



Process Documents of Jiujiang University Undergraduate Talent Training Programme for Nursing (2024)

Demonstration Report

Secondary-level School (Official Seal): School of Nursing

Programme Name: Nursing Programme

Code: 101101K

Implementation Cohort: Cohort 2024

I. Talent Training Objectives

(I) Overview of Talent Training Objectives

1. Objective Orientation

Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, we fully implement the Party's educational policy, take fostering virtue through education as the fundamental task, and orient our training towards social demands. The overarching goal is to cultivate qualified builders and reliable successors to the socialist cause with all-round development in morality, intelligence, physical fitness, aesthetics and labour education. Rooted in Jiujiang, oriented towards Jiangxi Province and radiating across the whole country, the programme aims to cultivate high-quality applied nursing talents adapted to the development needs of socialism with Chinese characteristics and healthcare undertakings in the new era. Graduates shall have firm ideals and convictions, sound political literacy, professional values and professional ethics; systematically master basic theories, fundamental knowledge and core skills of nursing; possess basic clinical nursing competencies together with preliminary teaching, management and research capabilities. They shall be competent for nursing, preventive healthcare and related work in diverse medical and health-care institutions, featuring comprehensive quality, solid professional foundation, strong practical capabilities and awareness of innovation and entrepreneurship.



2. Expected Attainment around Five-Year Post-Graduation

Training Objective 1: Love the motherland, uphold the leadership of the Communist Party of China, and have lofty ideals, sound morality, cultural awareness and discipline. Be dedicated to healthcare undertakings with sound personality and integrity, and demonstrate the spirit of striving for national prosperity and devoting themselves to the advancement of medical sciences and public health.

Training Objective 2: Be committed to nursing practice with professional pride, sound sense of social responsibility, cultural accomplishment, behavioural norms and professional ethics. Establish sound medical ethics, respect and cherish human life, and safeguard the legitimate rights and interests of care recipients.

Training Objective 3: Integrate knowledge and skills from nursing and related disciplines to deliver competent nursing services including fundamental nursing, emergency nursing, specialised nursing and health education within various medical and health-care institutions.

Training Objective 4: Demonstrate effective communication and teamwork in nursing practice, apply critical thinking for problem-solving and scientific decision-making, and perform preliminary work in nursing teaching, research, management and community-based nursing.

Training Objective 5: Possess problem-sensing awareness, autonomous learning competence and innovative spirit. Utilise modern information technology to acquire up-to-date disciplinary progress at home and abroad for continuous self-improvement, so as to adapt to evolving social healthcare demands.

(II) Self-Evaluation on Appropriateness of Talent Training Objectives

(Assessment includes accuracy of programme positioning, alignment with institutional mission, clarity of training objectives, description of five-year



post-graduation competency, and adaptability to socio-economic and industrial development.)

1. High alignment between programme positioning and university positioning

Jiujiang University is a comprehensive university jointly funded by provincial and municipal authorities, committed to cultivating high-quality applied professionals for local socio-economic development. The Nursing programme is positioned to cultivate high-level applied nursing talents with comprehensive literacy, solid disciplinary foundation, strong practical competence and innovative awareness, rooted in Jiujiang and serving Jiangxi Province. The positioning is accurate and consistent with the university's institutional objectives.

2. Programme positioning meets socio-economic development demands

Centered on fostering virtue through education, the Nursing programme responds to national and regional healthcare development needs and delivers talent support for medical and health-care institutions, which conforms to socio-economic development requirements.

3. Programme positioning satisfies industry requirements

Located in Jiujiang University, the School of Nursing undertakes the mission of serving regional socio-economic development. Rooted in Jiujiang, oriented towards Jiangxi and extended nationwide, the programme supplies competent human resources for healthcare organisations and matches industrial development needs.

4. Training objectives appropriately describe graduate competency at five-year post-graduation



Expected five-year post-graduation outcomes covering professional ethics, knowledge, practical skills and developmental competencies are explicitly formulated to define the expected proficiency level of graduates five years after graduation.

II. Graduation Requirements

(I) Overview of Graduation Requirements

1. Medical Ethics: Cherish life, heal the wounded and rescue the dying, abide by laws and disciplines, pursue rigorous and evidence-based practice, strive for self-improvement, and dedicate lifelong efforts to the advancement of national healthcare and public well-being of humanity.

2. Professional Quality: Be dedicated to posts, respect peers and collaborate in teamwork. Develop critical reflective awareness and fully safeguard the legitimate interests of care recipients and their families in nursing practice.

