

## Construction and Application of a Course-Based Ideological and Political Education Index System for Nursing Postgraduate Courses Based on the Theory of the Full Life Cycle

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**Abstract:** This paper aims to construct an evaluation indicator system for ideological and political education in nursing graduate courses based on the full life cycle theory and the CIPP model, and to explore its application effectiveness to promote the construction of ideological and political education in nursing graduate courses. Through theoretical analysis and literature review, preliminary evaluation indicators were proposed; expert consultation and hierarchical analysis methods were used to determine the indicator system. Through empirical research, the quality of ideological and political education construction before and after the application of the indicator system was compared. After two rounds of surveys, the final evaluation indicator system comprises four first-level indicators, 12 second-level indicators, and 23 third-level indicators, including background evaluation, input evaluation, process evaluation, and outcome evaluation. After applying the evaluation indicator system, the ideological and political education scores of 10 nursing graduate courses improved, the number of model courses increased, and students' ideological and political learning experiences were enhanced. the nursing graduate course ideological and political education evaluation indicator system based on the CIPP model within the full life cycle perspective helps improve the quality of course ideological and political education construction and promotes the high-quality development of graduate education.

**Keywords:** Full Life Cycle; Nursing Graduate Students; Course Ideological and Political Education; Evaluation Indicator System

### 1. Introduction

The effectiveness of moral education and talent cultivation is the core criterion for evaluating graduate education. Course-based ideological and political education is a strategic measure to implement this fundamental task. Some scholars have pointed out that the evaluation of course-based ideological and political education should follow the principle of combining political orientation, integration, and practical effectiveness. It should cover evaluations of teaching objectives, teaching content, teaching methods, and teaching contexts, and reflect elements such as the subject, object, content, and process [1-3]. Unlike undergraduate education, graduate nursing education places greater emphasis on cultivating scientific spirit and disciplinary literacy in value formation, and prioritizes cutting-edge, exploratory, and comprehensive aspects in teaching content, methods, and contexts. Its evaluation should therefore reflect a three-dimensional and holistic approach. However, current evaluations of course-based ideological and political education in China are relatively narrow, lack specificity, and lack scientific theoretical guidance or developmental orientation. the lack of an objective, comprehensive evaluation system for course-based ideological and political education in nursing graduate programs hinders the achievement and effective implementation of course-based ideological and political education objectives, making continuous improvement challenging. Therefore, this study constructs an evaluation indicator system for course-based ideological and political education in nursing graduate programs based on the full life cycle and CIPP model theories, and explores the application effects of the evaluation indicator system to promote the development of course-based ideological and political education in nursing graduate programs and strengthen the

foundation of moral education.

## 2. Literature Review

Total Life Cycle Theory is a theoretical framework for studying the laws governing the entire process of something from its creation to its demise, and is widely used in a variety of fields, including management, economics, ecology, engineering, and sociology. The core idea of the theory is that any system (e. g., product, organization, technology, curriculum, etc.) will go through a series of predictable development stages, each with different characteristics, challenges and optimization strategies. Full life cycle evaluation is a full-session, cyclical evaluation model that is widely used in various types of evaluation fields [4]. Alfred Marshall, an economist, first proposed the “enterprise life cycle” as an analogy for the growth and decline of living organisms, and Raymond Vernon (1966) proposed a product life cycle model in international trade, which divides products into three stages: innovation, maturity, and standardization. Adizes proposed a ten-stage model of the enterprise life cycle, emphasizing the management strategies at different stages. Diamond introduced the life cycle theory into curriculum development, and proposed the cycle of “design-implementation-assessment-iteration”. Bates combined with the characteristics of online education, and put forward the “four-stage model” of the life cycle of the curriculum. Bates proposed a four-stage model of the course life cycle (planning, construction, delivery, and evaluation), taking into account the characteristics of online education. The full life cycle theory provides a systematic analysis framework for course evaluation, emphasizing the dynamic management of the whole process from course design, implementation to iteration. In recent years, the application of the theory in the field of curriculum evaluation has gradually deepened as the demand for refinement in education quality assessment grows. Based on the theory of the whole life cycle, the construction of curriculum ideology is divided into the whole process of the content development stage, teaching design stage, teaching implementation stage, and effectiveness and feedback stage, focusing on the development thinking and the whole process evaluation and management. The CIPP evaluation model is a four-in-one quality evaluation model integrating the evaluation of “background+inputs+

processes+results”[5], with the aim of continuous improvement.

