

# **Mental health intervention of college students from the perspective of developmental funding-- A case report on the growth counseling of students' crisis response**

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**Abstract:** *In the perspective of developmental funding, aiming at the overall development of college students, this paper analyzes the necessity of psychological poverty alleviation for college students from families with financial difficulties, and explains the idea of accurately integrating into the process of psychological poverty alleviation education. The aim is to promote the growth of students from families with financial difficulties by constructing clear psychological poverty alleviation education goals, choosing reasonable psychological poverty alleviation education content, combining effective psychological poverty alleviation education methods and integrating accurate psychological poverty alleviation education process and other countermeasures.*

**Keywords:** *development-oriented funding; Students from poor families; College students mental health introduction*

Student financial aid is related to the people's livelihood and the people's hearts. The report to the 10th CPC National Congress points out that we must provide education to the satisfaction of the people, fully implement the Party's educational policy, fulfill the fundamental task of cultivating moral and human beings, train socialist builders and successors with all-round development of morality, intelligence, physical fitness, the United States and labor, accelerate the construction of a high-quality education system, develop quality education, and promote equality in education. Entering the new era, the system of subsidizing education in colleges and universities needs to keep pace with The Times and meet the development needs of the new era. We must persist in combining "helping the needy" with "helping the intellectual" and "helping the aspirations", and establish a developmental funding system featuring state funding, school awards, social donations and students' self-help. This paper uses the form of case analysis to start a preliminary study on the development type of funding education model. <sup>[1]</sup>

## **1. Coaching background**

### **1.1 Basic information**

Zhang, female, arts and crafts major student, due to mental illness need to accompany, the mother quit the job, the family economic source mainly depends on the father's day job income, belongs to the family economic difficulties students. Zhang has been suffering from mental illness since junior high school, and once committed suicide in high school. After entering school, she suspended school for one year due to mental illness. She resumed school in the first semester of her sophomore year and was accompanied by her mother when she resumed school.

### **1.2 Background of the incident**

Zhang is shy, does not know how to socialize and does not speak much. Shortly after returning to school, in a classroom teaching, Zhang rushed out of the classroom excitedly

because of a disagreement with the teacher, and then argued with the class cadre on class affairs due to poor communication, after that, Zhang began to be full of resistance to the campus, negative attitude in class, no friends, into infinite self-denial, and feel increasingly confused about the future. After returning to school for 2 months, his condition worsened, and he was diagnosed as "severe depression".

## **2.the counseling process**

### **2.1Problem analysis**

complex stressors, is the fuse of maladaptation. Since returning to school, she has been emotionally unstable. Despite the psychological counseling of the school psychological counseling center and counselors, in the face of many pressures such as economic pressure, academic pressure, interpersonal troubles, and the uncertainty of future employment, he still has maladjustment and is prone to mood swings, anxiety,

repeated inferiority complex, is a stumbling block in interpersonal relations. College students are in the critical period of self-identification, the inferiority of her after a one-year suspension and rehabilitation period, full of longing to return to campus again, but the gap brought by reality let her to their own existence price, Value further doubt, not willing to interact with people, alone, long-term interpersonal relationship is not adapted to easily lead to depression and personality distortion, leading to further psychological problems.

tense family relations, is the allergic source of personality stability. her family composition is complete, but the feelings of the parents are general. Because of the migrant worker is not at home for many years, the father pays less attention to it, after her illness, the father because of improper care way, let the communication between father and daughter almost cut off, the lack of father's role in the growth process to her character brought insecurity, not confident characteristics.

### **2.2Time and frequency of counseling**

invite Zhang to become the assistant counselor, at least once a week to meet, ask to reflect on the recent work, understand the improvement of knowledge quality and social ability.

"Encounter" at least once a month, go to the library, canteen, coffee shop or her off-campus address, and learn about academic progress, living habits, career choice and friends through "chat".

it is recommended to review once every two months to understand the mental health status, and lay a psychological foundation for better serving the study and growth.

### **2.3 Counseling ideas and methods**

The core of the "development funding" system is to enable students from poor families to have endogenous independent development ability, improve their ability and comprehensive quality, promote their all-round development, and achieve spiritual poverty alleviation and ability poverty alleviation, which is the fundamental way to solve the "economic poverty". "Developmental funding" requires in-depth and dynamic understanding of the students' situation.

