

A Study on the Effect of Intervention on College Students' Psychological Crisis by case Analysis

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Abstract. Object: through case analysis to study the effect of intervention on College students' Psychological crisis, and exploring the best teaching mode. Method: Students in grade 2017 in our school were selected to the case analysis. Four classes were selected by random cluster sampling. Total 89 students from two class were used as the experimental group for case analysis, and 92 students from the other two classes were the control group. Mental Health scale for Chinese College students (CCSMHS) and self-made simple satisfaction scale were adopted for the determine and review of the two groups of students. Results: Before the intervention, there was no difference in the score of CCSMHS between the two groups, $P > 0.05$. After the intervention, compared with the control group, all the factors in the experimental group were significantly lower, and the difference was statistically different, $P < 0.05$. The degree of satisfaction and the satisfaction with self-help are 98.88% in the experimental group, and compared with the control group, the increase was significant, and the difference was statistically significant, $P < 0.05$. Conclusion: Case analysis was applied in the mental health of college students, and it can improve the students' mental health and improve the effect of intervention.

With the rapid development of economy and society, the rhythm of people's lives is quickening, and the pressure of social competition is increasing. The ethics, values and behaviors of college students were under unprecedented impact, and the incidence of psychological problems and mental illness was kept increasing [1]. Since the 1990s, suicide incidents of college students are becoming increasingly prominent, and natural disasters and man-made disasters were occurred frequently. The psychological crisis of college students and the malignant events caused by the psychological crisis of college students were on the rising. At present, the psychological crisis of college students has aroused the general concern of the society, and has become one of the factors that affect the growth of college students and the stability of colleges and universities [2]. However, due to the late start of research and practice on psychological crisis intervention of college students in China, and the construction of the system is not yet perfect, thus the methods and measures of College students' Psychological crisis intervention should be improved. Therefore, we should strengthen the research on the psychological crisis intervention of college students in our country, and constructed the intervention system of the psychological crisis of college students, and strengthen the intervention measures for the psychological crisis of college students, whether it is to the individual development and talent development of college students. It is also of great significance to maintain harmony and stability in colleges and universities.

Research Object and Method

Research Object

Students in grade 2017 in our school were selected for the study on the practice of experiential teaching method of mental health course. Four classes were selected by random cluster sampling.

Total 89 students from two class were used as the experimental group for case analysis, and 92 students from the other two classes were the control group. There were 42 boys and 47 girls in the experimental group, with an average age of 18.21 ± 0.56 . And there were 45 boys and 47 girls in the control group, with an average age of 18.25 ± 0.61 . There was no difference in sex and age between the two groups, with good comparability.

Research Method

Mental Health scale for Chinese College students (CCSMHS) and self-made simple teaching effective evaluation scale were adopted for the teaching effective evaluation. CCSMHS was made by Zheng richang, with good reliability and validity, which is the testing tool of Chinese college students' mental health evaluation system under the ministry of education of the people's republic of China [3]. Including a total of 12 evaluation factors, and a 5-level scoring method with 1-5 points. Self-made simple teaching effective evaluation scale has been used for many years in our school. It is mainly used to investigate the students' satisfaction with the teaching effect and their own help, the total score was 100, ≥ 90 means very satisfaction, 76-90 means satisfaction, 60-75 means commonly, < 60 means no satisfaction.

Case analysis Method

Before the experimental group was treated with case analysis, organize relevant teachers to consult for topics of interest or psychological issues to current college students. And collected and organized by questionnaire, then the themes were screened and identified by the teachers of psychology major in our school, obtained 9 case analysis themes showed in table 1. And adjust the case analysis to the mode of combining the theory and experience, among them, the theory takes the form of a lecture and showed by microsoft office powerpoint (PPT) and other multimedia technology. The experience is changed to small class analysis, and taking the participatory interactive model as the main model, and adding the diary of psychological growth to record and reflect on their own psychological growth.

Table 1 Case analysis themes and contents

Case analysis themes	Main contents
Partnership building team	Warm-up activity, team specification and sit up
Management emotion	Phrase making sentence, emotion abreact and management and relaxation exercise
Learning psychology	Set learning goals and cultivate perseverance
Coping with stress and frustration	The course of growth
Interpersonal interaction	Pass on trust and take responsibility
Life education	The last days of life and my epitaph
The cultivation of self-consciousness	To know oneself correctly and build the good banks
Sexual relations	Love value auction and organization debates about premarital sex
Abnormal mind	Movie viewing and case analysis

Statistical Analysis

All the data in this study were analyzed by spss17.0, $P < 0.05$ means there is a statistical difference.

Results

CCSMHS Score Comparison between the Two Groups

Before the intervention, there was no difference in the score of CCSMHS between the two groups, $P > 0.05$. After the intervention, compared with the control group, all the factors in the experimental

group were significantly lower and the difference was statistically different, $P<0.05$. The results were showed in table 2 and 3.