With the core of moral education and the goal of continuous improvement, this study, based on reviewing the literature, constructs the evaluation concept of the Civics and Politics construction of nursing graduate courses based on the theory of the whole life cycle, and the top-level design of the evaluation model, which includes four phases: content development, instructional design, instructional implementation, and effectiveness and feedback. Based on the CIPP evaluation model, we construct the evaluation index system of postgraduate course civics and evaluate and manage the whole life cycle of course civics, form the concept of continuous development of high-quality course civics, and strengthen the teachers' main responsibility and ability in order to continuously improve the quality of course civics construction.

## 3. Construction of the Evaluation Indicator System

A comprehensive search of relevant literature on course-based ideological and political education was conducted. After analysis and organisation, the relevant content for evaluating course-based ideological and political education in graduate nursing programmes was distilled. Based on the life cycle theory and the CIPP evaluation model, and following discussions within the research team, four primary indicators (context evaluation, input evaluation, process evaluation, and outcome evaluation) were preliminarily established, 12 secondary indicators (overall design, course team, course design, course resources, course methods, teaching implementation, teaching assessment, student response, student participation, student behaviour, developmental outcomes, and teaching outcomes), and 20 tertiary indicators, forming the preliminary draft of the nursing graduate course ideological and political education evaluation indicator system.

### 3.1 Drafting the Expert Questionnaire

The questionnaire content primarily includes three parts: ① Questionnaire instructions: Specific name and background of the research project, purpose of the expert questionnaire, key points to note when filling out the questionnaire, questionnaire items, and acknowledgments; ② Expert basic information: Including gender, age,

years of work experience, workplace, highest level of education, professional title, and main research areas; ③ Questionnaire: Involving the specific content of each level of indicators for ideological and political education in nursing graduate courses, importance scoring, and supplementary and modification suggestions.

### 3.2 Selection of Experts for Consultation

This study selected 20 experts with 10 or more years of experience in nursing education, nursing education management, or ideological and political education. All experts hold associate senior or higher professional titles, have graduate degrees or higher, and participated in this study on a voluntary basis.

### 3.3 Implementation of Expert Consultation

In March 2023, expert opinions on the evaluation indicators were solicited via email or paper questionnaires. After collecting the first round of questionnaires, the data was organized and statistically analyzed. Following group discussions, unimportant items were removed, and items requiring adjustments were revised to compile the second round of expert consultation questionnaires. In the second round of questionnaires, an explanation of the adjustments made in the first round was added, detailing the reasons for modifying the evaluation criteria. the second round of expert consultations continued to collect expert feedback, and the evaluation criteria were revised again based on expert opinions. Items with an importance value mean  $\geq 3.5$  and a coefficient of variation  $\leq 0.25$  were retained, and the expert consultations were terminated after consensus was reached.

### 3.4 Statistical Methods

Data entry was completed using Excel software, and data processing was performed using SPSS 22.0 software. Quantitative data were described using mean  $\pm$  standard deviation, while categorical data were presented as frequency, proportion, and rate. Expert participation enthusiasm was reflected through the questionnaire response rate. the expert authority coefficient (Cr) was used to quantify the authority of experts, composed of familiarity (Cs) and the basis for evaluation criteria (Ca), with the simplified formula  $Cr = (Ca + Cs) / 2$ . the mean and standard deviation of indicator importance were used to describe the concentration of expert

opinions. the coefficient of variation (CV) and Kendall's harmony coefficient (Kendall's W) were used to reflect the coordination of expert opinions. the weights of each indicator are calculated using the analytic hierarchy process. When  $P < 0.05$ , the difference is considered statistically significant.

