Mixed Teaching Reform of Psychological Crisis Intervention Course in Colleges and Universities

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Abstract

Psychological Crisis Intervention, an elective course for psychology majors in domestic universities, has too much theoretical explanation and less practical operation skills training. After the course, students are unable to apply the knowledge in real life or work to carry out psychological crisis intervention. In view of this situation, this paper tries to carry out teaching reform from three aspects: teaching content (edited textbooks, online courses, sand table, painting, etc.), teaching mode (online teaching videos before class, case analysis, practical exercises), and assessment method (1+1+1) and analyzes and explores the application and development of hybrid teaching in this course.

Keywords

Psychological crisis intervention; The hybrid; The teaching reform.

1. Introduction

Psychological counseling and psychotherapy are unique and specialized interpersonal help activities in modern society [1]. Psychological Crisis Intervention is a required course for students majoring in applied psychology, which is very important to cultivate excellent psychological crisis intervention talents. Through online and offline mixed learning of this course, students can correctly remember the basic concepts and theories of psychological crisis intervention and understand the essence, objectives, principles, and basic techniques of psychological crisis intervention. Can comprehensively use the knowledge of psychological crisis intervention, according to the psychological characteristics of individuals in a psychological crisis, design psychological crisis intervention scheme, carry out the appropriate intervention.

2. Focus of Psychological Crisis Intervention Training at Home and Abroad

In China's traditional course of psychological crisis intervention, the theory is more important than practice, the knowledge is more important than ability. Moreover, the content of the test is mainly based on memory concept and comprehension theory. Although students have mastered relevant theories in learning and scored well in exams, they cannot combine theoretical knowledge with practical operation in the practice of psychological crisis intervention. To promote the psychology major students to master the psychological crisis intervention technology and meet the needs of training applied talents, the course is reformed by online and offline mixed teaching.

3. The Specific Content of Teaching Reform

3.1. Reform of Teaching Content

3.1.1. About the Main Reference Materials

The book psychological Crisis Intervention, edited by this researcher, is a textbook with strong practical skills, easy to understand and practical application. This book is characterized by combining theory with practice, and practical operation with goal orientation [2]. The book mainly introduces the basic theory of psychological crisis intervention and explains it by combining practical cases. The biggest highlight of the book is expressive art therapy (sand table, painting, psychodrama, etc.) as the medium of psychological crisis intervention.

3.1.2. Teaching Videos and Videos of Applying Psychological Crisis Intervention

3.1.2.1Psychological crisis intervention video by Professor Zhang Ping from Northeastern University

Before class, the pre-class preview function of Rain class is applied in the teaching PPT, and the psychological crisis intervention video of Professor Zhang Ping from Northeastern University is used as the pre-class preview so that students can understand the knowledge of psychological crisis in advance. The completion of the preview will be considered as part of the overall grade.

3.1.2.2 In Treatment

The series is excellent clinical psychology teaching film in the industry. The series presents a wonderful interaction between consultant Paul and 9 different types of visitors, a supervisor, and a personal experience teacher. In this series, you can learn not only the important concepts and knowledge of psychological counseling but also the practical skills of psychological crisis intervention. Such as breakthrough settings, a suicide crisis, and so on. At the beginning of the course, students were divided into groups, and each group was responsible for one case. According to the standard case presentation form in the course, students in each group made case PPT separately, and shared and explained the case to students in turn. After the students' explanation, the teacher further supplemented the case analysis by Dr. Zhang Haiyin from Shanghai Mental Health Center, so that the students could know more clearly how to face some "difficult and high-risk" visitors. Through the appreciation of this teaching film, students indirectly become the "observer" in the consulting room, more truly experience the complete process of psychological crisis intervention.

3.1.3. Learn Expressive Art Therapy

Expressive arts therapy is through painting, music, dance, games, stories artistic media such as text, drama, calligraphy, involvement in non-verbal communication way, release pent-up emotion by words, help visitors to have a more profound, for the correct response to different stimuli, to acceptance and integration of external stimuli, achieve the goal of psychotherapy, [3]. At present, the more common methods are painting treatment, sand table treatment, dancing treatment, psychodrama treatment, and so on. The course involves two of the most used techniques: painting therapy and sand table therapy.

3.1.3.1Painting therapy

In painting therapy, students can draw according to instructions. After class, students can consult relevant books and analyze their own or other students' drawings. Ask the students to write freely around a theme, then communicate with the group members about the pictures and stories they have created, and then integrate them under the direction of the group leader's musical meditations. The picture is then refactored and restored. Finally, think about various possible methods to change the status quo, and conduct experiments in actual cases [4]. The painting analysis commonly used in class is mainly the dynamic diagram of a house tree person,

self-portrait, or the painting of a tree or a man in the rain. After completing these works in class, I will analyze my own or my desk mate's paintings and write them on the back of the works in the form of homework.