3. Fundamental Knowledge: Acquire solid foundations in natural sciences, humanities and social sciences, together with robust pre-clinical medicine and preliminary preventive medicine knowledge.

4. Professional Knowledge: Possess systematic theoretical and practical knowledge of nursing discipline.

5. Care-giving Competence: Deliver job-competent nursing services for diverse service recipients.

6. Comprehensive Competence: Achieve effective communication, collaboration and scientific decision-making in nursing practice, and conduct preliminary clinical teaching work.

7. Research Competence: Develop scientific thinking, master fundamental research procedures, and apply scientific methods to identify and resolve practical nursing problems.



8. Developmental Competence: Maintain awareness of lifelong learning, self-improvement, innovation and entrepreneurship to satisfy diversified public demands for nursing services.

(II) Self-Evaluation on Appropriateness of Graduation Requirements

(Check whether graduation requirements support training objective attainment, whether indicator decomposition is reasonable, compliance with national standards and professional accreditation, and rationality of curriculum-graduation-requirement mapping matrix.)

Formulated in accordance with the *National Standards for Undergraduate Teaching Quality of Medical Disciplines* and specifications for nursing professional accreditation, the graduation requirements effectively support the programme objective of cultivating high-quality applied nursing talents with comprehensive literacy, solid foundation, strong practical competence and innovative awareness. Graduation requirements are refined and specified, well matched with the curriculum system, establishing valid supporting mapping between courses and graduation requirements within the objective-requirement matrix.

III. Talent Training Model

(I) Overview of Talent Training Model

The School of Nursing implements the philosophy of “Nursing-Education Collaboration & Education-Research Integration”, continuously optimises its talent training model and carries out three-dimensional reform covering teaching content of serial courses, practical platforms and competency development. A three-tier curriculum system is constructed: consolidating theoretical foundation, emphasising practical training and integrating scientific research. A three-level practical platform has been built comprising on-campus laboratories, off-campus practical bases and community settings, realising three-phase competency training covering fundamental, comprehensive and research-oriented levels. This model promotes joint co-education among universities, hospitals and communities, facilitates organic integration of the



first classroom and the second classroom, and integrates innovation awareness, spirit and competency into the full process of professional talent cultivation.

(II) Self-Evaluation on Appropriateness of Talent Training Model

(Check whether the model fulfils training objectives and demonstrates distinctive features.)

The “Nursing-Education Collaboration & Education-Research Integration” model highlights the trinity of theory, practice and research-driven innovation. It promotes joint co-education among universities, hospitals and communities as well as the integration between the first and second classrooms, focusing on students’ comprehensive literacy, disciplinary foundation, practical capabilities and research-innovation competencies. It is highly consistent with the programme objective of cultivating high-quality applied nursing talents and meets talent-training requirements. Meanwhile, it embodies the school-running characteristics of “Two Early Exposure & Four Strengthenings”: early exposure to the profession, early practical engagement; strengthened humanistic care awareness, strengthened disciplinary foundation, strengthened practical capabilities, and strengthened innovation integration.

IV. Curriculum System

(I) Overview of Total Class Hours and Credit Allocation

The Nursing programme adopts a four-year academic system. Students shall complete 169 credits specified in the talent training programme for graduation, including 48 credits for comprehensive education courses, 28.5 credits for basic professional courses, 56.5 credits for professional courses (51.5 compulsory credits and 5 elective credits), 34 credits for practical teaching (excluding in-class practical sessions), and 2 credits for the second classroom. Students meeting degree requirements will be awarded the Bachelor of Science degree.



Course Category	Study Type	Contact Hours	Proportion of Total Hours	Credits	Proportion of Total Credits	Practical Teaching Credits	Proportion of Total Credits
General Education	Compulsory	826.0	33.29%	42.0	24.85%	15.2	8.99%
	Elective	96.0	3.87%	6.0	3.55%	0.0	0.00%
Basic Professional	Compulsory	484.0	19.51%	28.5	16.86%	3.5	2.07%
Professional	Compulsory	979.0	39.46%	51.5	30.47%	8.1	4.79%
	Elective	96.0	3.87%	5.0	2.96%	1.0	0.59%
Centralised Practical Teaching	Compulsory	--	--	34.0	20.12%	34.0	20.12%
Second Classroom (Extracurricular Scientific Activities)		--	--	2.0	1.18%	2.0	1.18%
Total		2481	100%	169	100%	63.8	37.75%

(II) Self-Evaluation on Appropriateness of Curriculum System

(Compliance with national standards and accreditation criteria; whether knowledge framework and curriculum structure reflect training objectives; responsiveness to social and disciplinary evolution; rationality of credit and hour allocation; curriculum support for graduation requirement achievement.)