### 3.5 Consultation Results

A total of 20 experts were consulted, aged 42–56 ( $46.75 \pm 3.12$ ) years old; with work experience ranging from 15 to 29 years ( $22.52 \pm 3.48$  years); in terms of educational background, 7 were doctoral students and 13 were master's students; in terms of professional titles, 9 held senior titles and 11 held associate senior titles. In terms of professional background, 10 were nursing education experts, 5 were nursing education management experts, and 5 were ideological and political education experts.

This study conducted two rounds of expert consultations. In the first round, 20 questionnaires were distributed, all of which were returned, with a 100% response rate. Among these, 18 experts provided 51 suggestions for improvement. In the second round, 20 questionnaires were distributed, with 18 returned, achieving a 90% response rate. Three experts offered three suggestions for improvement, indicating a high overall level of engagement. From the perspective of authority coefficients, the familiarity coefficient (Cs) of the expert consultation was 0.76, and the assessment basis coefficient (Ca) was 0.94. After calculation, the authority coefficient (Cr) was 0.85, indicating that the results have a high degree of reliability.

The expert consultation results showed that the mean importance scores for each item ranged from 3.78 to 5.00, with standard deviations from 0.00 to 0.85, and coefficient of variation (CV) ranging from 0.00 to 0.20. Additionally, all items had importance scores  $\geq 3.5$ , and CV values were all  $< 0.25$ . the Kendall's coefficient of concordance for the two rounds of expert consultations was 0.176 and 0.183, respectively, and statistical tests showed  $P < 0.001$ , indicating good consistency among expert opinions.

After the first round of consultations, three secondary indicators were revised: "Overall Design" was changed to "Course Syllabus," "Course Methods" was changed to "Classroom Teaching," and "Teaching Evaluation" was changed to "Course Evaluation." Additionally,

11 tertiary indicators were modified, with four tertiary indicators removed and seven new tertiary indicators added. After the second round of consultations, two tertiary indicators were modified. Following two rounds of consultations,

the final evaluation system was established, comprising four primary indicators, 12 secondary indicators, and 23 tertiary indicators. the specific details are outlined in **Table 1**.

**Table 1. Results of Expert Consultation on Evaluation Indicators for Ideological and Political Education in Nursing Graduate Courses**

