

# The Integration of Cross Cultural Education and Ideological and Political Education: Experience in the Practice of Foreign Nursing English Curriculum

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**Abstract:** This study delves into merging cross-cultural and ideological-political education in foreign nursing English courses and its influence on nursing students. Findings reveal that this integration boosts cultural sensitivity, enhances cross-cultural communication skills, and improves ethical decision-making.

**Keywords:** Cross-cultural; Ideological and political; Nursing English

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In today’s era of globalization, cross-cultural education and ideological and political education both play crucial roles. They are not only indispensable components of higher education, but also important factors in shaping students’ comprehensive literacy [1-3]. One of the goals of cross-cultural education is to cultivate students with cultural sensitivity and communication skills that cross international borders. Because in a multicultural society, students need to be able to understand and respect people from different cultural backgrounds, and be able to communicate effectively with them [4]. This not only facilitates international cooperation and exchange, but also competitiveness in global careers. Ideological and political education aims to guide students to form correct values and ways of thinking, in order to cultivate comprehensively developed citizens. It not only focuses on moral and ethical concepts, but also emphasizes social responsibility and public interest. The aim of ideological and political education is to develop socially engaged citizens who can address societal issues, crucial for a just and harmonious society. In foreign nursing English courses, integrating these two forms of education holds unique value. This course teaches medical English skills while fostering adaptability and moral responsibility in cross-cultural contexts. Combining cross-cultural and ideological-political education offers students a comprehensive educational experience, promoting personal growth and enhancing social responsibility in nursing. Thus, exploring and applying this integration in higher education courses is valuable.

## 1. Cross cultural education and ideological and political education

### 1.1 Definition and importance of cross-cultural education

Cross-cultural education fosters students’ skills to bridge diverse cultural gaps, promoting effective communication and interaction in multicultural settings.

-Cultural sensitivity: Through cross-cultural education, nursing students can better understand the perspectives of different cultures on health and healthcare, thereby increasing their cultural sensitivity to patients and providing more personalized care.

-Communication skills: Cross cultural education cultivates students’ cross-cultural communication skills, enabling them to effectively communicate with patients and colleagues from different cultural backgrounds, reducing misunderstandings and conflicts.

-Ethical awareness: By understanding the ethics and values of different cultures, nursing students can better respond to ethical

challenges and ensure the provision of care that meets cultural expectations.

## **1.2 Definition and Objectives of Ideological and Political Education**

The impact of ideological and political education on college students lies in:

-Value cultivation: It helps cultivate students' correct values, including social responsibility, fairness and justice, democracy, and the rule of law. For nursing students, this means being able to uphold noble ethical standards when providing nursing services.

-Social participation: Ideological and political education encourages students to actively participate in social and community activities, which helps them better understand social issues and make positive contributions to society.

## **2. Practice of Foreign Nursing English Course**

### **2.1 Design and Objectives of Foreign Nursing English Course**

The course 'Foreign Nursing English' is vital as it integrates cross-cultural education. It teaches nursing students English skills for cross-cultural nursing communication, covering medical vocabulary, learning-related terms, communication skills, cultural sensitivity, and ethical principles.

### **2.2 Collection methods of practical experience**

In order to evaluate the practical experience of the "Foreign Nursing English" course, the research team used various methods and tools to collect data:

#### **2.2.1 Student feedback survey:**

Student feedback surveys are an important tool for evaluating the practical experience of the course 'Foreign Nursing English'. Regularly conducting these surveys helps us gain a deeper understanding of students' perspectives and feelings. We encourage students to share their opinions and suggestions, and use open-ended questions to allow them to express themselves freely.

#### **2.2.2 Observations and Records:**

Observation and recording by teachers and other educators are one of the key sources of data in the curriculum. By closely observing students' performance in classroom and practical nursing practices, we can evaluate their language use, cultural sensitivity, and ethical decision-making abilities.

## **3. The integration practice of cross-cultural education and ideological and political education**

### **3.1 Integration of cross-cultural elements in foreign nursing English courses**

Integrating cross-cultural elements into curriculum content and integrating ideological and political education goals requires:

#### **3.1.1 Integrating cross-cultural elements**

-Cultural Background Analysis: In the course "Foreign Nursing English", students begin to develop important skills in analyzing the cultural background of patients and colleagues. This means not only understanding the customs and traditions of different cultures, but also deeply understanding the impact of culture on health concepts, disease experiences, and medical decision-making.

