

Importance and Challenges of Nursing Undergraduates' Ideological and Political and Psychological Education in the New Medical Era

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Research Article

Keywords: New Medical era, Nursing undergraduate education, Ideological and political education, Psychological education, Challenge

Posted Date: June 3rd, 2022

DOI: <https://doi.org/10.21203/rs.3.rs-1695375/v1>

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Abstract

Background: The university stage is an important period of life development. Ideological and political education and psychological education are crucial for schools to ensure the political direction of cultivating people. However, low teaching efficiency has been the common problem in education. The purpose of this study was to analyze the importance and to explore the challenges faced by those two kinds of education.

Methods: First, the importance of ideological and political, and psychological education in specialty courses for nursing undergraduates was investigated and studied by literature research and a questionnaire survey. Additionally, we discussed the challenges of ideological and political, and psychological education faced in the New Medical era. Second, a total of 157 survey data were selected randomly from the nursing school of XX Medical University, and their attitudes toward ideological and political education in specialty courses were analyzed by a questionnaire survey partly through *wenjuanxing* online. Meanwhile, the opportunity and challenges undergraduates have encountered were revealed by analyzing the survey data.

Results: The results show that most undergraduates accept ideological and political education and recognize its importance; however, there are also some problems in ideological and political education that need to be noticed and addressed. Approximately 54% of the respondents recognized the significance of ideological and political education in specialty courses for nursing undergraduates. Approximately 52% of the nursing students would like increased comprehensive quality in ideological and political education in specialty courses for nursing undergraduates, 47% of the respondents considered the teachers unable to interpret the knowledge simply, and 39% of them thought the class atmosphere was not good enough. Currently, approximately 70% of nursing undergraduates want to watch ideological and political content related to specialty nursing courses via the internet, which may be a new challenge for teaching.

Conclusions: The current research enforced the importance of ideological and political and psychological education in the New Medical era of nursing undergraduates. Meanwhile, it provides a serious and useful reference for ideological and political and psychological education, which is beneficial for solving the problems in ideological and political and psychological education in specialty courses for nursing undergraduates.

Background

The university stage is an important period of life development and a key period for the formation of a world outlook, outlook on life, and values. Ideological and political education and psychological education are crucial for schools to ensure the political direction of cultivating people^[1]. New medical care is an important foundation of the healthy China strategy; under this policy, it is more important to cultivate nursing students with a firm political position and comprehensive moral, intellectual, physical,

aesthetics, and labor skills^[1]. However, the “double skin” phenomenon of ideological and political work and specialty courses is universal, so the organic combination of the two kinds of courses is a requirement for education work in the New Medical era. In recent years, the combination of specialty courses with ideology and politics education was put forward. This teaching concept is relatively new, the relevant nursing specialty courses in this field are few, and the teaching system still needs improvement. Normally, most students are optimistic and upward looking and have positive values and beliefs^[2]. However, the advent of the information age and the diversified situation of social transformation in China not only provide opportunities but also bring increasing challenges for ideological and political education and psychological education for nursing undergraduates^[3-5]. Therefore, it is important to investigate ideological and political education from the perspective of positive psychology and innovate the methods of education. Meanwhile, improving teachers' quality is also a crucial part of ideological and political education in the New Medical era^[6-8].

Psychological education, as an independent discipline, has developed for nearly a century in Western countries^[8]. In the late 1990s, positive psychology, which cares about the excellent quality of people^[9], arose in Western psychology. The theory of positive psychology focuses on and explores the potential and power of human beings. Furthermore, researchers should pay close attention to science, including work, education, love, growth, and entertainment^[10]. This is particularly important for the high-level development of nursing undergraduates. Nursing staff are in a high-intensity working state for a long time and have to face various kinds of pressure. Previous studies have indicated that many nursing staff in China suffer anxiety and depression, especially during the COVID-19 pandemic^[11,12]. Therefore, it is particularly important to cultivate the tenacious willpower and firm belief of nursing undergraduates in the student period. Nursing specialty courses are an important education courses for the nursing specialty and account for nearly 80% of the overall course load. Organically incorporating a specialty course with ideological and political education is an important means of implementing the philosophy of fostering character through moral education. Positive psychology can be properly applied in this process.

The Chinese characteristics of ideological and political education are the theoretical practice of Marxism in China, from Mao Zedong's Thought, Deng Xiaoping's Theory, and the Important Thought of “Three Represents” to Xi Jinping the Thought on Socialism with Chinese Characteristics for a New Era^[13]. These theories come down in one continuous line and keep pace with the times. Through many years of theoretical research and practice, ideological and political education has made some breakthroughs in college courses in China^[14]; however, ideological and political education in nursing specialty courses has been advocated only in recent years. At the same time, how to effectively combine positive psychology with ideological and political education to achieve better results in teaching has also attracted the attention of most teachers and schools. However, some of them only note the importance of psychological education and ideological and political education but ignore the huge challenges. This study aims to investigate the ways, contents, and forms of ideological and political education combined with nursing specialty courses that are suitable for nursing undergraduates and that are based on a comprehensive survey and the characteristics of the New Medical era.

Literature Review

Present Situation of Ideological and Political Education in Universities

Ideological and political education is important in China, especially for college students. In college, ideological and political education has shown prominent significance in shouldering the momentous mission of cultivating qualified builders and successors of socialism. The forms of ideological and political education generally vary by country, with some countries implicitly carrying out education in the form of civic education, religious education, legal education, and moral education^[15]. In American universities, ideological and political education are devoted to promoting personality development and values and providing religious, political, and moral education. Additionally, they paid attention to the combination of general patriotism and national spirit and paid more attention to the educational function of implicit courses^[16]. In Western Europe, higher education and the rise of a mass graduate class are associated with democratic politics, social issues, and the emergence and persistence of new parties, which will add to education by the government^[17]. Studies have also mentioned social responsibility and civic education in Portugal, death education in Hong Kong China, and politics education in the UK^[18-20]. In the New Medical era, artificial intelligence (AI) teaching systems and short videos are popular in ideological and political education, which also brings challenges to traditional university education^[21].

Positive Psychology in University Education

Positive psychology is a recent branch of psychology that was founded by Seligman, and then Seligman and Csikszentmihalyi established the position of positive psychology in the field of psychology together^[22]. Before the positive psychology movement, negative bias prevailed in psychology research, which considered the positive to be the result of the negative. However, positive psychology focuses on the study of positive experiences, positive institutions, and positive traits; meanwhile, it is not an exercise in changing values but in helping cultures and individuals better achieve what they already value. Positive psychology not only helps overcome adversity but also builds a high-quality social and personal life^[22]. Schools are the primary place where the values of a culture are instilled in young people. It is very important for teachers to transmit optimism, trust, and a hopeful sense of the future, which will positively influence their students' perceptions of the world. Therefore, positive psychology has been widely adopted across the globe in university education in recent decades. Many studies have indicated that students with positive education have higher well-being and significantly higher standardized test scores, and meanwhile, students were found to be more engaged and more perseverant in some studies^[23,24]. Furthermore, colleges and universities carrying out positive psychology education for students could encourage students to continuously improve and optimize their personal qualities and help them meet the needs of social development and the progress of society^[24]. Ideological and political education also improves students' professional ability and their internal development^[14]. Psychology education is one subsystem of modern ideological and political education and has become the theoretical and practical focus of modern ideological and political educators^[25].

Importance of Combining Ideological and Political Education with Nursing Specialty Courses in University

Training in medical/nursing is highly emotionally and physically demanding, and students need to complete general education studies as well as professional studies within a shorter time, which usually leads students to feel anxiety, depression, and hopelessness about the future^[26,27]. The psychological well-being of Chinese medical/nursing students has become a critical focus of attention for the medical education community^[27]. Therefore, it is practically significant to incorporate positive psychology into nursing school education, which can significantly increase students' resilience and psychological well-being, improve their academic accomplishments, and finally help them flourish in both their professional studies and personal lives^[28]. In the New Medical era, China has put forward clear and higher requirements for the training of talented nursing students. It is assumed that students need not only independent learning capabilities and smooth communication skills but also to focus on the shaping of the personality of students to promote good political literacy and moral qualities, considering their own characteristics. Therefore, ideological and political education is of great significance for nursing students^[29]. Most teachers from nursing schools are trying to make college ideological and political education fit the development of specialty nursing courses, promote the integration of the two kinds of courses, and promote better ideological and political education ground penetration into nursing specialty courses. However, with the rise of the information age in China and the requirements of the New Medical era, it is important to realize the innovative development of training teaching and ideological and political education in nursing specialty course teaching. At the same time, it is also important to consider how to help students consciously improve their ideological and political morality and guide them to establish a correct outlook on life and values subtly. Finally, all disciplines and nursing specialty courses set by the nursing school must play the role of ideological and political education and build a full and well-rounded process and full curriculum from a strategic height.

Methods

Aim

This study aims to analyze the importance of nursing undergraduates' political education and psychological education in specialty courses and explore the challenges faced by those two kinds of education in the New Medical era.

