

Construction of an Ideological and Political Resource Library for the Human Anatomy Course Based on the "Three Combinations and Three Forms"

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Abstract

The construction of the ideological paradigm and political resource base of human anatomy course based on the teaching of "Three Combinations and Three Forms" not only conforms to the direction of the reform and development of vocational education in China, but also has urgent practical significance and long-term social value. It can not only effectively promote the deep integration of professional education and ideological and political education, but also help to comprehensively train high-quality nursing talents who meet the needs of the new era, which has far-reaching influence on the long-term development of China's medical and health cause and social civilization progress. This paper first expounds the necessity of the construction of ideological and political resource database for the course of human anatomy in higher vocational nursing, defines the content of the construction of resource database including text database, photo database, video database, simulation question database and ideological and political practice case database, and puts forward the path and specific steps of the construction of resource database, aiming to realize the comprehensive study of human anatomy for nursing students and the deep integration of ideological and political education. In order to train students to have correct medical values, medical ethics and benevolence, humanistic love, scientific spirit, improve the quality of personnel training and employment competitiveness.

KeyWords

Higher vocational colleges; Nursing major; Human anatomy; "Three combinations and three forms"; Ideological and political education in courses; Resource library.

In the higher nursing vocational education system, human anatomy plays an important role in connecting the past and the future [1-3]. It is not only a basic course for students to further learn medical knowledge, but also a key link in forming precise operation skills and understanding the physiological and pathological changes of the human body. Through the study of human anatomy, students can not only gradually establish a scientific understanding of the structure of the human body, but also understand the mystery and dignity of life, and cultivate a humanistic sentiment of respecting and caring for life [4-5]. At the same time, in the process of exploring the mysteries of the human body, it is important to guide students to establish a rigorous and meticulous scientific attitude and a craftsman spirit of excellence, which is crucial to improving the humanistic care literacy and professional ethics of future

nursing staff [6] . This study takes "respecting life, cultivating both morality and skills, and developing comprehensively" as the concept, closely follows the direction of ideological and political construction of the course, and deeply explores the ideological value and spiritual connotation of the professional knowledge system. Through the collection of ideological and political materials and teaching practice, the theme is revised to form a virtuous circle. It is subtly integrated into the course teaching, adopting the "three-in-three-style" course ideological and political teaching paradigm of "integrating morality into teaching, integrating morality into teaching, and integrating emotion into teaching", as well as "element combination", "topic embedded" and "finishing touch" [7] . A series of teaching resources such as course teaching standards, teaching designs, and teaching plans that integrate knowledge, skills, and quality goals are compiled to build a course ideological and political material library. It provides a wide range of materials for anatomy teachers in vocational colleges. By combining ideological and political cases, medical humanities, ideological and political models and related social practice activities, it cultivates a nursing talent team with correct medical values, medical ethics, humanistic love, and scientific spirit for China [8] . Therefore, the construction of an ideological and political resource library for human anatomy courses in higher vocational nursing has important practical significance and long-term value.

1. The necessity of building an ideological and political resource library for the human anatomy course in higher vocational nursing

In the current context of the rapid development of the medical industry, the training of nursing professionals faces new opportunities and challenges. With the innovation and development of medical technology and the accelerated specialization of nursing disciplines, society's requirements for the comprehensive quality of nursing talents have shifted from single professional skills to multi-dimensional abilities including humanistic qualities and professional ethics. Human anatomy, as a basic core course of nursing majors [9] , not only carries the responsibility of imparting knowledge of human structure, but is also a key link in cultivating students' meticulous observation, rigorous scientific attitude and lofty professional ethics.

Constructing an ideological and political resource library for the human anatomy course in higher vocational nursing is an innovative teaching practice that aims to deeply integrate ideological and political education elements into professional course teaching and realize the organic combination of professional knowledge imparting and value shaping. By integrating rich ideological and political education resources, such as the historical context of the development of anatomy in China, the professional ethics tradition of benevolence of doctors, and the concept of humanistic care that respects life [10-11] , it can not only stimulate students' interest in learning and enhance their national pride and sense of professional honor, but also help students deeply understand and appreciate the responsibilities and social missions that nursing practitioners should have.