-Cultural sensitive communication: Cultural sensitive communication is one of the crucial skills in cross-cultural nursing. In this course, students receive specialized training to ensure that they demonstrate cultural sensitivity when communicating with patients.

-Case studies and role-playing: In order to transform theoretical knowledge into practical skills, the course includes cross-cultural nursing case studies and role-playing activities. These activities provide students with the opportunity to apply their learning in cultural background analysis and culturally sensitive communication.

#### **3.1.2 Emphasizing the goal of integrated ideological and political education**

-Ethical decision-making: In addition to cross-cultural education, the curriculum also emphasizes the goal of integrated ideological and political education. In this course, students have developed the ability to make ethical decisions in cross-cultural nursing. -Social Responsibility: The course encourages students to reflect on their social responsibility as nurses through ideological and political education goals. They are motivated to think about how to give back to society through nursing practices, especially in cross-cultural environments.

-Value cultivation: Finally, the course emphasizes the values of social justice, patient rights, and fairness. Students are taught how to embody these values in nursing practice. This includes ensuring equal treatment for patients, protecting their rights, and committed to providing high-quality and fair medical care.

### **3.2 Student Experience and Feedback**

Through students' personal experiences, we can better understand their growth and learning in the curriculum.

3.2.1 Experience the challenges of cross-cultural communication: Students reflect on the challenges faced in communicating with patients from different cultures in practical nursing. They mentioned language barriers, which may lead to misunderstandings and communication barriers. Cultural differences have also been pointed out, as different cultures have different views on diseases and treatments, which may lead to discomfort or lack of understanding. In addition, conflict of beliefs is also a complex issue that needs to be addressed and respected.

3.2.2 Ethical Decision Cases: Students encounter cases related to ethical decision-making in integration practice, which is a common situation encountered in nursing practice. The students described the process of making ethical decisions while considering cultural differences, which may involve aspects such as disease treatment, patient rights, and privacy protection.

## **4. Research Results and Discussion**

### **4.1 Achievements and Effects of Practice**

When analyzing the results and impact of integration practices, we can see a positive impact on nursing students, especially in terms of ideological, political, and cross-cultural development.

Summary of the results of integration practice: The integration of cross-cultural and ideological-political education in nursing English courses has yielded significant outcomes. Students enhance language skills, notably improving cultural sensitivity. They learn to understand and respect patients from diverse backgrounds, vital in nursing practice. Moreover, they exhibit improved cross-cultural communication skills, facilitating effective patient interaction, and demonstrate heightened ethical decision-making abilities, ensuring patient rights and interests are upheld.

### **4.2 Complementarity between cross-cultural education and ideological and political education**

The integration of cross-cultural education and ideological and political education in foreign nursing English courses reflects the complementarity of the two educational methods.

The synergy between cross-cultural and ideological-political education in nursing English courses is evident. Cross-cultural education enhances cultural sensitivity and ethical decision-making, crucial for handling diverse healthcare challenges. It fosters understanding of cultural impacts on patient health and respect for patients' beliefs. Simultaneously, ideological-political education instills social responsibility and ethical awareness in students, emphasizing nursing ethics and societal obligations.

## **5. Summary**

This study underscores the significance of merging cross-cultural and ideological-political education within foreign nursing English courses. In today's globalized, multicultural context, this integration holds substantial educational value. By combining these elements, we achieve synergy, imparting not only language skills but also cultural sensitivity, ethical decision-making, and social responsibility to students. Notably, students exhibit progress in both ideological-political and cross-cultural dimensions, fostering confidence in ethical decision-making and a greater willingness to engage in society. This is vital for their future nursing roles and societal contributions. It exemplifies how this integration enhances nursing students' education, equipping them with professional skills, ethical standards, and motivation for social involvement. These findings offer valuable insights for higher education, applicable beyond nursing majors, ultimately improving education quality and nurturing students with comprehensive literacy, contributing to a more inclusive and prosperous society. Future research can explore optimal integration methods to enhance higher education's impact on students and society.

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