Study Design

Specialty nursing courses are considered important for nursing students to build their professional studies. The courses are open to year-3 students at the Nursing School, XX Medical University, Henan, China. The attendees who voluntarily consented to participate in the research were asked to complete the questionnaires. All questionnaires were anonymous, except for gender and age, to try to ensure honest answers and avoid stigmatizing participants as much as possible. No compensation was provided for participation.

Participants

In the current study, 157 nursing undergraduates from grade 3 of the Nursing School, XX Medical University, were selected as the respondents. A total of 186 questionnaires were randomly distributed to all participants, partly through *wenjuanxing*, and 157 were received. All of them were completely answered with valid data, so the effective received rate was 84.4%.

The detailed demographic variables of the participant cohorts are described in Table 1. The sample in this study comprised 138 female students (87.9%) and 19 male students (12.1%). For the 157 participants, their ages ranged from 18 to 25 years (Mean=21.5, SD=0.88).

Table 1. Demographic characteristics of the respondents.

Variable		N=157	
		Number	Percentage (%)
Demographic Characteristic	Gender		
	Male	19	87.9
	Female	138	12.1
	Age (years)		
	18-20	8	0.05
	21-23	146	0.93
	24~	3	0.02

Table 2 The notice and acceptance of ideological and political education in nursing specialty courses.

Q1 Your gender	A Male; B Female
Q2 Your age	A 18-20; B 21-23; C ≥24
Q3 The amount of time you spend online each day	A 1-3 h; B 3-6 h; C more than 6 h
Q4 Do you believe the information obtained from the internet	A very much believe; B believe; C slightly believe; D not believe
Q5 Are you willing to study ideological politics through the internet	A very much willing; B willing; C slightly willing; D unwilling
Q6 The influence of the internet on your ideology and politics education	A very much influence; B influence; C slightly influence; D no influence
Q7 Your recognition to the ideological and political education work of the school	A recognized; B slightly recognized; C not recognized
Q8 Who do you think is the main body of ideological and political education in school?	A instructors; B ideological and political course teachers; C teachers of other majors
Q9 Do you think ideological and political education in specialty nursing courses undergraduates have practical significance?	A very much significant; B significant; C slightly significant; D not significant
Q10 What is the reason for you to study ideological and political in specialty nursing courses?	A for life instruction; B compulsory reason; C improve personal accomplishment
Q11 In what aspect do you think the ideological and political courses have improved you the most?	A political events; B moral behavior; C thinking pattern; D no improvement
Q12 What do you hope to achieve through ideological and political education in specialty nursing courses?	A knowledge and skills; B volitional quality; C mode of thinking; D comprehensive quality
Q13 The positive factor inducing you to take ideological and political education in specialty nursing courses are	A teachers' high knowledge level and teaching ability; B practically significant contents; C interest in contents related to ideology and politics; D a certain understanding and foundation of ideological and political education
Q14 The negative factor hindering you from ideological and political education in specialty nursing courses are	A poor social environment; B dislike for the teaching method of the teacher; C lacking interest in ideological and political content; D unpractical contents
Q15 What problems do you think exist in ideological and political education in specialty nursing courses?	A The content is too difficult; B The textbook is difficult to understand; C The teaching method is not interesting; D The students do not care; E The course does not reflect the practical significance; F Others.
Q16 What do you think of adding ideological and political education to specialty nursing courses?	A very valuable; B out of date; C of no practical use

Q17 What qualities do you think nursing teachers lack in ideological and political education	A sense of humor; B ability to interpret the textbook in a simple way; C enthusiasm for work; D profound knowledge; E ability to adjust the class atmosphere; F concern for students
Q18 What kind of teaching content do you prefer in ideological and political education in specialty nursing courses?	A pure theory with knowledge points; B theories followed by cases; C full of cases like stories; D others
Q19 Do you like to actively use mobile internet terminal devices (such as mobile phones and computers) to watch ideological and political content related to specialty nursing courses?	A extremely like; B like; C slightly like; D dislike; E extremely dislike
Q20 Your mental condition:	An Optimistic, cheerful and positive; B mild depression; C negative, pessimistic and under great pressure
Q21 The person you want to vent your stress to:	A teachers; B friends; C parents; D lover; E network
Q22 Your personal value depends on:	A social contribution; B wealth; C respect from others; D power; E knowledge or ability; F comfort; G social status; H others
Q23 Do you think improvements in school ideological and political education content related to specialty nursing courses are needed?	A no; B yes, please fill in

Hypotheses of the Study

The core content of ideological and political education is the theoretical practice of Marxism in China, from Mao Zedong's Thought, Deng Xiaoping's Theory, and the Important Thought of "Three Represents" to Xi Jinping the Thought on Socialism with Chinese Characteristics for a New Era^[13], which is shown Fig. 1. Ideological and political education is essential to promote good political literacy and moral qualities, which is also important to nursing students' professional studies and personal lives.

In the New Medical era, China has put forward higher requirements for the training of talented nursing students, so increasing students' resilience and psychological well-being has become increasingly important. Many nursing schools are trying to develop students' relevant abilities; therefore, in the last decade, most teachers have paid more attention to promoting the integration of ideological and political courses into nursing specialty courses and promoting better ideological and political education penetration into nursing specialty courses to improve the overall quality of nursing students. However, the organic combination of ideological and political education and specialty courses still needs deep study; meanwhile, psychology education is one subsystem of modern ideological and political education, not only becoming a new research focus but also facing challenges in the New Medical era. Therefore, first, we investigated the attitude toward receiving ideological and political education from the internet and the acceptability of combining ideological and political courses with nursing specialty courses; then, we

inquired about the students' expectations and suggestions regarding the combination of the two kinds of courses and analyzed the shortage of teachers' quality. Finally, we investigated the mental condition of nursing students, providing a further theoretical foundation for curriculum integration education in nursing school. The hypotheses proposed in this study are as follows:

H1: Nursing undergraduates accept ideological and political education from the internet.

H2: Nursing undergraduates notice the importance of organically incorporated nursing specialty courses and ideological and political education.

H3: In the New Medical era, ideological and political education penetration into nursing specialty courses faces challenges.

H4: Nursing specialty course teachers should increase their ability to explore new teaching methods.

Survey Design

A questionnaire was designed based on the reference questionnaire of Xiaoqing He et al.^[30], as shown in Table 2, for nursing undergraduates to investigate their knowledge and acceptance of ideological and political education in nursing specialty courses. The questionnaire was mainly divided into three parts. The first part is basic information, including gender and age (Question 1 to 2). The second part is the investigation of the time online and the cognition and acceptance of online ideological and political education (Question 3 to Question 6). The third part is the notice and acceptance of ideological and political education in nursing specialty courses (Question 7 to Question 22), which involves five aspects: (1) the evaluation of the knowledge and acceptance of ideological and political education in nursing specialty courses; (2) the evaluation of the current organically incorporated nursing specialty courses and ideological and political education; (3) the evaluation of teachers' abilities in nursing specialty courses; (4) the evaluation of the acceptance of the ideological and political education in nursing specialty courses; and (5) the mental condition of nursing undergraduates and the evaluation of value orientation of nursing undergraduates. Moreover, to make the research more rigorous and comprehensive, the end of the questionnaire is an open question. Therefore, this questionnaire mainly addresses nursing undergraduates' attitudes and problems regarding the acceptance of ideological and political education in nursing specialty courses, followed by the reasons for these problems.

Statistical Analysis

The questionnaire data were processed using IBM SPSS 21.0 software (IBM, Armonk, New York, United States), and the measurement data are expressed as the mean \pm SD ($\bar{x} \pm s$).

Results

The Reliability Test and Validity Test of the Questionnaire

The reliability and validity of the questionnaire are shown in Fig. 2, which was tested by IBM SPSS 21.0. To analyze the reliability of the questionnaire, the alpha coefficient of the questionnaire was detected by SPSS, which is 0.772. The Kaiser–Meyer–Olkin (KMO) statistic was used to analyze the validity, which is 0.721. These results indicated that the questionnaire has reasonable reliability and validity while meeting the research standard.

The Attitudes and Acceptance of Nursing Undergraduates regarding Ideological and Political Knowledge from the Internet

In the information age, the way college students acquire knowledge is changing, and the internet impacts their study habits and ideological and political concepts. Meanwhile, many universities use online teaching modes such as massive open online courses (MOOCs) and *Xuexitong*^[31]. Therefore, in this study, we investigated the internet habits of college students. First, as shown in Fig. 3, nearly 50% of respondents use the internet 3-6 hours a day, and 33% of them even use the internet for over 6 hours a day. Boys use the internet longer than girls. These results indicated that the internet has an important and profound influence on nursing undergraduates, and some of the students may be addicted to the internet.

Next, we inquired about the attitudes of nursing undergraduates toward information and ideological and political knowledge obtained from the internet. Sixty-one percent of the respondents believed the information they received from the internet, and 77% of them were willing to obtain ideological and political knowledge from the internet, as shown in Fig. 4 and Fig. 5 (a). It can be seen that the internet has become a very important way for college students to acquire knowledge, and it is also the main way for nursing school teachers to convey ideological and political knowledge. Meanwhile, 85% of the respondents thought the internet influenced their study of ideological and political knowledge; among them, 30% thought it had a great impact, as shown in Fig. 5 (b). Therefore, effective use of the internet is of great importance to ideological and political education in nursing school.

