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ARTICLE

THE CONSTRUCTION OF PSYCHOLOGICAL COUNSELING AND PSYCHOTHERAPY MICRO-SPECIALTY IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF HEALTHY CHINA PROGRAM

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ARTICLE DETAILS

ABSTRACT

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It is the foundation of college education to culture talents of physical and mental health. However, the mental health of college students is not optimistic. This study is based on the employment ability-oriented of micro-specialty construction, which is applied to improve the psychological quality of undergraduates. It Enrolled all major students in the University aims to improve the ability of vocational-related, such as clinical medicine, nursing, etc. At the same time, it also provides a new way for other students to improve their ability to maintain mental health. The number of students enrolled as high as the estimated enrollment of about 8 times. It is popular among students. After completing one year of micro-specialty course system, 98% of the students think that micro-major has improved their mental health level, and are willing to recommend other students to study micro-major. The development of psychological counseling and psychotherapy is in line with the needs of students' mental health at present, and is conducive to improve students' comprehensive quality.

KEYWORDS

Psychological Counseling and Psychotherapy; Micro-specialty; Curriculum Construction.

1. INTRODUCTION

On July 15, 2019, China issued the document "Healthy China Program (2019-2030)", which pointed out that mental health is an important work content of healthy China, and it is necessary to promote the transformation from treatment-center to health-center. It aims to improve the health level of the people [1]. Undergraduates' mental health has been frequently mentioned in recent years. Since 2012, a course on mental health education for college students has been carried out in all colleges and universities throughout the country. Combined with the psychological counseling service of psychological counseling center in colleges and universities, it provides in-depth psychological help to students' psychological problems. And the psychological quality of college students has been improved as a whole. The research team found that there are still some practical problems in daily teaching: for example, some students realize their own psychological problems, but they misunderstand about psychological counseling and do not want to seek professional help. Some students want to learn emotional management and other psychological skills to adjust their mentality, but do not know how to start. Some students are interested in exploring psychology, but it is difficult to find their own needs from a large amount of knowledge.

Micro-specialty is an employment-oriented and customized career system training program. It is different from the traditional university education of theoretical teaching, instead of focusing on practical ability, trying to make each learner's learning ability equal to employment ability[2]. In 2012, the Netease Cloud classroom developed micro-

specialty. It is based on the open class, focused on employment and job search. Through the centralized study of 5-10 core courses, the learners can systematically grasp the working methods and skills of the professional post, and meets the requirements of the job skills of the professional post[3]. The team hypothesized that the goal of counseling and therapy is to help seekers to help themselves, which is the ability to learn how to adjust themselves. Can we improve the psychological quality of students by learning relevant skills, especially those who are unwilling to seek professional psychological help? After a year of practice, the content of micro-professional construction is described as follows:

2. TRAINING TARGET ORIENTATION

Psychological counseling and treatment is very professional, even if the students majored in counseling practice, still need long-term follow-up learning and training. Therefore, the orientation of micro-major is mainly to provide a way to understand psychological counseling and psychotherapy for students with learning difficulties, hoping to achieve the following training goals through micro-specialty learning:

2.1 Improving students' mental health

The curriculum of micro-specialty includes psychological diagnosis, psychological evaluation, psychological counseling skills and so on. The systematic knowledge system can help students better understand their psychological feelings. There are a certain proportion of students in colleges and universities who know that they have psychological

problems, but there are some misunderstandings about psychological counseling. Therefore, they are unwilling to accept professional help, which leads to the increasingly serious problems. As a knowledge system, micro-specialty can learn and understand human psychology more comprehensively and more systematically. After the course of the assessment questionnaire, the students spoke as follows:” if I do not participate in the psychological micro-specialty study, I believe that I will resistant psychological counseling until now. I will not get the help of psychotherapy teachers, which pulling me out of the dark moment of my life.”

2.2 Providing learning paths for interested students

There is no counseling major in the researcher’s university. Some students are interested in psychology major. They want to cross-professional examination of psychology major graduate students. Some students regret that the college entrance examination because of voluntary filling, admission scores and other reasons, which lead to them failed to obtain psychology major. Some students are interested in exploring their ability of psychology, hoping to learn psychology deeply. But they do not know how to do.

2.3 Improving students’ comprehensive quality

People are the sum of social relations. All walks of life will deal with people. There are some majors highly relevant to the knowledge of psychology, such as human resources, marketing, nursing, clinical medicine and so on. After learning, students can have a deeper understanding of human psychological phenomena, in understanding others, communicating with people, and humanistic literacy will be improved.

3. COURSE SETTING

Curriculum is the basic unit of talent training in colleges and universities. The micro-specialty course is not a simple professional compression, but according to the talent training program. The systemic practicability of knowledge is the main basis of curriculum design. According to the goal of talent training, the original curriculum system of mental health education and the practice training curriculum system of national psychological counselors, the research team determined five courses: abnormal psychology, social psychology, developmental psychology, psychometrics and psychological counseling and psychotherapy. Teachers are the core executors of talent training, and good teachers are the guarantee of teaching quality. The teaching team consists of school psychological teachers and psychological counseling center counselors. Through the collective preparation of lessons, to ensure the integration of knowledge between courses, while avoiding content duplication.

