

Application and Evaluation of Seminar Teaching Methodology Combined with Flipped Classroom Concepts Integrating Ideological and Political Education in the Teaching of Nursing Internship Students

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Abstract: *Objective:* To analyze the impact of implementing the Seminar teaching method combined with the flipped classroom approach, integrating ideological and political education into the teaching of nursing interns, on teaching effectiveness. *Methods:* Sixty nursing interns who rotated through our hospital from July 2024 to December 2024 were selected as the control group, and 60 nursing interns who rotated through our hospital from January 2025 to June 2025 were selected as the observation group. The control group received conventional teaching, while the observation group received the Seminar teaching method combined with the flipped classroom approach, integrating ideological and political education into the teaching. The teaching effectiveness, students' self-learning ability, care ability, and teaching satisfaction were compared between the two groups. *Results:* The theoretical and skills operation scores of the nursing interns in the observation group were higher than those in the control group ($p < 0.05$); the scores of the core competencies, self-learning ability, and care ability of the nursing interns in the observation group were higher than those in the control group ($p < 0.05$); the nursing teaching satisfaction of the observation group was higher than that of the control group ($p < 0.05$). *Conclusion:* Implementing the Seminar teaching method in conjunction with the flipped classroom approach that integrates ideological and political education into the teaching of nursing interns can cultivate nursing students' humanistic care ability, self-learning ability, and core competencies, and improve their satisfaction with the teaching model, thereby comprehensively improving the quality of nursing education.

Keywords: Seminar method; Ideological and political education in curriculum; Flipped classroom; Core competencies

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1. Introduction

Nursing education is an important path for cultivating talent, and the quality of teaching directly affects the

level of the nursing team. In the past, the conventional nursing teaching model was relatively traditional and lacked innovation. It focused on the transmission of theoretical knowledge, and the proportion of practical teaching was low, which could not comprehensively improve nursing students' self-learning ability, humanistic care ability, and core competence ^[1]. Internship is a key link in nursing education. It is the path for nursing students to transform theoretical knowledge into practical skills. In internship teaching, clinical work is complex and diverse. The traditional teaching model is limited, and intern nursing students cannot fully exercise their subjective initiative; their comprehensive ability is greatly restricted ^[2]. The seminar teaching method and flipped classroom, under the concept of ideological and political education, provide new paths for nursing education. The seminar teaching method emphasizes teacher-student interaction and student participation, and cultivates nursing students' self-learning ability and critical thinking. The flipped classroom, under the concept of ideological and political education, helps nursing students establish correct values and outlook on life and strengthen their professional identity and humanistic care ability ^[3]. This study takes the intern nursing students of our college as the research object and analyzes the application value of the Seminar teaching method combined with the concept of ideological and political education in the flipped classroom.

2. Materials and methods

2.1. General information

Hospitals from July to December 2024 were selected as the control group, and 60 nursing interns who rotated through our hospital from January to June 2025 were selected as the observation group. Control group: age 22–25 years, mean age (23.88 ± 0.65) years, 21 with an associate degree and 39 with a bachelor's degree. Observation group: age 22–25 years, mean age (23.54 ± 0.71) years, 25 with an associate degree and 35 with a bachelor's degree. There were no statistically significant differences in the basic characteristics between the two groups ($p > 0.05$).

2.1.1. Inclusion criteria

- (1) First internship;
- (2) Full-time undergraduate or associate degree;
- (3) No serious physical illness;
- (4) Informed consent to participate in this study.

2.1.2. Exclusion criteria

- (1) Departmental leave > 7 days;
- (2) Trainee nurses;
- (3) Internship records are missing or incomplete.

2.2. Methods

Both groups of students will take courses with identical content, taught by instructors according to the syllabus, and will have the same class time. Both groups will be taught by experienced instructors. Each course will have a total class time of 40 minutes, once a week, for a period of 4 weeks.

2.2.1. Control group

The conventional teaching model was followed, with instructors combining the teaching syllabus, using traditional multimedia courseware, and clinical practice demonstrations. The teaching was mainly based on teacher explanation, summarizing the key points of the course, posing questions to guide students' thinking, and instructing them to memorize the key content of the course. The instructors also led the students to the department for practical learning every day.

2.2.2. Observation group

A flipped classroom teaching model based on the Seminar teaching method and integrating ideological and political education into the curriculum.

(1) Developing micro-lessons to stimulate nursing students' interest

During the course, teachers analyze the teaching objectives and characteristics of nursing students, determine the teaching theme, and clarify the teaching objectives. Based on these objectives, teachers design teaching resources such as micro-lessons and literature, and integrate ideological and political elements, including videos of medical staff urgently treating patients with sudden illnesses in parks and videos of medical staff fighting the epidemic, to help nursing students understand their professional responsibilities and improve their professional qualities. Self-study tasks are assigned to encourage independent learning, primarily online. Students record any questions they don't understand and discuss them with their group members.