The Cognition and Acceptance of Nursing Undergraduates for Ideological and Political Education in Specialty Nursing Courses and Influencing Factors of Psychology

College students are the main objects of ideological and political education in China. The ideological and political education in universities and colleges shoulder the momentous mission of cultivating qualified builders and successors of socialism, especially in the New Medical era, China, which attaches great importance to ideological and political education in nursing schools. However, in the current study, as shown in Fig. 6 (a), 48% of the respondents were barely aware of the ideological and political education provided in schools, and 39% of the participants had never heard of ideological and political education in school. Only 13% of the participants knew much about the comprehensive ideological and political courses.

The next survey results indicated that 59% of the respondents considered ideological and political course teachers to be the main body of ideological and political education in school, followed by instructors (24%) and teachers of other majors (15%), as shown in Fig. 6 (b). Therefore, at present, the main body of

ideological and political education in schools occurs in ideological and political courses. This is not conducive to the organic unity of knowledge and skills, teaching objectives and emotions, and value-guided teaching objectives, which are also worthy of specialty courses that teachers should think about and improve.

In future studies, we will focus on students' attitudes and acceptance of ideological and political education in specialty nursing courses. In this study, approximately 34% of females and 37% of males considered ideological and political education in specialty nursing courses to be very important, and over 50% of the respondents considered that to be important, as shown in Fig. 7. Meanwhile, most nursing undergraduates reported that learning ideological and political education in specialty nursing courses has beneficial effects on them. Approximately 52% of the respondents reported support learning ideological and political education in specialty nursing courses because it is good for their life instruction, and 46% of them thought it has benefits for personal accomplishment, as shown in Fig. 8. Fig. 9 (a) shows that 57% of the nursing undergraduates considered the benefits they received from ideological and political education in specialty nursing courses to be political, and 38% thought the benefit was moral. However, 52% of the respondents reported wanting to learn comprehensive quality from ideological and political education in specialty nursing courses, 36% reported want to learn about volitional quality, and 1% want to learn knowledge and skills, as shown in Fig. 9 (b). These results indicated that although the students noticed that ideological and political education in specialty courses is very important and had a willingness to learn from it, what the students obtained failed to reach their expectations.

The Challenges of Ideological and Political Education in Nursing Specialty Courses in the New Medical Era

In the New Medical era, it is important to cultivate and improve the comprehensive quality of nursing undergraduates. Therefore, it is particularly necessary to promote ideological and political education penetration into nursing specialty courses. However, the teaching system has not improved, and the "double skin" phenomenon is universal in the education of ideological and political work and specialty courses. Therefore, ideological and political education in nursing specialty courses is necessary and faces major challenges in the New Medical era.

As shown in Fig. 10, the factors influencing the learning psychological state of nursing students were investigated. Of the positive factors inducing nursing undergraduates to take ideological and political education in specialty courses, 48% involved practically significant content, 24% involved teachers' high knowledge level and teaching ability, 18% involved a certain understanding and foundation of ideological and political education, and 10% involved contents related to ideology and politics. In contrast, of the negative factors, 33% were related to the poor social environment, 32% involved a lack of interest in ideological and political content, 25% involved impractical content, and 9% disliked the teaching method of the instructor. These results indicated that the teacher's ability is an important factor for students taking ideological and political education in specialty courses. At the same time, the teaching process not

only needs the theory to be linked with reality but also has practical significance and social value, which is also a direction for teachers to think about and improve.

Approximately 78% of the respondents considered adding ideological and political education to specialty nursing courses to be very valuable, 20% considered that it is of no practical use, and just 3% thought that it is out of date, as shown in Fig. 11 (a). Although most nursing undergraduates recognize its value, the teaching process and teaching still need to be improved. In Fig. 11 (b), approximately 46% of the respondents reported the textbook to be difficult to understand, and 17% of the students considered the content too difficult; meanwhile, the quality of teaching in specialty nursing courses still needs to be improved. As shown in Fig. 11 (c), approximately 47% of the respondents considered the teachers to interpret the ideological and political knowledge simply, not just echo what the books say. Approximately 39% of the nursing undergraduates thought the teachers' ability to adjust the class atmosphere was not good enough; perhaps a proper application of positive psychology in the teaching process may better adjust the subject atmosphere and stimulate students' enthusiasm for learning.

According to Fig. 11 (d), 59% of the nursing undergraduates thought the best way to teach ideological and political knowledge was through cases such as stories, and 36% of respondents thought theories followed by cases were also acceptable. Therefore, lively and interesting explanations are essential for teaching. Currently, the internet has become an indispensable part of people's lives; meanwhile, in our survey, 48% of nursing undergraduates use the internet 3-6 h a day. Thus, we investigated their attitudes about getting ideological and political knowledge from the internet. As we expected, 51% of the respondents reported that they enjoyed watching ideological and political content related to specialty nursing courses on the internet, with 19% of them reporting extreme like and 30% reporting slight like, as shown in Fig. 11 (e). Therefore, the internet may be a new way to publicize ideological and political knowledge. This is a challenge for college teachers but is also a rare opportunity; they should make full use of online teaching modes, try to use positive psychology to adjust the class atmosphere, and improve their teaching ability.

The Current Mental Condition and Value Orientation of Nursing Undergraduates

To further explore the necessity of ideological and political education, we investigated the mental conditions of nursing undergraduates. Fortunately, most of the students' state of mind was positive. Approximately 94% of the nursing undergraduates were optimistic, cheerful, and positive, but 6% of the respondents had mild depression, as shown in Fig. 12 (a). Students are the future of the country, which is related to the development and destiny of the nation, and are a precious gift of every family. Therefore, every college student is very important. It is the inescapable responsibility for teachers to enable students to have a healthy mental state. However, 56% reported that they like to vent about their stress to their friends, 17% reported vent on the internet, 15% vented to a lover, and 11% vented to their parents, as shown in Fig. 12 (b). Perhaps teachers need to think about the way to get along with students and make proper use of psychological knowledge to communicate with students. Meanwhile, we also see the

necessity of ideological and political education and positive psychology in education, which are very important for cultivating students' firm character and optimistic view of problems.

According to Fig. 13, nearly all of the respondents had the correct value orientation; approximately 71% of nursing undergraduates considered a social contribution, 24% thought about knowledge or ability, 3% thought about respect from others, and the other 3% thought about wealth. This is a gratifying thing and proves that the current ideological and political education has made some achievements and needs further development.

Discussion

College is a critical period of life development. Teachers should not only impart professional knowledge to students but also cultivate their comprehensive quality and healthy psychological states, especially nursing undergraduates who have to face high-intensity work pressure. Learning ideological and political knowledge is just a process of spiritual communication, cultivating positive learning attitudes, satisfying the psychological needs of students, and benefiting from cultivating will and character^[32, 33]. In the New Medical era, it is important to cultivate high-level nursing talent; therefore, it is a new opportunity and challenge for teachers to organically combine medical specialty courses of nursing with ideological and political education. Meanwhile, it is also essential to combine education with positive psychology, which is important to increase the effectiveness of education^[34].

As the recipients of information-based education and the main force in the New Medical era, nursing undergraduates have realized the importance of ideological and political knowledge and have a demand for it, but the teaching concept and teaching skills of teachers, the atmosphere of the class, and the application of psychological skills are all factors that influence the acceptance of ideological and political education by nursing students. Studies have indicated that it is necessary to target ideological and political education based on the concrete needs and psychological characteristics of different college students^[35]. This is consistent with the current study. There is still a gap between current ideological and political education and students' requirements, so during education, the needs of students should be fully considered, the characteristics of students in the major should be considered, and the classroom status of students and the teaching mode should be dynamically analyzed. At the same time, network resources should be fully leveraged in combination with the development of times.

In summary, it is necessary for teachers to grasp the background of the New Medical era and information development and improve their teaching strategies by organically combining medical specialty nursing courses with ideological and political education, which also need to conform to science and technology with practical application values.

Limitations

Although the importance and challenges of nursing undergraduates' ideological and political and psychological education in the new medical era had been investigated, this study had some limitations. First, the participants in this study are from the same nursing school and may not reflect the general situation of nursing school in the whole China. Second, most of the nursing students are all female students, the gender differences should be considered in further study. Third, the psychosocial characteristics did not fully consider in the current study. Therefore, some changes should be made in the design of future research. Research can be conducted on nursing students in different regions, considering different genders, and be added more influence factors. This will contribute to the investigation of more complex factors. Improving the efficiency and level of nursing education.

Conclusion

This research performed a comprehensive investigation of the opportunity and challenges of teaching organically combined medical specialty nursing courses with ideological and political education. First, through a literature and current-situation analysis, we conducted a preliminary study on ideological and political education in specialty courses and psychological education. Second, the questionnaires were distributed to nursing undergraduates in grade 3, and then, the data were analyzed. The results show that ideological and political, and psychological education in specialty courses has made great achievements in helping nursing undergraduates establish "three views", improving moral behavior. However, based on the New Medical era and information-based education, ideological and political education in specialty courses still faces huge challenges. More of the nursing undergraduates considered the ability of the teacher, and the teaching strategy needs to be improved; at the same time, the teacher should consider how to effectively use online teaching methods.

