

An Analysis of the Construction of Psychological Committee Teams in Medical Colleges

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Abstract: Psychological committee members play an important role in promoting mental health knowledge, identifying abnormal psychological behaviors, and providing timely feedback. This article aims to analyze the shortcomings in the depth, effectiveness, and warmth of psychological committee members in the context of psychological education. It explores how to optimize the construction of psychological committee teams to further advance mental health education in medical colleges.

Keywords: Medical Colleges; Psychological Committee Teams; Pathways for Enhancement

1. Introduction

In recent years, the mental health issues among university students have become increasingly prominent. According to recent surveys, about 50% of students are in an unhealthy or sub-healthy psychological state. The unique nature of medical professions places medical students under higher psychological stress compared to students in other disciplines. Research shows that around 57% of medical students have poor mental health, which is generally higher than the national average for university students. To truly bridge the last mile of mental health education, establish an efficient early warning and control system, and enhance the foresight, hierarchy, and effectiveness of mental health education for college students, universities have started implementing class-level psychological committees. Although the psychological committee system has been widely implemented in universities, there are still many issues that need to be addressed in practice. Based on the current status of psychological committee teams in medical colleges, this article delves into the paths for enhancing the construction of psychological committee teams.

2. The significance of building a psychological committee in medical colleges

The fundamental work of college psychological work is to work on people, to achieve the goal of “one key opens one lock,” and to silently resolve the conflicts that students may face. The main tasks of college psychological work are to promote knowledge education, carry out publicity activities, strengthen counseling services, enhance prevention and intervention measures, and actively construct an integrated framework for mental health education that includes education and teaching, practical activities, counseling services, preventive interventions, and platform support. The diverse needs of college students for psychological counseling and the contradictions in the actual psychological counseling services provided by schools result in difficulties in timely identification of psychological problems, ultimately affecting the optimal therapeutic period. Therefore, it is particularly important to be able to timely identify the small problems and conflicts hidden in daily life. The establishment of class psychological committee is conducive to better leverage the functions of self-service, self-management, and self-education for college students.

3. The Current Situation of Psychological Committee Team Construction in Medical Colleges and Universities

The establishment of school psychological committee is mainly inspired by the peer counseling system in American universities, aiming to fully leverage the positive cycle of “self-help and mutual assistance” among students. Each class is equipped with 1-2 psychological committee members.

3.1 Advantages in the work of the Psychological Committee

The feedback is timely. The class psychological counselor comes from the same class as the students and has frequent opportunities to interact with them. This enables them to collect various information and dynamically understand and grasp students' various situations, and also allows them to perceive changes in students' knowledge, emotions, intentions, and behaviors, and report them to the relevant responsible teachers in a timely and proactive manner.

The guidance is highly penetrating. The class psychological counselor shares similar life experiences, lifestyles, and values with the classmates, which gives them advantages such as low defensiveness, high commonality, and high interactivity. This makes it easier for them to penetrate into the inner world of their peers. The mutual sharing and listening among classmates provide a convenient outlet for their psychological pressure and help in the formation of a platform for self-help and mutual assistance.

3.2 Shortcomings in the work of the Psychological Committee

Lack of depth in character education. The class psychological counselor lacks knowledge in psychology and is unable to provide effective and scientific help to classmates, which makes it difficult for them to gain trust and recognition. On the other hand, due to the influence of traditional social perspectives, the field of psychology has not been well understood and accepted. Compared to other class committee members, the psychological counselor is more likely to be misunderstood in their work, which results in greater work pressure and difficulties in being accepted by classmates. Some students even consider the psychological counselor as a spy sent by the school to monitor them and report to the teachers, leading them to deliberately maintain distance and fear their privacy being reported to the school. Although they hold the same position as other class committee members, they lack the same appeal and approach ability, and may even be labeled by classmates, leading to intentional avoidance, which can cause the psychological counselor's role perception and role play deviation.

