

Analysis of Psychological Assistance for Orphans and Disabled Children

—Take Wuhan Textile University "Love comforts the soul" as an Example

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Abstract—This research takes our school's project--"love comforts the soul"--psychological assistance activities as an example, which is for the welfare house's orphans and disabled children. Then we discuss the purpose of psychological support activity, the implementing ways and significance. At last, we combine the Maslow's theory 'hierarchy of needs' and the main object of this activity with the growth of college students' needs to build a tower of college students' needs.

Keywords—Psychological assistance; Orphans and disabled children; "Love comforts the soul"

I. INTRODUCTION

With the continuous attention of the society to the disadvantaged groups, social assistance activities for them are also increasing, and the form of activities is continuously broadened. Colleges and universities are an important part of the social work groups and are in a dominant position in the psychological assistance to the disadvantaged groups, and they can provide them with professional help [1].

II. THE CONTENT OF PSYCHOLOGICAL ASSISTANCE ACTIVITIES FOR ORPHANS AND DISABLED CHILDREN

Our School's "Love comforts the soul" Welfare Center for the Orphans and Disabled Children's Psychological Assistance Action is carried out by a professionally trained undergraduate students of the psychological service team and goes to the Wuhan City Children's Welfare Center to carry out psychological assistance in social welfare activities. Our school's psychological service team (Called Psychological Association before 2015) consists of a group of students, who are interested in psychology and have received basic training about how to carry out psychological assistance and social support. Since established in 2001, spontaneous organizations to the neighboring welfare homes, has continued for more than 10 years, their service accumulated for 6,000 hours. They have a wealth of service and experience of helping people, by all levels of media attention and coverage. At the same time the team is a more mature management team, to carry out regular activities in a specific environment, with the guidance of professional teachers[2]. Whether it is the modification of the activity design or the formulation of the specific group counseling program, the students can get the guidance from the professional teachers. Through this project, we can cultivate

students' sense of social responsibility and sense of ownership, and guide their pro-social values. In the process of serving children in welfare institutions, students also enhance their interpersonal skills and language skills in communication with others, and exercise their strong will and perseverance. At the same time, through the study of professional skills, the students' professional qualities and psychological qualities are improved, so that they are further aware of the importance of mental health in personal growth. Carrying out the research on the influence of Maslow's need level in the cultivation of college students and carrying out educational activities to meet the high-level demands of undergraduates, it can promote the self-realization of them [3].

III. THE THEORETICAL BASIS AND SIGNIFICANCE OF ACTIVITY DEVELOPMENT

According to Maslow's hierarchy of needs, we divide the growth needs of university students into three levels: The low level demand is the all-round development of the individual, which is closely linked with the actual needs of undergraduates such as study, employment and interpersonal relationships. The middle level demand is the social contribution on the basis of individual consummation, which is closely integrated with the spiritual demand of the high-quality group of college students seeking moral sense. The high level demand is the individual initiative and free growth, which is the inevitable trend of evolution and promotion of human self-awareness. Three levels represent the "hierarchy of growth" (seen in Figure 1) [4].

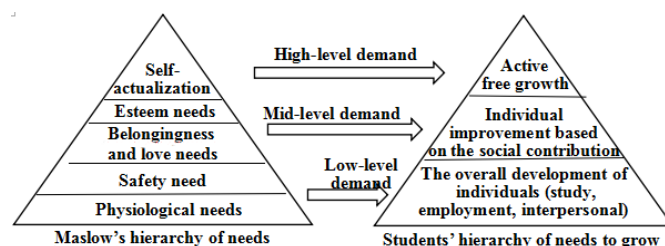


Fig. 1. Hierarchy of growth

The cultivation of schools is to meet the needs of college students in different growth. The practice of public service participating in social service of undergraduates just meets the demand of students' initiative and free growth, which provides

opportunities for students to connect theory with practice, enhances the opportunities for interpersonal skills, Learn about social opportunities. College students get moral satisfaction while serving others and serving the society, besides their self-awareness has been evolved and upgraded while meeting their high-level needs of self-actualization.