Entry	Importanc e value	Coefficient of variation	Weight	Combined weight
1. Background Evaluation	4.42±0.79	0.17	0.166	0.166
1.1 Course Syllabus	4.42±0.51	0.13	0.443	0.075
1.1. 1 Development Goals for Ideological and Political Education in the Course	4.62±0.23	0.04	0.282	0.022
1.1. 2 Alignment of Ideological and Political Education Objectives with Graduation Requirements	4.61±0.23	0.04	0.181	0.015
1.1. 3 Feasibility of Ideological and Political Education Objectives in the Course	4.59±0.60	0.14	0.537	0.038
1.2 Course Team	4.67±0.59	0.12	0.557	0.091
1.2. 1 Professional Competence of Course Instructors	5.00	0	0.536	0.049
1.2. 2 Level of the Course Instructor Team	4.89±0.12	0.06	0.464	0.042
2. Investment Evaluation	4.89±0.52	0.06	0.244	0.244
2.1 Course Design	4.89±0.62	0.06	0.596	0.146
2.1. 1 Ideological and Political Education Course Content and Methods	4.89±0.42	0.06	0.672	0.098
2.1. 2 Ideological and Political Education Course Teaching Feedback System	4.89±0.22	0.06	0.328	0.048
2.2 Course Resources	4.78±0.12	0.08	0.404	0.098
2.2. 1 Ideological and Political Education Element Resource Library	4.39±0.60	0.13	0.607	0.060
2.2. 2 Correlation Between Ideological and Political Education Resources and Knowledge Points	4.39±0.60	0.13	0.393	0.038
3 Process Evaluation	4.92±0.11	0.03	0.337	0.337
3.1 Classroom Teaching	4.79±0.41	0.10	0.299	0.104
3.1. 1 Theoretical Lectures in the Classroom	4.78±0.54	0.08	0.541	0.053
3.1. 2 Extracurricular Social Practice	4.90±0.51	0.06	0.459	0.051
3.2 Teaching Implementation	4.78±0.34	0.08	0.165	0.054
3.2. 1 Use of Teaching Methods and Teacher-Student Interaction	4.78±0.42	0.08	1.000	0.054
3.3 Course Assessment	4.00±0.59	0.14	0.126	0.042
3.3. 1 Effectiveness of Teaching Methods in Achieving Students' Ideological and Political Objectives	4.83±0.29	0.10	1.000	0.042
3.4 Student Feedback	4.39±0.60	0.13	0.276	0.092
3.4. 1 Students' Perceptions of Ideological and Political Learning	4.58±0.42	0.08	0.458	0.042
3.4. 2 Students' Mastery of Ideological and Political Knowledge Points	4.78±0.42	0.08	0.542	0.050
3.5 Student Participation	4.78±0.64	0.10	0.134	0.045
3.5. 1 Student Participation in Ideological and Political Activities During the Teaching Process and Passing the Assessment	4.78±0.42	0.08	1.000	0.045
4. Output Evaluation	4.61±0.50	0.10	0.254	0.254
4.1 Student Behaviour	4.39±0.50	0.13	0.227	0.046
4.1. 1 Comprehensive Application of Knowledge and Skills	3.92±0.41	0.10	0.547	0.026
4.1. 2 Evaluation of Students' Humanistic Care Behaviour During Course Assessments	3.78±0.46	0.14	0.453	0.020
4.2 Developmental Outcomes	4.72±0.46	0.09	0.471	0.100
4.2. 1 Professional Beliefs	4.28±0.82	0.19	0.318	0.031
4.2. 2 Research Literacy	4.42±0.51	0.13	0.439	0.048
4.2. 3 Academic Integrity	4.28±0.57	0.13	0.243	0.021
4.3 Teaching Outcomes	4.39±0.85	0.19	0.302	0.108
4.3. 1 Overall Course Evaluation	4.39±0.85	0.19	0.488	0.052
4.3. 2 Quality and Scalability of Ideological and Political Content in the Course	4.39±0.85	0.19	0.512	0.056

## 4. Empirical Research on the Evaluation Indicator System

### 4.1 Practical Pathways for Course-Based Ideological and Political Education

Through literature review, a comprehensive evaluation and management philosophy for course-based ideological and political education in nursing graduate programs was established. Using the constructed evaluation indicator system as a standard, an evaluation and management mechanism for the entire lifecycle of course-based ideological and political education in nursing graduate programs was established to guide the implementation of

ideological and political education in nursing graduate courses. This study takes the courses “Advanced Health Assessment” and “Nursing Ethics and Regulations” as examples, using the evaluation system as a standard to guide ideological and political education construction and conduct empirical research on ideological and political education teaching in graduate nursing courses. the five elements of professional literacy, academic literacy, and social literacy (patriotic sentiment, disciplinary spirit, innovation and entrepreneurship, selfless dedication, and academic ethics) are integrated into the curriculum through course plans, syllabi, teaching designs, classroom instruction, and assessment evaluations. This is combined with online self-

directed learning, offline classroom learning, and practical learning activities (innovative practice activities, clinical practice, and social practice activities) to achieve a full lifecycle of course-based ideological and political education. Centering on the fundamental goal of cultivating virtue and fostering talent, and using established standards as a benchmark, the study identified issues related to the construction background, investment status, process, and teaching outcomes, proposed suggestions for continuous improvement, and established a results-oriented, four-in-one evaluation and management mechanism for course-based ideological and political education, as well as a full-lifecycle construction pathway.

