

continue the local history, culture and unique landscape, and make high-rise buildings become not only people's "dwelling place", but also people's "spiritual home".

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## MECHANISM OF PSYCHOLOGICAL LITERACY CULTIVATION IN THE MAJOR OF EMERGENCY AND SEVERE NURSING

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**Background:** As an important department in hospital, emergency department plays a key role in dealing with critical patients. The emergency department is an important window of the hospital and an important position for rescuing critical patients. The nursing work in the emergency department is characterized by urgency, busy, multidisciplinary, infectious, law related and violent events. Due to the particularity of its working environment, emergency nurses often have to bear great mental and psychological pressure. The mental health of emergency nurses is closely related to whether they can carry out effective rescue and nursing for emergency patients. So what kind of psychological literacy emergency nurses should have and how to cultivate good psychological literacy of emergency nurses, so as to improve the quality of emergency rescue, are the problems to be solved.

**Objective:** According to the characteristics of different teaching contents of critical care nursing, this paper explores a variety of teaching forms based on experiential learning theory, and constructs an experiential teaching mode composed of case design method, role-playing method, task driven method, virtual game method, discussion method, edification method, etc., so as to improve the psychological quality of critical care nursing students.

**Subjects and methods:** Methods 300 students were randomly divided into two groups, 150 in each group. The experimental teaching mode of "independence, cooperation and exploration" was adopted in the observation group. The first-aid medical records were designed by ourselves. The scene and role play were used to complete the comprehensive training of on-site rescue, emergency department rescue, critical care medicine rescue and general ward rescue treatment. The quality-oriented experiential teaching mode of "critical care nursing" was constructed. The control group adopted the "explanation, demonstration, training" type of experimental teaching mode.

**Study design:** The students' evaluation of experimental teaching mode was investigated by questionnaire, and the satisfaction of the two groups in innovation education, creativity and interest was compared, and the final theoretical and operational examination results were compared.

**Methods:** Sas8.0 was used for data processing. Chi square test and *t* test were used. The test level  $\alpha = 0.05$ .

**Results:** The satisfaction of the two groups of students with different experimental teaching modes is shown in Table 1. Traditional experimental teaching mode of "explanation, demonstration and training" is one-dimensional. It overemphasizes imparting knowledge to students, training them to operate and master skills, and neglects the cultivation of process and method, emotion, attitude and values. Students have no autonomy and initiative, which easily frustrates their feelings for science and technology, and it is difficult to develop their innovative spirit and practical ability. It cannot give full play to the unique educational function of experimental teaching. The experimental teaching mode of "autonomy, cooperation and exploration" is beneficial to mobilize the enthusiasm and initiative of students' learning and exploration, integrate design, cooperation, dialogue and communication into the experiment, make students truly become the main body of teaching, promote the construction of students' scientific knowledge and skills, enhance their emotions, attitudes and values, and cultivate their personality and creativity. The results showed that the scores of theory and operation examination and the evaluation of new teaching methods in the observation group were significantly higher than those in the control group ( $P < 0.01$ ). 92.1% of the students were satisfied with innovation education; 90.0% of the students think that comprehensive training is helpful to cultivate team spirit; 90.0% of the students think that comprehensive training is helpful to cultivate team spirit; 92.9% of the students understood the importance of communication and empathy in emergency work; 75.0% of the students think that the new experimental teaching mode is more attractive, and they can get a sense of achievement by finding and solving problems, and stimulate the enthusiasm of active learning. Through comprehensive training, the first-aid skills and monitoring skills were better combined with the cases, the concept of holistic rescue was strengthened, the idea of holistic rescue was straightened out, the creativity was cultivated, the practical ability of first-aid was improved, the

psychological state of emergency nurses was improved, and it was more in line with the training objectives of modern nursing education.

The comprehensive training method of “autonomy, cooperation and exploration” experimental teaching mode is tried out in the practical teaching. The experimental teaching takes the process and method as the axis, so that students can work, think and develop like researchers in the learning process. It not only attaches importance to the construction of students’ first aid knowledge and skills, but also improves students’ overall first aid awareness, emotion and values, In the process of experimental teaching, teachers and students’ learning vitality is radiated.

The final scores of the two groups are compared as shown in Table 2.

**Table 1.** Comparison of two groups of students’ satisfaction with different experimental teaching modes.

Group	Number of people	The innovation education	Creative ability	The team cooperation	Stimulate interest in
The control group	150	68 (45.20)	76 (50.50)	87 (57.80)	55 (36.80)
Observation group	150	138 (91.90)	127 (84.80)	134 (89.60)	114 (76)
$\chi^2$	-	70.21	38.11	35.90	38.88
$p$	-	0.00	0.00	0.00	0.00

**Table 2.** Comparison of final scores between the two groups.

Group	Number of people	Theoretical achievement	Operation results
Control group	150	85.82 ± 1.42	86.10 ± 0.86
Observation group	150	96.90 ± 1.29	96.83 ± 0.69
$t$	-	65.98	127.72
$p$	-	0.00	0.00

**Conclusions:** Whether the psychological quality of emergency nurses is healthy or not, stable or not, directly affects the quality of emergency nursing, and affects the rescue effect. It has been proved that only by cultivating the healthy psychological quality of emergency nurses and making it continuously improve, can the quality of emergency nursing be improved and the rescue rate be improved. Experimental teaching mode can give full play to the unique educational function of experimental teaching, develop students’ innovative spirit and practical ability, and meet the training objectives and requirements of modern nursing education. It will lay a good foundation for students to master the process of pre hospital first aid, emergency department first aid and critical care department first aid, cultivate psychological quality and adapt to clinical practice quickly.

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## INFLUENCE OF PSYCHOLOGICAL COUNSELING ON THE ANXIETY ALLEVIATION OF COLLEGE STUDENTS

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**Background:** Since entering the 21st century, with the acceleration of the pace of life, the intensification of social competition, the tension of interpersonal relationships, anxiety in the normal population is widespread, and presents a rising trend. In daily life, people often encounter all kinds of difficulties and obstacles. In order to solve the problems, to achieve their goals, we must overcome the difficulties. And the emergence of difficulties and overcome, will cause people inner unrest and tension, serious will bring fear to people, the formation of anxiety.

It is a common psychological phenomenon, also can be said to be a normal psychological reaction, that college students’ tension, uneasiness, anxiety, fear and so on are caused by examination, interpersonal communication and so on. The problem is that some students are good at self-psychological adjustment, so that it becomes the power of study, life forward. And some students because they are not aware of their bad psychological state, the lack of effective adjustment of anxiety, resulting in an unideal life state. When