

A Case Study of Psychological Work for College Counselors

— Freshmen in the "Epidemic" Middle School

Fang Zhang

Changsha Normal University, Changsha 410100, China.

Abstract: Detailed record and analysis of a psychological crisis intervention and counseling process of college students during the "epidemic period": understanding the basic situation of students, problem analysis and judgment that students is in a state of psychological crisis, Analyzing five factors: students' family economic difficulties, stressful life events (their father died in a car accident), poor academic performance, lack of social support and staying at home during the epidemic, A targeted psychological crisis intervention, At the same time, to strengthen social support, Improving the family environment; Psychological counseling is conducted in a planned way, Set the phased psychological counseling goals and achieve them gradually, Focusing on the two topics of "meaning of life" and "self-denial", carry out psychological counseling, Finally, guide the students to clarify the meaning behind the psychological behavior, Put down the burden and go on lightly; In summary, this case has achieved a good guidance effect in the remission, breakthrough period and consolidation period, However, it is still worth paying attention to and discussing on the limitations of student psychological counseling and the boundary of daily counselors.

Keywords: Epidemic Situation; List of Psychological Work Cases in Universities

1. Case Background

Xiao Xi, female, a senior student, is a five-year free teacher education student from a rural area in Hunan Province. She is from a poor family and has an introverted personality, and does not socialize with her classmates much. In early March 2020 (during the epidemic period), the student's class committee reported that the student suddenly spoke and asked in the course QQ group for no reason, "I don't understand one thing. Some people say we need to work hard, ask why we should work hard, say we need to live meaningfully, ask why we need to live meaningfully. Isn't the end of life all empty

The counselor immediately found out about the QQ group and checked the context before and after, and found that neither the course content nor classroom discussions were related to the "meaning of life". The student's speech seemed to be asking themselves or others. The counselor preliminarily determines that the student may have psychological confusion or may even be experiencing a psychological crisis.

2. Case handling

2.1 Understand the basic situation

The counselor has only taken over the student's class for half a year and has not yet achieved in-depth understanding of each student. After learning of the student's abnormal speech, the counselor immediately checked the class file and contacted the student's class committee and roommates to understand the situation. The student's academic performance in school is average, with some subjects failing but passing the make-up exam. They do not socialize deeply with classmates and have little presence in the dormitory, giving people a feeling of 'not being in the dormitory'. Occasionally, I have the opportunity to chat more with my roommates. The roommate reported that from intermittent understanding, she felt that the student's family situation was quite complex. Her father passed away unexpectedly in middle school, reportedly due to riding a motorcycle to deliver the student, and the brakes malfunctioned,

resulting in a car accident. My mother remarried her sister with her, and life was very difficult. When my emotions were unstable, she would say something stimulating and deserved to be born, such as 'How did you die?'. The student often feels stressed and often cries when receiving calls from their mother during school.

2.2 Problem analysis and prediction

2.2.1 Problem judgment - psychological crisis

The student openly asked questions without any reason in the QQ group, which is a signal of seeking help, indicating that she is experiencing psychological confusion that she cannot solve herself; The language content shows that the student's cognitive thinking has entered a "dead end"; Moreover, the student has experienced stressful life events and is isolated and helpless. Without timely attention and intervention, the problem will become further complicated or even extreme. The counselor will prioritize them and immediately carry out crisis intervention work.

2.2.2 Causes of Crisis - Five Major Factors

(1) The family situation is complex: economic poverty, father's death, remarriage, unstable mother's emotions, and the family itself becoming one of the explicit or implicit sources of stimulation.

(2) Stress life events: The father's unexpected death is "related" to the child, and there may be symptoms of PTSD (Post Traumatic Stress Disorder) that have not been paid attention to in a timely manner. In recent years, he has been criticized by his mother and other family members, resulting in a low sense of self-worth and questioning the meaning of life.

(3) Average academic performance: Poor performance in school over the past four years may lead to a decline in self-awareness.

(4) Lack of social support: The student does not socialize with classmates much, has no sense of existence in the dormitory, and has no confidant when encountering psychological confusion. My mother is emotionally unstable and unable to take care of herself. The sister of the student has the closest experience to her, and whether she can become a supportive force still needs to be understood, evaluated, and guided.

(5) During the epidemic, homestay: Due to the sudden outbreak of the epidemic, the student was unable to return to school on time. They had to stay at home for a long time, get close to their family day and night, and face family and self-awareness issues directly. They were unable to extricate themselves but had nowhere to escape, and then openly asked questions.

