

# Psychological interview and treatment of college freshmen after psychological survey

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**Abstract:** Psychological survey of freshmen has become a routine work in Chinese colleges and universities. It is also an important part of mental health education. Psychological interview is an important auxiliary means of psychological survey. At present, there is no standardized process and model of psychological interview, and there are still some problems in the way of work. Based on this, this paper combs and discusses the practical experience of the current work, and discusses the specific operations in the process in detail, in order to provide guidance and reference for the development of the psychological survey of freshmen in other universities.

**Key words:** Psychological survey; Psychological interview; Crisis intervention; Mental health education

## I. Overview of psychological survey

At present, in order to carry out the spirit of the document of the Ministry of Education on mental health education, the psychological survey of freshmen has become a routine work in Chinese colleges and universities, and is also an important link in the work of mental health education.

The psychological survey refers to the investigation of students' mental health in universities, primary and secondary schools. The purpose is to understand the mental health status of the students and screen out the key objects of concern in order to carry out the mental health education or the corresponding psychological crisis intervention with purpose and pertinency. Through the psychological survey, the school can establish personalized psychological files for the enrolled students, so as to provide students with more accurate and more targeted psychological services. At present, most Chinese universities rely on the information-based platform of dynamic analysis and consultation guidance of college students' mental health management under the Ministry of Education to carry out psychological surveys. Some universities also use SCL-90 (90-item Symptom Checklist), UPI (College Student Personality Health Questionnaire) and other scales to conduct enrollment assessments. Related studies have found that the combination of the two scales can improve the positive screening rate in the psychological census. In general, these scales are collectively referred to as the self-rating scale. The self-rating scale is a scale that is self-assessed according to one's own experience and actual situation. The self-rating scale has certain subjectivity and limitations, for example, it is easy to be affected by social approval and concealment; Or it is not applicable to those who cannot understand the content. In order to solve the above problems, universities usually adopt one-to-one psychological interviews, projection tests (such as "house-tree-person" painting test, etc.) and other assistive technologies as a supplement to screening. Through the combination of "other rating" and "self-rating", the scientific and accuracy of psychological survey can be improved, and the direction of action can be provided for the follow-up intervention work.

## II. Psychological interview and treatment

Psychological interview refers to that after the psychological assessment, the teacher takes the initiative to invite the students whose scores have reached the early warning line in the psychological census to interview. On the one hand, to collect more specific information about these students; On the other hand, assess the crisis, so as to judge whether the students need timely intervention and follow-up. Interviews are usually conducted by college counselors, class teachers and psychological teachers, and students of different warning levels are graded and classified. However, there is no standardized process and mode in the current psychological survey interview, and there are still many problems in the working method, such as the non-professional class teachers and counselors, who do not know how to carry out the interview; The number of students in the warning list is large, the workload is large, the efficiency of the interview is low, and the effect of the interview is poor; The interview invitation proposed by the psychological survey is easy for students to resent; After the psychological interview, the teacher doesn't know how to carry out the follow-up work.. Based on this, this paper combs and discusses the practical experience of the current work, and discusses the specific operations in the process in detail, in order to provide guidance and reference for the interview work after the psychological survey in other colleges and universities.

### 1. Purpose

Through "other rating", the self-rating scale screening results are supplemented, trying to grasp the psychological status of students, that is, whether there are congenital poor students before entering school, especially the existence of mental illness or life health risks must be paid attention to. Secondly, it should be clear that the interview is mainly to establish a relationship between teachers and students, focusing on the initial understanding of students' situation, in fact, it does not necessarily achieve the effect of consultation and help.

### 2. Posture

The teacher should act as a mind watcher, not a diagnostifier or a critical educator. During the interview, adhere to the principles of confidentiality and value neutrality, and do not attempt to evaluate or criticize students. In terms of tone, try to use a negotiated tone as much

as possible, asking more questions of “Are you OK” and “Can you”, for example, “Can you tell me more about it?” “Is that right? Am I understanding this correctly?”

### 3. Procedures

(1) State the purpose of the invitation. To the students who are invited to visit, you can first express thanks: “Thank you for coming here today as promised”, and then explain the purpose of the invitation: “Today’s communication with you is mainly to learn about your adjustment to the university since entering the university, and see if the teacher can help you in any way.”

(2) Understand the basic situation of students’ adjustment after entering the university. The main content of understanding includes learning adaptation, life adaptation, interpersonal communication (or collective adaptation), family economic status, difficulties at this stage, etc.

(3) In-depth understanding of the psychological status of the past two months. The main contents of understanding include emotional state, sleep state, enthusiasm for the profession, future planning, usual hobbies, personal self-evaluation, etc. If you find low mood, insomnia or lethargy, low self-evaluation, no hope for the future, reduced interest, slow thinking, etc., be alert: the survival of the possibility of depressive tendencies.

(4) Gain insight into past negative events and coping styles. Find out if the student has had a negative life event (such as a breakup, illness of a significant other, etc.). Ask “what do you like to do when you are in a bad mood”, which leads to the topic of whether students have bad coping styles, such as revealing their medical history and hospital history (depression, anxiety, bipolar disorder, etc.). Further, students have suicidal thoughts (can further ask whether there is an attempt or plan, such as “yes”, the risk is higher), teachers should focus on and report to the psychological center.

