

The Analysis on the Innovation of Vocational Competence-oriented Experimental Teaching Mode of Nursing Psychology

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Abstract: To Explore the vocational competence-oriented experimental teaching mode of nursing psychology, the experimental group used the experimental teaching mode, while the control group used the traditional classroom teaching mode. After the course task, the five factors of SCL-90 in the experimental group showed significant changes ($P < 0.05$), while none of the factors in the control group showed significant changes; Students in the experimental group had great changes in self-knowledge, communication and cooperation with others, emotional regulation and other aspects compared with those before the implementation of the course. The vocational competence-oriented experiential teaching mode of nursing psychology in higher vocational colleges is beneficial to nurses' good psychological accomplishment and professional ability.

1. Preface

Higher vocational education itself belongs to the vocational oriented form of education, whose main content is to train students' comprehensive ability level and promote students' development. Nursing psychology is a professional course of nursing teaching in higher vocational colleges, which plays a very important role in training nursing talents[1]. The basic purpose of nursing psychology teaching in higher vocational colleges is not only to let students understand the basic knowledge of psychology or psychological nursing, but also to cultivate good professional psychological quality of nursing students and apply the knowledge and skills they have mastered to clinical practice. The cultivation of good psychological quality and the mastery of skills need students to experience in the situation and develop in practice. However, the traditional teaching mode is relatively simple and cannot mobilize the enthusiasm of students in learning. Therefore, based on the actual situation of clinical nursing practice, this study applied experiential teaching mode to nursing psychology teaching.

2. Research objects and methods

2.1. The research objects

2 classes of 2021 majoring in nursing of our department was randomly selected as the research

object. Nursing Class 1 was the experimental group with 40 students, and nursing Class 2 was the control group with 40 students. There was no statistically significant difference in gender and age between the experimental group and the control group. The course was taught by the same teacher in the first semester after admission.

2.2. Research methods

The control group used the traditional narrated teaching mode and was evaluated by paper examination or self-summary after the course. The experimental group applied the experiential teaching mode based on vocational orientation. The specific way was to enter the clinical nursing front line to do research. By means of questionnaire survey and interview, clinical nurses with more than 10 years of nursing experience and senior professional titles in two hospitals in a city were investigated to collect typical nursing situations and design experiential teaching activities. The teaching content could be divided into the following parts: The first part was the introduction of the course; The second part was mainly to let students master the role of mental health, understand their own psychological activity characteristics, the theme of the activity related to psychology and health, etc. The third part was mainly to cultivate nursing students in the future work to have professional ability and quality, the theme of the activity related to emotional management, interpersonal communication, interaction and so on; The fourth part was to conclude the teaching of the course content. In the first part, warm up activities were carried out to create a relaxed learning atmosphere. "Excellent nurse in my heart" was used to discuss the activities and lead to the significance of nursing psychology course learning. At the same time, the characteristics of nursing psychology course were introduced, that is, based on vocational orientation, experience was taken as the main form, so that students can experience attentively in participating in activities and acquire knowledge. The second and third part of the activities include the introduction of nursing situation, case study, role playing, etc. The fourth part is mainly about self-assessment of course learning.

Experiential teaching pays more attention to students' subjective feelings, flexibility to evaluate and score students, teaching and fun. The evaluation methods of the experimental group include: inquiry speech, oral speech, practical activities, self-summary and othersummary and other comprehensive evaluation. First of all, in the shooting of the psychological melodrama, students will form a team freely. According to the characteristics of the workplace, they will fit their future career infinitely and choose their own topic. Secondly, students freely form a team to write and design the script according to the name of the topic they choose, and then take the actual shooting according to the written script after class. In this process, students need to play roles, which needs to play a nurse and someone to play a patient, which is infinitely close to the clinical scene. Finally, the sitcom shot by the group was made into a video, which was played inside the class during the class, and the students watched it carefully. Then other groups commented on it and found the problems and solved the problems. Through the experiential teaching based on the shooting of the psychological sitcom, the students have their own understanding of the handling and communication of the relationship between nurses and patients.

Vision observation to evaluate the effect of melodrama will be reflected in the individual's daily social life. You can feel the changes and gains brought by the melodrama through the individual's subjective experience of the individual in life, and also make developmental observation of the individual's social life state through others. The development and change of individuals is reflected in the various levels and angles of the interpersonal relationship model, which is a long-term and subtle process, not an overnight process. Therefore, the effect of melodrama should be observed and experienced from multiple perspectives, with an emphasis on individual development. The course of sitcoms should be set with a process-oriented approach[2].