The curriculum system consists of four modules: comprehensive education courses, basic professional courses, professional courses and centralised practical teaching. Graduation requirements cover eight dimensions: medical ethics, professional quality, fundamental knowledge, professional knowledge, care-giving competence, comprehensive competence, research competence and developmental competence.

Comprehensive education courses advocate all-round development in five domains, enhance foreign-language and computer competencies, and foster students' scientific literacy, innovative awareness and practical capabilities. It supports Graduation Requirements 1, 2, 7, 8, accounting for 28.4 % of total credits. Basic professional courses cover natural sciences, humanities, pre-clinical medicine and preventive medicine, supporting Graduation Requirement 3 (16.86 %). Professional courses combined with centralised practical teaching lay foundations for professional



learning and personalised development and support Graduation Requirements 4, 5, 6 (33.43 %). Practical teaching accounts for 37.75 % of total credits.

The hour ratio between comprehensive education and professional education is approximately 3:7, and practical teaching occupies around 38 % of total credits, complying with accreditation standards and job-competence-oriented talent development requirements.

Following the national “New Medical Science” initiative proposed by the Ministry of Education, the curriculum strengthens the concept of “Big Health” and holistic life-cycle health care focusing on prevention, treatment, rehabilitation and wellness services centred on public health needs. Computer-related and innovation-entrepreneurship courses plus second-classroom scientific activities equip students with competencies adapted to internet and big-data-driven technological revolution. Enhanced physics-chemistry foundation and humanities courses facilitate interdisciplinary integration among medicine, engineering, science and liberal arts.

Taking fostering virtue through education as its fundamental mission, the programme aims to cultivate well-rounded high-quality applied nursing talents with firm ideals, solid disciplinary foundation, strong practical competence and innovative awareness for the new-era healthcare development. Comprehensive education courses integrate morality, intelligence, physical education, aesthetics and labour education. On the basis of foreign-language and computer competency training, extensive cultural, scientific-technological, artistic and social-practice activities are arranged to improve students’ capacity to serve public health and the Healthy China Strategy.

V. Practical Teaching Components

(I) Overview of Practical Teaching Credits and Hours

Practical teaching comprises quality-oriented education courses, basic skill training courses, professional skill training courses and innovation-entrepreneurship training courses. Practical components are designed holistically following the



principle of stratification and modularisation. In-class experimental teaching accounts for 27.8 credits; centralised practical teaching accounts for 34 credits; extracurricular scientific activities account for 2 credits, summing up to 63.8 credits (37.75 % of total credits).

(II) Self-Evaluation on Appropriateness of Practical Teaching Components

(Whether practical design reflects training objectives; effectiveness in improving hands-on capabilities, innovation and practical competencies; curriculum support for training objectives and graduation requirements.)

Quality-oriented practical education is delivered via comprehensive education courses in Semesters 1-2. Basic skill training is implemented through basic professional courses in Semesters 3-4. Professional skill training is offered by professional courses in Semesters 5-6. A 40-week graduation internship together with graduation thesis work is arranged in Semesters 7-8. Starting from Semester 2, one-week clinical comprehensive practicum is scheduled each semester (4 weeks in total) in regional hospitals and community-based institutions to achieve early and repeated clinical exposure. Labour education, innovation-entrepreneurship and social-service activities run through the whole undergraduate period.

Guided by student-centred, outcome-oriented and continuous-improvement philosophy, the practical teaching system builds a collaborative “Industry-University-Research” platform jointly constructed by universities, hospitals and communities under nursing-education collaboration. It maximises synergies between educational and clinical resources, promotes joint co-education among universities-hospitals-communities and integration of the first and second classrooms to enhance students’ comprehensive literacy, disciplinary foundation, practical and research-innovation capabilities. Diversified multi-level practical bases are developed to realise an integrated “Practice-Research-Service” model responding to healthcare talent demands.

