

Analysis on the Prevention and Intervention Strategies of Psychological Crisis of Students in Higher Vocational Colleges

Chen Wang

Changchun Automobile Industry Insititute, Jilin130013, Changchun,China

Abstract: From the perspective of internal reasons and external reasons, this paper briefly analyzes the main reasons for the psychological crisis of students in higher vocational colleges, and emphasizes the practical value of prevention and intervention of psychological crisis of students in higher vocational colleges. On this basis, it is proposed to improve the construction of students' psychological crisis prevention and intervention system, make full use of self-media platforms to carry out publicity and education, regularly organize students' mental health knowledge lectures, expand students' mental health education tasks and work content, and set up more professional and high-quality. The mental health education team has developed strategies to optimize the psychological crisis prevention and intervention of students in higher vocational colleges, in order to promote the better development of students in higher vocational colleges.

Keywords: Higher vocational colleges; Psychological crisis; Problem prevention; Crisis intervention

1. Analysis of the main reasons for the psychological crisis of students in higher vocational colleges

First, internal reasons. Due to the differences between individuals, the psychological pressure and performance generated when facing the same problems are different; the self-esteem and self-confidence levels of students in higher vocational colleges are generally low, and they are more likely to have long-term negative psychological states, thus Cause psychological crisis; Affected by age, individual emotional fluctuations of higher vocational college students are more frequent and higher, so psychological crisis is easy to break out.

Second, external reasons. Family factors, such as family poverty, parental emotional discord, unharmonious relationship between parents and children, etc.; interpersonal relationships, such as addiction to the Internet, emotional alienation, low interpersonal skills, etc.; anxiety and psychological panic caused by employment pressure; emotional crisis, including the emotional crisis between classmates and friends, the emotional crisis between the opposite sex, etc., these reasons may lead to the psychological crisis of students in higher vocational colleges.

2. Analysis of the practical value of prevention and intervention of psychological crisis of students in higher vocational colleges

Affected by themselves and their environment, the psychological crisis of vocational college students has obvious characteristics of high potential. Based on this, the comprehensive prevention and intervention of the psychological crisis of students in higher vocational colleges has extremely high practical value, and it is also an inevitable choice to promote the healthy growth of students. For the prevention of psychological crisis of students, it generally refers to the psychological health education for students with potential psychological problems, so as to relieve their potential pressure and problems, and solve the psychological crisis that may lead to serious consequences^[1]. From this point of view, during the period of preventing students' psychological crisis, it is necessary to focus on alleviating and eliminating students' potential psychological crisis. Relying on the development of psychological crisis prevention and intervention work, it can help students who are in psychological crisis troubles to get out of the psychological crisis state smoothly. Relying on the implementation of psychological education and counseling measures, students can regain the courage and motivation

to live a positive life.

3. Exploration on the optimization strategy of psychological crisis prevention and intervention for students in higher vocational colleges

3.1 Improve the construction of student psychological crisis prevention and intervention system

Vocational colleges should attach great importance to the mental health education of students under the campus epidemic prevention and control measures, actively set up a special class for psychological counseling, and coordinate and lead the mental health education work under the current campus situation; set up teachers' volunteer service psychological assistance teams, and open lines Provide psychological counseling services, increase psychological assistance and counseling services; give full play to the linkage mechanism, and unblock the green channel for referral of psychological crisis; establish various psychological counseling "daily report" and "zero report" system, give full play to the class psychological committee and each other. The role of psychological early warning officer; continue to carry out mental health education special training, lectures and group psychological counseling activities; play the role of a publicity position, vigorously publish and push mental health manuals and articles, and guide students to establish a more positive attitude towards learning and life, which can be found when discovering After psychological abnormality, they will automatically seek the help of mental health teachers, so as to escort the physical and mental growth of students [2].

3.2 Make full use of self-media platforms to carry out publicity and education

Give full play to the advantages of the self-media platform, build and apply the self-media platform for mental health education, and rely on the self-media to strengthen the timeliness and effectiveness of students' psychological crisis prevention and intervention. In this process, the tasks that need to be completed are as follows: First, on the basis of carrying out mental health classroom teaching for all students in the school, combined with the characteristics and interests of higher vocational colleges, use new media platforms to conduct a variety of psychological activities. Live streaming of educational events for health electives, lectures, and more. Second, regularly upload mental health quizzes, mental health general knowledge and other content on new media platforms such as Weibo and WeChat public accounts, and use text, pictures, audio and video and other forms to promote students' awareness and ability to identify and prevent psychological crisis. gradual increase. You can regularly upload short videos made by students based on positive energy dissemination on the Douyin platform, relying on the power of role models to influence other students and strengthen students' mental health. Third, develop and use the mental health education network mobile terminal or self-media service platform to provide more and more diverse mental health services for students in the school in a timely manner, including psychological counseling, mental health self-examination, mental health knowledge publicity, and mental health activity promotion. , psychological crisis intervention, employment and entrepreneurship guidance, etc., give full play to the interactive role of the media and mobile terminals, provide more comprehensive guidance to students in confusion and predicament, effectively meet the diverse needs of students, and increase students' attention. And the coverage of psychological knowledge and psychological services, so as to achieve the effect of better avoiding the deterioration of psychological crisis events.