The "role" in the sitcom is the core of the sitcom. In living events, the response used by individuals is inseparable from the interaction of others. The main characters in the melodrama reflect the coping methods of the person involved itself, the interpersonal attraction of the participants, and the mutual influence between the behavior mode and the person concerned[3]. Therefore, the "events" in the melodrama are selected from the participants 'life experiences according to the teaching needs, the needs of students' future social role, professional needs and other factors.

However, the behavior reaction of the parties in the "role" play and the behavior reaction of the participants should be spontaneous, because the role is closely related to the psychological experience and personal experience of the actors, so the behavior of the "role" should not be prepared in advance. Similarly, the emergence of supporting roles should also be in a spontaneous state, with one character "calling" for another role, rather than "creating" for another role. At the same time, when the person involved in the event as the protagonist will reproduce the situation, the teacher should be according to the actual situation. Finally, another student is selected to play the role, and the event actor is observed in the situation. If another else is used to deal with others, what results will happen.

The application of psychological melodrama in the teaching practice of nursing psychology has a positive effect on mobilizing students 'subjective initiative, stimulating students' interest in learning, and improving students' understanding of interpersonal communication and psychological problems that they may encounter in midwifery work. In the process of writing the psychological melodrama, the students have a deeper understanding of the specific cases, strengthen the study of nursing psychology, and improve the creative ability, which indirectly enhance the cohesion among students and lay the foundation for the rehearsal of melodrama. In the teaching of psychological melodrama, students, as the subject of teaching, are the active builders of knowledge, and realize the unity of cognition, emotion and wisdom in the learning process. In the rehearsal process of psychological melodrama, the improvisation of the students who play patients and their families may bring problems to the students who play midwives. As guides, the instructor needs to help students deal with it reasonably, which will contribute to the cultivation of students' clinical thinking ability. Through role playing in psychological melodrama, students can not only understand the feelings of nurses, but also understand the feelings of patients, family members and doctors. For the contradictions and conflicts that may arise in the psychological melodrama, the instructor should guide them through the role exchange, and help the students to correctly deal with the possible conflicts in various situations.

3. Results

The SCL-90 evaluation results of the experimental group and the control group before and after the beginning of the course were shown in Table 1.

Table 1: Scl-90 evaluation results of experimental group and control group before and after the beginning of the course

factor	experimental before	experimental after	experimental t	control before	control after	control t
anxiety	1.61±0.35	1.48±0.37	2.50	1.75±0.58	1.54±0.38	1.93
hostility	1.55±0.56	1.33±0.32	2.23	1.60±0.43	1.58±0.43	0.04
horror	1.82±0.64	1.60±0.54	1.67	1.78±0.48	1.73±0.41	0.46
paranoid	1.38±0.38	1.22±0.24	2.59	1.52±0.49	1.48±0.42	0.13
other	1.49±0.45	1.40±0.36	1.09	1.67±0.50	1.54±0.50	0.96

Note: P < 0.05

The subjective evaluation results of the experimental group after the course were shown in Table 2.

Table 2: Subjective evaluation results of the experimental group after the course

Items	Values
Self-knowledge	2.42 ±1.88
communication	1.83 ±1.93
emotional regulation	2.01 ±1.87
corporation	2.36 ±1.90
self-satisfaction	2.23 ±1.68

4. Discussion

4.1. Implementation effect of experiential teaching mode

As can be seen from Table 1, in the experimental group, anxiety, hostility, horror, paranoia and other factors in the clinical symptom assessment table showed significant changes after the implementation of the experiential teaching model based on vocational orientation, while there were no significant changes in the control group; As can be seen from Table 2, the subjective assessment of the experimental group showed positive changes in self-knowledge, interpersonal communication, emotional regulation, cooperation and other aspects after the completion of the course tasks compared with the comparison before the course. The feedback of the students in the experimental group in the final self-summary was that the learning method of the course content using the experiential teaching mode was novel, and the classroom atmosphere was good, especially in self-knowledge, emotional control and other topics were more popular with students. Group inquiry cultivated students' ability of language expression and communication with others. The weekly mood report and homework sharing enabled students to have a more comprehensive understanding of their own learning. In the control group, most of the final summary was stylized language, and basically copied text content. Analysis of the reasons: First, considering that the students are young and located in the second year of university. Although they have become adults, they are not rational enough in interpersonal communication and emotion management, and rely more on textbooks and school teaching. Through vocational ability-oriented experiential teaching, students' language expression and communication skills are enhanced, and their interpersonal relationship is harmonious. Second, the control group in school, the traditional teaching, more passive learning. Knowledge comes from textbooks and the Internet, and students' emotional management also comes from books, with a lack of practical application ability. Third, the impact of the social environment. During the COVID-19 period, students' learning comes from two parts. The first part is in-school study, and the second part is online study at home. During the study at home, students' interpersonal communication is more inclined to online learning, with less communication between people, and students will have less opportunities to get exercise.