#### 4.2 Application Effects of the Course-Based Ideological and Political Education

**Table 2. Comparison of Scores for the Evaluation Indicators of 10 Model Courses for Ideological and Political Education in Nursing Graduate Programmes for the 2023-2024 Academic Year**

Course Name	2022-2023 Academic Year Grades					2023-2024 Academic Year Grading				
	Background Evaluation (A1)	Input Evaluation (A2)	Process Evaluation (A3)	Output Evaluation (A4)	total score	Background Evaluation (A1)	Input Evaluation (A2)	Process Evaluation (A3)	Output Evaluation (A4)	total score
Nursing Theory and Research	15	22	28	23	88	16	23	31	24	94
Advanced Health Assessment	13	21	27	24	85	15	22	30	27	94
Advanced Clinical Nursing	13	21	25	23	82	15	24	30	25	94
Geriatric Community Rehabilitation Nursing	13	23	29	24	89	14	24	31	24	93
Advanced Nursing Research	12	21	25	22	80	16	24	30	25	95
Advanced Nursing Practice Techniques	11	22	24	23	80	12	23	26	24	85
Critical Care Nursing	14	22	28	24	88	15	23	30	25	93
Nursing Ethics and Regulations	13	21	24	23	81	14	22	26	25	87
Surgical Nursing	13	22	24	24	83	13	23	27	23	86
Evidence-Based Nursing	13	23	26	22	84	14	24	27	24	89

**Table 3. Scores for the Model Course on Ideological and Political Education in the Postgraduate Course ‘Advanced Health Assessment’**

Evaluation Criteria	Course Ideological and Political Education Scoring	
	2022-2023 Academic Year	2023-2024 Academic Year
Development Goals for Ideological and Political Education in Courses (C1)	1.8	1.9
Alignment of Ideological and Political Education Goals with Graduation Requirements (C2)	1.0	1.2
Operational Feasibility of Ideological and Political Education Goals (C3)	3.3	3.6
Professional Competence of Course Instructors (C4)	4.0	4.5
Quality of the Course Instructor Team (C5)	3.2	3.5
Content and Methods of Ideological and Political Education Courses (C6)	8.3	8.6
Feedback Mechanism for Ideological and Political Education Course Instruction (C7)	4.0	4.5
Resource Library of Ideological and Political Education Elements (C8)	5.0	5.0
Correlation Between Ideological and Political Resources and Knowledge Points (C9)	3.3	3.5
Theoretical Instruction in the Classroom (C10)	4.2	4.5
Extracurricular Social Practice (C11)	3.6	4.0
Use of Teaching Methods and Teacher-Student Interaction (C12)	4.7	5.0
Effectiveness of Teaching Methods in Achieving Ideological and Political Objectives (C13)	3.6	4.0
Students' Perceptions of Ideological and Political Learning (C14)	3.6	4.0
Students' Mastery of Ideological and Political Knowledge Points (C15)	4.2	4.6
Student Participation in Ideological and Political Activities During the Teaching Process and Passing Assessments (C16)	3.4	3.7
Comprehensive Application of Knowledge and Skills (C17)	3.0	3.5
Evaluation of Humanistic Care Behaviour During Course Assessments (C18)	2.3	2.5
Professional Beliefs (C19)	3.6	4.0
Research Literacy (C20)	4.6	5.0
Academic Ethics Literacy (C21)	2.5	
Overall Course Evaluation (C22)	4.4	4.9
Quality and Scalability of Course Ideological and Political Content (C23)	3.8	4.5
Total Score	85.4	93.5

**Table 4. Comparison of the Implementation of Ideological and Political Education Elements in Nursing Postgraduate Programmes**