According to the needs of students' growth and development, using scientific knowledge and skills, combining financial assistance with ideological guidance and psychological education, providing targeted guidance to students and helping them solve problems in thought, study and life.

#### **2.3.1 Disperse the source of stress and pack lightly.**

According to the actual economic situation of her family, apply for national grants, temporary hardship grants, etc., and help his mother find a part-time pharmacy staff nearby to ease the economic pressure of mother and daughter studying at school;

Analyze her academic progress, jointly with the teacher for academic help, give more intimate guidance, relieve the pressure of academic disconnection caused by suspension; Designate the class cadre as her contact person to help him quickly familiarize himself with the campus affairs processing process, take the initiative to make friends in mutual help, and relieve social pressure.

### ***2.3.2 Regain self-confidence and stimulate endogenous motivation.***

Designate Zhang as a counselor's assistant to assist with daily affairs. According to her actual situation, Zhang assigned tasks from simple to complex, and through the experience of sending and receiving materials, docking student cadres, making meeting procedures, and presiding over regular meetings, Zhang improved her language expression and behavior habits, and obtained positive psychological suggestions.

### ***2.3.3 the formation of family and school forces to help grow up.***

Through parents sort out the key events in the growth process of her, and analyze the influence of parents' role in the event, try to think in others' place, provide parents with new ideas and new ways of communication, and establish channels for her to actively communicate with parents; It is suggested that parents learn mental health knowledge, correctly understand Zhang's mental illness, and support its systematic psychological counseling, and regularly participate in revisiting.

## **3.the effect of counseling**

After the relevant intervention measures were carried out, she obtained a total of more than 6,000 yuan in various grants, was responsible for receiving more than 100 visiting students, completed more than 60 student affairs, and participated in two public lectures on entrepreneurship guidance and two sharing meetings of outstanding alumni job-hunting experience. These experiences not only relieved the economic and psychological pressure, but also cultivated her self-expression and organization and coordination ability. The doctor suggested to stop taking medicine for observation. In the care of school and family, Zhang graduated successfully and engaged in art design work in a city in Liaoning Province.

In the process of intervention, there are several key approaches:

First, the funding support is in place. Various school grants are an important support to help students get rid of life pressure, and are a very important source of funds. If we can strive for a wider range of social support to further alleviate students' economic pressure, it can relieve the psychological pressure brought by economic pressure to students to a certain extent.

Second, the school team help is more comprehensive. There is a natural sense of intimacy between students, so the active participation of the student team can maximize the advantages of peer counseling; The professional guidance of the school psychological counseling center helps to release repressed emotions and enhance psychological adaptability by enhancing mental health awareness.

Third, the counselors communicate and coordinate in a timely manner. The special attention of the counselor, so that the counselor can always appear in the first time to assist her to solve the difficulties, so that she has a deep sense of trust, and lay a foundation of trust for the later growth counseling; At the same time, when her mental health is abnormal, the first time to get in touch with parents, and pointed out the problems of parents, hope that home school joint help. In this way, not only can the right medicine at the same time, timely make a more correct decision, but also facilitate the follow-up of the problem.

## **4.counseling reflection and revelation**

Zhang in this case is a student with financial difficulties in his family who suffered from psychological problems caused by poor adaptation after resuming school. Under the dual identity of "poor at home" and "poor at heart", he accurately grasped Zhang's real

family situation, interpersonal relationship, career planning and other aspects through repeated counseling, and grasped Zhang's multidimensional poverty problems in economy, consciousness, ability and other aspects. According to Zhang's character and development characteristics, "tailor-made" differentiated funding policies continue to make efforts in Zhang's personality cultivation, quality cultivation, spiritual pursuit, etc., and guide Zhang to actively explore himself, pay attention to others, and serve the society.