IV. THE MAIN WAYS OF CARRYING OUT ACTIVITIES

Relying on research to expand channels of activities. Visited a number of children's welfare institutions (mainly in Wuhan City, and even some of the child welfare institutions in the province) to understand their current needs and to identify service partners. At the same time, they actively used social resources such as educational NGOs to carry out joint activities and actively expand Activities channels.

Professional guidance to improve service skills. Regularly organize mental health education and group counseling and training, imparting help and accompanying skills, guiding students to design counseling programs suitable for orphans and disabled children in welfare homes, and timely visit welfare homes to answer and help with the difficulties and questions encountered.

Self-management and love heritage. Awareness and ability of students team management are trained to increase team cohesion and sense of belonging, guide students to do a good job of organizational heritage, the session inherited the love and sense of service belonging to psychological service teams in Wuhan Textile University.

Carry out cooperation and exchange actively to enhance development space. With the concept of "going out and bringing in", we actively explore opportunities for cooperation with other universities and social welfare organizations to build brand teams. We can use the power of new media to promote and recruit more students participating in the project social welfare practice to expand the effect of activities.

Supervision and feedback to promote the personal growth of students. The Psychological Services team made a record of each activity, communicated with the instructor after returning to school, discussed the highlights and shortcomings of the activities, guided the teachers to give feedback and guidance, and gradually improved the service skills of the service team. At the same time, the teacher guides the students to understand each activity to realize the evolution and promotion of self-consciousness.

V. THE DIRECTION OF FUTURE EFFORTS

The project has been implemented for more than 10 years and some achievements have been made. However, there are still some areas that need to be further strengthened and improved as follows:

Activity content: after all these years of development, the activities of psychological assistance have evolved from the early stage of simple companionship to various activities such as companionship, teaching, group counseling and quality development. In the latter part of the year, we will further enrich the activities and organize various activities reasonably,

forming a targeted, professional and long-term system of support activities.

Professional guidance: at present, although there is a lot of training for members of PSGs in our school, the organization and integrity still need to be improved further. In the latter part of the year, we will organize instructors to improve the training content, increase exchanges and make a reasonable division of work, to form a systematic and complete professional training. Increase the group guidance for student design and the guidance of quality development activities to make it more targeted, interesting and effective.

Activities channels: at present, the channels for psychological assistance and assistance activities for orphans and disabled children in the Welfare Institute of "Love comforts the soul" are relatively narrow. Most of them are mainly in Wuhan City. Other children's welfare homes in the province have less radiation. Students will be expanded further in winter and summer holidays Activities channels, and love will be spread further [5].

Supervision and feedback: in the early stage of implementation, the project focused more on the implementation of activities, lack of feedback and supervising. Students mostly focused on the activities, lacking the sentiment and growth of the activities. In the latter activities, each activity of the PSG was strictly required Record, and communicates with the instructor after returning to school to discuss the highlights and shortcomings of the activities. The instructor will give feedback and guidance and gradually improve the service skills of the service team.

Organizational aspects: the early executors of this project are mainly school psychological service teams. Only some colleges have carried out relevant activities and have not formed a reasonable organization of the whole school. In the latter part of the project, we will gradually lead the charge by the psychological service teams of our school, and all secondary institutes actively participate of the size of the organization, the school psychology service team will be trained in the training of their professional skills and practical experience to pass, radiation to all secondary schools, the psychological workstations of the secondary school also organized the College psychological team to participate in school activities or independent Organization of the College team to contact the service object agencies to carry out independent activities, a two-pronged approach, students participate in a broader, more audience.

VI. CONCLUSION:

Undergraduates can achieve the high-level needs in college students' needs hierarchy, namely self-actualization needs, through participating in similar activities. In the process of participating in these activities, undergraduates can experience their own values, and think about the meaning of life. These are very difficult to experience and understand in college classroom. They can be internalized as the value of life through such a practice.

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