



Jiujiang University

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The 14th Five-Year Development Plan of School of Nursing (2021–2025)

With the care and support of leading bodies at all levels of Jiujiang University, the School of Nursing has achieved solid progress in disciplinary construction, major development and talent cultivation during the 13th Five-Year Plan period, securing its prominent position among nursing colleges in Jiangxi Province. The next five years is a critical period for Jiujiang University to deepen reform and achieve steady development, and also a pivotal stage for the School of Nursing to seize opportunities, meet challenges and pursue sustainable scientific development.

Based on a summary of previous work experience and the current development status of nursing education, and in accordance with the university's school-running orientation and development goals, this plan is formulated adhering to the principles of objectivity, foresight, effectiveness and operability, centering on talent cultivation to promote sound and rapid development of all undertakings of the school.

1 Current Situation Analysis

1.1 College Overview

The nursing program of Jiujiang University traces its history back to the Danforth Memorial Hospital Training School founded in 1901, ranking among the earliest nursing education institutions in China. In 1951, the school was renamed Jiujiang Prefectural Nursing School of Jiangxi Province, offering secondary vocational nursing education.

In 1994, approved by the Jiangxi Provincial Education Commission, Jiujiang Medical College launched junior college nursing programs. In 2002, with the approval of the Ministry of Education, Jiujiang University was established through the merger of Jiujiang College of Finance and Economics, Jiujiang Normal College, Jiujiang Medical College and Jiujiang College of Education. In 2003, undergraduate nursing education was officially launched. In



2004, the nursing major was approved as a provincial-level teaching reform demonstration major; in 2005, the School of Nursing was formally established.

At present, the School has set up four teaching and research offices: Department for Basic Nursing, Medical and Surgical Nursing, Maternal and Child Nursing, and Nursing Humanities, together with one Nursing Experimental Center. The School offers two undergraduate programs: Nursing and Midwifery. The annual undergraduate enrollment scale is 200 students, with a total of 702 undergraduates, including 626 nursing students (232 upgraded from junior college) and 76 midwifery students. Up to now, a total of 849 nursing graduates have been trained. The one-time employment rate of undergraduates remains steadily above 90%.

The School currently has 36 faculty members, including 21 full-time teachers: 1 Professor, 8 Associate Professors, 5 Doctoral degree holders, 1 Master's degree holders. There are 4 full-time experimental teaching staff, including 1 Senior Experimentalist. Honor titles and academic appointments include: one Young and Middle-aged Backbone Teacher of Jiangxi Province, one Municipal Academic Leader, three University-level Backbone Teachers, two University-level Distinguished Teachers, and two University-level Excellent Lecturers. The full-time nursing teaching team is energetic with solid professional theoretical foundation and strong practical skills, laying a solid foundation for the construction and development of characteristic majors.

1.2 Current Development Status

Discipline and Major Construction Initialized with Growing Comprehensive Competitiveness. During the 13th Five-Year period, the school attached great importance to disciplinary connotation and brand building. Nursing was designated as a university key discipline for the 11th Five-Year Plan in 2006, Community and Family Nursing became a university key discipline for the 12th Five-Year Plan in 2011, the nursing major was approved as a provincial first-class undergraduate program construction site in 2019, and the undergraduate midwifery program was successfully launched in 2020. A series of teaching reforms have been carried out: task-driven teaching in health assessment, medical-surgical nursing and emergency nursing, participatory and experiential teaching in nursing pedagogy, role-playing method in nursing management, and debate-based teaching in nursing ethics,



achieving remarkable outcomes.

During the 13th Five-Year Plan period, the school was approved for one project from China Medical Board (CMB), more than ten provincial and ministerial-level teaching and research projects, and two Provincial Teaching Achievement Awards. First Aid on Disaster Scene and Fundamentals of Nursing were recognized as provincial high-quality online open courses. Nine courses including General First Aid Knowledge and Skills, Nursing Interpersonal Communication and Etiquette, Surgical Nursing and Pediatric Nursing were rated as university-level high-quality resource sharing and video open courses. Faculty members have authored eight planned textbooks. Substantial progress has been made in disciplinary and major construction, enhancing the School's academic influence within Jiangxi Province.