Declarations

Ethics approval and consent to participate

The studies involving human participants were reviewed and approved by XinXiang Medical University Ethics Committee. Meanwhile, all methods were performed in accordance with the relevant guidelines and regulations. The patients/participants provided their written informed consent to participate in this study. Written informed consent was obtained from the individual(s) for the publication of any potentially identifiable images or data included in this article.

Consent for publication

Not applicable.

Availability of data and materials

The datasets used and/or analysed during the current study are available from the corresponding author on reasonable request.

Competing interest

The authors declare that they have no competing interests.

Funding

This work was supported by Xinxiang Medical University Doctor Startup Fund (No.505431), Xinxiang Medical University school level of Ideological and Political course and Henan Medical Education Research Project (No.Wjlx2020420).

Author contributions

ZZH designed the content of this study, ZZH, GXL and ZT wrote the main manuscript text, ZT, GXL, DMX and LJ prepared Figures and GXL drew the tables. SWF participated in data collection and made adjustments to the format of the manuscript. The manuscript was examined by all the authors, and all authors are responsible for the content and have approved this final version of the manuscript.

Acknowledgements

We would like to express our gratitude to our nursing students who agreed to participate to the study.

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Figures

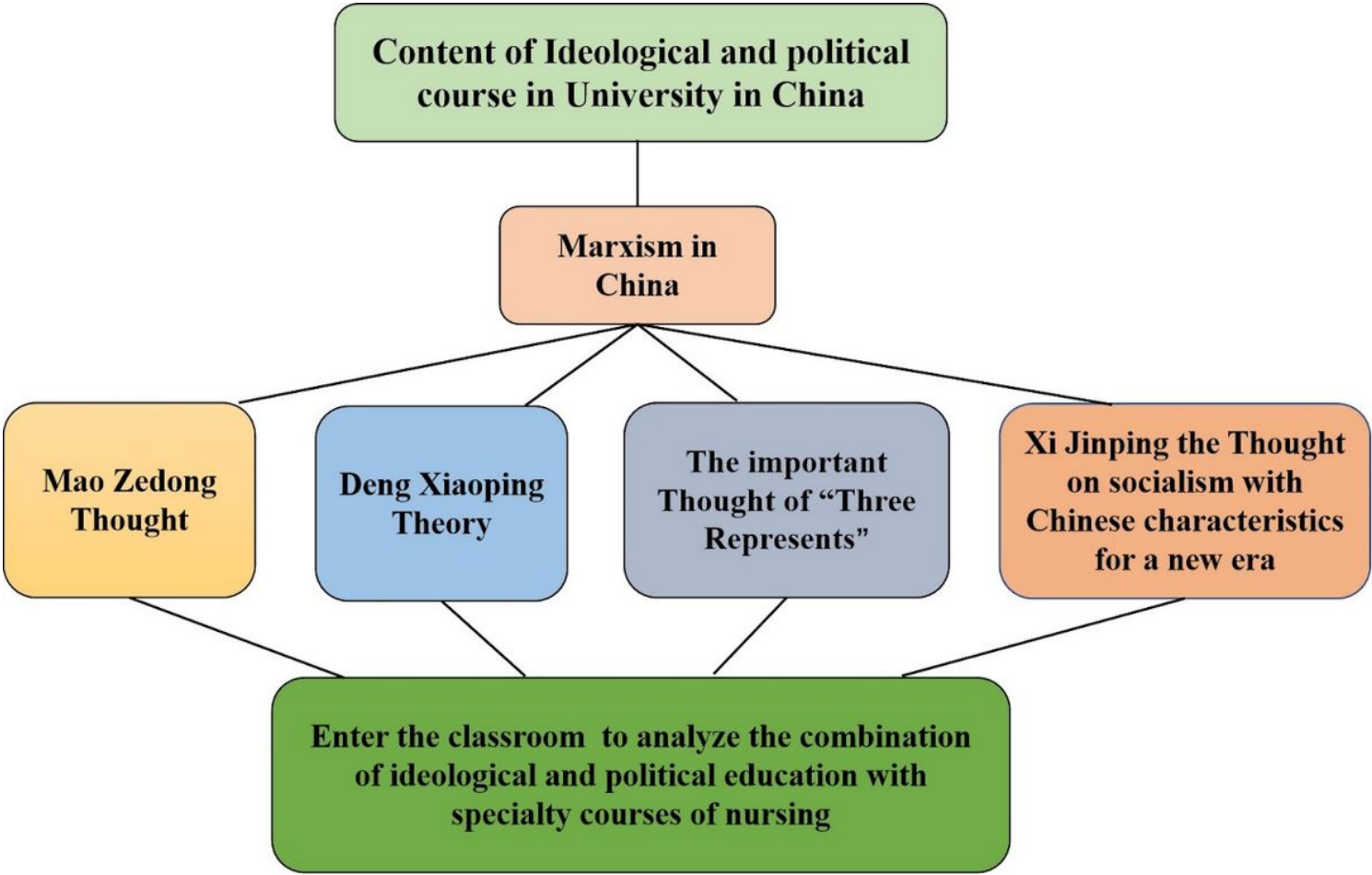


Figure 1

Elementary contents of the ideological and political course.

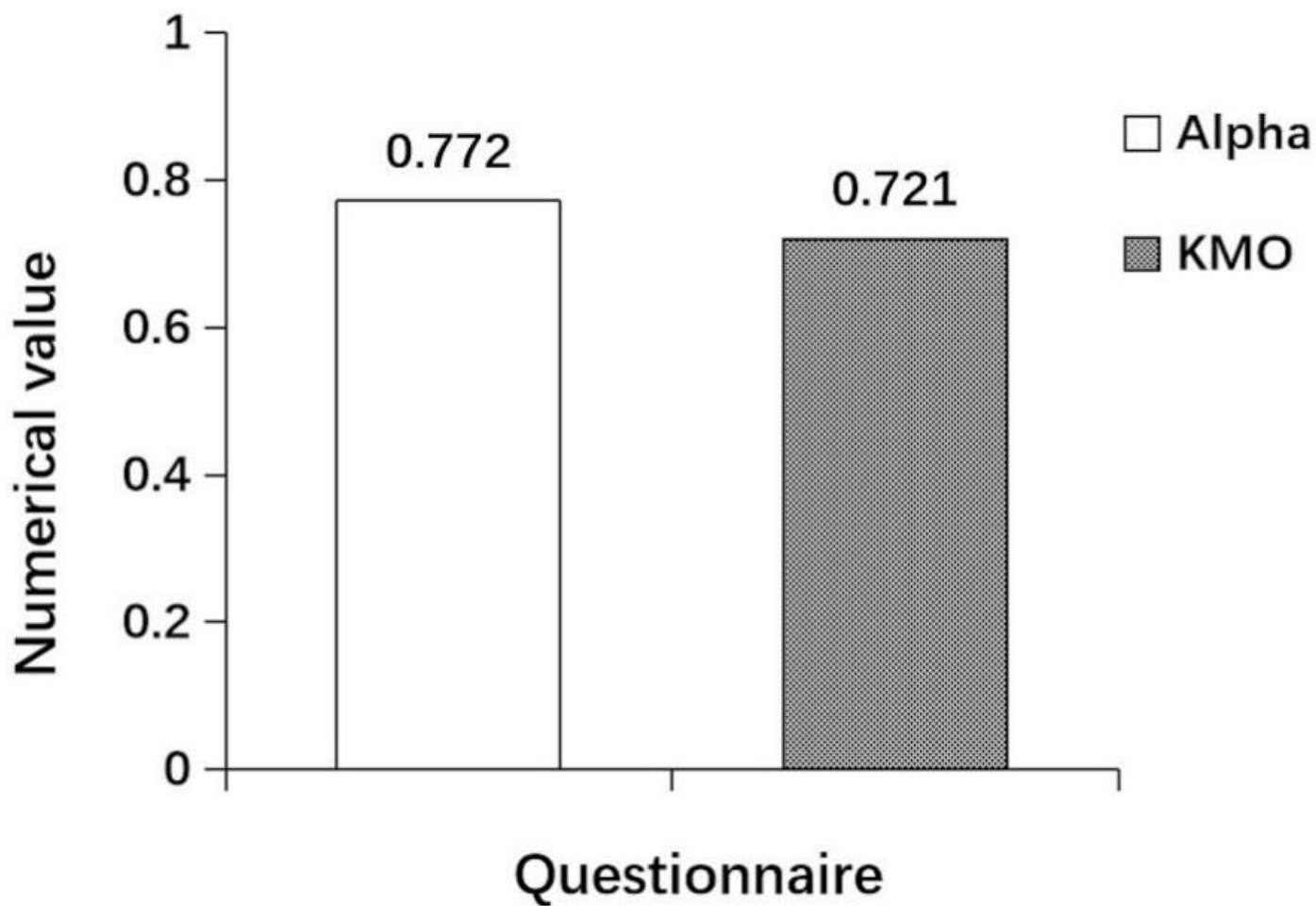


Figure 2

Results of the reliability and validity of the questionnaire.