VI. Teaching Schedule



(I) Overview of Semester-Based Teaching Schedule

Semester	Compulsory Credits	Elective Credits	Total Credits	Remarks
1	23	0	23	
2	24.5	2	26.5	
3	23.5	2	25.5	
4	21	3	24	
5	22	2	24	
6	16	2	18	
7	16	0	16	
8	10	0	10	
Total	156	11	167	Second- classroom: 2 credits

Note: Total credits equal 169, including 156 compulsory credits, 11 elective credits and 2 extracurricular- activity credits. Students commence their 40-week graduation internship in early June of Semester 6; Semesters 7- 8 are dedicated to graduation internship.

(II) Self- Evaluation on Appropriateness of Teaching Schedule

(Completeness of teaching plan, rational sequencing of courses, appropriate weekly workload.)

The four-year undergraduate programme consists of eight semesters. Classroom learning takes place within the first six semesters; the final two semesters are allocated for clinical graduation internship. Semester 1 contains 14 teaching weeks; all other semesters contain 16 weeks. Students complete 12-week coursework in Semester 6 before entering internship sites. Average weekly contact hours are around 28, consistent with the university's guidelines for talent training programmes.

Semester	1	2	3	4	5	6	7	8
Weekly Compulsory Hours	24. 6	29. 8	27	23. 6	29. 3	16. 6	21	21
Weekly Elective Hours		2	2	4	2	2		
Total Weekly Hours	24. 6	31. 8	29	27. 6	31. 3	18. 6	21	21



VII. Guarantee Conditions for Implementation of Talent Training Model

(I) Overview of Guarantee Conditions

As a long-established nursing undergraduate school with provincial-wide and nationwide influence, the School of Nursing at Jiujiang University commits itself to cultivating high-quality applied nursing talents. A comprehensive guarantee system has been established to ensure smooth implementation of the talent training model and advance educational quality and student development.

1. Institutional Guarantee

A set of teaching management regulations have been formulated, including Detailed Rules for Formulation and Revision of Undergraduate Talent Training Programmes and Measures for Teaching Quality Monitoring and Evaluation, to standardise teaching workflows and guarantee talent-training quality. A complete teaching-quality-assurance system implements full-process monitoring over teaching activities to ensure compliance with predefined quality standards.

2. Faculty Guarantee

The school possesses a high-quality full-time teaching team with high proportion of senior-title and high-academic-degree staff with rich teaching experience. Part-time teachers with solid clinical expertise are recruited to strengthen students' practical competencies. Diversified faculty development opportunities are provided to enhance teaching proficiency.

3. Teaching-Resource Guarantee

Abundant teaching resources are available, including a provincial-level experimental teaching demonstration centre, a provincial-level training base for elderly-care talents, and more than 10 clinical teaching bases, providing sound practical environments for students. The school carries out exchanges and cooperation



with renowned nursing schools domestically and internationally to introduce advanced teaching concepts and methodologies for continuous quality improvement.

4. Practical- Teaching Guarantee

High priority is given to practical teaching. Rich practical activities, internships and training programmes are organised to foster students' practical capabilities, innovative awareness and teamwork. Close collaborative partnerships have been established with multiple medical institutions to deliver ample practical platforms. Students are encouraged to participate in research projects and academic competitions to strengthen research literacy and innovative capacity.

5. Student- Management Guarantee

A comprehensive student-management system supports holistic student development. Diverse second-classroom activities such as Meiyu Forum, Red-Blood-Cell Lectures and Nightingale Volunteer Services help students establish sound values, outlook on life and professional perspectives. Comprehensive student-support services are provided for holistic student growth.

6. International- Cooperation Guarantee

Active international exchange and cooperation are maintained with well-known nursing schools worldwide. Multifaceted academic exchanges introduce advanced teaching concepts, methodologies and resources to elevate teaching quality and international visibility. Students are encouraged to attend international conferences and exchange programmes to broaden global vision and cross-cultural communication competencies.

To sum up, the School of Nursing has built a comprehensive guarantee system for talent-training implementation, which strongly supports teaching-quality improvement and holistic student development. In future, the school will further



optimise guarantee conditions, promote innovation of talent-training models, and contribute to the cultivation of high- quality specialised nursing talents.

(II) Benchmarking against Peer Universities

Benchmark University & Programme	Advantages and Characteristics of Benchmark Programmes	Advantages and Characteristics of Our Programme
Nanchang University, Nursing	Lower total credits; prominent research- innovation training module; abundant elective courses closely aligned with industrial requirements to enhance students' job competence.	1. Reduced total contact hours and credits to facilitate autonomous learning and all-round development in morality- intelligence- physical- aesthetics- labour education.
Gannan Medical University, Nursing	Distinctive integration of red- gene elements into curriculum ideological- political education; practical teaching ratio exceeding 50 %.	2. Increased practical credits; curriculum ideological- political construction integrated with “Meiyu Spirit” and red- gene inheritance.
Nantong University, Nursing	Rich nursing- humanities courses and interdisciplinary curriculum development.	3. Expanded nursing- humanities courses to enhance students' job competence.