Continuous Improvement of Faculty Team. Adhering to the principle of both introduction and cultivation, the School has implemented master's degree upgrading programs for young teachers, high-level talent introduction programs and further training plans. A total of 3 teachers with doctoral degree have been recruited; 2 young teachers have pursued doctoral studies in Thailand and South Korea respectively, and another 2 teachers study for PhD in Nanchang University. Among them, one doctoral graduate specializes in midwifery nursing. All full-time teachers under the age of 40 hold master's degrees or above. Clinical backbone nurses from affiliated hospitals are appointed as deputy directors of each teaching and research department to promote the collaborative education model of university and clinical institutions. The proportion of dual-qualified teachers reaches 85%, basically meeting the talent cultivation requirements for application-oriented talents.

Improved Experimental and Practical Training Base Conditions. The Nursing Experimental Center is designated as a Provincial Experimental Teaching Demonstration Center, covering a building area of about 7,000 m², with 59 experimental training rooms and 310 teaching and research equipment sets valued at approximately 6 million RMB. The center consists of eight functional zones: Basic Nursing Training Room, Health Assessment Training Room, Intensive Care Unit, Surgical Skills Training Room, Maternal and Child Nursing Training Room, Rehabilitation Nursing Training Room, Geriatric Nursing Training Room, Community Nursing Training Room. It offers 25 experimental courses covering all



major professional curricula, fully meeting practical teaching and training demands.

For off-campus practice, all tertiary level Hospitals in Jiujiang serve as regular teaching and internship bases. Several kindergartens, geriatric nursing homes, welfare institutions and urban communities also undertake observational teaching tasks. A number of internship bases have been established across Jiangxi, Shanghai, Guangdong, Zhejiang, Fujian, Tianjin and other regions, providing solid support for students' clinical competency development.

1.3 Main Existing Problems

Disciplinary and major construction still need further improvement. The School has no professional master's degree program in Nursing, no national first-class courses or national-level teaching achievement awards. Disciplinary research directions are not distinctive, and a well-structured academic echelon has not yet been formed.

Faculty team construction needs strengthening. The proportion of high-degree and senior-title teachers is relatively low; there are only 2 nursing doctoral teachers, lacking influential academic masters at provincial and national levels.

Scientific research and social service capacity need urgent improvement. Stable research teams and systematic research achievements are insufficient; high-level research projects and SCI/SSCI indexed papers are limited, with no provincial research achievement awards. Connection with local industries and institutions is inadequate.

Teaching reform and innovation need to be further promoted. Teachers' enthusiasm for teaching innovation is insufficient; high-quality teaching reform papers and achievements are limited. Innovative teaching modes such as flipped classroom and case teaching are still in the exploratory stage.

Cooperation between the School and affiliated hospitals is not close enough. The university-clinic collaborative mechanism needs improvement; clinical practice participation by university teachers and teaching involvement by clinical staff lack effective incentive measures.

Experimental space is limited and layout unreasonable. Existing facilities cannot fully support students' independent learning; community nursing, mental health and innovation and entrepreneurship internship bases are insufficient.

1.4 Opportunities and Challenges



The Medium and Long-Term Talent Development Plan for Health Care (2011–2020)* strongly supports the cultivation of nursing professionals. The 13th Five-Year period brought unprecedented opportunities for the development of nursing services.

Opportunities Brought by Rapid Development of Higher Nursing Education. China's undergraduate nursing education resumed enrollment in 1984 after a 30-year suspension. By 1999, only 19 medical universities offered undergraduate nursing programs. The Outline of China's Medical Education Reform and Development (2011–2015)* promoted further expansion of undergraduate nursing education. By 2020, a total of 274 universities had launched undergraduate nursing programs, reflecting strong social talent demand as both opportunity and challenge.