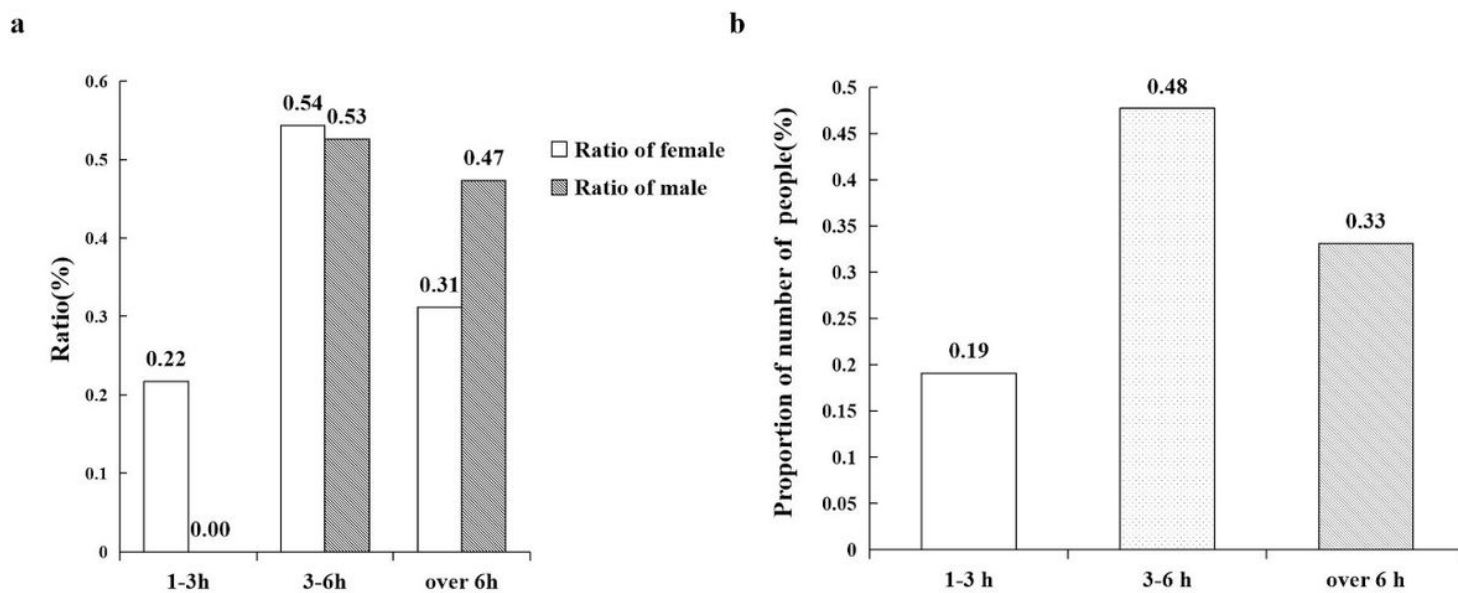


Figure 3

The nursing students spent one day online. (a) The ratio of females to males; (b) the ratio of all students.

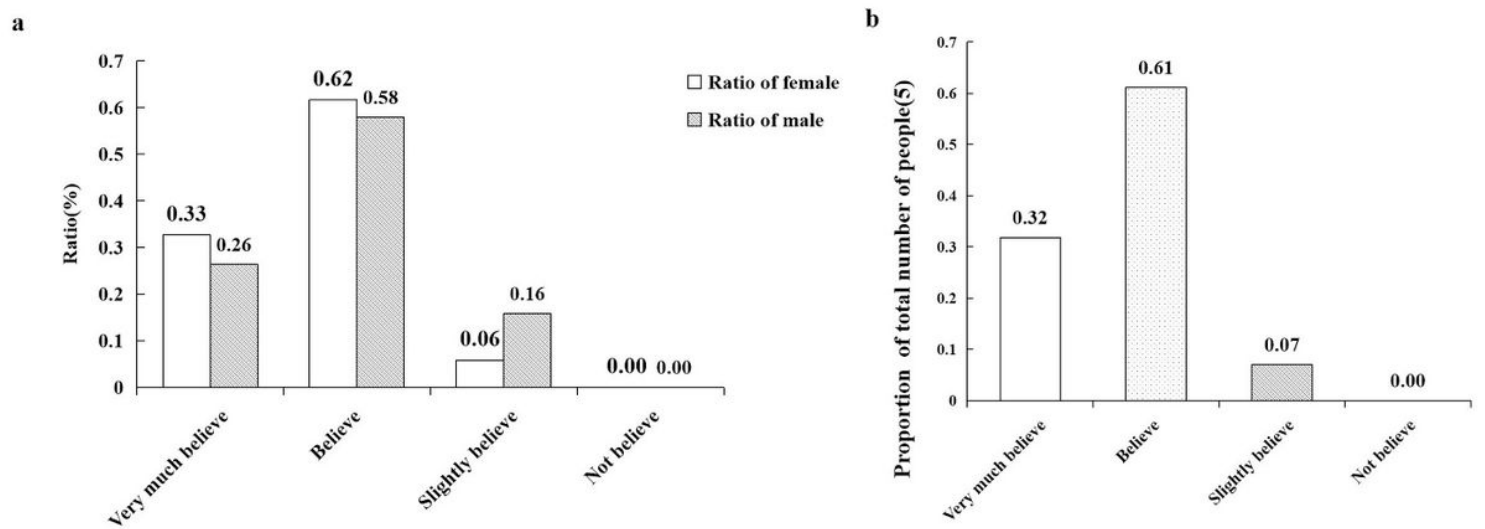


Figure 4

Degree to which nursing students believe the information obtained from the internet. (a) The ratio of females and males; (b) the ratio of all students.

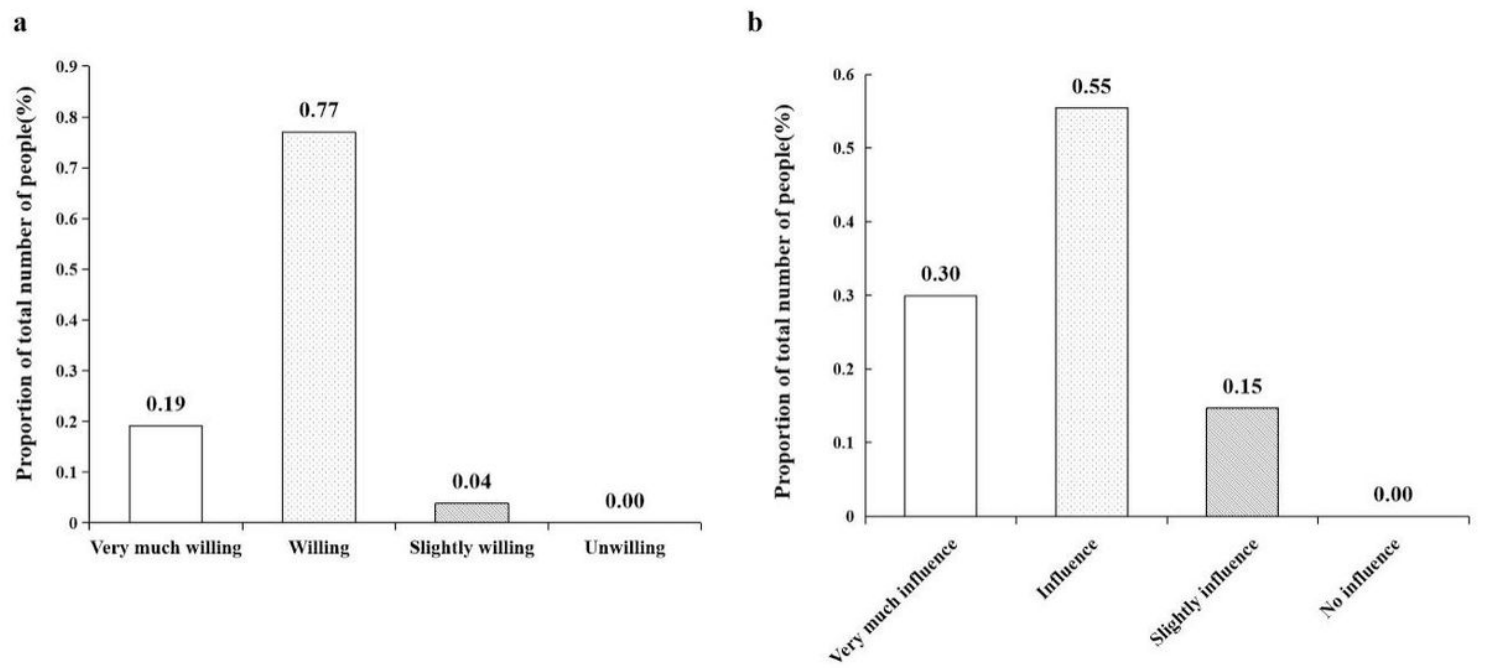


Figure 5

Psychological acceptance of nursing students to obtain ideological and political knowledge from the internet and its influence. (a) Willingness of nursing students to engage in ideological and politics

education through the internet; (b) influence of the network on nursing students' ideological and politics education.