Table 2 CCSMHS score comparison between the two groups before the intervention

Gro up	Somatic factor	Impulse factor	Depen dency factor	Sexual psych ologic al disord er factor	Forcin g factor	Depre ssion factor	Anxiet y factor	Social withdr awal factor	Social attack factor	Inferio rity factor	Parano ia factor	Psych otic factor
Exp eri men tal gro up	45.23±8. 45	46.23±5. 32	48.31± 9.02	45.11± 6.42	45.26± 6.38	48.31± 7.24	49.30± 8.25	47.28± 6.34	43.01± 4.32	47.16± 5.42	46.15± 6.31	46.10± 7.11
Con trol gro up	45.57±8. 48	46.42±5. 11	47.81± 9.32	45.37± 6.41	45.62± 6.36	48.57± 7.22	49.61± 8.27	47.59± 6.37	43.13± 4.31	47.65± 5.40	46.58± 6.30	46.57± 7.21

Table 3 CCSMHS score comparison between the two groups after the intervention

Gro up	Somatic factor	Impulse factor	Depe ndenc y factor	Sexua l psych ologi cal disor der factor	Forci ng factor	Depre ssion factor	Anxie ty factor	Socia l withd rawal factor	Socia l attack factor	Inferi ority factor	Paran oia factor	Psych otic factor
Ex peri me ntal gro up	41.24±7 .25	41.02±5 .00	43.24 ±7.52	42.35 ±5.21	43.13 ±5.78	41.01 ±6.44	41.26 ±7.05	42.12 ±5.24	38.22 ±5.29	41.07 ±6.28	42.78 ±5.29	40.23 ±5.20
Co ntr ol gro up	44.77±7 .88▲	45.11±5 .42▲	47.14 ±7.21 ▲	44.22 ±5.68 ▲	45.23 ±5.46 ▲	45.57 ±7.22 ▲	47.61 ±7.29 ▲	46.34 ±5.21 ▲	42.11 ±5.85 ▲	45.33 ±6.51 ▲	45.34 ±5.78 ▲	45.34 ±5.09 ▲

Note: Comparison with the control group, ▲ $P<0.05$

Comparison of Related Index

The degree of satisfaction and the satisfaction with self-help are both 98.88% in the experimental group, and compared with the control group, the increase was significant, and the difference was statistically significant ($P<0.05$). The results were shown in table 4.

Table 4 Comparison of related index

Group s	Cases	The degree of satisfaction					Satisfaction with self-help				
		Very satisfac tion	Satis facti on	Com mon ly	No satisfac tion	Degree of satisfaction (%)	Very satisfac tion	Sati sfac tion	Com mon ly	No satisfac tion	Degree of satisfactio n (%)
Exper iment al group	89	48	33	7	1	98.88	42	39	7	1	98.88
Contr ol group	92	20	36	19	17	81.52 [▲]	16	30	24	22	76.08 [▲]

Note: Comparison with the control group, [▲] $P < 0.05$

Discussion

The Influence of Case Analysis on the Mental Health of College Students

Previous mental health courses were focused on theoretical education, while neglecting the grasp and teaching of their psychological quality. However, as far as college students, the fundamental purpose of psychological health education was to improve their overall psychological quality in order to cope with pressure and frustration [6]. Case analysis through the establishment of scene drama, interactive discussion, etc. thus causing the students to experience bad emotions, stress, frustration, etc. so as to construct correct knowledge and perception of mental health. Compared with the past, case analysis was more in line with the aim of the mental health education curriculum [5]. The results of this study indicate that, before the intervention, there was no difference in the score of CCSMHS between the two groups, $P > 0.05$. After the intervention, compared with the control group, all the factors in the experimental group were significantly lower and the difference was statistically different, $P < 0.05$.

The reason may be that the design of case analysis was more reasonable, and it was convenient to construct a positive curriculum atmosphere. Case analysis emphasizes experience in various activities and the process of their growth. The activities designed in the case analysis including drama and film appreciation. It not only increases the chances of communicating with the team members and enhances their psychological experience, but also makes them more deeply aware of themselves, understands others, and promotes self-reflection and understanding [6]. On the other hand, the real social situation in case analysis can better promote learning and practice. Moreover, the premise of a successful case analysis was reasonable design. The teaching plan in this study was based on the collection and arrangement of topics of interest to college students, and drafted after discussed by the professional psychology teachers. The teaching plan strives to interesting coexistence of pertinence and practicability, and in a good atmosphere, the students will devote themselves to their self, release their emotions and gain mental growth.

The Intervention Effect of Case Analysis on College Students' Mental Health

The results of this study showed that the degree of satisfaction and the satisfaction with self-help are both 98.88% in the experimental group, and compared with the control group, the increase was significant, and the difference was statistically significant ($P < 0.05$). This may be due to the better integration of mental health knowledge into teaching methods such as emotional experience and behavioral training through case-based analysis, and not only to gain knowledge, but also to pay more attention to emotion and behavior, and unified the knowledge, emotion and action. Compared with the previous mental health intervention model, which emphasizes the theory and neglects the student's experience, it can make the students get empathy more [7].

In summary, the application of case analysis in college students' mental health education can

improve students' mental health and improve the effect of intervention. But in the experimental group of this study, there was a student who was not satisfied with the model. And after talking to him, it was found that the student was more introverted, excluded from communication activities, and had serious communication obstacles. After communicating with the psychological consultation teacher in this school, we're going to intervene his mental health and relevant observations will be made in the future.

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