

## Application and Integration of Ideological and Political Education in Clinical Teaching in Medical Colleges

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### Abstract

### Review Article

Curriculum-based ideological and political education is a key focus of modern medical education in China. It plays a significant role in achieving holistic education involving all faculty, throughout the entire educational process, and in all medical students. Medical colleges bear the historical responsibility of nurturing "outstanding good doctors". In medical colleges, ideological and political education should be integrated into clinical teaching, considering the speciality and unique nature of medical institutions. This approach aims to enhance students' ideological and moral character, medical humanities literacy, and overall professional competence, thereby cultivating well-rounded medical professionals with both strong ideological grounding and professional expertise, thus fulfilling the mission of fostering virtue and cultivating talent.

**Keywords:** Ideological and Political Education, Medical Education, Clinical Teaching, Professional Ethics, Holistic Education.

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## INTRODUCTIONS

In recent years, ideological and political education has gradually become a key component in cultivating high-quality medical talent in medical colleges in China. These institutions not only bear the responsibility of imparting medical knowledge, but they also have the historic mission of training "excellence and great physicians" for the nation and the people. As societal demands for the quality of medical services and the ethical standards of healthcare professionals continue to rise, the importance of ideological and political education in medical education has become increasingly significant. At its core, ideological education aims to cultivate virtuous individuals, guiding medical students to establish correct values, and worldviews, while nurturing their sense of social responsibility and humanitarian spirit.

Medical education is a discipline that requires both solid professional knowledge and noble professional ethics. Medical students, during their learning processes, must not only master abundant medical theories and clinical skills but also establish the lofty ideal of serving patients and saving lives in their minds. However, for a long time, clinical teaching in medical schools has often emphasized the transmission

of professional knowledge, neglecting the infusion of ideological and political education. This phenomenon has resulted in some medical students lacking the necessary ethical judgments and humanitarian care when faced with complex clinical scenarios, thereby affecting their professional qualities and ethical standards.

By integrating ideological and political education into clinical teaching, students can better understand the uniqueness of the medical profession, enhance their sense of social responsibility and mission, and ensure that in their future medical practice, they can apply professional knowledge to solve practical problems while treating each patient with noble ethics and humanistic care. This paper aims to explore the significance and pathways for integrating ideological and political education into clinical teaching, analyzing how to achieve the organic combination of knowledge transmission and value guidance in medical education, in order to cultivate a new generation of medical talent equipped with solid medical foundations and strong ethical qualities, thereby contributing to the realization of the "Healthy China" initiative.

### 1. Significance of Integrating Ideological and Political Education into Clinical Teaching

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In the context of the new era, the importance of ideological and political education in the clinical teaching of medical schools cannot be overstated. It is not only a necessary approach to cultivating the professional qualities and humanitarian concerns of medical students but also an essential means to achieve the integration of medical education with social responsibility. The following explores the significance of integrating ideological and political education into clinical teaching from three perspectives.

### **(I) Cultivating the Medical Professional Spirit of "Great Medicine and Pure Heart" and "Benevolent Heart of Healers"**

The unique nature of the medical profession demands that healthcare workers possess higher levels of professional quality and moral standards. Medical students must not only master solid medical knowledge and skills but also develop the noble ideal of serving patients. Ideological and political education helps students understand and identify with the spirit of the medical profession, aiding them in forming the values of "great medicine and pure heart" and "benevolent heart of healers."

"Great medicine and pure heart" emphasize that doctors should possess noble medical ethics and superb medical skills, reflecting a sense of responsibility and mission towards patients. In clinical teaching, teachers can utilize case analysis and role-playing to help students deeply understand this spirit. For example, by discussing the stories of renowned doctors in history, students can perceive the selfless dedication and firm belief of physicians when facing life and death, inspiring them to pursue excellence in their future careers.