Opportunities from Health Industry and National Health Strategy. Nursing became a first-level discipline in 2011, marking an important milestone and expanding development space for higher nursing education. The national plan aims to increase the total number of registered nurses to 4.7 per thousand population by 2030. China's elderly population aged over 60 accounts for 18.1% of the total population, with a chronic disease prevalence rate of 75%. The rapidly aging population greatly increases demand for geriatric and chronic disease nursing. The two-child policy also boosts demand for senior midwifery professionals, offering broad employment prospects for nursing and midwifery graduates.

Although the School has a long history, its undergraduate nursing development started relatively late compared with peer universities. With an increasing number of local nursing colleges and rising employer requirements, the school faces mounting pressure on disciplinary quality and connotation construction.

2 Guiding Ideology and Development Goals

2.1 Guiding Ideology

Centering on Jiujiang University's goal of building a distinctive region-leading high-level comprehensive application-oriented university, School of Nursing takes deepened reform as the driving force and social demand as the orientation, continuously improves school-running quality and level, highlights school-running characteristics, promotes open education and serves local development. Efforts shall be made to develop nursing majors into influential brand programs within Jiangxi and achieve leapfrog development of the school's



overall strength.

2.2 Overall Goals

Through systematic disciplinary construction, faculty development, experimental platform improvement and institutional optimization, the School shall elevate connotation quality and overall talent cultivation capacity. Focusing on undergraduate education and gradually developing postgraduate and international cooperative programs, the school will form more distinctive advantages by 2025, laying a solid foundation for building a first-class nursing school within Jiangxi with distinctive university characteristics.

2.3 Specific Development Goals

School-running Scale. Stop enrolling nursing students at junior college level in 2021. Gradually expand undergraduate scale and launch postgraduate education appropriately. Annual enrollment: 200 undergraduate nursing students, 50 undergraduate midwifery students, and total student scale maintained at around 1,000.

Disciplinary Construction. Refine disciplinary research directions, promote disciplinary development through research projects, and strive for breakthrough key projects. Strengthen the construction of professional master's degree training sites in Nursing, especially the cultivation of postgraduate supervisors and academic leaders. Strive for the approval of Nursing Master Program within five years to form multi-level talent cultivation.

Major Construction. Adjust major orientation according to social demands, and develop midwifery into a mature high-quality undergraduate program within Jiangxi within five years. Complete the construction tasks of provincial first-class nursing major, and strive to pass the national professional accreditation for undergraduate nursing during the 14th Five-Year period.

Faculty Team Building. Build a well-structured, high-level dual-qualified teaching team with strong research capacity. Within five years: flexibly introduce 1 influential nursing expert, cultivate 4 academic leaders and backbone teachers, build 1 provincial-level excellent teaching team and 1–2 university-level excellent teams, send 3–5 young teachers for overseas further study, dual-qualified teacher ratio $\geq 90\%$; senior professional title ratio $\geq 30\%$, doctoral degree ratio $\geq 40\%$.

Talent Cultivation. Optimize talent training programs and curriculum systems,



strengthen innovation and entrepreneurship education, and enhance students' professional competency, research ability and humanistic literacy. By 2025, launch 2–3 provincial high-quality golden courses and 4–6 university-level golden courses, undertake 3–4 provincial teaching research projects and 10 university-level teaching reform projects, win 1–2 Provincial Teaching Achievement Awards and 6–8 University Teaching Achievement Awards, publish 3–5 undergraduate planned textbooks. For the students, the targets include postgraduate admission rate $\geq 20\%$, National Nurse Licensing Examination pass rate $\geq 95\%$, one-time graduate employment rate above university average, over 20% of students participate in innovation and entrepreneurship competitions and striving for national discipline competition awards.

Scientific Research and Social Service. Enhance independent innovation capability, establish research incentive mechanisms, and strengthen social service capacity. Within five years, undertake 1–2 national research projects, 6–7 municipal and provincial projects, achieve breakthroughs in horizontal research projects, publish no fewer than 40 high-quality academic papers, obtain 8–10 provincial college student innovation and entrepreneurship projects. Build research and service teams focusing on geriatric nursing, community nursing, basic nursing and nursing education; develop elderly care and maternal-infant industry bases to cultivate high-quality nursing talents for Jiangxi and nationwide.

