

Interpretation of One Intervention Case of Student' Mental Crisis in Our School

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Abstract

Through interpretation of one intervention case of student' mental crisis in our school, we reflect and think about the intervention mechanism and measures of mental crisis in our school, and play a guiding role in mental health education and crisis intervention work in future.

Keywords

Colleges and universities, mental health education, mental crisis intervention.

1. Introduction

In recent years, vicious events caused by mental crisis in many colleges and universities frequently occur, which has aroused the attention of the whole society. How to deal with the mental crisis events and avoid the occurrence of vicious events has become a difficult point in the work of mental health education work in colleges and universities. After dealing with one student' mental crisis event, our school has made a profound reflection and hope to have some guiding significance for the development of the future work.

2. Process of the Case

2.1 process of the case

Small C, female, she is 20 years old and a college sophomore. She is introverted and performs well in ordinary days, and twin sister in the same class and dormitory, the two sisters rely upon each other for life. Small C was recently hit by love problems. She went to a place to visit her friend a week ago, but she didn't contact her friend after arrival, but kept wandering around the station, and then she was sent back to school by the station staff. Recently, her sister found that Small C's emotional behavior was very strange, she did not eat or drink, did not come out of the dormitory, and refused all activities, which was very worrying. So she told the counselor X and contacted with the teachers in mental health education center.

After the center integrated Small C's all information, preliminarily judged that the condition of Small C was already a mental illness, and the intervention mechanism of mental crisis of college needs to be started. As the first responsible person, counselor X immediately contacted the father of Small C, and her father hurried to the school. The center cooperated with the department; and explained the situation of Small C to her parents. Parents decided to bring Small C home to receive treatment as soon as possible.

After half a year, the Small C' treatment ended, she returned to school and continued her studies. With the coordination and cooperation of various aspects, finally, she finished graduation reply successfully and completed her studies with the efforts of Small C herself.

2.2 Handling of the case

The college started the intervention mechanism of mental crisis the first time for situation of Small C, which prevented the occurrence of the crisis timely and effectively. Mental health education center integrated small C' situation, filled in the key student mental information feedback form, the handling recommendation was reported; the department timely followed up and handled, contacted the parents to the school, informed the process of incident, and signed the mental crisis responsibility agreement and parents with mental health education center, and made clear the responsibilities and obligations

of the three parties. And the college coordinated with parents to send students to the hospital for systematic treatment.

After Small C returned to school, the mental health education center listed Small C as the important observation object, and arranged Small C to receive professional psychological consult on once a week to help her restore social function, counselor X also often understands the dynamic conditions of Small C through the class's psychology mental members and other students, and used various opportunities to have a heart-to-heart talk with her, and given necessary help, the school hospital regularly checks the condition of taking medicine of Small C; The department of student affairs also gave some hardship allowance to Small C in accordance with the family situation of Small C. The mental health education center also held group counseling and psychological education for the roommates and classmates of Small C, reduced the students' psychological pressure and prevent other crises.

3. Interpretation of the Case

The mental crisis is when one facing the difficult situation, but the way he had handled problems and his usual support system is not enough to cope with the present situation, namely, the difficult situation he must face beyond his ability, this one will generate temporary psychological distress, this temporary psychological unbalance state is the psychological crisis. Especially the disappointed in love, the death of relatives or major diseases and some other unpredictable sudden things, which can make the person's mood fluctuate sharply, even lose the courage to live, so hurt themselves or hurt others, and bring serious consequences.

Therefore, college students' mental crisis intervention is a systematic and long-term project. We should base on education and emphasize prevention.

