

# Remove Haze and Escort Students to Grow Up in the Sunshine -- A Case Study of College Counselors

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**Abstract:** Positive psychotherapy is a kind of short-term therapy, which is an integrated mode of theories and methods of cross-culture and multiple therapeutic schools. In this case, due to the influence of the native family environment and the experience of being bullied in high school, the student is in interpersonal communication there is fear, confusion and even depression. In the whole consultation process, the counselor flexibly draws on the five-stage leading therapy and other auxiliary therapy in the positive psychotherapy method, so that the students' individual psychological state can be effectively adjusted.

**Keywords:** Interpersonal Problems; Psychological Counseling; Counselors; Positive Psychotherapy

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## 1. Case information

Zhang, female, 21 years old, junior, has a history of depression. Recently, the student's roommate relationship is tense, and his emotional state is not good, which is manifested as tasteless food, sleepless night, sudden weight loss, loss of interest in life, and actively seek help from counselors.

### 1.1 Evaluate the diagnosis

From the student's statement, it can be understood that the student was unhappy because of the interpersonal tension with his roommates, the continuous sadness and helplessness led to the disturbance of daily life, poor appetite, and often insomnia, and it can be preliminarily judged that the student was the depression caused by interpersonal relationship disorders.

### 1.2 Cause analysis

#### (1) Family of origin

Although the parents are not divorced, they are separated in different places, and the feelings are not good. From childhood to adulthood, the student's father advocated "stick education" and was very strict in all aspects of his study and life. Once he learned or his performance was not good enough, he would be criticized and educated, and he would rarely be affirmed and praised. Her mother is a traditional housewife, who has not received higher cultural education, has no opinion on everything, and does not participate in the education of her child. Therefore, the student has a poor relationship with his parents since childhood, and will not immediately communicate with his parents when encountering anything.

#### (2) Psychological trauma experience

The student said that he was often bullied by students with excellent grades in the class in high school, but he was afraid of trouble did not dare to tell

The parents, the parents did not know, and the matter was not effectively resolved in time. This experience is like a fishbone in the throat of the student to make it difficult to speak, so that the student buried a psychological shadow from now on, dare not easily trust anyone, do not want to take the initiative to make friends with people.

## 2. Counseling process

### 2.1 Stage 1: Observation stage (first consultation)

Main objectives: Relationship building, information gathering, initial assessment

This stage mainly uses listening and open questions, and deeply pays attention to the main physical symptoms and psychological reac-

tions of the student. The student, who wore a hat and a mask during the first consultation, was extremely alert and reserved, and kept his head down throughout the conversation, barely seeing her face or making direct eye contact with her. The student never took the initiative to talk about any topic, and even when answering questions, he was very cautious, showing a strong sense of insecurity and self-protection. In view of her special growth experience, the counselor adopted the method of listening and timely supplementary questions, fully expressing her respect, sincerity, empathy and positive attention, so that the students felt the care and trust of the counselor, and gradually established a good counseling relationship. What's the matter with you? How is your physical state at this stage? Any recent feelings you'd like to talk about? The student said that he was in conflict with his roommate, and the main physical symptoms at present were that he could not eat, weight loss, poor sleep quality at night, psychologically wanted to block himself, did not want to communicate with others, and did not feel safe. The student was active in asking for help, dressed appropriately, able to take care of himself in daily life, focused on the process of communication with students, and had a clear sense of consciousness. When talking about sensitive experiences, Zhang was more nervous, and her mood fluctuated greatly. Therefore, Zhang's problem was initially defined as depression caused by interpersonal relationship disorders.

## **2.2 Stage 2: Investigation stage (2-3 consultations)**

Main goal: to explore students' backstory and potential ability

In the second stage of consultation, through communication with students, we try to make students take the initiative to tell the major events that have happened in the past five years, confirm the relationship between the major events and the student's current symptoms, and encourage students to explain the major events to improve the student's potential ability to deal with problems. The student said that there were three major events closely related to him in the past five years: First, he was bullied by students with excellent grades in high school, and they would make malicious jokes, pranks and personal attacks for a long time because of their poor academic performance; Second, the parents' relationship is not good, the focus is not on themselves, and the father's education is simple and rough, and the failure to pay attention to and solve their depression problems leads to the aggravation of their depression symptoms; Third, it is difficult to adapt to the school dormitory life, and the relationship with roommates is tense.