The construction and application of the ideological and political resource library for human anatomy courses has far-reaching significance for comprehensively improving the comprehensive quality of nursing students. It can not only improve students' professional theoretical level and practical skills [12] , but also effectively improve their humanistic qualities and moral sentiments, so that they can better serve patients in their future careers and meet the society's demand for high-quality nursing services, thereby significantly enhancing their competitiveness in the job market and their social influence [13] .

2. Contents of the ideological and political resource library for the human anatomy course in higher vocational nursing

2.1. Text Library

The text library is the core part of the human anatomy knowledge system. It systematically sorts out and elaborates on the basic concepts of human anatomy, including the location, structural characteristics, and functional properties of organs; important knowledge points, such as the composition of the human skeletal system, the classification and function of muscle tissue, and the working principle of the nervous system; cutting-edge research results, involving new discoveries and new theories of the combination of anatomy and modern technology, as well as the application progress in clinical practice [14-15]. In addition, this library also incorporates profound ideological and political education content, such as discussions on life ethics - how to balance the progress of medical science and technology with the maintenance of life dignity, and the cultivation of medical ethics - the humanistic care spirit, rigorous attitude of responsibility to patients, and selfless professional ethics that doctors should have.

2.2. Image Library

As an efficient and influential visual teaching tool, picture libraries play a vital role in the modern education system. In particular, in the daily teaching process, picture libraries can visualize the originally abstract and complex human anatomy knowledge through intuitive and vivid picture presentations [16], making it easier for students to understand and master. Picture libraries need to collect a wide range of high-quality picture resources, including human anatomy atlases, tissue slices, and microscopic imaging materials. These strictly screened image resources not only have the advantage of quantity, but also have outstanding performance in content integrity. They comprehensively cover the fine anatomical structures of various systems and organs of the human body and can fully meet the diverse needs of students at different learning stages and with different professional backgrounds in the process of anatomy learning.

2.3. Video Library

As an important part of the human anatomy education resource system, the video library integrates a variety of dynamic teaching resources such as laboratory operation demonstrations, clinical nursing records, and simulation teaching videos. The experimental operation module shows in detail how to standardize the steps of anatomical specimen processing, tissue sampling and analysis; the surgical demonstration starts from a practical perspective and truly reproduces various surgical scenes, making students feel as if they are on the scene, enhancing their clinical practice operation capabilities. At the same time, the video library should also include video materials related to ideological and political education, such as special lectures on nursing professional ethics - senior experts systematically explain the professional qualities and humanistic care that nursing workers should possess, and typical doctor-patient relationship case analysis - through in-depth interpretation of real medical scenes, help students fully understand the key role of building a harmonious doctor-patient relationship in improving the quality of medical services [17].

2.4. Simulation Question Bank

In the modern education environment, the teaching team makes full use of the advantages of information technology to build an intelligent, multi-dimensional simulation question bank to comprehensively examine students' professional knowledge and ideological and political literacy. The question bank covers multiple-choice questions, fill-in-the-blank questions, judgment questions, case analysis questions, and situational simulation questions to ensure a

comprehensive assessment of core anatomical knowledge points (such as the skeletal system, nerve routing, organ proximity, etc.) and ideological and political elements (such as medical ethics, professional responsibilities, laws and regulations). At the same time, the question bank relies on the AI intelligent test paper system to support the automatic generation of personalized test papers according to difficulty, chapter, and ideological and political emphasis, and provides question-by-question analysis to help students find and fill in the gaps.

2.5. Ideological and political practice case library

The Ideological and Political Practice Case Library focuses on collecting and organizing real-life cases closely related to human anatomy, including but not limited to medical dispute cases involving patient rights protection, medical liability definition, and other aspects; nursing ethics events, which reflect the actual ethical dilemmas faced by nursing staff and their solutions. These cases have been carefully selected and compiled, aiming to guide students to think deeply and analyze and discuss from a professional perspective, combined with the concept of ideological and political education, so as to enhance their professional skills while strengthening their moral cultivation and social responsibility [18].