However, in the process of Zhang's growth counseling, there are also some challenges. First, there is no working mechanism of funding collaborative education for the time being. The head teacher and the teacher lack understanding of the funding policy and the situation of Zhang's assistance, and there is a high communication cost in the process of promoting the deep integration of various kinds of assistance resources. Second, the counselor's mental health education level is limited, when Zhang's mental illness attacks, can only carry out personal stability and emotional counseling, can not immediately provide high-quality mental health education and services. Third, the lack of diagnosis of family economic difficulties of students big data technology, through the moral, intellectual, physical, American, labor and other aspects of comprehensive development of score data, dynamic, in student learning, psychology, life and other dimensions to carry out personalized help guidance. In the face of a certain number of poor students, the time cost and analysis cost of realizing accurate help are high. Therefore, it is suggested to improve the whole process of student growth counseling from the following aspects as a starting point.

#### ***4.1 Help to know: advocate learning***

It refers to improving the match between students from poor families and social needs through the acquisition of knowledge and skills. "Knowledge changes destiny" is a radical approach for students from poor families To get out of poverty, walking through the single-log bridge of college entrance examination and entering university is the first step. Whether students can acquire knowledge and improve social adaptability in university is the key.

##### ***4.1.1 "Guaranteed financial assistance" to cover professional learning***

Professional knowledge and skills in a certain field are the bottom capital for students to stand in the society after they step out of the "ivory tower" on campus. Therefore, it is a key task for schools to help students from poor families improve their competitiveness and job matching degree during their study. First of all, the school can fully protect the economic difficulties of the family during the school period to study at ease. In addition, under the condition that the "guaranteed financial assistance" is fully covered, the school sets up various scholarships to support students from poor families to participate in various major competitions, exchange studies abroad, apply for postgraduate examination, etc., and establishes a two-way interactive funding system of "helping the poor and awarding the excellent".<sup>[2]</sup>

##### ***4.1.2 Diversified curriculum resources support comprehensive learning***

In today's society, the demand for comprehensive and versatile talents is rapidly increasing, and the study of a single major can hardly meet the needs of students to achieve self-development, meet the needs of the society, and truly get rid of poverty. The shallow social resources and the lack of discourse power are the realistic context for the real survival of students from poor families. Colleges and universities should improve their knowledge and skills at various levels so that students from poor families can study hard and not only stand up; But also able to stand firmly and go far. Such as offering time management, reading methods, learning methods, paper writing, scientific research methods, literature search, project declaration and other aspects of the special lecture or training, improve the family economic difficulties of students' learning ability, scientific research ability, time management ability and other comprehensive abilities.<sup>[2]</sup>

#### ***4.2 Fostering wisdom: Encouraging practice and innovation***

It refers to training students from poor families to innovate and start businesses thinking ability and intelligence level so that they have the ideas and ability to get rid of poverty and get rich. Innovation is one of the most distinctive themes of this era. No matter what kind of career or lifestyle these students choose in the future, as long as they are confined to the prison provided by history and experience and difficult to make a breakthrough, it is difficult to break the curse passed on between generations of poverty.

##### ***4.2.1 Cultivate innovation literacy***

Students lack rich social experience and entrepreneurial practice and lack knowledge and ability in risk assessment, market analysis, product development and promotion of entrepreneurial projects, especially for students from poor families. As a low-cost trial-and-error environment, school can provide students with professional guidance and opportunities for practical innovation. Based on this, colleges and universities can hold employment and entrepreneurship training courses to promote the initiation of entrepreneurial consciousness and ability cultivation of students from poor families, encourage them to actively carry out practical training and practice, and lay a foundation for future job entrepreneurship, partnership entrepreneurship and even self-employment when conditions are ripe. At the same time, all kinds of high-level laboratory resources have been built, so that it can be extended from the simple scientific research platform for teachers to the talent training platform, guide teachers to pay attention to the training of students from families with financial difficulties in the application of various research projects, carry out various research, improve their academic quality and scientific research ability, and enlighten them with innovative consciousness.

##### ***4.2.2 Provide opportunities for entrepreneurship***

Innovation and entrepreneurship are not bullet points that stay in the mind, but ideas from practice should be processed by the mind and transformed into real models serving practice. Relying on the "Youth Red Dream Journey" project of China "Internet +" college Student Innovation and Entrepreneurship Competition, each team is required to have at least one student from a poor family participate in each project. There is at least one poor village in the ground, starting from changing a family, a village, from small and large to promote themselves to others.