4. TEACHING IMPLEMENTATION PROCESS

4.1 Enrollment target

The first phase of the 2019 academic year begins with enrollment for all majors of Grade 2017 and Grade 2018. It was scheduled for the weekend class. The students are required to complete all 5 courses. Then they can be issued the micro-specialty study certificate by the Office of academic Affairs. The original plan to recruit 30 students, small class teaching. A total of 231 applications were received. All the students registered for centralized training, detailed information on the training objectives and curriculum arrangements. More than 2 teachers of the teaching team conducted a face to face interview for all the students enrolled one by one. According to the factors of students’ learning motivation, interest, study time guarantee and so on ,80 students were selected for admission. In order to ensure the teaching effect, they were divided into two classes ,40 students in each class.

4.2 Course arrangements

The course takes the form of face-to-face classes, students choose Saturday or Sunday according to their own time. The teaching time of the two classes is synchronized. If there are students absent from class, they can complete the learning content in parallel classes. If each course takes more than 4 study hours off, it will be disqualified. After completed all courses, they can get micro-specialty credits instead of public elective courses.

Table 1: Course name and hours schedule.

Course Name	Opening term	Hours of study	Credits
Developmental psychology	Autumn	16	1
Social psychology	Autumn	16	1
Psychopathic psychology	Autumn	16	1
Psychometrics	Spring	16	1
Psychological counselling and psychotherapy	Spring	32	2

5. TEACHING EVALUATION

In the 2019-2020 academic year, the micro-specialty completed the first full course, and finally 59 students completed the whole courses. The teaching team compiled a teaching effectiveness evaluation questionnaire, the results are as follows:

5.1 Basic information and views of students

Of the 59 students ,16 was male (27.12%) and 43 was female (72.88%). Grade 2017 was 32 (54.24%), Grade 2018 was 27(45.76%). 58 students (98.31%) would recommend other students to study micro-specialty. Only one (1%) would not recommend others to study. Is it necessary to replace electives credits with micro-major credits? 23(38.98%) students felt unnecessary, 36 (61.02%) felt necessary.

5.2 Learning gains

According to the goal of professional training, combined with students’ feedback, the results of micro-specialty learning are evaluated. The results are shown in Table 2.

Table 2: Main evaluated aspects of micro-specialty learning.

Content	Yes	Percentage
I have known more some psychological knowledge	49	83.05
It helped me to know yourself better	54	91.53
It helped me to know others better	49	83.05
I can applied what I have learned to daily life	53	89.83
It reduced my psychological doubts	49	83.05

5.3 Teaching effects

grade 1-5 was used for the teaching effect evaluation. The evaluation items included course content, time arrangement and so on. the lower the score, the lower satisfaction, or the less the gain, the result of the score is shown in table 3.

Table 3: Evaluation of Micro-professional Teaching.

Project name	Unsatisfied	Not satisfied	General	Satisfied	Very satisfied
Overall evaluation of micro-specialty	0	0	0	9 (15.25%)	50(84.75%)
Content arrangement	0	0	1(1%).69	15(25.42)	43(72.88%)
Timetable arrangement	0	0	1(1%).69	15(25.42)	43(72.88%)

The degree of helping	0	0	0	9(15.25%)	50(84.75%)
Abnormal psychology course	0	0	1(1%).69	0	58(98.31)
Developmental psychology course	0	0	3(5).08	0	56(94.92)
Social psychology course	0	0	3(5).08	0	56(94.92)
Psychometrics course	0	0	3(5).08	0	56(94.92)
Psychological counselling and psychotherapy course	0	0	3(5).08	0	56(94.92)

6. FUTURE CONSTRUCTION PLANNING

This round of micro-specialty construction is the first phase. It has been fully recognized by students, but there is still a lot of places for improvement according to the feedback of students and the discussion of the teaching team. In the future work, it will be adjusted as follows:

6.1 Timetable of the courses giving

All courses are completed in a very tight academic year, although the final review of the students is considered in the course schedule, and the teaching and examination are completed as far as possible before the 14th teaching week. It basically occupies the weekend time of the whole school year, plus the arrangement of students' extracurricular practical activities, which will greatly increase the students' academic pressure and is not conducive to the digestion and absorption of knowledge. It is more suitable to adjust to two-academic teaching.

6.2 Forms of instruction in the curriculum

The course study of micro specialty adopts the method of small class teaching, which ensures the teaching effect. At the same time, students of different majors learn together, which is also one of the factors to promote students' learning effect. Based on the characteristics of psychology, we should increase the teaching design of students' discussion, answering questions and interaction, and avoid the teaching form of simple teaching. This study found that 50 students (84.75%) chose offline classroom teaching effect better. Although the birth of

micro-specialty is closely related to the development of admiration courses, students prefer offline teaching methods for the study of psychological knowledge.

6.3 Increasing practical teaching links

During this round of micro-specialty, the contents of practical training are mostly carried out in the classroom in the form of practical training, and the students hope to add some practical teaching. Because the professional background of micro-specialty students is complex and the knowledge structure is not uniform. It cannot be set up with the practical teaching in the training of psychology professionals. But can carry out the school psychological counseling center reception, hotline consultation and other practical content. It will increase students' professional understanding, and improve the practical application ability.

To sum up, under the background of healthy China program, the study of psychological counseling and psychotherapy has played a good role in promoting students' mental health level and comprehensive quality training. The construction of micro specialty not only focuses on the employment of students, but also can be used as a supplement in the process of students' professional training to improve the quality of talent training.

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