(5) Life safety risk assessment. If a student mentions suicidal thoughts, be sure to assess the risk. (1) Start by asking, “When did these thoughts occur?” “How often do they occur?” “How long did it last?” (If it’s just an idea and hasn’t appeared in recent years, it’s probably not risky.) (2) “Have you done anything relevant before?” “Is there anything specific you can do?” (If the student said that they have tried and planned, it indicates that the risk is high.) (3) “What do you think can make your thoughts less or more intense?” (Help students find support resources)

(6) Learn about students’ social support systems. Ask students about parental relationships “How are parents related to each other?” ; “Which family member do you have a better relationship with?” “Do you have frequent contact with your family?” ; “How are you getting along with your classmates? “Did you make any new friends?” ; Teacher-student relationship “What do you think of the new school teachers? “Etc. In particular, pay special attention to whether the student comes from a single parent family, is an orphan, has a left-behind experience, etc. In addition, teachers can guide students to use the support system to deal with psychological distress, and suggest that students can go to the school psychological center for professional support.

(7) Inform at the end of the interview. Inform students: Psychological distress is normal, as long as you face it positively and adapt in time, you can grow up.. At the same time can also inform the address of the psychological center, telephone, appointment and so on.

### 4. Skills

(1) Establish a good interview relationship and create a safe psychological environment. Teachers should fully express their care for students, conduct one-on-one interviews as much as possible, and create a space where privacy is protected.

(2) Ask open-ended questions. Use open-ended questions whenever possible. For example, use such a question “How is the family financially? “Instead of” Is the family struggling financially? “Use such a question “What kind of person do you think you are? “Instead of “Do you like yourself?”

(3) Be understanding and respectful. Teachers should recognize that each student with psychological distress is not easy, and they are coping with the distress in the way they think best. Although many coping ways are not appropriate and students are in pain, they keep on living hard and never give up. If the interviewing teacher can see the students’ difficulties, see their efforts and adaptation, instead of staring at their problems, understanding and respect will have a foundation.

(4) Normalize. Promote students to recognize that it is normal for people to experience psychological distress at different stages. There is no shame in it, no need to be too nervous, just deal with it positively. Through normalization techniques, students can avoid carrying heavy ideological burdens due to psychological distress.

(5) Universalize. Tell your students that “there are many people like you who are struggling with certain aspects, such as feeling confused, not understanding in class, and being concerned about the evaluation of others.” This can help students reduce psychological pressure and enhance their confidence in growth.

(6) Repeat techniques. Teachers can reinforce a statement and encourage it by repeating something directly from a student, such as: “Feeling lost?” “Concerned about the judgment of others?” “Anything more than that?” Etc. This can encourage the talks to continue along the direction of repetition and further development.

(7) Get technical. Encourage students to expand on vague, abstract statements by asking, “Can you give me an example to elaborate?” “Can you expand on that?” Wait. In doing so, help clarify thoughts, feelings, and events.

(8) Outline the technology. During the interview, the teacher can summarize what the students have talked about and confirm it with the students. For example: “Let me summarize what you said, do you think so?” “You just said that you..... Did I understand that correctly?” Etc. In this way, the purpose of reviewing and integrating the content of the talks is to check whether the teacher’s understanding of the students is accurate, and also to change the topic.

### 5. Post-interview processing

If the teacher finds that the student has a relatively strong suicidal ideation or hallucinations, delusions and other abnormal performance during the interview, he should keep monitoring the student at any time, and immediately contact the mental health education and counseling center of college students, and decisively take measures to carry out psychological intervention. According to the actual situation of the students, the teachers should first fill in the heart-to-heart talk form in time, and initially assess the possibility of its risk. If it is necessary to focus on the students, they can be included in the list of dynamic student psychological files, and report to the college and psychological center.

### 6. Points for attention in interview

(1) No labels: If students are found to have some problems, teachers should pay more attention to these students materially, spiritually and in terms of opportunities, rather than treating them as problem students.

(2) Strict confidentiality: the warning list should not be revealed to others, and the content of the interview should not be used for discussion.

## III. The later work ideas

In terms of later work ideas, four kinds of thinking need to be established:

1. Establish bottom-line thinking. Psychological work is the bottom line work, in the face of psychological crisis and abnormal phenomena, teachers should maintain a high degree of sensitivity and vigilance. Adhere to the first principle of life, do not feel a mountain out of a molemountain, would rather be too nervous, can intervene in time.

2. Establish a team mentality. In case of psychological crisis emergencies, the school should form a joint force, if necessary, the school hospital and security department should be linked, and the work should be carried out under the professional guidance of the school psychological center and the command of the college leader. At the same time, teachers should make good use of student leaders, strengthen daily communication with students, and build a four-level early-warning network of school-college-class-dormitory.

3. Establish a precautionary mindset. In mental health, prevention is more important than intervention. Crisis intervention must be proactive, not wait until the crisis appears. It is necessary to attach importance to daily mental health infiltration education, make good use of daily education and the "secondary classroom", enrich students' after-school life, and carry out mental education throughout.

4. Establish dynamic thinking. The student psyche is developing in a dynamic way. In order to get rid of the teachers' inherent thinking about students and understand the difficulty of students, the mental health education in schools should focus on helping and supporting, rather than marginalizing students with mental problems. At the beginning of enrollment, psychological files should be established for students who focus on them, and regular heart-to-heart talks should be built to realize the dynamic grasp and tracking of students' psychological status.

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