3.3 Regularly organize lectures on students' mental health knowledge

In order to further improve students' mental health education, improve the practical results of psychological crisis prevention and intervention for students in higher vocational colleges, help students master mental health-related knowledge, improve students' mental health level, and promote students' all-round development, higher vocational colleges should It regularly conducts special lectures on mental health education for students with various themes, and actively invites school mental health teachers and national second-level psychological counselors to publicize mental health knowledge. When selecting the topic of the lecture on mental health knowledge, it should focus on the daily life of students in higher vocational colleges to complete the topic selection.

3.4 Expand the tasks and work content of students' mental health education

First, education and teaching. Open mental health education courses for all students in the school, and give full play to the value of corresponding education and teaching in the prevention and intervention of students' psychological crisis. During classroom teaching, focus on cultivating students' awareness and ability of psychological self-help and asking for help relying on case analysis, activity experience, behavior training and other forms, enhancing the practicability and effectiveness of teaching, and improving students' psychological crisis prevention and intervention work. Expand to provide support.

Second, practice activities. With the concept of "self-help, helping others, and mutual assistance", with the purpose of "spreading psychological knowledge, reducing psychological hidden dangers, tapping psychological potential, and improving psychological

quality”, fully grasp the time nodes such as “3.25, 5.25, 10.10, 10.25”, and actively organize and carry out Psychological special lectures, psychological knowledge competitions, psychological sitcom competitions, group psychological counseling, psychological theme class meetings and other colorful and flexible theme practice activities, publicize and popularize psychological health knowledge, and guide students to correctly understand themselves, accept themselves, and develop themselves. Create a healthy and upward campus psychological atmosphere, and improve the effectiveness of students’ psychological crisis prevention and intervention^[3].

Third, consulting services. Provide psychological counseling services to all students in the school, continue to strengthen the system construction and process optimization of psychological counseling publicity, on-duty, appointment, key feedback, follow-up, etc., and regularly conduct psychological counseling case studies and supervision, and group counseling activities to ensure students’ psychological The timeliness and effectiveness of crisis prevention and intervention.

Fourth, preventive interventions. Establish and implement a “four-level” early warning and prevention and control system for schools, departments, classes, and dormitories, and do a good job in crisis prevention, screening, identification, evaluation, monitoring, referral, and feedback, so as to form early prevention, early detection, early evaluation, Early intervention psychological crisis intervention system for vocational college students. Regularly carry out crisis case study and supervision, improve the level of crisis intervention, realize the process and refinement of crisis intervention, and strengthen the construction of crisis prevention and intervention system.

3.5 Establish a more professional and high-quality mental health education team

Carry out regular training and education for all personnel involved in the psychological crisis prevention and intervention of students in higher vocational colleges, so as to realize the formation of a more professional and high-quality mental health education team, improve the construction of the psychological crisis intervention and prevention system for students, and promote related work upgrade. In this process, it is necessary to re-interpret the “four and six rules” of psychological crisis investigation, the three-level early warning system of psychological crisis assessment and intervention, and the psychological crisis intervention process to the staff of psychological crisis prevention and intervention for students, and especially point out the key points of home-school linkage. and key intervention workflow^[4]; emphasizes the importance of counselors’ grasp of students’ situation, grading of crisis assessment and establishing consistent relationship with parents, and points out that blocking the continuous development of crisis during the incubation period is the best way to deal with the crisis Intervention; conduct psychological crisis intervention case studies and share experience and experience in crisis case intervention, from collecting student information, assessing student risk level, home-school linkage, referral to medical treatment, daily assistance to accepting, caring, and supporting students themselves, Continuously improve students’ self-confidence and autonomous ability, actively respond to crises with all staff, and play a good demonstration role for the trainees.

3.6 Actively promote the localization of student psychological crisis prevention and intervention

In the process of developing education, different schools have different characteristics, and at the same time, the environment of students in different schools is also different. Therefore, even if the students are the same in age, they still show certain differences in psychological characteristics. Higher vocational colleges need to fully consider this factor when implementing prevention and intervention for students’ psychological crisis. Judging from the current development situation, although the practice of psychological crisis prevention and intervention in higher vocational colleges is still in the preliminary stage, it should be based on reality, and more consideration should be given when implementing the construction of psychological crisis prevention and intervention system. Given the characteristics of the academy, directly copying and using existing theories and experiences cannot produce the desired results. Under such circumstances, higher vocational colleges should fully strengthen theoretical research, digest and absorb relevant foreign theories, and make reasonable use of them in combination with actual needs.

4. Conclusion

To sum up, the comprehensive prevention and intervention of the psychological crisis of students in higher vocational colleges has extremely high practical value, and it is also an inevitable choice to promote the healthy growth of students. In practice, through the formation and application of the “four-level” early warning and prevention and control system for schools, departments, classes, and dormitories, combined with the implementation of mental health publicity and education work based on self-media platforms, as well as the strengthening of mental health work, making it more professional and high-quality. The formation of the mental health education team of the college has promoted the upgrading of mental health education in higher vocational colleges, improved the timeliness and effectiveness of students’ psychological crisis prevention and intervention, and promoted the healthy and all-round development of students in higher vocational colleges.

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About the author:

Chen Wang, female, Han, 199105, Jilin Province, master student, teaching assistant.