Lack of effectiveness in character education. Psychological health education work requires a high level of knowledge and skills, and the psychological counselor is not a professional in this field. Although they receive some training before starting their work, simple training is not enough to make them competent in their job. The lack of ability to handle others' requests can breed a strong sense of helplessness, and if not dealt with properly, it may even pose certain risks. In addition, the selection and procedures for class psychological counselors have some flaws, neglecting the uniqueness of their work and confusing their job nature with ordinary class committee members. As a result, the selection of psychological counselors may not match their motivation, knowledge, skills, and other aspects required for the job.

Lack of warmth in character education. The psychological counselor is an important executor of psychological health education work in universities, but their execution power is constrained by various factors. On one hand, the psychological counselors themselves lack awareness and lack the ability to handle events, which affects their execution power. On the other hand, the incomplete system hinders the effectiveness of the psychological counselors. Many institutions have established positions for psychological counselors, but the supporting work mechanisms are not perfect. With a heavy workload and high expectations, it is difficult to truly implement the work in practice.

4. Path to enhance the construction of the psychological committee team in medical schools

4.1 Clarify the role and position to enhance the depth of parenting

Psychological counselors are not completely incompetent in character education work, but they are also not omnipotent. To fully harness the effectiveness of character education, it is important to know what can be done within the scope of their responsibilities, what cannot be done, what needs to be done, and what doesn't need to be done. This requires a clear and scientifically rational positioning and guidance of their role in character education.

Firstly, psychological counselors need to understand the importance of their work and perform well as class committee members, serving as trusted individuals for their classmates. Secondly, they need to be the frontline observers of the psychological dynamics of their classmates and stay updated on their various developmental changes. Thirdly, they need to be reporters of any abnormal psychological issues among students, learning to analyze and assess information to improve the effectiveness of their reports. Fourthly, they need to act as promot-

ers of mental health knowledge, as broad dissemination is crucial for student mental health education, increasing awareness of mental health knowledge within the class. Fifthly, they need to be organizers of class-level mental health work, conducting diverse activities to enhance the mental health of their classmates.

4.2 Enhancing professional competence and expanding the effectiveness of parenting

The selection, training, and education of psychological counselors should gradually achieve a fully professionalized process, truly realizing the goal of having professionals perform professional tasks. Firstly, the selection mechanism for psychological counselors should be improved, along with the establishment of specialized selection procedures. Before the selection process, the role responsibilities and selection criteria should be clearly introduced, allowing students to fully understand before running for the position. During the selection, attention should be given to students' overall qualities. After the selection, dynamic attention should be paid to the work status of the students, ensuring a high degree of match between personal qualities and the requirements of the position.

Secondly, a sound training mechanism for psychological counselors should be established to enhance the students' professional competence. The training forms should be diversified and innovative, utilizing online platforms, micro-courses, group discussions, etc. to stimulate students' enthusiasm for learning. The training content should be enriched, focusing on enhancing professional knowledge, practical skills, and professional ethics, in response to students' psychological needs.

Thirdly, the guidance mechanism for psychological counselors should be optimized to achieve comprehensive character education for all. Psychological counselors should strengthen their guidance and education, dynamically monitor the psychological status of all members within the comprehensive character education mechanism, and provide timely suggestions and assistance that are targeted and effective, guiding students to achieve a balance between self-help and helping others.

4.3 Sound management mechanism to enhance the temperature of parenting

To effectively harness the role of psychological counselors, it is necessary to establish a scientific and standardized management mechanism that creates a positive and sustainable cycle. Firstly, a performance assessment mechanism for psychological counselors should be established to stimulate students' enthusiasm in their work. Quantitative assessment criteria can be developed based on the actual work of the college and class, considering factors such as participation in training, activity implementation, and work completion, in order to identify outstanding psychological counselors.

Secondly, it is important to establish an incentive mechanism to enhance proactiveness in their work. The outstanding performance of students in their roles should be recognized and commended. By providing scholarships, honorary certificates, or other forms of recognition, the intrinsic motivation of psychological counselors can be stimulated, continuously enhancing the warmth of character education.

5. Conclusion

The construction of the psychological counseling team is an important part of carrying out mental health education in medical schools. It is necessary to further recognize the importance of the psychological counseling team, continue to optimize its construction, strive to enhance the competence of the counseling team, and improve the effectiveness of psychological education.

References

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