3.1 Establish perfect warning mechanism

Mental crisis events are emergencies, it is difficult to predict, if there is no perfect mechanism, it is inevitable to panic when responding to emergencies. Our school has established "implementing regulations for the four levels of warning mechanism of mental health education and mental crisis intervention", built the education and guidance, consulting and self-help college students' mental health education system with multi-level and multi-dimension, early education, warning mechanism, intervention measure of mental crisis have made detailed provisions. At the same time, our school also build the dormitory, class-department- department of student affairs, mental health education center-college four-level warning system, implement the class mental members monthly information report system, department "five special students" report system, important students' feedback system of mental health education center and so on, dynamically collect student original family' relationship status, bad family factors, attachment types, early psychological trauma, beliefs and values, social support level, achievement events and their own resources and other related situation, establish communication and exchange of mental information of mental health education center, the department and classes, effectively integrate all resources, ensure that mental crisis can be early prevented, detected and handled.

3.2 Attach importance to daily education and crisis education

"It's better to teach a man fishing than to give him fish," strengthening college students' mental health education and mental crisis intervention education directly affects the handling of crisis events. Our school always attaches great importance to college students' mental health education work, not only open "college students' mental health education" compulsory course and other related courses, and also carry out regular training for workers, counselors, dormitory administrators, mental committee members and related personnel, improve the personnel's business level of mental crisis event handling. Meanwhile, various mental health activities are often held on campus to popularize mental health knowledge and create a good campus atmosphere. In this crisis event, the first reporters are dormitory students and psychological committee member; it is because they have received

professional education, scientific psychological health perspectives and calmly handle in the face of the crisis.

3.3 Build diversified information system

Prevention and prediction are the most effective means to reduce or eliminate crisis events, in order to cope with all kinds of crises deliberately; it is necessary to build a diversified information system and catch crisis signals. Our school conducts a psychological survey for incoming freshmen every year, and mental crisis high-risk individuals are selected in accordance with the screening results, pay a return visit, set up psychological archives, fill in "important students' information feedback form", give relevant handling suggestion to department and counselors, implement dynamic management. In addition, the psychological members of each class submit respective psychological information to mental health education center every month, pay attention to important students, key life events timely, effectively handle and avoid the occurrence of bad events.

Now the network is widely used, when many students in crisis, they also will reveal the sign information on the network. Therefore, counselors, workers, psychological committee members, class cadre and groups who contact with students more, they can instantaneously and dynamically understand students' situation according to the QQ, micro-blog or WeChat, once found abnormality, timely give support and intervention.

4. Thinking behind the Case

Although this case has achieved the ideal result, we can still see some thoughts behind this case.

4.1 Strengthen the combination of family and schools; do the work expansion well

Family is the key factor of individual growth. When students have mental crisis, whether parents cooperate with various work of the school, and it plays a decisive role in the success or failure of the intervention. In this case, Small C' parents initially feared that her daughter was labeled as "mental illness" and hesitate to let the children receive treatment; and worried that child will be discriminated by classmates after going back to school.

Therefore, the college's mental health education work is not only for students, but also for parents. To publicize the knowledge of mental health to parents, educate parents can objectively view their children's psychological problems and pay attention to children's mental health, strengthening the communication with the parents of special students, so that parents can grasp the students' situation in time, and get the understanding and cooperation of parents. Do not contact with the parents till children have an accident, which makes parents feel abrupt, and then blames the school's weak supervision, unwilling to cooperate and affect the handling of the crisis events.

4.2 Pay attention to standard operation and avoid liability accidents

In the whole course of the crisis intervention, it is necessary to prevent the students, schools and families from having disputes. In the process of crisis intervention, we should pay attention to the standard operation and retain the original data in any link. For example, the psychological evaluation report of the students, the record of the students' conversation with the counselors, the student's psychological archives and the consult record, etc.; after the student has returned to school, the student's hospital discharge certificate, the doctor's diagnosis and the rehabilitation record after return to school, etc. all should be collected. At the same time, the mental health education center should tell the students or parents truthfully whether the students' situation belongs to the consulting category, and if it beyond the consultation scope, they should be referred in time. Therefore, the school should be responsible for the students and parents, all links should be standardized operation, then does not delay treatment and avoid crisis events and liability accidents.

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