3. Implementation path of ideological and political resource library construction for human anatomy courses in higher vocational nursing

3.1. Organize resource collection and organization, and build a digital resource platform

Text resources: The teaching team systematically collects and organizes the basic theories, core knowledge points and ideological and political education materials of human anatomy. The basic theory part includes the definition, research scope, and historical evolution of human anatomy; the core knowledge points elaborate on the structural characteristics, functional connections, and typical case analysis of various parts of the human body; the ideological and political education materials integrate multiple elements such as medical ethics, professional spirit cultivation, and medical law cognition to ensure that the teaching resources not only meet the requirements of professional learning, but also promote the comprehensive improvement of learners' comprehensive literacy.

Image resources: The teaching team strictly selects and obtains high-precision human anatomy diagrams, tissue slice diagrams and other visual materials. These image resources will be used to intuitively display the internal structure and tissue details of the human body, effectively helping learners to understand and remember relevant knowledge more vividly. All image materials have undergone strict copyright review and source confirmation, and fully meet the standard requirements for teaching use and scientific research.

Video resources: The teaching team comprehensively collects dynamic video materials such as experimental operation specifications and nursing operation records. By simulating the experimental operation process and creating an immersive learning environment for learners, the realism and participation of anatomical learning are significantly improved [19]. At the same time, attention is paid to the updating and maintenance of video resources to ensure their timeliness and accuracy.

Simulation question bank: The teaching team scientifically designs a variety of question types, including multiple-choice questions, true-or-false questions, fill-in-the-blank questions, short-answer questions, etc., and reasonably compiles questions based on the teaching syllabus and examination requirements of human anatomy. The difficulty of the questions gradually increases, covering various knowledge points, so as to test the learning effect of learners. At the same time, a complete answer analysis library is established to provide learners with accurate problem-solving guidance.

Ideological and political practice case library: The teaching team has extensively collected medical dispute cases, nursing ethics incidents and other practical cases. These cases will be used to demonstrate the problems and challenges of human anatomy in practical applications, and guide learners to establish correct professional ethics and humanistic care. Emphasis is placed on the screening and organization of cases to ensure the authenticity and representativeness of the cases, and to provide valuable references and inspiration for learners.

3.2. Focus on interdisciplinary integration and systematically build a curriculum ideological and political resource library

In the process of resource library construction, we insisted on breaking down traditional disciplinary barriers, taking organ systems as the center [20], relying on digital platforms, and innovatively implementing the "three-ability training", dividing the application ability of basic medical knowledge into "theoretical knowledge application ability, professional experimental technical ability and nursing professional comprehensive ability". Through the cultivation of theoretical knowledge application ability to "lay the foundation", professional experimental technical ability to "improve skills", and nursing professional comprehensive ability to "strengthen quality", we constructed a hierarchical and progressive training path for improving the basic medical knowledge ability of higher vocational students; the "four-wheel drive" is to implement "teacher team leadership, teaching and research platform innovation, curriculum system application, and characteristic activity incentives" [21], and construct an interactive training mechanism for the application ability of basic medical knowledge of "team + platform + curriculum + activity".

In actual construction, it is necessary to combine human anatomy knowledge with ideological and political education content to achieve the mutual penetration and integration of interdisciplinary knowledge, and introduce research results and teaching methods from other disciplines to enrich teaching resources. On this basis, a complete curriculum ideological and political resource library system is constructed, including resources in various forms such as text, pictures, videos, and question banks, and connections and links between resources are established to facilitate users to learn and query across resources. We should focus on the "five-in-one" and integrate "Chinese culture, rule of law culture, mental health, professional culture, and moral cultivation" into the entire process of student training to build a curriculum ideological and political cultural education system. The three are organically integrated, interact with each other, and support each other to form a unique "three-ability training, four-wheel drive, five-in-one" basic medical talent training model [22].

3.3. Explore, condense and sublimate ideological and political elements and enrich the content of the course ideological and political resource library

According to the Ministry of Education's "Guidelines for the Construction of Ideological and Political Courses in Colleges and Universities" [23], which states that "we should focus on cultivating students' spirit of medicine, namely, 'respecting life, saving the dying and the wounded, being willing to make sacrifices, and loving without boundaries'", the teaching team needs to systematically sort out and integrate the ideological and political elements contained in each chapter of the course system, and refine and sublimate them. In the teaching of theoretical knowledge, it is necessary to focus on cultivating nursing students' sense of professional responsibility and morality, establish correct socialist core values, and achieve the goal of cultivating morality and cultivating people through ideological and political courses in basic medical courses, so as to achieve the effect of moistening things silently and bringing about the effect of spring breeze and rain [24]. A digital case library of ideological and political teaching resources for courses has been established.