(III) Self- Evaluation on Appropriateness of Guarantee Conditions

(Formulation basis and procedure of talent training programme; implementation guarantees and features; comparison with prior versions; comparison with no less than 3 peer domestic universities.)

1. Basis and formulation procedure of talent training programme Basis

The 2024 talent training programme strictly complies with *National Standards for Undergraduate Teaching Quality of Undergraduate Majors* and *Guiding Opinions on Formulating and Revising 2024 Undergraduate Talent Training Programmes of Jiujiang University*. Inputs are collected from national teaching- guidance- committee experts, peer nursing- education specialists, healthcare- sector stakeholders, industrial trends and institutional realities, ensuring scientific rationality, practicality and forward- looking perspective.



Revision workflow: - Investigation phase: Extensive surveys collect demands and suggestions from employers, graduates and industrial stakeholders. - Seminar and feedback phase: Programme leaders and core teachers discuss revision content to guarantee scientific rationality. - Expert demonstration phase: Educational and clinical experts are invited to hold formal demonstration meetings to verify compliance with industrial standards.

2. Implementation guarantees and features

Centred on cultivating high-quality applied talents, comprehensive supports covering institution, administration, faculty and teaching resources are provided for programme implementation. Distinctive features of “Two Early Exposure & Four Strengthenings” have been developed over years of iterative optimisation, yielding positive talent-training outcomes. The Nursing programme is recognised as a provincial four-star programme and provincial-level first-class undergraduate programme construction site, which validates the rationality and effectiveness of implementation measures.

3. Comparison with previous programme versions

Curriculum system is optimised and adjusted to adapt to new-era and industrial-development requirements. Greater emphasis is placed on practical capabilities, innovative-thinking development and humanities education.

4. Comparison with peer domestic universities

Compared with peer institutions at home and abroad, our programme demonstrates the following strengths: - Optimised curriculum system with strengthened cultivation of research-innovative thinking and clinical reasoning. - Rich practical-teaching arrangements highlighting the institutional feature of “early and repeated practical exposure”. - High attention to humanities education, fostering



comprehensive high-quality talents equipped with both professional proficiency and humanistic literacy.

VIII. Compliance with Regulatory Documents

(I) Compliance Status

Relevant Requirements		Full Compliance or Not	Non-compliant Content	Causes & Remedial Measures
National Standards for Teaching Quality of Nursing-related Undergraduate Majors	National Standards for Undergraduate Teaching Quality of Nursing-related Majors	☒ Fully compliant ☐ Partially compliant ☐ Non-compliant	None	
Guidelines for New Medical Science Construction		☒ Fully compliant ☐ Partially compliant ☐ Non-compliant	Resource constraints	Requires top-level institutional design and policy support from university-level authorities
National Standards for Undergraduate Medical Education - Nursing Programme	National Standards for Undergraduate Medical Education - Nursing Programme	☒ Fully compliant ☐ Partially compliant ☐ Non-compliant	None	

(II) Self-Evaluation on Compliance Status

Formulated against national teaching-quality standards and nursing accreditation specifications, the talent training programme fully implements the *National Standards for Teaching Quality of Nursing-related Undergraduate Majors* and *National Standards for Undergraduate Medical Education - Nursing Programme*. The “Three-New” concepts of New Medical Science include new philosophies (shift from disease-centred treatment to full-cycle prevention-treatment-rehabilitation-wellness), new contexts (AI, big-data-driven technological revolution), and new disciplines



(precision medicine, translational medicine, intelligent medicine). Interdisciplinary integration with artificial intelligence, big-data and new-discipline development has not yet been fully realised, which requires top-level institutional design and policy support.

IX. Expert Review Panel for Programme Demonstration

(The panel shall mainly consist of dean, teaching-vice-dean, programme lead, no less than two student representatives, no less than three employer/industrial representatives, and no less than three external peer-university experts, i.e. multi-stakeholder participants. Meeting photos and expert signatures shall be attached as supporting documents.)

