

# *Research on the Current Status and Countermeasures of Psychological Liaison in Colleges and Universities*

## *-----Taking Psychological Liaison in North University of China as an Example*

**Chunyan Wei**

*North University of China, Taiyuan, China*

**Keywords:** psychological liaison; workshop; growth

**Abstract:** Psychological liaison, as an important component of psychological health education of colleges and universities, is suitable for the reality of psychological health education. However, at present, they fail to play their predicated role in practical work, mainly due to the insufficient professional knowledge and practical ability. This paper aims to apply the workshop mode into the growth of psychological liaison.

## **1. Description of Problem**

### **1.1 Historical background**

On December 31, 2016, the National Health and Family Planning Commission and the Propaganda Department of the Central Committee, the Central Comprehensive Management of Public, the National Development and Reform Commission, the Ministry of Education and other 22 ministries and commissions jointly issued *Guidance on Strengthening Psychological Health Services*. It points out that psychological health is a major public health problem and social problem that affects economic and social development, related to the happiness and well-being of the broad masses of the people and affecting the harmonious development of society. In the process of strengthening psychological health services of focus groups, higher institutes shall actively establish psychological health education courses, implement psychological health education activities; focus on improving students' psychological adjustment ability, remain good adaptive ability, pay attention to suicide prevention, and carry out psychology crisis intervention.

### **1.2 Realistic background**

*Guidance* stresses the importance of colleges and universities carrying out psychological health education, and points out direction for it. Since 1970s and 1980s, Chinese colleges and universities began to pay attention to students' psychological health education, and improve their psychological quality through diversified forms and education means. Whereas, with the expanding enrollment, there is a transformation from elite education to mass education, which shows problems such as the lack of full-time staff, insufficient professional psychological consultant, and incomplete work

system, especially the contradiction between resource shortage and students' great psychological services demand.

### 1.3 The system of psychological liaison

Based on the prominent problems of psychological health education in colleges and universities, in the beginning of the 21<sup>st</sup> century, China began to take experience of foreign colleges and universities for reference, explore existing resources, fully mobilize students' initiative, and introduce the system of students' psychological liaison. For instance, in North University of China, psychological liaison is under three-grade management mode. The university-school-class system of psychological liaison enhances students' enthusiasm, which also becomes a student team in psychological health education in North University of China.

## 2. Analysis on the Current Status of Psychological Liaison –Taking North University of China as an Example

### 2.1 The comprehensive analysis of questionnaire

In order to further understand the current status of psychological liaison, this paper, taking psychological liaison in North University of China as an example, conducts the online questionnaire, including their basic information, the implementation of their work and the improvement of their work. There are 226 psychological liaisons from different schools involved in this survey, and there are 226 valid questionnaires.

Table 1 The distribution of questionnaire

category	gender		freshman	sophomore	junior	senior
	male	female				
No.	132	94	110	65	42	9
Proportion	58.4	41.6	48.7	28.8	18.6	4

From Table 1, the number of male students participating in the questionnaire survey is higher than that of female students, which is consistent with the larger number of male students in North University of China. The data of students participating in the questionnaire survey in different grades show that with the increase of grades, the number of psychological liaisons participating in the survey decreases significantly.

### 2.2 The current status

#### 2.2.1 The higher work interest and service awareness

The data of questionnaire shows that 37.6% of students in the total 226 psychological liaisons involved in this survey choose the position because they are interested in psychological health work, and 31.4% of students want to serve for classmates. It can be seen that there is excellent conditions for psychological liaison, because they are interested in this work and have the awareness of doing it well.

#### 2.2.2 The importance for psychological liaison to identify psychological health work

It indicates that 38.9% of students think that psychological liaison is very important to class management, and 47.8% of students think it is important. In total, 87.6% of psychological liaisons

realize the importance of their work, which is conducive to their work.