In specific operations, we will deeply explore the characteristics of the discipline: establish a "life education matrix" based on the characteristics of anatomy, including: (1) gratitude education in the memorial ceremony for body donors; (2) ethical thinking in organ transplantation cases; (3) professional ethics cultivation in anatomical operation specifications. For example, we will develop a virtual simulation experiment in conjunction with the "Chinese Human Organ Donation Day" and restore the life story of the donor through 3D technology. We will sort out ideological and political materials in medical history, such as making a timeline of the "spiritual spectrum of medical scientists", covering typical cases such as Lin Qiaozhi's benevolence and medical skills and Zhang Xiaoqian's rigorous scholarship, and develop AR interactive courseware. Resource condensation Multimodal resource development: Construct a "five-in-one" resource system: (1) micro-course video library (including 30 real clinical nursing cases); (2) three-dimensional virtual specimen library (marked with ideological and political knowledge points); (3) medical humanities e-books; (4) ideological and political discussion question bank (including 200 situational cases); (5) online flower donation platform (connected to the Chinese Red Cross Donor Memorial Park). Sublimation application immersive experience design: Develop VR anatomy labs, set up interactive sessions such as "silent ceremony" and "white chrysanthemum tribute". Establish a digital memorial hall to record the deeds of donors, and students can learn about the life stories behind them by scanning the QR code of the specimens. Construct formative evaluation, including the evaluation of ideological and political elements' cognition and emotional resonance analysis; the final evaluation collects behavioral data through the learning platform to establish a digital portrait of the effect of ideological and political education. The results of the resource library construction show that it has integrated: 127 typical ideological and political cases, 342 ideological and political annotation points of digital specimens, 8 virtual simulation experiment projects, and 67 hospital ideological and political practice bases. In the future, it will continue to promote the "cloud ideological and political" project to achieve intelligent matching of ideological and political elements; build a cross-school ideological and political resource sharing alliance to create a medical course ideological and political community. Through the dynamic update mechanism, ensure that the content of the resource library resonates with the spirit of the times, and truly achieve the organic unity of professional knowledge imparting and value guidance.

4. Construction and application of ideological and political resource library for human anatomy courses in higher vocational nursing

4.1. Construction

On the basis of clarifying the construction goals, it is crucial to formulate a detailed construction plan. This plan should not only have a macro blueprint, but also consider various practical factors in detail, including but not limited to resources, time, budget, etc. In terms of resources, it is necessary to consider the investment of human, material, and financial resources; in terms of time, it is necessary to reasonably arrange the work progress of each stage; in terms of budget, it is necessary to minimize the cost while ensuring the quality of the project.

In the process of making plans, professionals need to be organized to collect and organize relevant resources, and classify, store and manage them according to certain standards. These professionals need to have relevant knowledge and skills to effectively collect, organize and utilize resources. They need to have a deep understanding of the characteristics, uses and values of various construction resources in order to better plan and configure them.

In addition, a sound information management system needs to be established to uniformly manage and update the collected resource information. This can ensure that the plan is formulated more scientifically and reasonably, avoiding problems such as waste of resources

and low efficiency. At the same time, the plan must be continuously adjusted and improved according to actual conditions to adapt to changing needs and environments.

4.2. Applying the "Three-in-one and Three-style" Ideological and Political Teaching Paradigm Method

Under the guidance of the "three-in-three-style" ideological and political teaching paradigm, we integrated the carefully constructed ideological and political resource library system into the teaching of human anatomy courses in higher vocational nursing majors through the three dimensions of "integrating morality into teaching, integrating teaching into research, and integrating research into practice" [25]. This innovative model realizes the progressive ideological and political education from "embedded" to "integrated" to "immersive", and transforms the role of teachers from a single knowledge transmitter to an educator who integrates professional mentors, moral education guides, and quality trainers.