No.	Name	Position	Title	Affiliation
1	Sun Hongyu	Secretary- General of Teaching Guidance Committee	Professor	Peking University
2	He Chaozhu	Dean, School of Nursing	Professor	Nanchang University
3	Zhang Feng	Vice- Dean, School of Nursing	Professor	Nantong University
4	Luo Dan	Core Academic Staff	Associate Professor	Wuhan University
5	Chen Rui	Director of Nursing Department	Professor- level Chief Nurse	The First People's Hospital of Jiujiang
6	Xie Wei	Head Nurse of General Department	Professor- level Chief Nurse	Affiliated Hospital of Jiujiang University
7	Ke Chun	Director of Nursing Department	Associate Chief Nurse	The Second Affiliated Hospital of Jiujiang University
8	Cai Duanying	Dean	Professor	School of Nursing, Jiujiang University
9	Yi Benyi	Vice- Dean in charge of teaching	Associate Professor	School of Nursing, Jiujiang University



No.	Name	Position	Title	Affiliation
10	Wang Qingjun	Vice-Dean (Programme Lead)	Lecturer	School of Nursing, Jiujiang University
11	Li Xiuli	Head of Teaching- Research Section	Lecturer	School of Nursing, Jiujiang University
12	Wang Zhongli	Teaching- Research Office Director	Associate Professor	School of Nursing, Jiujiang University
13	Lai Xuehua	Experimental- Cent re Director	Senior Experimentalist	School of Nursing, Jiujiang University
14	Gan Lijun	Teaching- Research Office Director	Associate Professor	School of Nursing, Jiujiang University
15	Liu Xiuxiu	Deputy Director of Teaching- Research Office	Lecturer	School of Nursing, Jiujiang University
16	Chen Qing	Student of Class A2211 Nursing	Student Representative	School of Nursing, Jiujiang University
17	Zeng Menglan	Student of Class A2311 Nursing	Student Representative	School of Nursing, Jiujiang University

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Appendix: List of Investigation and Research Materials for Formulating the 2024 Undergraduate Talent Training Programme of School of Nursing

1. Official Letter on Exchange Visit to the School of Nursing and Rehabilitation, Shandong University
2. Photo of Communication Visit to the School of Nursing, Wuhan University
3. Photos of Communication at Teaching Internship Hospitals
4. Photos of Seminar on Revision of 2024-Cohort Talent Training Programme held by Medical Division
5. Photo of Directors' Meeting on Revision of 2024-Cohort Talent Training Programme held by School of Nursing
6. Photo of Party- Administration Joint Meeting on Revision of 2024-Cohort Talent Training Programme held by School of Nursing
7. Photos of The Final Expert Demonstration Meeting on the 2024-Cohort Talent Training Programme for the Nursing Programme (June 6, 2024)



1. Official Letter on Exchange Visit to the School of Nursing and Rehabilitation,
Shandong University

九江学院护理学院

关于赴山东大学护理与康复学院交流学习的函

山东大学护理与康复学院：

为加强与您院的交流与合作，学习借鉴贵院在护理专业建设与实践教学建设中的宝贵经验和成功做法，我院拟组织相关人员赴贵院考察学习，现将我们的参观学习人员及日程报告如下：

一、参观学习时间

拟定于2023年12月27日左右，详细时间待双方商定。

二、参观学习内容

关于护理微专业建设、人才培养方案制订、护理实验室建设与管理经验以及实践教学基地建设的交流及参观。

三、考察学习人员

姓名	性别	职务
蔡端颖	女	九江学院护理学院院长、护理学博士
王庆军	女	九江学院护理学院副院长、护理学博士
董婧	女	九江学院护理学院实践基地建设负责人
李缘媛	女	九江学院护理学院实践教学骨干

特此函达，请予接洽为盼。



2. Communication Visit to the School of Nursing, Wuhan University



3. Photos of Communication at Teaching Internship Hospitals



Bao' an District Maternal and Child Health Hospital of Shenzhen



Long Gang District Maternal and Child Health Hospital of Shenzhen



Huadu District People's Hospital of Guangzhou



The First Affiliated Hospital of Nanchang University

4. Seminar on Revision of 2024- Cohort Talent Training Programme held by Medical Division



5. Directors' Meeting on Revision of 2024- Cohort Talent Training Programme held by School of Nursing



6. Party- Administration Joint Meeting on Revision of 2024- Cohort Talent Training Programme held by School of Nursing



7. The Final Expert Demonstration Meeting on the 2024-Cohort Talent Training Programme for the Nursing Programme (June 6, 2024)