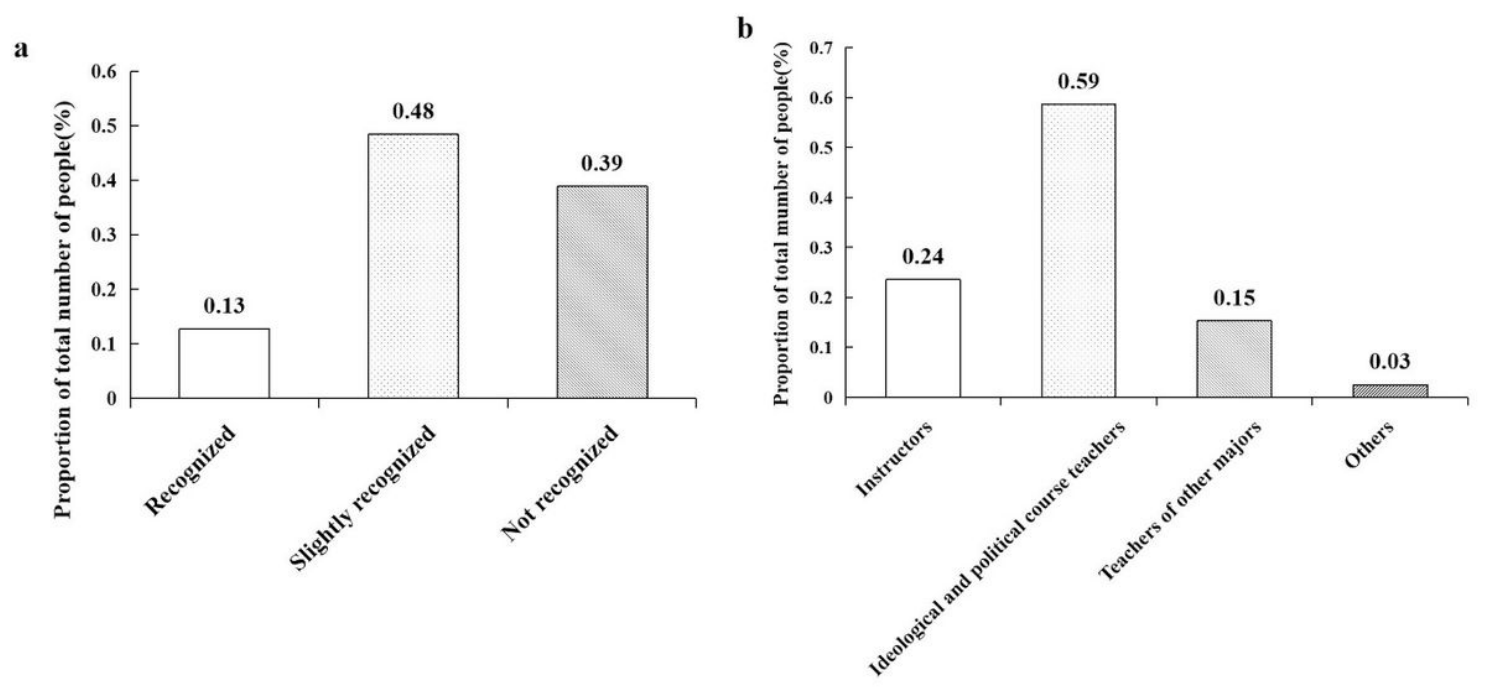


Figure 6

Attitudes of nursing students toward ideological and politics education in school. (a) Nursing students who recognized the school's ideological and politics education; (b) the main body of ideological and political education in school.

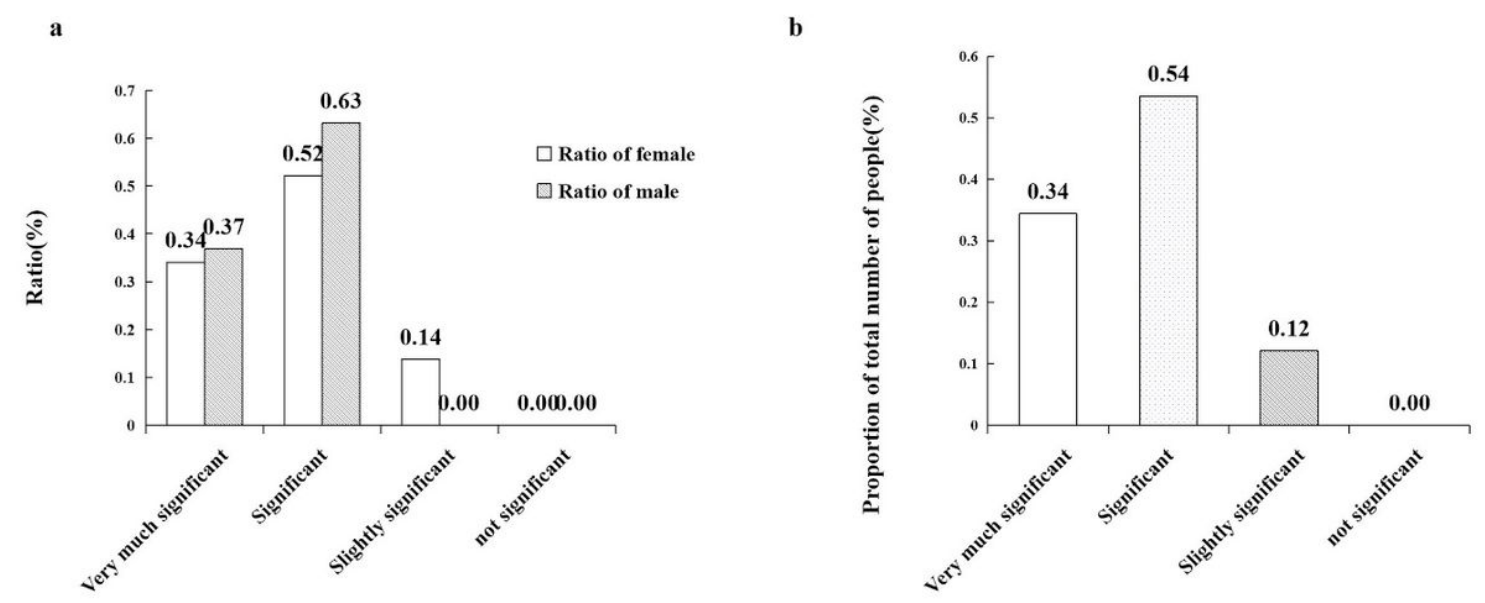


Figure 7

Attitude of nursing students toward ideological and political education in specialty nursing undergraduate courses. (a) The ratios of females and males; (b) the ratio of all students.

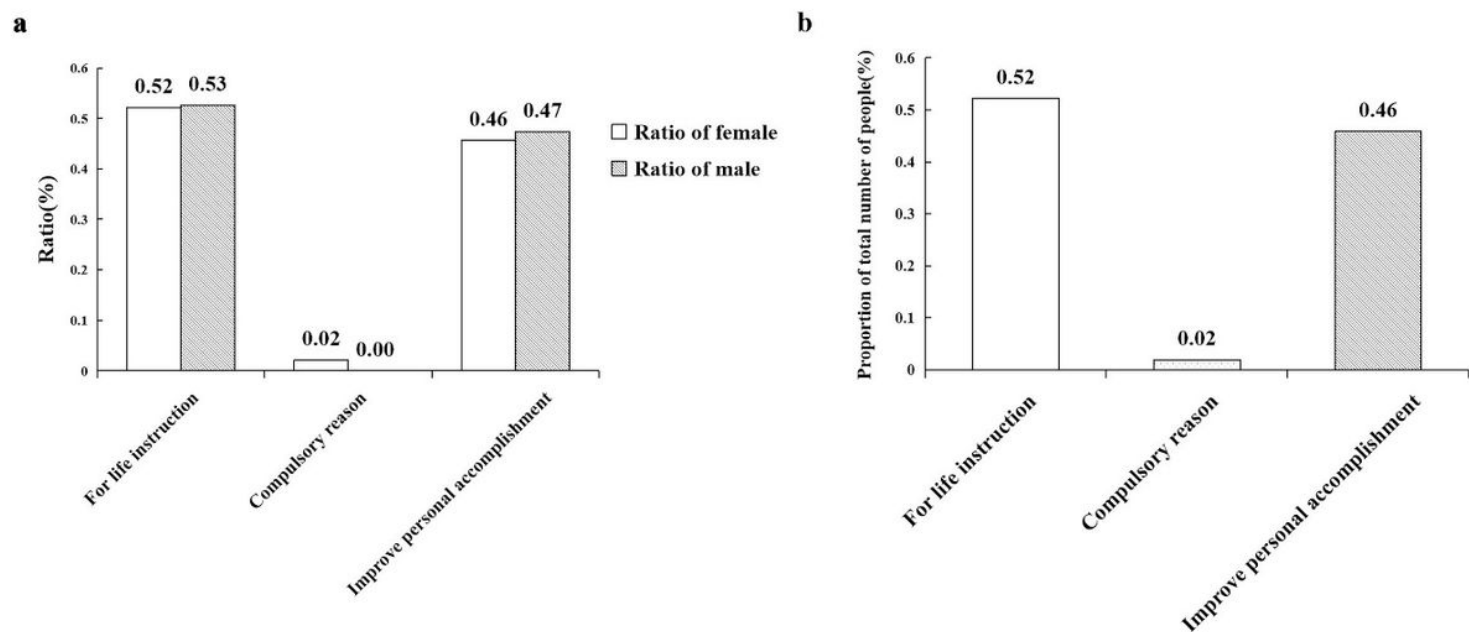


Figure 8

Reasons nursing students choose to study ideological and political education in specialty courses. (a) The ratio of females and males; (b) the ratio of all students.