In the design of the teaching method of ideological and political courses, the teaching team has built a "three-link" teaching system: first, the "embedded" teaching is carried out by using inquiry-based learning, and by designing inquiry questions such as "Life Ethics in Anatomy", students are guided to naturally perceive the ideological and political elements in the learning of professional knowledge; secondly, the "integrated" education is implemented by using project-based teaching to promote the deep integration of professional knowledge and ideological and political connotations; finally, the "immersion" training is promoted through group teaching, and students are organized to complete thematic tasks such as "anatomical operation specifications and professional literacy" in the form of teams, and internalize professional values in collaboration. This multi-faceted teaching model is organically combined to systematically cultivate students' professional ethics, scientific research ability, teamwork ability, critical thinking ability and autonomous learning ability.

In terms of teacher-student interaction, the teaching team has established a two-way empowerment mechanism of "three attributes and three styles":

(1) Teacher-teacher level: Teachers fully integrate the online and offline integration advantages of the Digihuman STEM7.0 platform developed by Shandong Digihuman Technology Co., Ltd. and carefully design teaching activities. Construct a "three-in-one" teaching scenario that integrates online and offline. In the online session, teachers carefully design pre-study materials based on the "embedded" principle, such as integrating anatomy micro-courses with ideological and political cases such as "the great love of body donors" to guide students to think about the value of life; offline classes practice the "integrated" concept, using the platform's three-dimensional model to demonstrate the anatomical structure while simultaneously carrying out "life education" theme discussions [26], such as extending the professional spirit of "doctors' benevolence" when explaining heart anatomy; after class, through "immersion" design, reflective homework such as "anatomy practice perception" is assigned to promote the internalization of values. (2) Student level: Students experience a "three-style" progressive learning process. Before class, students complete the pre-study tasks with ideological and political guidance in an "embedded" way, such as expressing their opinions on "ethical thinking in anatomy learning" in the platform discussion area; participate in "integrated" discussions during class, and debate on topics such as "anatomical operation standards and professional responsibilities"; after class, students deepen their professional identity through "immersive" practice, such as participating in volunteer activities such as "anatomy laboratory open day". This learning path enables students to master solid professional knowledge and cultivate a spirit of humanistic care.

In the practical teaching link, we designed "three-in-three-style" characteristic practical activities: carrying out the "anatomical operation standard competition" to cultivate a rigorous and realistic professional style (integrating morality into teaching); organizing the "nursing

anatomy ethics case analysis" workshop to improve ethical decision-making ability (integrating teaching into research); implementing "community health science popularization services" to strengthen social responsibility awareness (integrating research into practice). These activities enable students to deepen their understanding of medical ethics in practice and gradually grow into nursing talents with both noble medical ethics and superb skills.

The construction and application of the ideological and political resource library runs through the entire process of "three inclusions and three styles" [27]: in the "embedded" stage, a case library of ideological and political education for anatomical courses is provided; in the "integrated" stage, a library of cross-disciplinary ideological and political education teaching projects is developed; in the "immersion" stage, an ideological and political evaluation system for practical teaching is established. This systematic resource support effectively cultivates students' professional values of respecting life, being rigorous and realistic, and selfless dedication, realizes the organic unity of knowledge imparting, ability cultivation, and value shaping, and significantly improves the quality of training of higher vocational nursing talents. Through the implementation of the "three inclusions and three styles" paradigm, students not only master the professional knowledge and skills of human anatomy, but more importantly, establish correct professional values and social responsibilities, laying a solid foundation for becoming excellent nursing workers in the new era.

In summary, the construction of the ideological and political resource library of human anatomy courses in higher vocational nursing is a far-reaching work in the current field of vocational education, especially for improving the comprehensive quality and employment competitiveness of nursing students. Based on the "three-in-one and three-style" ideological and political teaching paradigm, this study systematically constructed the ideological and political resource library of human anatomy courses in higher vocational nursing majors, realizing the organic unity of professional knowledge imparting and value guidance. It proposed strategies such as digital platform construction, interdisciplinary integration and ideological and political elements condensation to form a characteristic training model of "three-ability training, four-wheel drive, and five-in-one". The innovatively adopted three-stage progressive teaching method of "embedded-integrated-immersion", through online and offline hybrid teaching, diversified practical activities and other methods, effectively improved students' professional ability and ideological and political literacy.

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