(2) Constructing Seminar learning groups and discussing cases

After nursing students raise their pre-class self-study questions, teachers discuss real cases based on relevant content, guiding students to think about the cases, such as researching information, conducting argumentation, and developing research plans based on the results to supplement and improve their knowledge. During collaborative learning, teachers organize group discussions and consultations to deepen the theme. The overall teaching process is organized and guided by teachers, allowing students to discuss and solve problems independently. Based on real-life cases, nursing students are guided into departments to learn operational skills, humanistic care, and health education methods. After learning, teachers lead students in practical training to cultivate their hands-on abilities.

(3) Post-class reinforcement

After group case studies, self-evaluation and teacher evaluation are conducted to design feasible reinforcement learning programs for nursing students, such as disease principles, nursing assessment, and nursing interventions. This enables nursing students to create their own nursing plans to cultivate their core competencies.

2.3. Observation indicators

(1) Assessment of specialized theoretical knowledge and skills

Theoretical knowledge will be assessed primarily through a written exam, with relevant questions to be answered by nursing students, totaling 100 points. Skills assessment will be based on DOP (Domain of Practice) scoring. "Not Meeting Requirements" (1–3 points): This indicates the candidate only completed 10–30% of the step. "Meets Requirements" (4–6 points): This indicates the candidate completed 40–60% of the step. "Meets Requirements" (7–9 points): This indicates the candidate completed 70–90% of the step. Higher scores indicate stronger skills.

(2) Core competencies, self-learning ability, and care ability

Core competencies are scored using the Chinese version of the Nursing Student Core Competency Scale, with a total score of 43–301. The self-learning ability scale is assessed in four dimensions, with a total score of 30–150. Care ability is assessed using the CAI scale, with a total score of 37–259. A high score indicates strong nursing student ability ^[4].

(3) Teaching satisfaction

Nursing students rate the clinical teaching upon leaving the department. The total score is 0–100 points. The higher the score, the higher the nursing student's teaching satisfaction. < 60 points is unsatisfactory, 60–79 points are satisfactory, and 80–100 points are very satisfied. The total satisfaction rate = very satisfied rate + satisfied/total number of students * 100%.

2.4. Statistical processing

The data in this study were analyzed and processed using SPSS 20.0 statistical software. Independent-samples *t*-tests were performed on the measured data, and the count data were expressed as rates (%), and the chi-square test was used. *p* < 0.05 was considered statistically significant.

3. Results

3.1. Comparison of nursing students' theoretical and skills performance scores

The observation group had higher scores in theoretical knowledge and practical skills than the control group (*p* < 0.05), as shown in **Table 1**.

Table 1. Comparison of nursing students' theoretical and practical skills scores (, points)

Group	Number of examples	Theoretical knowledge	Skill operation
Observation group	60	93.23 ± 2.12	8.78 ± 0.87
control group	60	87.31 ± 3.09	6.23 ± 1.02
<i>t</i>		5.318	14.733
<i>p</i>		0.001	0.001

3.2. Comparison of core competencies, self-learning ability, and caregiving ability among groups

The scores of nursing students in the observation group in terms of core competencies, self-learning ability, and caregiving ability were higher than those in the control group (*p* < 0.05), as shown in **Table 2**.

Table 2. Comparison of core competencies, self-directed learning ability, and caring ability among groups (points)

Group	Number of examples	Core competencies	Self-learning ability	Caring ability
Observation group	60	211.54 ± 35.63	122.45 ± 25.31	221.34 ± 17.43
control group	60	167.83 ± 21.83	99.84 ± 16.43	187.65 ± 21.731
<i>t</i>		23.495	43.912	21.464
<i>p</i>		0.001	0.001	0.001

3.3. Comparison of nursing teaching satisfaction among different groups

The satisfaction rate with nursing education in the observation group was higher than that in the control group ($p < 0.05$), as shown in **Table 3**.

Table 3. Comparison of nursing teaching satisfaction among groups (n, %)

Group	Number of examples	Very satisfied	satisfy	Dissatisfied	Satisfaction
Observation group	60	27 (45.00)	31 (51.67)	2 (3.33)	58 (96.67)
control group	60	22 (36.67)	26 (43.33)	12 (20.00)	48 (80.00)
χ^2					5.210
p					0.023

4. Discussion

Clinical internship is the process of applying theoretical knowledge to practice, but there are many problems in clinical teaching. The teaching level of the instructors is not uniform, teaching resources are scarce, teaching methods are monotonous, and the learning enthusiasm is not high ^[5]. In the teaching process, it is necessary to change the teaching concept and focus on improving the comprehensive quality of nursing students. Clinical internship is the stage of transforming theory into practice. The seminar teaching method establishes group teaching under the guidance of teachers, which makes it easier for students to understand and master the learning content. It focuses on solving problems. Teachers create problem scenarios and package the learned content with videos and literature materials for nursing students to learn with them and improve their self-learning ability ^[6]. This method enriches teaching methods and improves nursing quality. The results show that the observation group has higher theoretical knowledge, practical skills, thinking ability, core ability, etc., than the control group, and has a high satisfaction with the teaching model.

In conclusion, implementing the Seminar teaching method in conjunction with the flipped classroom teaching model that integrates ideological and political education into the teaching of nursing interns can improve teaching quality and cultivate nursing students' thinking abilities. This teaching model has practical value.

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Disclosure statement

The authors declare no conflict of interest.

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