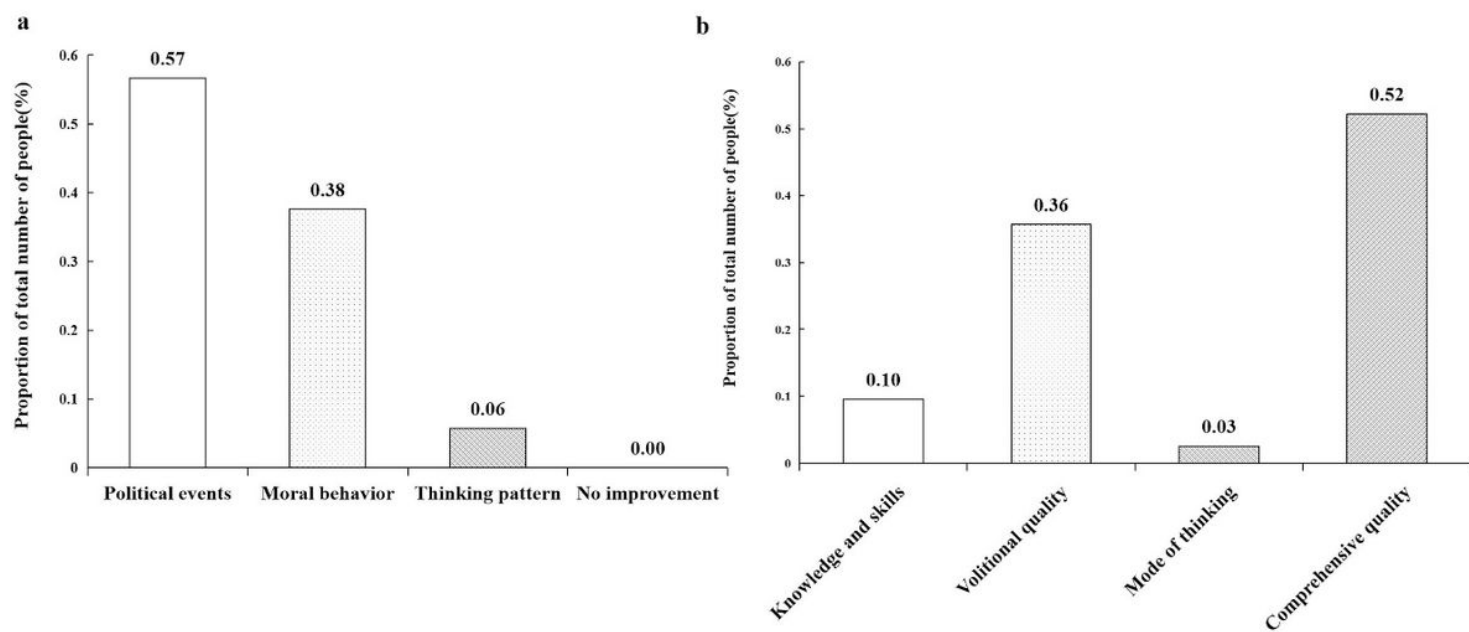


Figure 9

Benefits of ideological and political education in specialty courses. (a) Benefits of nursing students obtained from ideological and political education in specialty courses; (b) benefits that nursing students

would like to obtain from ideological and political education in specialty courses.

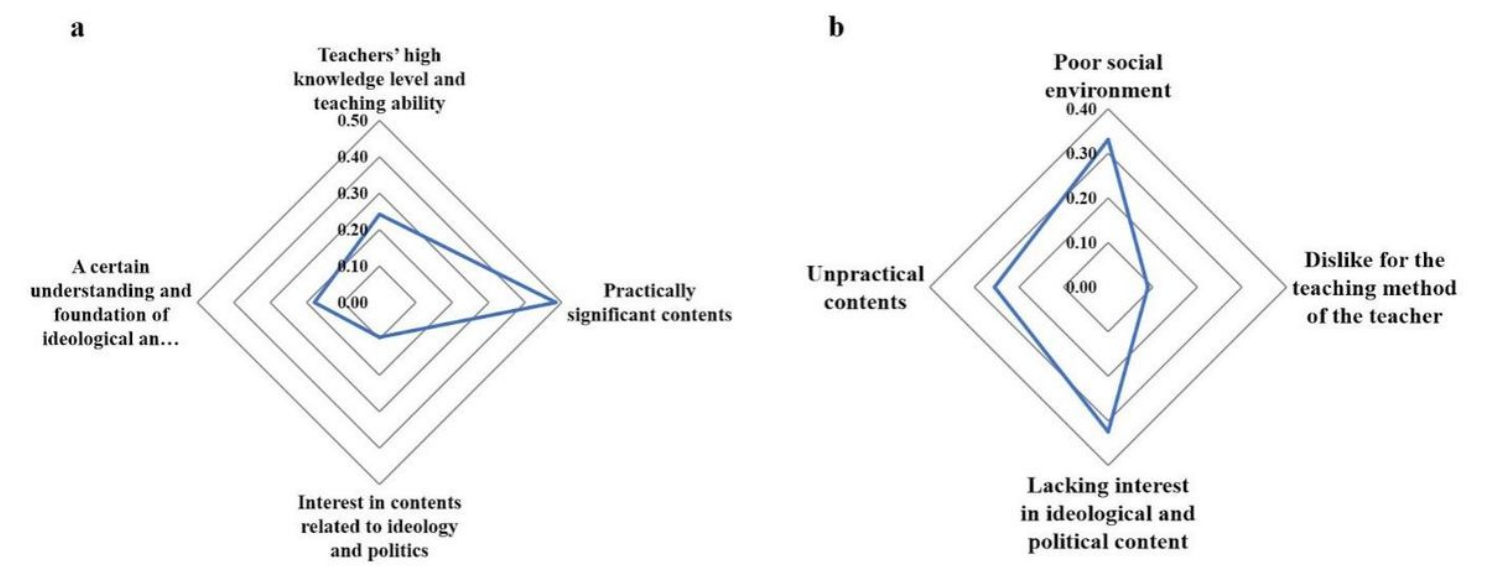


Figure 10

Influence on the learning psychological state of nursing students. (a) positive factor inducing you to seek ideological and political education in specialty courses; (b) negative factor preventing you from seeking ideological and political education in specialty courses.