In view of this, "cognitive insight therapy" was used in the consultation process with the student. "Cognitive insight therapy" refers to a psychological treatment method that can reduce or disappear symptoms by explaining that the patient changes his understanding and gets insight, so as to achieve the purpose of treatment. Through communication with the student, I found that the student is currently socially phobic, afraid of contact with people and not good at communication.

## **2.3 Stage 3: Situational encouragement stage (4-5 consultations)**

Main objective: to encourage positive behavior and change the student's perception of the situation

In the third stage of the consultation, the student took off his hat. In view of the student's general psychological problems, the counselor actively discussed with the student how her depression developed. By using the "positive reinforcement method", the correct behavior of the student was confirmed and encouraged in a timely manner, and the inappropriate behavior was downplayed, so as to promote the occurrence of more correct behaviors, and on this basis, the positive potential and excellent quality of the individual were stimulated. And become a physically and mentally healthy person.

Therefore, according to the actual situation of the student, the following consultation ideas are designed:

Encourage the student's positive behavior, guide the student to accept themselves, build self-confidence, form self-affirmation, and realize their potential and ability, for example, "My painting is excellent, my photography skills are good, I have participated in many professional design competitions and won many awards", guide the student to carry out psychological self-suggestion "I am excellent, I like the way I look. Accept yourself for who you are."

## **2.4 Stage 4: Speech stage (6th consultation)**

Main goal: Role play, expressing psychological and behavioral changes in language

In the consultation with the student, the counselor introduced the interpretation of the interaction analysis theory on personality to the student, and made her understand that everyone has “paternalistic self-mentality, adult self-mentality and child-type self-mentality” through learning, which laid the groundwork for the following specific consultation. Through “role play”, reenact experienced family education scenes, class and outstanding student bullying and roommate conflicts, and rethink the key to conflict from different angles. For example, “If you were a father, how would you educate your children?” Your father is also a first-time father, and he may not be doing well, but he knows his mistake and is trying to fix it. “If you were in a high school class and your intention was probably to make a little joke and not to hurt someone, would you apologize?” . “If you were your roommate, how would you get along with others? What problems do you have?” Teach students to recognize that everyone makes mistakes or behaves inappropriately and that positive changes can lead to good results. Let students express the changes after “role playing” through language, and realize that the current difficulties are temporary, as long as they dare to take the first step, try to trust others, take the initiative to communicate with others, pay more attention to the communication with parents, classmates and roommates, and pay more attention to the feelings of people around them, the relationship with them will gradually turn around.

### **2.5 Phase V: Expanded target phase (7th consultation)**

Main goal: To help the student overcome psychological problems and learn to deal with conflict

In the fifth stage of consultation, the students completely removed their hats and masks to reveal their young, clear faces, and wore light makeup, as if they had completely removed their wrapped selves. The student admitted that although the psychological counseling center has carried out intervention treatment, it has not been fully effective in alleviating depression. Through the analysis of interpersonal and family relationship problems in the growth of the student, we can help the student deeply understand the problems he is facing, as well as the causes of the problems and solutions, so as to strengthen the student’s confidence in solving the problems. Here’s how:

(1) Guide students to use their potential power to build a happy life, let students learn to appreciate and appreciate the good things in life, and bid farewell to the bad experience of being bullied by students with excellent grades in the class in the past.

(2) Actively participate in meaningful group activities. If the student has interpersonal problems, he/she should deliberately practice integrating into the group and strengthen his/her ability to get along with others while experiencing the meaning of collective activities.

## **3. Formulation of plans**

### **3.1 Theoretical basis:**

Positive psychology theory.

