

Research on the Teaching Method of Psychological Health Education for College Students by Group Counseling*

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Abstract—In order to make the curriculum of mental health education more effective and interesting, an attempt to introduce group psychological counseling into the curriculum has been made. This paper separately discusses the design and implementation of activities in the mental health education curriculum, student feedback and how to summarize and reflect so that further improve the application summary and presentation can be further improved.

Keywords—mental health; education; group psychological counseling

I. INTRODUCTION

Group psychological counseling is a form of psychological counseling and treatment that provides psychological help and guidance in group situations. It promotes individual connections through observation, learning, experiencing, self-understanding, self-exploration, self-acceptance, adjusting and improving relationships with others, and learning new attitudes and behaviors through interpersonal interactions within groups so that to develop a good life adaption in helping people. Retrieval group psychological counseling technology discovery group psychological counseling technology is mainly aimed at college students, and there are few studies on other groups including female groups; mainly research on mental health, interpersonal communication and theoretical review, but the research in China is blank in mental health curriculum teaching and there are few studies on gender awareness, gender identity, self-exploration, etc. A university has specially set up a curriculum for mental health education for

all students for five consecutive years. The effect shows that this course has become a core curriculum in quality education for students, it has been done a lot of practical work and research in mental health education. In theory, social psychology always has two core positions: one is that the individual is influenced by the environment; the other is that the environment is explained and constructed by the individual through its own perception and belief system. College students' own and their gender perception and belief systems include social gender stereotypes, gender attitudes and gender identity. This kind of identity will affect one's own psychological state and individual development. Then deep psychology believes that many studies have proved that people's gender consciousness has begun to sprout in infants and young children, and gradually formed with the growth of age and social environment and culture, and stable gender awareness and identity. Based on a large number of practices and research status, it is found that gender identity has a great impact on women's psychological state and individual development. Group psychology and environment and culture have a profound impact on gender identity, while gender identity includes gender awareness, complex, and psychology. The self-awareness and the psychological development in different stages of development, group psychological counseling proved to affect the gender consciousness, complex, psychological self-awareness and gender development of college students in various aspects such as self-awareness, demonstration role, interpersonal interaction and psychological motivation. Therefore, the form of group psychological counseling to strengthen the teaching method of experiential teaching is probable for the mental health education and educational achievements of college students.

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II. GROUP COUNSELING IN THE DEVELOPMENT OF COLLEGE STUDENTS' MENTAL HEALTH EDUCATION COURSES

A. Design of Group Psychological Counseling

The first group of college students, a total of 24 students participated in the design of the theme of the event is "Love and Companion", the content is:

- Feeling the current (raindrop rhythm)
- Multi-arrangement
- Heart has thousands of knots
- Meditation listening
- Rolling snowball

In the design of this event, the first game "feeling the current" was for students to break the strangeness and mobilize the atmosphere of the event, but later found that after this was completed, the students still did not integrate into the circle, and then added "raindrop rhythm", "meditation listening and "rolling snowball" were also added later based on the live effect. These activities make people who do not like sports after entering puberty, especially those who are too defensive in interpersonal interactions. These can also play the role of interpersonal interaction, so that in the field, the relationship is gradually established and the space is gradually formed. The "free and protected space" in the group protects the sense of security, autonomy, value and confidence of the members of the group, and also creates a group psychological atmosphere for the next activity.

The second student group, with a total of 30 students, participated in the theme of the event, "Participating in it, experiencing happiness". The content includes:

- Everyone gets a story
- Let me know you
- Amoeba
- You preform my story
- Let me hug you

The development of these activities provides a concrete channel for the development of self-awareness and consciousness of college students. It is very beneficial to the experience and development of psychological skin. The influence of college students' emotions and psychology is visible, which makes college students especially interpersonal. The alienation and intimate conflicts are alleviated, and the release of the "second skin" of the psychological skin relieves tension and anxiety, and further influence on interpersonal interaction is achieved.

B. Students' Feedback

Student A said: "Through this group psychological counseling, I feel very relaxed, and I have made many friends. I realized the joy of interaction for the first time.

Although there are some comparisons I agree with, I think many girls are unreasonable and chanceful. But through the activity, I found that when I realized that I am also a part of the girls, I am willing to integrate with others. We will find ways to get to know each other, help each other and unite. These make me very happy. I can go out of my heart door, and it's so wonderful outside."

Student B said: "I think the most profound thing about this group counseling is 'Let me hug you.' When we sit on each other's laps and the other party gives you the greatest support to prevent the team from escaping, the feelings and trust in the heart can't be expressed. When there is skin contact between the groups, I originally thought that I was very allergic, but when I really got in touch, I found that I don't have that psychological feeling, but a lot of emotions and strengths. I just want to hug each other tightly. It made me understand the importance of the relationship between friends, and more in the future, we need to treat everyone around us well.

Student C said: "Through this group counseling, I deeply understand that the potential of the individual is endless. The collective strength is endless. Every time we work together, the distance between us is getting closer and closer, personal strength is so small and the strength of the team is so strong. Only each individual in the team unites and helps each other can achieve the goals of the group."

The students feedback that after sharing the experience with others, the individual reviews and organizes their feelings and opinions, letting them have a process of sorting out, discovering some content that was not noticed at the time, and summarizing and analyzing some concepts, principles or The new self-understanding, when trying to apply new self-discovery or learned new concepts and principles to scenarios outside the group, finds that their coping styles and ways of looking at things are very adaptive.