Project	2022-2023 Academic Year				2023-2024 Academic Year			
	Before classes start	After classes start	t	P	Before classes start	After classes start	t	P
Patriotic Awareness	1.74±0.435	2.29±0.556	-19.387	<0.001	1.82±0.525	3.64±0.673	-30.172	<0.001
Academic Spirit	1.56±0.668	3.12±0.585	-20.762	<0.001	1.85±0.463	3.57±0.442	-29.122	0.001
Pioneering Innovation	1.76±0.577	3.02±0.445	-19.067	<0.001	1.77±0.794	3.88±0.647	-27.218	<0.001
Selfless Contribution	1.68±0.523	3.03±0.656	-21.376	0.002	1.83±0.663	3.75±0.496	-32.506	<0.001
Academic Recognition	1.80±0.444	3.16±0.735	-20.956	<0.001	1.84±0.439	3.60±0.529	-27.859	<0.001
Scientific Research Literacy	1.79±0.476	2.98±0.634	-20.006	<0.001	1.79±0.557	3.44±0.514	-29.501	<0.001

5. Research Conclusion

5.1 The Scientificity and Reliability of the Ideological and Political Evaluation Index System for Graduate Nursing Courses

The whole life cycle theory emphasizes the continuity and stage-specific nature of development, providing a theoretical basis for the design of stage-specific and tiered ideological and political education objectives, thereby making ideological and political education more aligned with the characteristics of the nursing discipline. This study is based on the whole life cycle theory and the CIPP model theory to construct a whole life cycle evaluation management concept for nursing master's degree course ideological and political education, and to design an evaluation model at the top level. With continuous improvement as the goal, in accordance with the overall requirements for educational evaluation—"improving outcome evaluation, strengthening process evaluation, exploring value-added evaluation, and establishing comprehensive evaluation"—this study takes strengthening the construction of ideological and political education in graduate nursing courses as a key approach, aiming to enhance the depth of moral education and talent cultivation [6]. Through literature review and group discussions, a draft evaluation indicator system was formulated. the 20 experts consulted by the research team were selected from multiple universities across different regions of China. Their professional fields span nursing education, nursing education management, and ideological and political education, with over 15 years of work experience, holding associate professor-level titles or higher, and possessing doctoral or master's degrees. the experts demonstrate strong representativeness. the response rates for the two rounds of questionnaires were 100% and 90%, respectively, indicating high levels of expert participation. the expert authority coefficient (Cr) was 0.85, indicating strong authority. After two rounds of expert consultations, the average

importance scores for all indicators exceeded 3.5 points, with a coefficient of variation less than 0.25; the Kendall harmony coefficients were 0.176 and 0.183, respectively, and the statistical significance reached  $P < 0.001$ , indicating a high degree of consistency in expert opinions and the reliability of the consultation results. In summary, the course ideology evaluation indicator system for nursing graduate students constructed in this study is scientifically sound and reliable.

5.2 Content Analysis of the Course ideology Evaluation Indicator System for Nursing Graduate Students

The core of indicator system construction lies in the measurability of evaluation indicators [7]. This study utilized the analytic hierarchy process to determine the weights of each indicator, providing an effective pathway for the quantitative evaluation of ideological and political education in nursing graduate courses. Through two rounds of expert consultations and group discussions, the final evaluation indicator system for ideological and political education in nursing graduate courses was constructed, encompassing 4 first-level indicators, 12 second-level indicators, and 23 third-level indicators. Among these, the 4 first-level indicators are based on the CIPP theoretical model, including background evaluation, input evaluation, process evaluation, and output evaluation. The combined weight of "process evaluation" ranks first among the first-level indicators (0.337), with an average importance score of 4.92. Experts generally agree that it is the most important indicator and constitutes the core content of the nursing graduate course ideological and political education evaluation indicator system, consistent with the findings of Huang Lingfang et al. [8]. As a highly practical discipline, the core objective of course-based ideological and political education in nursing is not only the transmission of theoretical knowledge but also the integration of value guidance and professional ethics cultivation

throughout the entire teaching process. Process evaluation dynamically tracks teaching implementation stages, such as classroom interaction, practical operations, and teacher-student feedback, enabling a more comprehensive reflection of the depth of integration between ideological and political elements and professional content, aligning with the “process-oriented” logic of educational evaluation. In process evaluation, the secondary indicator “classroom teaching” has the highest combined weight (0.104), reflecting direct attention to teaching implementation processes, consistent with the research findings of Zhang Naqin et al. [9]. the classroom is the primary venue for implementing ideological and political education in courses. Teachers incorporate ideological and political elements such as medical compassion and professional ethics into professional knowledge instruction through teaching designs such as case discussions and scenario simulations. This indicates that factors such as classroom interaction and innovative teaching methods have a critical influence on the shaping of students' values.