"Benevolent heart of healers" emphasizes that doctors should possess compassion and humanitarian concern. During clinical internships, medical students need to directly interact with patients, facing their suffering and needs. Ideological and political education can guide students to engage in perspective-taking, enhancing their understanding and respect for patients. For instance, teachers can organize patient interviews to let students listen to their stories, thereby fostering empathy and a sense of responsibility. This cultivation of humanitarian concern not only aids medical students in establishing good professional ethics but also improves doctor-patient relationships, promoting the harmonious development of medical services.

### **(II) Achieving the Balance of "Knowledge Transmission" and "Value Guidance"**

The clinical teaching in medical schools encompasses various fields such as internal medicine, surgery, and obstetrics, presenting a vast and challenging amount of knowledge. While medical students learn professional knowledge, they often face the issue of how to integrate this knowledge with practical application. The incorporation of ideological and political education

can effectively achieve the dual focus on "knowledge transmission" and "value guidance."

In clinical teaching, teachers can organically integrate ideological and political elements into the course content. For example, when teaching about the diagnosis and treatment of a particular disease, relevant ethical issues can be introduced to discuss the moral responsibilities of doctors during the treatment process. This teaching method not only helps students better understand medical knowledge but also encourages them to reflect on ethical and moral issues in medical practice, thus cultivating their professional responsibility.

Moreover, ideological and political education can enhance classroom interactivity and engagement through various methods such as situational teaching and case analysis. By discussing real clinical cases, students can think about professional ethics and morality while solving clinical problems, achieving a dual enhancement of knowledge and values. For instance, teachers can guide students to analyze the causes of a medical accident, exploring the ethical issues involved and deepening their understanding of the medical profession through critical thinking.

### **(III) Fundamental Requirements for Medical Ethics Construction in Medical Schools Affiliated Hospitals**

Medical colleges and their affiliated hospitals are the primary grounds for cultivating healthcare talent, and the integration of ideological and political education is a crucial component of building medical professional ethics. During clinical teaching, medical students must not only learn professional skills but also receive medical ethics education to enhance their professional responsibility and sense of purpose.

During clinical internships, teachers should guide students to pay attention to the emotional and psychological needs of patients, enhancing their empathy and sense of responsibility. For example, teachers can organize doctor-patient communication training for medical students, allowing them to learn how to communicate effectively with patients in simulated scenarios and understand the needs and feelings of patients. This training not only helps improve medical students' communication skills but also enhances their understanding and respect for patients.

Through the influence of ideological and political education, medical students can more deeply understand the social responsibility and humanistic care of the medical profession while learning clinical skills. This instillation of ideas helps enhance medical students' sense of professional ethics, making them aware that when treating patients, they should not only pay attention to the condition itself, but also the emotional and psychological needs of the patient, thereby paying attention to improving doctor-patient relationships.

Integrating ideological and political education into clinical teaching is not only a necessary way to cultivate medical students' professional qualities and humanistic care but also an important means to combine medical education with social responsibility. Through the guidance of IPE, medical students can grow into new-era medical talents who possess both a solid medical foundation and good medical ethics through the dual enhancement of knowledge and values, contributing to the realisation of the "Healthy India" strategy.

## **II. Strategies for Integrating Ideological and Political Education into Clinical Teaching**

In order to effectively integrate ideological and political education into clinical teaching, medical schools need to adopt comprehensive and targeted strategies. The following discusses the key strategies to facilitate this integration.

### **(I) Developing a Curriculum That Incorporates Ideological and Political Education**

One of the foundational strategies is to establish a curriculum that incorporates ideological and political education systematically throughout the medical training process. This requires the collaboration of the curriculum committee, clinical instructors, and ideological and political educators to co-develop interdisciplinary teaching materials.

#### **Interdisciplinary Course Development:**

Courses should be designed to include relevant ethical discussions within the context of clinical knowledge. For instance, during lectures on patient diagnosis and treatment protocols, instructors can introduce ethical dilemmas and encourage students to engage in discussions regarding the best practices aligned with both medical standards and humanitarian ideals.