3.1.3.2Sand table treatment

Sand play is a very popular psychological intervention technology. Founded by Di Domico in the 1980s, sand play enables members to conduct psychological safety exploration in the "real" virtual world by combining non-verbal communication with verbal communication [5][6][7]. Since the sand table treatment lasted a long time and the number of participants in each group was small, the whole class was divided into 10 groups with 5 students in each group. Starting from the third week of the course, we will go to the sand table room to finish our work and take photos for one group a week after class. From setting to steps and inner meaning, students read the books themselves, make their understanding, and submit reports.

3.2. Reform of Teaching Mode

3.2.1. Use Rain Classroom to Conduct Case Analysis

In the early 1980s, some colleges and universities in China began to introduce the case teaching methods into the teaching of some subjects. After years of practice and exploration, the application of the case teaching method has become increasingly standardized, which has played a great role in promoting the reform and development of teaching in colleges and universities in China [8].

Case analysis is that teachers introduce their own or other people's real psychological crisis cases into the class and present them to students, to reproduce the psychological crisis state faced by the visitors so that students can put themselves in the position of psychological consultants in the way of role-playing, and use the knowledge learned to deal with the psychological crisis of the visitors. Because there are often many cases, it is difficult to present them in the PPT. The font on the same page is too small for students in the back row to see. For larger fonts, apply multi-page rendering. The use of a rain classroom is a good solution to this problem. Students can check case details on their mobile phones, encourage them to participate actively in class, learn knowledge and skills with interest, and try to solve practical problems with what they learn.

3.2.2. Psychological Crisis Simulation Exercises

The proportion of theory class and practice class is 60% and 40%. The mental crisis intervention simulation asks two students to act as counselors and crisis visitors in the classroom. By creating or simulating some counseling situations, the students make impromptu responses to the situations. We need to experience ourselves as a visitor and connect the theory and operation of psychological crisis intervention with our own troubles in the process of experiencing our own emotions and attitude changes, to complete the teaching task of mastering the practical operation of psychological crisis intervention [9]. This practice method promotes students to transform the knowledge of psychological crisis intervention into skills and their own psychological ability. In practice, teachers must pay attention to create a good classroom atmosphere, help students to enter the consulting situation as soon as possible, seriously play the role.

3.2.3. Combine Theory with Practice

First, the psychological crisis course will learn common operational training, such as relationship building, psychological crisis intervention evaluation, etc. In the process of learning this part, teachers implement the principle of openness, respect students, create a free, safe, and pressure-free classroom atmosphere for students, encourage students to open themselves and help students overcome their inner troubles. Secondly, students are required to choose appropriate psychological crisis cases on some psychological websites, such as "525"

and "One Psychology" and reply to the psychological problems of visitors in their homework books and print screenshots as homework to submit. Finally, students were encouraged to form interest study groups. Actively apply for the state-level, provincial-level, and university-level innovation and entrepreneurship programs related to psychological counseling and treatment, and the Department of Education Humanities and social sciences undergraduate programs. Through the application of the subject, not only exercises students' theoretical knowledge, but also can apply the theory to practice, and deepen students' understanding and application of the subject.

3.3. Reform of Assessment Methods

Reform the assessment system of the course, students' scores are evaluated by "1+1+1" comprehensive assessment mode instead of the original "1+1" traditional mode, that is, the total score =30% of the usual score +70% of the final score. That is, the final score = the usual score of 30% (including attendance, pre-class preparation, class performance, etc.) + theoretical learning 50% (open-book case analysis examination) + psychological crisis intervention simulation 20% (counselors' psychological crisis assessment and treatment, etc.). We should not only strengthen the usual assessment and theoretical study, but also increase the proportion of practical results, and increase the practice opportunities of psychological consultation and treatment.

4. Conclusion

Through three years of continuous teaching reform of psychological crisis intervention, the teaching content is getting richer and richer and flexible, the teaching mode is vivid and diversified, and relatively more practical training of psychological crisis intervention is added. Students carry out psychological crisis assessment and intervention in their work and life by combining with the latest online psychological crisis intervention resources and following the professional ethics of psychological workers and the basic theories and principles of psychological crisis intervention. The online and offline mixed teaching reform of Psychological Crisis Intervention has achieved good results.

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