The “output evaluation” sub-indicator has the second-highest weight (0.254) among the primary indicators, and its subordinate secondary indicator “teaching effectiveness” also has a relatively high weight (0.108). Huang Lingfang et al. [8] found that output evaluation plays an important role in course-based ideological and political education. the core values of course-based ideological and political education must be reflected through students' behavioral transformations and capability enhancements, i. e., “outputs.” Output evaluation focuses on the final outcomes of teaching activities, such as students' ideological and political cognition levels, professional ethics behavior, and sense of social responsibility, forming a “process-outcome” two-way verification with “process evaluation,” thereby avoiding an evaluation system that only focuses on teaching implementation while neglecting actual educational outcomes.

The “input evaluation” combination weight ranks third among the first-level indicators (0.244). Educational input serves as the material foundation for conducting teaching activities. Although its weight is lower than that of “process evaluation” and “output evaluation,” the 0.244 weight still reflects the direct supportive role of “input” in educational quality.

Without adequate investment in teaching design or course resources, the teaching process and outcomes would be difficult to guarantee. Xu Xiaosi et al. [10] noted that course design and teaching resource development are critical components in the practice of course-based ideological and political education.

### 5.3 Analysis of the Pathways for Ideological and Political Education in Nursing Graduate Courses from a Full Lifecycle Perspective

The evaluation system model is based on the organic combination of process-oriented and goal-oriented approaches to ideological and political education evaluation, forming a concept of sustainable development. By clarifying the construction standards for each element and indicator throughout the management evaluation process, teachers can further clarify their tasks and responsibilities and stimulate a sense of ownership. By constructing an evaluation indicator system and establishing standards, the evaluation system guides educational reforms in graduate nursing education under the course-based ideological and political education framework, effectively leveraging its role as a “guiding tool” for teaching to continuously improve teaching quality and reinforce the course's role in fostering moral integrity and nurturing talent. Applying the evaluation indicator system to conduct a full life cycle evaluation of course-based ideological and political education in nursing graduate programs at our institution, we identified issues, proposed optimization plans, and established evaluation mechanisms, thereby significantly enhancing the effectiveness and exemplary role of model course development.

Research findings indicate that through the implementation of ideological and political education in nursing graduate programmes from a lifecycle perspective, the quality of ideological and political education construction and educational outcomes have significantly improved. This is reflected in enhanced evaluation scores for ideological and political education construction, an increase in the number of model ideological and political education courses, and improved student experiences in ideological and political learning. the teaching team has been approved for three course-based ideological and political education-related educational reform projects, edited four textbooks as chief editors or co-editors, and

received honours such as provincial-level teaching masters and course-based ideological and political education model teaching teams. They have developed 25 course-based ideological and political education cases based on their taught courses, some of which have been published and applied. the research findings have been invited to be promoted and applied at universities both within and outside the province through lectures and exchanges. In summary, the course ideological and political education evaluation indicator system constructed in this study, based on the full life cycle and CIPP model theory, is scientifically sound, capable of quantitatively evaluating the quality of course ideological and political education construction, and conducive to the high-quality development of graduate education. the evaluation indicator system has been applied in some theoretical and practical courses for nursing graduate students at our university, including evaluation, supervision, feedback, curriculum revision, teaching design, and implementation effect evaluation. However, there is insufficient data on the application of course-based ideological and political education evaluation in more professional graduate courses, and the teaching effects still need to be continuously tracked.

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