#### **Thematic Units:**

The curriculum could also be structured thematically, where specific weeks focus on topics such as patient rights, ethical decision-making, and the social responsibilities of healthcare professionals. Creating a syllabus that systematically integrates ideological and political content into clinical subjects ensures that students receive continuous exposure throughout their training.

#### **Assessment Methods:**

Incorporating ideological and political education into evaluation methods is essential. Assessments should include not only the knowledge of clinical procedures but also the students' understanding of ethical principles and their application in clinical scenarios. This dual-component evaluation system emphasizes the importance of both technical and ethical competencies.

### **(II) Enhancing Teaching Methods and Approaches**

The use of innovative teaching methods is equally critical for ensuring that ideological and political education captivates and influences medical students. Here are several effective approaches:

#### **Case-Based Learning:**

Utilizing real-life clinical cases to facilitate discussions regarding ethical considerations encourages students to think critically about their roles as future healthcare providers. Instructors can present case studies with ethical dilemmas, prompting students to debate and deliberate on the best courses of action.

#### **Simulations and Role-Playing:**

Incorporating simulations of clinical scenarios allows students to experience the complexities of medical decision-making firsthand. Role-playing various perspectives, including that of the patient, healthcare provider, and the family, fosters empathy and highlights the ethical dimensions intertwined with clinical practice.

#### **Guest Lectures and Workshops:**

Inviting experienced healthcare professionals who exemplify the integration of ideological and political education into their practice to share their experiences can motivate and inspire students. Workshops focusing on ethical decision-making and compassionate care can provide students with practical strategies for approaching complex clinical situations.

### **(III) Creating a Supportive Clinical Environment**

A supportive clinical environment encourages the integration of ideological and political education by providing reinforcement of the ethical principles taught in the classroom. Clinical instructors and supervisors play a vital role in creating this environment.

#### **Mentorship Programs:**

Establishing mentorship programs where experienced clinicians guide medical students can foster a deeper appreciation for the ethical dimensions of patient care. Mentors should emphasize not only the technical aspects of clinical work but also the importance of compassion, empathy, and social responsibility.

#### **Reflection and Debriefing:**

Regular opportunities for reflection and debriefing following clinical rotations can reinforce the lessons learned. Instructors should encourage open discussions about the ethical challenges faced and how they relate to the broader aspects of ideological and political education.

### **(IV) Engaging with the Broader Community**

Engagement with the wider community serves to contextualize medical education within the societal framework. This integration is crucial for fostering a sense of social responsibility among future healthcare providers.

**Community Service:**

Encouraging students to participate in community health initiatives creates real-world contexts for applying their medical training and ethical principles. Such experiences highlight the importance of serving marginalized and underserved populations, reinforcing the social responsibilities of healthcare providers.

**Collaborative Research Projects:**

Promoting research that addresses community health issues can also provide students with opportunities to engage in the application of their knowledge in meaningful ways. Collaborative projects may focus on evaluating the impact of healthcare policies on underserved populations, allowing students to explore ethical dilemmas in real-world settings.

**(5) Continuous Assessment and Improvement**

To ensure the effectiveness of the integration of ideological and political education into clinical teaching, medical schools must regularly assess and refine their strategies.

**Feedback Mechanisms:**

Implementing robust feedback mechanisms will allow students to voice their opinions on the effectiveness of the integration efforts. Surveys and focus groups can be employed to gather insights and identify areas for improvement.

**Curriculum Evaluation:**

Regularly evaluating the curriculum against current ethical standards and societal needs ensures that the content remains relevant and impactful. Academic committees should be tasked with reviewing course materials and teaching methods, aligning them with both educational goals and professional expectations.

**Faculty Training:**

Faculty development programs should include training on the integration of ideological and political education into clinical teaching. By equipping instructors with the necessary skills and understanding, the implementation of these strategies can be more effective and sustainable.