4.2. Analysis of the characteristics of experiential teaching mode

At present, the curriculum content of nursing psychology in higher vocational nursing specialty is mainly composed of general psychology, medical psychology and other parts, which lacks close connection with basic and clinical nursing courses[4]. The teaching method is mainly based on theoretical knowledge narration, and the evaluation method is single. The teaching content involves basic knowledge of psychology, mental health, nursing and so on. The abstract concept of basic knowledge of psychology is more, accounting for a large proportion. The theoretical knowledge of mental health is too strong, it is difficult for nursing students to understand at the beginning of the study. Nursing students do not have a comprehensive grasp of patient psychology and nursing knowledge[5].

The experiential teaching mode makes a choice on the selection of the traditional textbook content, optimizes the integration, and embodies the vocational oriented characteristics. In addition to the first

part and the fourth part, the teaching content involves several parts of self-knowledge and ability cultivation. Basic knowledge of psychology, psychological assessment and other knowledge are integrated into the self-knowledge part, and the abstract and difficult theoretical knowledge is transformed into a tool to assist students in self-knowledge and recognition of others, which is conducive to the formation of nursing students' self-concept, and they can learn to control their emotions and give play to their own strengths; Mental health and patient care have been integrated into the vocational ability training, and clinical research has been added to obtain various typical nursing situations, which aims to cultivate nursing students' interpersonal communication, team cooperation, stress resistance and other aspects of their future work ability.

In the setting of teaching methods, experimental construction teaching and team guidance are applied. Experiential construction teaching mainly creates situations through activities and other forms, in which students focus on practice, interaction, experience and perception to construct knowledge. Case study, debate and other activities can fully stimulate students' potential, so that students can focus on the activities. In the activities, they can know themselves, learn from others' experience and optimize their knowledge structure.

The course evaluation also breaks through the traditional paper examination form of bondage, using a variety of evaluation methods, such as oral expression, written homework, practice, self-evaluation and so on. This course informs students of the evaluation method before learning, so that students can adjust their learning state according to the evaluation method in the whole learning process, and keep enough enthusiasm for activities.

4.3. The experience of implementing experimental teaching mode

With the gradual deepening of higher vocational education reform, the number of students continues to increase, the existing teaching mode cannot adapt to the teaching requirements, so it is necessary to implement experiential teaching mode. In prior to the implementation of the new teaching mode, students are curious. After a period of learning, students may lose interest and even produce fear. Therefore, it requires teachers to keep enough patience. Teachers have to use a variety of effective ways to encourage students, guide students, and tell the students the importance of nursing psychology course, creating a harmonious study atmosphere. Since it is experiential teaching, teachers need to create a variety of situations according to teaching objectives, design various forms of teaching activities, and mobilize the enthusiasm and enthusiasm of students to participate in learning. However, if there are too many activities arranged in each class, the class order and teaching effect may be affected. Therefore, each class activity designed by the teacher should start from the actual needs of students, no more than two. After the activity, the teacher should set aside time for students to have a heart-to-heart talk, and the teacher gives evaluation.

The experiential teaching mode requires a high level of competence for teachers, who should not only have rich theoretical knowledge of nursing, but also be able to skillfully apply psychological knowledge and technology. Therefore, nursing professional teachers should carefully study the knowledge and technology of nursing and psychology, improve their teaching quality and better implement professional course teaching. It is suggested that teachers should use the information platform to systematically summarize and analyze professional knowledge, find out the common clinical diseases and make scripts. Students should make scripts independently through learning. Meanwhile, teachers should participate in the production of the whole psychological drama as participants, and find problems and solve problems together. Through the construction of big data analysis platform, the psychological data analysis of college students can be obtained; and the production of college students' mental health information database and archives, and then analyze the psychological behavior characteristics of college students. The guidance of professional teachers plays a vital role in the development of psychological melodrama. Without the guidance of professional teachers, students can only work behind closed doors, unable to improve the depth and breadth of their works. In the future, we will strengthen the allocation of professional teachers, set up

psychological drama clubs, and carry out specialized construction of the team of psychological drama.