Many students feel a lot during or after the group counseling. There are corrections to their own psychological misunderstandings, awareness of their own gender awareness, detailed and real experience of their own emotions, understanding and sorting out their own suppressed psychological conflicts, observations of the outside world and discovering differences, and others discovery about some of the shy and unscrupulous "secrets" that have been plaguing themselves for a long time are actually owned by others or their peers. Their psychological pressures are released, and psychological conflicts in later adolescence are alleviated. However, there are also some participants who obviously have some emotional isolation or conflict. This may be related to early trauma and requires special attention, but most students have good experiences and feelings.

III. REFLECTION AND THE SUMMARY OF PSYCHOLOGICAL COUNSELING ORGANIZERS

A. The Method to Design Activities According to the Professional Characteristics of Students

In group counseling, it is needed to design activities according to the students' major, which can better motivate

students' enthusiasm and participation. For example, in the student group activities of the art school, the teacher chose the "tower of the heart" game as the end. This game provides each group with newspapers, scissors and tapes to let students design their own towers. The requirements are to make a three-dimensional tower, and name for the design of the tower, and finally share with each other. For art majors, their hands-on ability is relatively strong, and the "tower of the heart" game requires the hands-on ability of the students. Before the game, the students have been divided into several groups and have already conducted the small games within the group. The team's collaborative relationship has been established, and then the "tower of the heart" allows students to brainstorm in the group, play their own imagination, and experiences the team's collaboration.

At the end of the game, it was found that the work of each group's classmates was unexpected. Each group's towers had their own characteristics. In the students' sharing, it was found that the students' hands-on ability and team assistance were improved.

B. The Method to Adjust the Activity Design According to the Group Performance and Feedback of Middle School Students in the Group Counseling

In the group psychological counseling, the organizer not only has to ensure the smooth progress of the activities, but also needs to adjust the original design of the activities according to the on-site performance and feedback of the entire activity. For example, in the activities of the students in the business school, the "feeling the current" was started as a warm-up. But it is found that the students' interest was not mobilized after the activity being accomplished. And then as the "raindrop rhythm" being added in the activity, the students were found obviously active. Because warm-up activities are very important for the whole group psychological counseling and it is the guarantee that the whole activity can be carried out smoothly. In the subsequent activities, it was found that the enthusiasm of the students was not high, the strangers between the students had not broken, and there was still a strong defense between each other. In order to break this situation, they joined the "quiet listening" and "rolling snowball". It is found that the enthusiasm of the students after the event has improved significantly.

After the event, reviewing the whole event, it can be found that there was a problem in the design of the whole event. For an unfamiliar group, at the beginning, the relaxing should be carried out first, because the students are rushing over. The students have not participated in such activities, and they do not even understand what the activity is. After relaxing, the activities can make the students feel relaxed, and then carry out the "rolling snowball" to further familiarize the students, which is conducive to the subsequent activities.

Therefore, the organizers of the whole event should pay attention to the performance of each person in the group and adjust the sequence of activities in time to achieve the best results.

C. How to Deal with the Impedance of Students in Group Psychological Counseling

In group counseling, sometimes it is found that there are always individual students in the whole group that are difficult to integrate, or difficult to participate in individual activities. These students must be paid special attention.

During the "squirrel and big tree" activity, the organizers found that a girl had never found a "house" and spoke unclearly when she was sharing. Later, the organizer told the students their own WeChat numbers. The organizer, after the exchange, only knows that this girl grew up in a single-parent family, and her father worked outside the home for years, growing up with her grandparents without feeling the warmth of the family.

Therefore, in group psychological counseling, the impedance is normal. It must be paid special attention to this part of the students. It is found that this part of the students first guarantees the safety and respect of the group, and understands the real reason behind the impedance. It can be found and identified to do the preparatory work for the further follow-up individual counseling or referrals to help her (he).

D. Matters Needing to Be Paid Attention in the Course

First, it is necessary to take cultivating talents who are in high quality, qualified application technology, and good at awareness and adjustment to meet the needs of national construction as the aim.

Second, it is also important to integrate the modern group psychological counseling techniques and traditional dynamic orientation psychological counseling techniques of the mythological psychology of Jung's school, focus on the current hotspots and key issues of the psychological development and research of Chinese college students, and closely integrate the actual research results of the school with advanced and forward-looking while focusing on application results.

Then, the course need to highlight the pertinence and application and pay attention to the combination of theory and practice. The research results have the first meaning for the interactive, heuristic and experiential teaching of psychological courses, focusing on investigation and quantitative analysis. The research objectives and research ideas are clear and the research program is strongly operable with the research results being presented in the form of research reports and courses with strong visibility.

Last, in the context of collective psychology, self-awareness of individuality psychology, from the three aspects of personality dynamic structure, personality self-regulation structure, personality structure are the principles of personality with a tendency to stabilize the psychological characteristics, following the principles of education and teaching.

Psychologist Gladding believes that group counseling is an economical and effective means of helping young people with similar problems, that is, situations of similar pedigree

status. Under the traditional education mode, the content of universal mental health education is difficult to understand when the time is very limited. For example, there are a lot of conceptual descriptions and there is very little experiential content. It is difficult for students to link with these courses; there are too many morbid "problems", and there are few solutions. Such teaching makes it easy for students in the development period to retreat or more introverted conflicts. In group counseling, many college students will use developed attitudes and learned concepts, skills and experience from group activities to cope with the problems encountered in life, health, friendship, study, career choice, etc., promoting their all-round development. In the actual college students' mental health education curriculum, the traditional psychological interaction mode, that is, the group psychological counseling activities support points interspersed, and the trial for one year has a great effect on students' understanding of concepts, peer interaction, and conflict relief.

IV. CONCLUSION

In summary, the use of group psychological counseling in the psychological health education curriculum of college students to reform and apply the teaching method is very important to improve the primary channel education role of the first classroom, on the one hand to improve the initiative and interest of students, on the other hand to make a useful exploration in the reform of education and teaching.

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