### **2.2.3 The recognition of psychological liaison to their responsibility**

The data shows that 10.2% of students know well of their responsibility, and 70.8% of students know their work. It indicates that the training of psychological liaisons in North University of China obtained a certain results. Specifically, 35% of them visit dorms to learn students' demand, 28.3% of them report the anomaly to the teacher by observing susceptible group, 19.9% of psychological liaisons actively contact with special groups, and 16.4% of them will perform work to assist teachers. It can be seen that psychological liaisons can carry out psychological health work through different paths and methods.

## **2.3 Problems in the Work of Psychological Liaisons**

### **2.3.1 The insufficient time and energy in work**

According to the survey, 49.1% of psychological liaisons still have other additional positions. The time and energy of one person is limited, whereas, psychological health is a long-term work. Thus, it will inevitably affect the psychological health work.

### **2.3.2 The deficient dynamics for participating in training**

According to the survey data, only 7.5% of the 226 psychological liaisons consider that the key to doing a good job of psychological liaison is to participate in the training. Different from other class committees, in addition to interest in this work, the improvement of the psychological liaison's own ability is very important, and 77.4% of the psychological liaisons believe that they can do this as long as they have good psychological qualities. However, the author also has a deep understanding when organizing the training of the school-level psychological liaisons. The enthusiasm of the liaisons is generally not high, and the initiative to receive training is insufficient, depending on the arrangement. This is also an important factor affecting the effective development of psychological health work in class and school.

### **2.3.3 The single training method**

According to the data, 68.6% of students hold that the training of psychological liaison is to improve the knowledge and ability. However, in actual work, the training of psychological liaison is single, equal to the training of teaching. Besides, psychological liaison is in the same age as other classmates, in the initial stage of youth, with imperfect cognitive and emotional development. Thus, this paper aims to build a new mode to improve the growth of psychological liaison.

## **3. The Application of Workshop in the Growth of Psychological Liaison**

### **3.1 The workshop mode and the growth of psychological liaison**

The workshop in English, was produced under the guidance of the educational philosophy that "Technology equals to Art, and Theory equals to Practice" advocated by Walter, a famous architect of Dasstatiiches Bauhaus in Germany in the 1960s. The workshop aims at cultivating comprehensive quality, focusing on the close integration with practice, cooperative learning, and relying on the main role of students. The workshop model is conducive to improving learners' satisfaction and enhancing learners' competencies, which is also in line with the growth of psychological liaison.

### 3.2 The “31” workshop mode

At present, the growth of psychological liaisons is basically to instruct psychological health knowledge through classroom teaching, such as flipped classroom of psychological liaison. The second path is to improve the psychological liaison in the game through group counseling. Both approaches help the follow-up service for students from psychological liaison to varying degrees, but these are not comprehensive enough. The “31” workshop mode is to complete the growth of psychological liaison through three “1”.

### 3.3 The main contents of “31” workshop mode (Table 2)

Table 2 The main contents of “31” workshop mode

process	Main contents	purpose	The key points of task
The first “1”	To collect materials and share knowledge	Knowledge sharing	initiative
The second “1”	To create situations and make improvement based on cooperation	Design and experience	participation
The third “1”	To implement and supervise	Practice and conclusion	practicality

### 3.4 The main contents of “31” workshop mode

The first “1” involves the responsibility of psychological liaison, what psychological health is, the standard of psychological health, what the psychology is and the basic contents of psychology. This part encourages psychological liaisons to actively explore answers and share in the way of workshop mode, which is guided by teachers.

The second “1” is mainly the psychological problems and solutions of thematic problems, such as the interpersonal relationship between college students, their motivations for study and their love relationship. The main instructor of this part is advisor to involve psychological liaisons in activities with clear theme and discussions.

The third “1” is, in the way of groups, to promote psychological liaisons to experience the application of various methods through the helper and the one been helped, and share on the basis of application.

### 3.5 The operability of “31” workshop mode

This workshop focuses on the study by participants according to their problems, and it is a study mode oriented by problems to enhance the growth of psychological liaison in learning. The sharing of psychological liaison is important, which is also an important part in workshop mode.

## 4. Conclusion

The “31” workshop mode greatly promotes the thematic growth of psychological liaison. Therefore, it is necessary to further promote the application of this workshop to enhance the ability of psychological liaison.

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