4.4. The promotion value of implementing experiential teaching

With the establishment of "bio-psychology-social" modern medical model, psychological nursing has become one of the core contents of holistic nursing. In the nursing psychology course to carry out experiential teaching, truly achieve the "health-centered" holistic nursing concept, and grow into a real "angel in white". First, nursing specialty students have a short school time. Many students have not entered the hospital, and even have not seen the common work scene of doctors and nurses, with a weak professional foundation, or even no professional belief. By carrying out experiential teaching and conducting career orientation in advance, we can deepen students' career cognition and have a preliminary understanding of their future development. Second, nursing students even in school to operate, relying more on simulated people. The communication between nurses and patients is not true. When they come to the hospital, they are afraid, nervous and dare to communicate, resulting to communication failure. By shooting psychological melodrama, students think about the relationship between nurses and patients in advance, learn to think in empathy and compassion, so as to better serve patients.

Medical majors basically have such characteristics: strong professionalism, similar learning style; in school, students have little contact with patients; solid professional knowledge and insufficient practical ability [6]. Experiential teaching relies better on constructivism, and is flexible in the teaching process. Therefore, students have high enthusiasm for learning, and the teaching methods are novel, which attract students' attention and arouse students' interest. The medical curriculum is complex and boring, making it difficult for students to learn. Relying more on textbook knowledge. Even in the Internet age, it takes a distance for students to acquire their knowledge into their own practical ability. Students also show great pressure. In the teaching of basic courses and professional courses, the application of experiential teaching, students' harvest from textbooks to actual examples in life, better related with professional knowledge, students' sense of gain, better sense of experience.

Experiential teaching can take the knowledge mastery and understanding of labor spirit, model worker spirit, craftsman spirit, labor organization, labor safety and labor regulations as an important assessment content of the course; or it can establish students' psychological scene associations.

Among them, the professional courses can use the knowledge content of public health events, and through the labor achievements of medical staff and the labor value of volunteers in public health events, encourage students to respect life, respect knowledge and labor, and incorporate the infiltration elements of labor education into the professional quality, moral sentiment and social responsibility of medical students, and become medical workers who are dedicated and dare to fight after graduation.

In the practical training course, experts, scholars and celebrity representatives who have made outstanding contributions in the medical and health industry can be selected to carry out labor education, and combine the professional characteristics of medical students, analyze the labor spirit, the spirit of craftsmanship and labor values [7]. In the case of COVID-19, students' participation in community epidemic prevention and control publicity and volunteer work can be taken as part of the comprehensive evaluation to strengthen the acquisition of students' actual labor skills and the consideration of the value system, and improve students' job competence in the internship process. Finally, the person in charge of the course can also cooperate with student science tutors and full-time teachers to formulate the assessment and evaluation content of practical training courses.

Relying on the experiential teaching of psychological melodrama and based on the professional background, it is applied in professional courses and practical training courses. In the process of creating psychological melodrama, students should actively communicate with professional teachers, correct their attitude and improve their understanding [8]. The creation of the script should be based on the hospital work as much as possible, and the career orientation should be reflected in the way of psychological melodrama according to the guidance of teachers. In the process of arranging the

sitcom, all participants should carefully feel and reflect the problems encountered by the characters, and think about feasible ways to solve the problems, and finally decide the final solution through discussion.

5. Conclusion

In recent years, psychological sitcom is widely used in nursing psychology teaching, it has the following advantages: first, strong participation, change the teachers is given priority to, students complementary passive teaching mode, enable students to participate in the classroom, independent creation and performance, improve the students 'learning initiative, cultivate the students' innovative spirit. Second, the course is comprehensive and the course is in the form of melodrama, which requires students to write scripts independently, which is not only close to the clinical practice, but also combined with the theoretical knowledge of the course. Among them, the psychological state and conflicts of patients and medical staff need to be displayed. Finally, teamwork and overall planning are needed, which also require students 'performance ability. Finally, all these play a crucial role in the improvement of students' comprehensive ability. To sum up, the use of psychological melodrama in nursing psychology teaching can improve the teaching quality, especially the career-oriented experiential teaching, fit the current workplace environment, better combine theory with practice, and achieve more ideal teaching effect. In a word, in the process of integrating nursing psychology teaching through experiential teaching, it requires teachers to take moral education as the fundamental task of education, which also requires teachers to give full play to the advantages of ideological and political subjects in practical teaching, and effectively give play to all kinds of educational opportunities and resources. Finally, only by sticking to it in this way can we continuously cultivate students with sound personality, realize the all-round development of students, so that every student can become a useful talent to the country and society.

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