provide medical guidance, help students practice medical ethics, care for patients, verify textbook knowledge, and achieve the unity of knowledge and action.

2.3. Evaluation criteria

2.3.1. Objective evaluation indicators

- (1) Theoretical knowledge assessment (100 points);
- (2) Operational skills assessment (OSCE format). The higher the score, the better the mastery of theoretical knowledge and operational skills.

2.3.2. Subjective evaluation indicators

- (1) Satisfaction with nursing internship teaching. The satisfaction questionnaire self-made by our college was used for evaluation. The total score is 20–100 points. The higher the score, the better the satisfaction.
- (2) Nursing students’ professional self-efficacy questionnaire score^[5]. The total score is 27–135 points. The higher the total score, the better the professional self-efficacy.
- (3) Jefferson Empathy Scale for Nursing Students (JSPE-NS) score^[6]. The total score is 20–140 points. The higher the score, the stronger the empathy ability.

2.4. Statistical analysis methods

Data were processed using *SPSS 22.0*. *t*-tests were performed on continuous data, and chi-square tests were performed on categorical data. A *p*-value < 0.05 indicates a statistically significant difference.

3. Result

3.1. Comparison of scores in the two sets of theoretical knowledge and practical skills assessments

After the instruction, the experimental group scored higher than the control group in both theoretical knowledge and practical skills assessments (*p* < 0.05). See **Table 1**.

Table 1. Compares the scores of theoretical knowledge and practical skills assessments.

Grouping	Nursing interns (name)	Theoretical knowledge score (points)		Practical skills assessment score (points)	
		Before teaching	After teaching	Before teaching	After teaching
Control group	34	80.39 ± 1.56	86.99 ± 3.35*	78.17 ± 2.38	85.67 ± 3.77*
Experimental group	34	80.42 ± 1.45	93.59 ± 4.11*	78.78 ± 2.11	93.68 ± 4.16*
<i>t</i> -value	-	0.082	7.258	1.118	8.319
<i>p</i> -value	-	0.934	0.000	0.267	0.000

Note: *Comparison before and after teaching in this group, *p* < 0.05.

3.2. Comparison of nursing internship teaching satisfaction scores, nursing students’ professional self-efficacy questionnaire scores, and JSPE-NS scores between the two groups

After the teaching, the experimental group showed higher scores than the control group in nursing internship teaching

satisfaction, nursing students' professional self-efficacy questionnaire scores, and JSPE-NS scores ($p < 0.05$). See **Table 2**.

Table 2. Comparison of nursing internship teaching satisfaction score, nursing students' professional self-efficacy questionnaire score, and JSPE-NS score

Grouping	Nursing interns(name)	Nursing internship teaching satisfaction rating (points)	Nursing students' occupational self-efficacy questionnaire score (points)		JSPE-NS rating(point)	
			Before teaching	After teaching	Before teaching	After teaching
control group	34	87.69 ± 4.32*	53.56 ± 2.34	88.33 ± 4.12*	71.11 ± 3.14	91.42 ± 5.12*
experimental group	34	91.57 ± 5.11*	53.43 ± 2.09	94.15 ± 5.02*	71.34 ± 3.29	121.57 ± 7.11*
<i>t</i> -value	-	3.381	0.241	5.225	0.294	4.856
<i>p</i> -value	-	0.001	0.809	0.000	0.769	0.000

Note: *Comparison before and after teaching in this group, $p < 0.05$.

4. Discussion

of this study show that after the implementation of the “three-in-one” ideological and political education model for nursing internship teaching, all scores were higher ($p < 0.05$), indicating that the “three-in-one” ideological and political education model can significantly improve the theoretical knowledge level, operational skills, teaching satisfaction, professional self-efficacy, and empathy of nursing interns. It can significantly improve the theoretical knowledge level, operational skills, teaching satisfaction, professional self-efficacy, and empathy of nursing interns, and has a good teaching effect. This is because, firstly, this model breaks through the tendency of traditional teaching to “emphasize professionalism and neglect humanities”, and organically integrates ideological and political education into the whole process of clinical teaching, so that students can gradually internalize professional ethics and social responsibility while mastering professional knowledge^[7]. Secondly, the interesting course design and diversified teaching methods stimulated students' learning interest and initiative, and the combination of CBL and PBL effectively improved students' critical thinking and teamwork ability. Thirdly, the volunteer practice activities realized the unity of theory and practice, and helped students deepen their understanding and recognition of the nursing profession in real situations^[8].

In conclusion, the “three-in-one” ideological and political education model can significantly improve nursing interns' theoretical knowledge, operational skills, teaching satisfaction, professional self-efficacy, and empathy.

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Disclosure statement

The authors declare no conflict of interest.

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