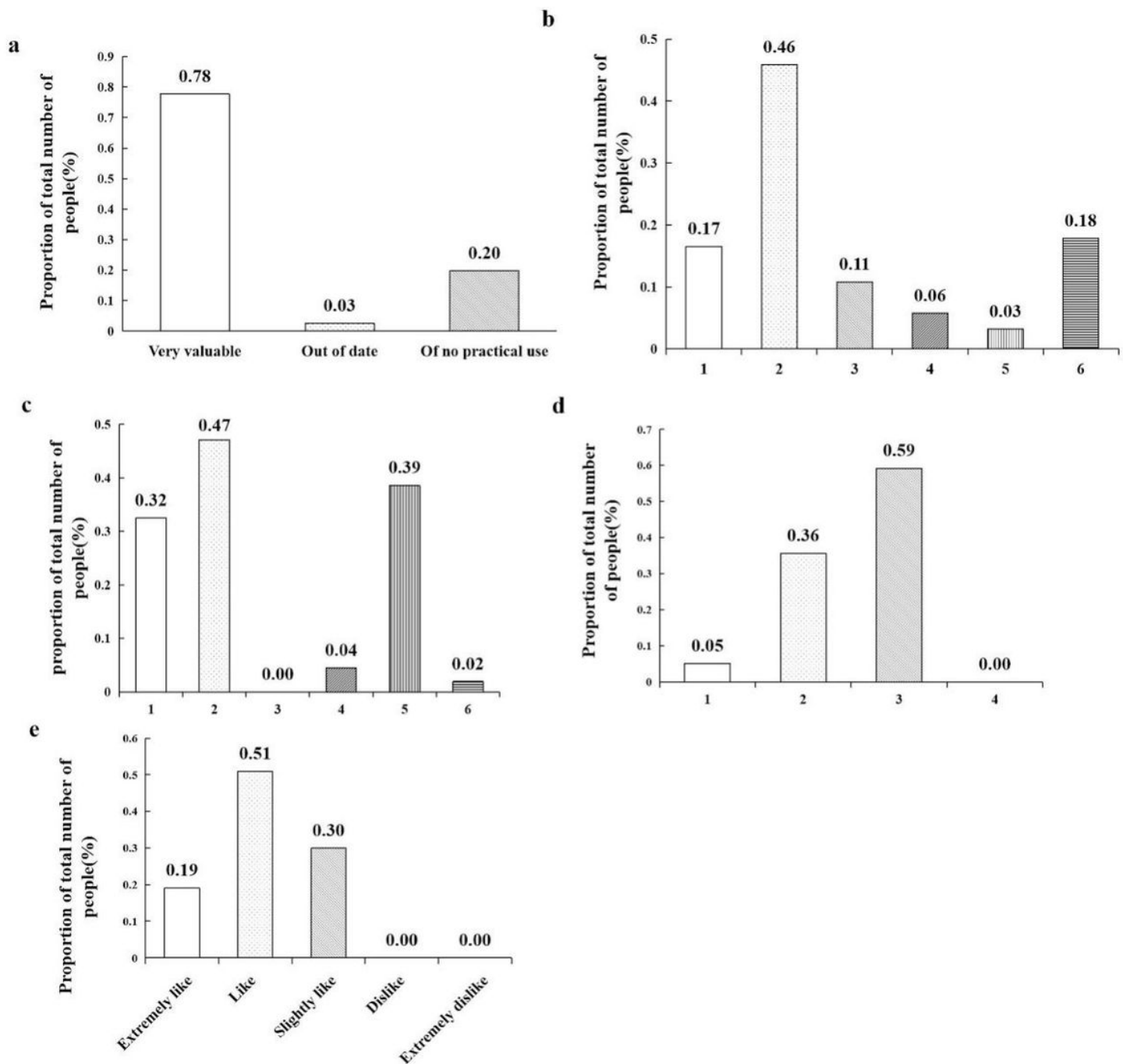


Figure 11

Opinions of nursing students about ideological and political education in specialty courses. (a) adding ideological and political education in specialty nursing courses; (b) problems exist in ideological and political education in specialty nursing courses. 1 The content is too difficult; 2 The textbook is difficult to understand; 3 The teaching method is not interesting; 4 The students do not care; 5 The course does not reflect the practical significance; 6 Others.); (c) qualities nursing teachers lack in ideological and political education: 1 sense of humor; 2 ability to interpret the textbook in a simple way; 3 enthusiasm for work; 4 profound knowledge; 5 ability to adjust the class atmosphere; 6 concern for students); (d) teaching content preferred in ideological and political education in specialty nursing courses: 1 pure theory with

knowledge points; 2 theories followed by cases; 3 full of cases like stories; 4 others; (e) attitude about watching ideological and political content related to specialty nursing courses on the internet.

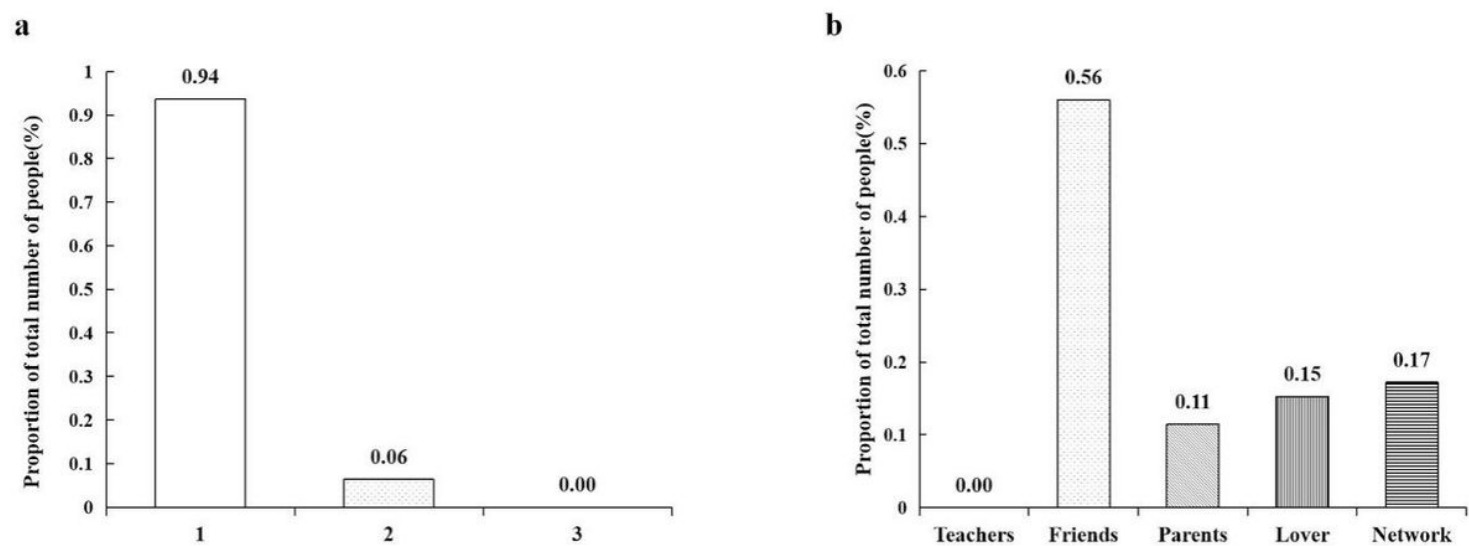


Figure 12

Mental condition and vent stress. (a) Nursing students' mental condition: 1 Optimistic, cheerful and positive; 2 mild depression; 3 negative, pessimistic and under great pressure); (b) to whom the nursing student vents stress.

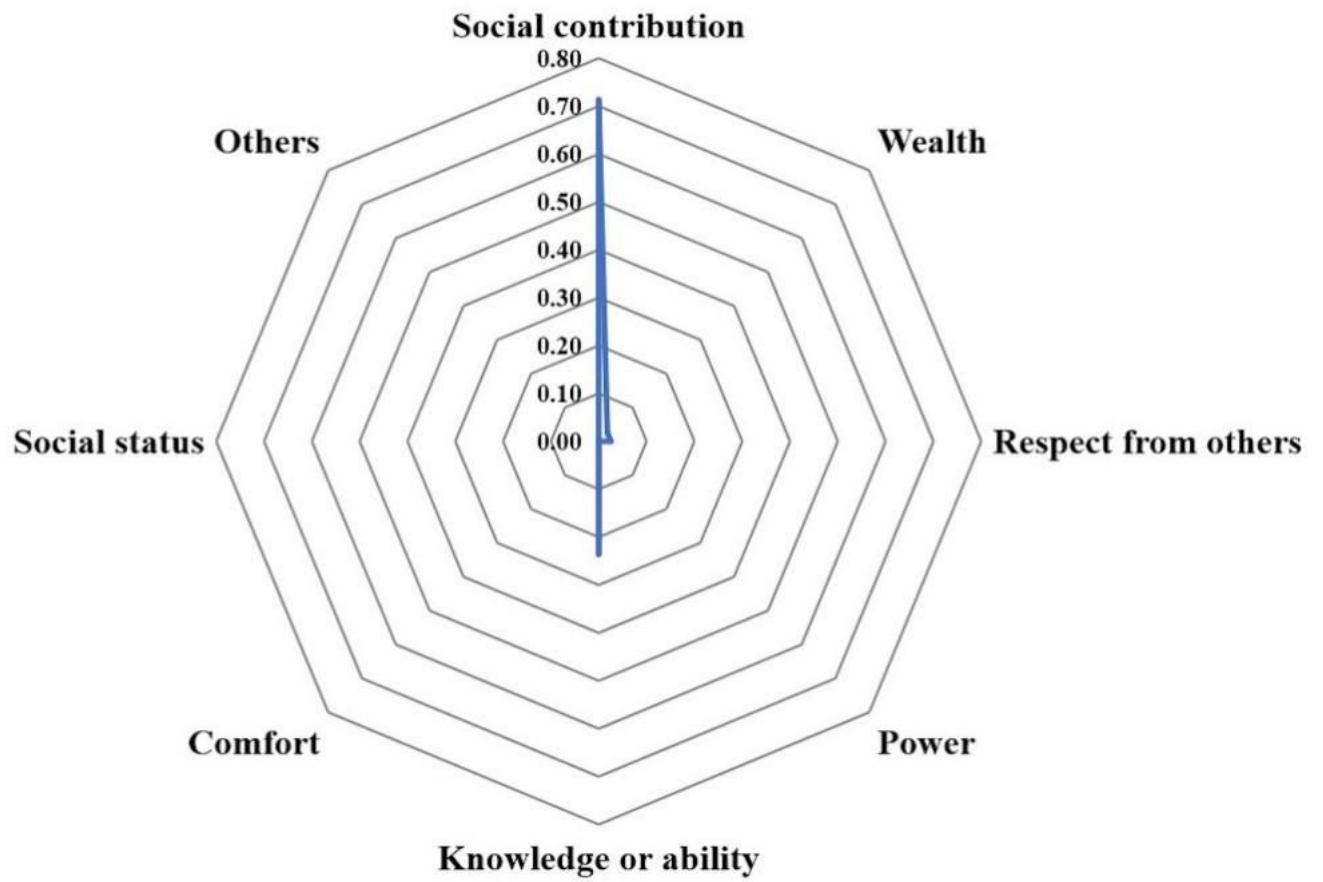


Figure 13

Value orientation of nursing students.