### **3.2 Counseling goals: According to the seven elements of counseling goals, through consultation with students, the specific goals of counseling are determined as follows:**

accept the reality, rationally look at the past, objectively face the current difficulties, and change their unreasonable beliefs so as to relieve depression. The ultimate goal is to change the original cognitive and behavioral habits on the basis of the realization of specific goals, and finally achieve the healthy development of her body and mind.

### **3.3 Consulting methods:**

(1) Use insight therapy. Through the explanation of students to change their understanding, get understanding, so that symptoms can be reduced or disappeared, so as to achieve the purpose of treatment of a psychological treatment.

(2) Use positive reinforcement. Positive reinforcement is an important concept in psychology, and it is an important method to form and correct human behavior. When a student engages in a good behavior, immediately give him the reinforcement he likes, so as to increase the incidence of behavior.

(3) Reenact experienced family education scenes and roommate conflicts through “role play”, and rethink the key to conflicts from dif-

ferent angles.

#### **4. Effect evaluation**

In terms of psychology, on the one hand, the student received professional psychological counseling and treatment inside and outside the school; on the other hand, through the counselor's continuous care, guidance and help to the visitor, his physical and mental state has been significantly improved. At present, the student's physical discomfort symptoms such as insomnia, inattention and depression have basically been solved, and at the same time, he can recognize and accept himself more comprehensively. I can find positive components in negative emotions, constantly stimulate and accumulate positive emotions, and through the accumulation of positive emotions, improve the empathy ability to get along with myself, communicate with roommates, communicate with others, and understand each other with parents.

#### **5. Display of achievements**

After this systematic consultation, the student has made a great breakthrough in interpersonal communication, family relations, physiological and psychological symptoms. It is mainly manifested in the following four aspects:

In terms of interpersonal communication, the student has like-minded friends, such as Xiao Feng and Xiao Pei in the professional class, who share the same interests and professional background with the student. They often do homework and talk about interesting things in life together.

In terms of family relations, the counselor works with the student's parents to make them understand the student's performance at school more clearly, so that the parents can find the common topic with the child more accurately. After the child feels the warmth from the family, he is more willing to talk to his parents about anything, and the family relationship is harmonious.

#### **6. Case analysis and reflection**

##### **6.1 Case analysis**

The student's depression is affected by various aspects, mainly from the following three aspects:

(1) Family environment of origin. American psychologists have pointed out that "psychologically damaged children suffer even greater mental and psychological blocks in their growth than physically damaged children." Because psychological damage is destructive to a child's self-esteem." The student was often educated by his father since childhood, and his parents were estranged from each other. In such a family environment, the student never felt the warmth from the family and felt that the family was not happy at all. The student even felt more conflicts and pain, and lacked a sound social support system, which was prone to personality disorders.

(2) Personal growth experience. The student was bullied by the class in high school, physically and mentally damaged, unable to accept the problem in the heart and do not know how to solve it, coupled with the lack of attention to their parents since childhood, this matter has been depressed in the student's heart for a long time and has not been solved, it can be seen that "health education problem" is a more prominent problem for middle school students in adolescence. How to do a good job in adolescent mental health education, help students solve problems, heal psychological wounds, prevent physical and mental diseases, and promote the healthy growth of students is very important.

##### **Step 2 Reflect**

In daily work, counselors should first pay attention to strengthening students' collective consciousness, moderately carry out some dormitory as a unit of collective activities, strengthen the cohesion of the dormitory, so that students feel the warmth of the collective; Secondly, counselors need to conduct online mental health surveys through the joint psychological counseling center of the school, so that they can timely grasp the mental health status of students and accurately locate students with psychological problems, so as to take timely countermeasures. Finally, counselors should take the initiative to learn professional psychological knowledge and receive training on psychological counseling methods, improve their professional ability, and guide students through various channels, such as home-school interaction, teacher-student interaction, and mutual assistance between students and students. They should pay special attention to exploring ways and methods of education for students with psychological problems, so as to help college students have a sound personality and healthy psychology. Tailor a unique "spiritual medicine" for them personally.

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