The integration of ideological and political education into clinical teaching is crucial for cultivating a new generation of healthcare professionals who are not only skilled in their medical knowledge but also possess a profound sense of social responsibility and ethical commitment. By emphasizing professional ethics through innovative teaching methods, developing a supportive clinical environment, and engaging with the community, medical schools can foster a more holistic approach to medical education. Continuous assessment and improvement will ensure these efforts remain aligned with the evolving needs of society and contribute effectively to the greater goal of improving healthcare

services. Ultimately, the goal is to nurture medical professionals who embody the values of compassion, ethics, and dedication, essential for the advancement of healthcare and the well-being of society.

**III. Challenges in Integrating Ideological and Political Education into Clinical Teaching**

Despite its importance, the integration of ideological and political education into clinical teaching faces several challenges. Addressing these challenges is vital for the successful implementation of this integration. The following discusses common obstacles and potential solutions.

**(I) Resistance to Change in Traditional Education Models**

One of the primary challenges is the entrenched resistance to changes in traditional educational models. Many medical schools have historically prioritized technical skills and clinical knowledge over ideological and political education. This entrenched mindset can hinder the integration process.

To overcome this resistance, it is essential to engage stakeholders—including faculty, administrators, and students—in discussions about the importance of ideological and political education. By presenting data and case studies that demonstrate the benefits of such integration, stakeholders may be more likely to support and advocate for change. Faculty development programs can also provide training on the significance of blending clinical education with ethical and political considerations.

**(II) Lack of Training Resources for Educators**

Many educators in medical schools may not feel confident in teaching ideological and political education due to a lack of training and resources. This lack of expertise can reduce the effectiveness of integration efforts.

Institutions should invest in comprehensive professional development programs that focus on enhancing educators' skills in teaching ideological and political education. Workshops and seminars led by experts in medical ethics and education can equip faculty with the necessary knowledge and resources. Additionally, creating interdisciplinary teaching teams can foster collaboration between educators who specialize in different areas, thereby enriching the educational experience for students.

**(III) Time Constraints in Clinical Training**

Clinical training is often extremely demanding, leaving little time for supplementary educational content such as ideological and political education. This limited time can prevent meaningful engagement with the subject matter.

To address time constraints, medical schools can consider integrating ideological and political content into existing clinical courses rather than treating it as an additional component. For example, by embedding discussions of ethical dilemmas into clinical case studies or rounds, educators can ensure that students receive interdisciplinary training without requiring additional time commitments.

#### **(IV) Insufficient Institutional Support**

Another challenge lies in the insufficient support from the institution's administration, which can affect the prioritization of integrating ideological and political education into the medical curriculum.

To garner institutional support, advocates within the medical school should gather evidence on the profound impact of ideological and political education on the quality of medical practice and patient care. Presenting findings from educational research, accreditation standards, and community health outcomes can persuade administrators to allocate necessary resources and support for integration efforts. Establishing institutional committees focused on medical ethics education may also enhance awareness and promote action.

### **IV. Reflection on the Integration of Ideological and Political Education in Medical Training**

The integration of ideological and political education into medical training is a multifaceted process that requires commitment from educators, administrators, and students alike. Throughout this paper, we have highlighted the significance of this integration, strategies for its implementation, challenges to be addressed, and future directions for research and practice.

#### **(I) Emphasizing the Humanistic Aspect of Medicine**

One of the most profound lessons learned from this integration is the importance of emphasizing the humanistic aspect of medicine. While technical proficiency is essential in the medical field, the ability to empathize, communicate effectively, and demonstrate compassion is equally critical. Integrating ideological and political education serves to remind medical professionals of the intrinsic human value of their work. They are not only caregivers but also advocates for their patients and the communities they serve.

#### **(II) Fostering a Culture of Ethics in Medicine**

Creating a culture of ethics within medical institutions is essential for sustaining the positive impacts of ideological and political education. This culture must be woven into the very fabric of the medical school and its affiliated clinical settings. Regular ethics discussions, workshops, and the active role of faculty as ethical exemplars can significantly contribute to fostering this culture. Moreover, encouraging students to engage in reflective practices about their clinical experiences promotes deeper ethical awareness.