#### ***4.3 Fuzhi: to promote healthy life***

It refers to helping students from poor families to improve their living standards in the material world while improving their ideological level in the spiritual world, awakening their awareness of poverty alleviation and enthusiasm for life, so that they can cope with real life with a positive psychological state, which is the key to truly stepping out of the poverty trap and adapting to social life.

##### ***4.3.1 Eliminate the psychological crisis***

Affected by family background, students with financial difficulties are easy to fall into negative emotions and drown in negative psychological environment. The solution of psychological problems benefits from the help of professionals. Promote the construction of students' mental health archives and psychological crisis early warning database, hold regular student psychological crisis early warning analysis meeting, and constantly improve the construction of the grid psychological crisis intervention system of assisted students, including prevention, early warning, intervention and post-intervention, so as to intelligently get rid of psychological poverty.

##### ***4.3.2 Guarantee healthy life***

Living an optimistic and enterprising life under the condition of physical and mental health is the purpose of students from poor families to get rid of poverty. Students from poor families have weaker ability to resist financial security risks than ordinary students, and the financial security problem should not be underestimated. The whole-process education and training in financial literacy of the assisted students are mainly focused on anti-fraud education when they are enrolled, campus loan risk publicity, network

information security prevention, personal financial planning and risk education during their studies, and loan graduates are interviewed when they graduate. Remind them to understand the credit information and personal repayment process, according to the repayment of principal and interest consciously fulfill the repayment responsibility to maintain a good credit record.

#### ***4.4 Support quality: show responsibility***

Supporting quality refers to paying attention to the quality of help when helping students with financial difficulties from families, cultivating students with financial difficulties from families into a "complete person", a person with realistic perception, social responsibility, and a sense of family and country identity, so that students with financial difficulties from families can walk steadily and go far.

#### ***4.4.1 Implement the requirements of "educating all students".***

integrate counselors, teachers, managers and other types of education resources to systematically help students with family economic difficulties, and on the basis of "psychological poverty alleviation", carry out ideological and political guidance, subject professional knowledge education, physical and mental health education, innovation and entrepreneurship education, etc., to help students with family economic difficulties achieve quality improvement Promote; Close home-school communication, understand the practical difficulties of students' families, and obtain full support from parents.

#### ***4.4.2 Pay attention to the self-improvement of counselors***

Counselors should pay attention to ability improvement, constantly require their own knowledge changes, in-depth analysis of the common problems and personality problems in daily student work, focus on the "nine responsibilities", learn to deepen the professional knowledge of each module, and constantly combine theory with practice to form a set of suitable methods for their own education.

#### ***4.4.3 Data empowerment to achieve accurate monitoring and assistance.***

Establish growth files for students from families with financial difficulties, formulate feasible help measures in time according to the problems reflected in the files, and make dynamic adjustment according to the data; Using the new online media platform, according to the different monitoring data of students from families with financial difficulties, we can push online articles, audio and video, etc., and build an online financial assistance consultation platform, so that financial assistance is within reach.

## **5.conclusion**

Mental health education expands the practical path of financial aid and education, helps to accurately grasp the needs of students for financial aid and education, scientifically match financial aid and education resources, dynamically monitor the process of financial aid and education, and scientifically evaluate the effect of financial aid and education, which is of great significance for improving the effectiveness of financial aid and education in colleges and universities. At present, there are still some challenges to integrate mental health intervention into the practice of subsidized education, including the relative lack of education skills among financial aid workers in colleges and universities, the lack of comprehensive and in-depth understanding of financial aid policies among counselors, the relative lack of understanding of financial aid and student assistance resources among professional teachers serving as class teachers or mentors, and the lack of a sound collaborative working mechanism for subsidized education. To this end, colleges and universities need to explore the work guarantee mechanism that is conducive to promoting the subsidized education of mental health, encourage more managers, counselors and full-time teachers to join the subsidized education team, and promote the deep integration of various resources. The communication and exchange of all kinds of personnel and cohesion. We will work together to improve the subsidized education training system, improve the comprehensive quality and ability of the work force, and create a new situation of full staff, whole process and all-round education. <sup>[3]</sup> In addition,

the organic combination of developmental funding and comprehensive quality is helpful to refine the theoretical research on comprehensive quality and introduce new educational concepts and training models. <sup>[4]</sup>

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