

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

Meijian Ren

Zibo Vocational College, Zibo 255314, China.

Abstract: Objective: To Explore the vocational competence-oriented experimental teaching mode of nursing psychology. **Methods:** The experimental group used the experimental teaching mode, while the control group used the traditional classroom teaching mode. **Results:** 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. **Conclusion:** The vocational competence-oriented experiential teaching mode of nursing psychology in higher vocational colleges is beneficial to nurses' good psychological accomplishment and professional ability.

Keywords: Professional Ability; Higher Vocational Education; Nursing Psychology; Experiential Teaching Mode

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. 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.

1. Research objects and methods

1.1 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 third semester after admission.

1.2 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 vocational competence-oriented experiential teaching mode. 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 clinical 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 shoot the psychological scene drama, in the activities to experience attentively in participating in activities and acquire knowledge. The second and third part of the activities rely on the shooting of psychological drama, including the introduction of nursing situation, case study, role playing, etc. The fourth part is mainly about self-assessment of course learning.

The evaluation methods of the experimental group include: exploratory speech, oral presentation, practical activities, self-summary and many other comprehensive evaluation.

2. Results

2.1 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: $P < 0.05$

2.2 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

3. Discussion

3.1 Implementation effect of experimental teaching mode

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 vocational competence-oriented experiential teaching mode, while there were no significant changes in the control group; 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.

3.2 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. 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, and it is difficult for nursing students to understand because they have not contacted the clinic. Nursing students do not have a comprehensive grasp of patient psychology and nursing knowledge.

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 shooting psychological scenes, 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.

3.3 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.

References

- [1] Wang JT, Liu XY, Ye XC. The application and Thinking of experiential teaching mode in nursing psychology course of head nurse's service education -- A case study of OH card-based group psychological counseling for decompression [J]. Health vocational education, 2021,39(11):85-88.
- [2] Yuan HW. Application of experiential teaching based on emotional intelligence cultivation in nursing psychology [J]. Continuing medical education in China, 2021,13(10):27-30.
- [3] Zhang MW. Exploration of vocational competence-oriented experiential teaching of nursing psychology [J]. The University, 2020(07):60-61.
- [4] Wu CW. Research on vocational Competence-oriented experiential teaching mode of nursing psychology [J]. Electronic journal of Clinical Medicine literature, 2019,6(22):198.
- [5] Li YL, Liu DC, Yang SF, Ma JP. Research on vocational Competence-oriented experiential teaching mode of nursing psychology [J]. Guangdong Vocational and technical Education and Research, 2018(05):21-22.
- [6] Ma ZL, Sheng Y, Jiang Y. Exploration and practice in the teaching of Tuina based on cases combined with standardized patient teaching method [J]. Journal of Jiangxi University of Chinese Medicine, 2021,33(1):102-104.
- [7] Wu XP, Cui CX, Li u L, et al. Application of experiential teaching and psychological coaching technique in nursing psychology Course [J]. Nursing research, 2017,31(34):4373-4376.
- [8] Tao YY, Guo J, Zhang H, et al. The application value of PBL combined with CBL teaching method in clinical teaching of emergency medicine [J]. Chinese General practice, 2021,19(1):128-130,140.

About the author: Meijian Ren , female, native of Linyi City, Shandong Province, 1990.02 Han Nationality, master student, lecturer. Work unit of Zibo Vocational College, research direction, nursing education, nursing psychology. Zibo Vocational College College-level scientific research fund project.