Laboratory and Internship Base Construction. Build a provincial nursing experimental teaching demonstration center covering about 8,500 m². Develop 2–3 high-standard practical training bases and build 2–3 advanced simulation experimental platforms and 1 virtual simulation platform within the 14th Five-Year period.

International Exchange and Cooperation. Carry out multi-level cooperation with overseas nursing universities, introduce advanced nursing concepts and educational models, and promote joint postgraduate training to expand students' academic and development channels.

3 Major Implementation Measures

3.1 Strengthen Discipline and Major Construction

Build academic echelons: Refine three key research directions: Nursing Education, Clinical Nursing, Community Nursing. Cultivate academic leaders through internal training



and external introduction, forming a rational, dynamic academic team.

Expand educational opening-up: Carry out in-depth cooperation with overseas nursing universities such as Chiang Mai University in program running, academic exchange, scholar visits and student exchange.

Promote university-hospital collaboration: Invite clinical nursing experts from affiliated hospitals to participate in talent program formulation, curriculum design and practical teaching, establishing long-term stable collaborative mechanisms.

3.2 Enhance Faculty Capacity

Introduce and cultivate high-level talents: Prioritize recruitment of professors and doctoral talents; implement young faculty doctoral upgrading plan.

Improve long-term training mechanisms: Send teachers for further study at key domestic and overseas universities; implement young faculty mentor system; support teaching competitions and skill training.

Standardize dual-qualified teacher development: Require full-time teachers to engage in clinical practice for at least one month per year; select high-quality clinical part-time teachers; strive for a dual-qualified ratio of 90% by 2025.

3.3 Improve Talent Cultivation Quality

Optimize application-oriented talent training programs: Integrate theoretical learning with clinical practice; expand humanistic courses; implement dual-tutor mechanism of university-community-hospital joint cultivation.

Deepen teaching reform: Promote heuristic, case-based and scenario-simulated teaching; expand online teaching resources; advance the process of information-based teaching, and, using online platforms, apply high-quality teaching resources such as syllabus, lesson plans, and courseware from provincial-level excellent courses and university-level quality courses to support instruction.

Strengthen curriculum and textbook construction: Continue building provincial and university-level golden courses; set up comprehensive experimental courses; establish standardized textbook selection; encourage teachers to actively participate in writing textbooks that are in short supply.

3.4 Promote Scientific Research and Social Service



Stimulate academic research enthusiasm: Form stable research teams and strive for high-level research projects.

Foster student research atmosphere: Assign academic supervisors for senior students to guide research and innovation projects.

Strengthen university-enterprise cooperation: Connect with relevant departments in enterprises and public institutions, provide social services based on professional expertise, and achieve breakthroughs in horizontal research projects.

3.5 Improve School-running Conditions

Upgrade experimental center: Invest 10 million RMB to build an 8,500 m² seven-story nursing experimental building with complete functional laboratories and intelligent teaching management systems.

Expand practical bases: Develop 3–4 high-standard clinical and social practice bases.

Improve research conditions: Build nursing research laboratories, literature resource centers and interdisciplinary research platforms.

3.6 Improve Quality Monitoring Mechanisms

Implement standardized teaching management: Strictly enforce teaching regulations, teaching supervision, collective lesson preparation and student evaluation mechanisms.

Strengthen whole-process teaching monitoring: Hold regular teaching seminars and internship evaluation meetings; establish multi-party quality evaluation system involving university, hospital and employers.

Standardize teaching archive management: Complete filing of teaching documents, examination papers, scores and faculty profiles.

4 Guarantee Measures

Strengthen ideological and political construction, implement the fundamental task of fostering virtue and nurturing talent, and reinforce teachers' ethics construction.

Optimize decision-making and institutional mechanisms, implement responsibility system for teaching and research offices.

Rationalize fund allocation, prioritize investment in teaching, research and young faculty development.