#### **(III) Building Future Health Advocates**

By integrating ideological and political education into clinical teaching, medical schools have the opportunity to nurture a generation of health advocates who are not only proficient in their medical expertise but are also prepared to influence health policy and advocate for social justice. These future physicians will be equipped to address health disparities, engage with community health issues, and enact change in healthcare systems.

#### **(IV) The Role of Interdisciplinary Collaboration**

Collaboration between different disciplines can further enhance the integration of ideological and political education in medical training. Interdisciplinary initiatives that involve public health, sociology, psychology, and ethics can provide a more comprehensive perspective on the complexities of healthcare. Joint projects and learning experiences can deepen students' insights into the social determinants of

#### **(V) Future Directions for Research and Practice**

As the integration of ideological and political education into clinical teaching continues to evolve, it is important to explore future directions for research and practice in this field. This exploration can help enhance the quality of medical education and the ethical standards of future healthcare professionals.

#### **(1) Longitudinal Studies on Outcomes**

Conducting longitudinal studies to evaluate the impact of integrating ideological and political education into clinical teaching on students' professional development and ethical decision-making is essential. Research should focus on assessing how this integration affects students' competencies, attitudes, and behaviors throughout their medical education and into their professional careers.

Key areas for investigation could include students' understanding of medical ethics, patient care quality, and their ability to navigate ethical dilemmas in clinical practice. Tracking graduates over time can reveal long-term benefits of ideological and political education in their professional lives.

#### **(I) Development of Best Practices**

Collaborative efforts among medical schools to identify and share best practices for integrating ideological and political education into clinical teaching will enhance collective knowledge in this field. Universities can organize workshops, conferences, and online platforms to facilitate discussions on successful integration strategies.

Establishing networks among institutions dedicated to medical ethics education can create a community of practice where educators share experiences, resources, and innovative approaches to



overcoming the challenges of integration. This collaboration can help foster a unified understanding of the value of ideological and political education in medical curricula.

## (II) Customized Curriculum Models

The development of customized curriculum models that cater to the specific needs and contexts of different medical schools is another crucial direction for future practice. Each institution may face unique challenges and possess varying resources, which may affect how ideological and political education is integrated.

Conducting needs assessments within individual institutions can help identify specific areas where ideological and political education aligns with clinical teaching goals. Creating flexible models that allow for adaptation based on local community health needs and cultural contexts can enhance the relevance and impact of education.

## (III) Integration of Technology and E-Learning

The integration of technology in education offers innovative possibilities for enhancing the delivery and engagement of ideological and political education. E-learning platforms can provide accessible resources and foster interactive learning experiences.

Utilizing virtual simulations, online discussion forums, and multimedia presentations can create engaging environments for students to explore ethical dilemmas and societal issues within healthcare. These resources can supplement traditional teaching methods and cater to diverse learning styles, making ethical education more accessible.

## (IV) Advocacy for Policy Change

Advocating for policy changes that support the inclusion of ideological and political education in medical training at a national level is vital for ensuring sustainable integration. Engagement with policy-makers and healthcare leaders can promote awareness of the importance of ethical education in producing competent physicians.

Encouraging accreditation bodies and licensing organizations to recognize the importance of ethical competencies in their evaluation criteria will create a supportive framework for medical schools. Advocating for the integration of ideological and political education into national medical education policies can help elevate its status in curricula across the country.

## CONCLUSION

The journey toward integrating ideological and political education into clinical teaching is both challenging and rewarding. It is an essential step towards achieving a higher standard of medical education and practice. By focusing on the development of not just adept medical professionals, but also compassionate, ethical individuals, we can improve not only the health of our patients but also the overall health of society.

Moving forward, it is crucial to embrace innovative approaches, support research initiatives, and engage in continuous dialogue regarding the importance of ethical education. The commitment to integrating ideological and political education will prepare future generations of healthcare providers to meet the evolving needs of society and fulfill their roles as moral and ethical leaders in their communities.

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