3. Case handling process

Conduct psychological counseling

Tutoring time: April 24, 2020

Coaching method: QQ chat (the student takes the initiative)

Coaching goal: "How to change the state of continuous self negation" (students actively ask questions)

Problem Focus: Self denial

Key points of the content:

"May I ask how to change the state of continuous self negation

This question indicates that the student has already fallen into a "dead end in life meaning" from the beginning to become aware of their self-evaluation state. The counselor feels the progress of the student's self-awareness and cannot be overjoyed. Instead, he asks Xiao Xi, "What kind of self denial is it? For example, when, in what context, and how to deny oneself? Can you be more specific?"

Xiao Xi replied methodically, "There are roughly two levels. The first level is to feel that I have wasted four years, become useless now, and always make my family unhappy. I feel that I am doing everything wrong. The second level is to discover my shortcomings, but lack the willpower to make changes and continue to fall. My family all say that I am completely lifeless and lack vitality.

The counselor took the opportunity to pay positive attention to Xiao Xi's self-awareness improvement and systematic expression, expressing recognition and appreciation. Here, active attention is also a demonstration of guiding students to change their self-awareness. In order to focus on the problem, the counselor guides students to first explore the first level of self negation. By guiding students to provide specific descriptions of "waste", "useless", and "family happiness standards" and evaluating the degree of

achievement of realistic goals, it is further refined into self negation in three aspects: regret, guilt, and anxiety. Firstly, wasting college time and feeling regretful. Addiction to online games resulted in grades dropping from top ten to bottom ten; Losing the original interest in learning and declining learning ability resulted in an empty mind; Before entering school, prepare to exercise your expression skills well, and actually do nothing; Not fully enriching oneself, interpersonal skills are in a mess; Careless, I forgot to turn off the air conditioning during my part-time job. Secondly, I feel that my family members are always feeling sad and guilty about themselves. My mother follows my uncle (stepfather) for various reasons. Sometimes she says I'm doing it for my own good, but when she says about me, I can't help but talk back. My mother thinks I won't take the initiative to do things, and I took the initiative but didn't do it well. Thirdly, I really don't want to spend my family's money. I want to make money on my own but I don't know how to do it. I'm still timid, and when I use my family's money, I feel very anxious. Finally, the student added, "Feelings cannot be considered as self denial. At first glance, (the above) are all facts.

In order to alleviate students' psychological pressure and change their state of denying themselves everywhere, the counselor admitted to the students that all of this "sounds more like regret", or that regret is the most important thing. Regretting not seizing college time well increases the guilt for mothers and family, and also stimulates the anxiety of wanting to urgently obtain economic independence but not knowing what to do. The students expressed great recognition. Self negation is not scary, directly facing the negative voice inside is the first step. Seizing the main problem can have the effect of "pushing a thousand pounds". Here, after guiding students to understand the reasons and paths of self negation, the counselor conducted a small cognitive exercise to understand Xiao Xi's four years of university: 'I didn't grasp the past four years well', not 'I was a useless person after four years', nor 'I am just a useless person'. Xiao Xi reacted quickly and without waiting for a reminder, immediately repeated according to his words.

Conclusion

Today's society is developing rapidly, and China is in an important period of economic and social development transformation. The gap between rich and poor is widening, social conflicts are intensifying, and the vast majority of psychological problems are caused by practical factors. Due to the limitations of school growth counseling or school psychological counseling, we often have to focus on the psychological problems of students themselves, making it difficult to make a difference in their current difficulties.

Under such a premise, we seem to have done a lot for the growth of the student, in addition to the help of the free normal student policy, improving psychological development level from a cognitive perspective, stabilizing the focus of life with development goals, and integrating all forces to strengthen the student's social support system. However, the student precisely lacks the most critical part of the social support system - family, so the counseling effect may not be stable enough and prone to repetition.

References

- [1] Opinions of the Ministry of Education on Strengthening the Psychological Health Education of College Students in Ordinary Higher Education Institutions [J]. Political Journal of the Ministry of Education, 2001 (5): 209-2012.
- [2] Zhang J. The current situation and prospects of research on mental health education for college students in China [J] Journal of Changchun University, 201 7 (8): 47-50.
- [3] Zhong HJ. Current Status and Prospects of Research on Mental Health Education for College Students in China [J]. Reading and Writing (Journal of Education and Education), 201 5 (5): 90.