

Problems and Suggestions in the Selection and Appointment of College Psychological Commissars under the College Psychological Service System

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Abstract: *As an indispensable part of the college psychological service system, college psychological Committee has gradually become the key content of college psychological work because of its wide coverage, strong comprehensiveness and high popularity. This paper analyzes and discusses the appointment and selection, competency and professional ability of college psychological commissars in the context of the college psychological service system, puts forward problems in the appointment dimension of college psychological commissars at present, and puts forward suggestions for the training system of psychological commissars, especially in the appointment and selection of psychological commissars, so as to enhance the overall advantages of the psychological committee system and truly give play to the advantages of the psychological committee system, So that it can better serve students' psychological work.*

Keywords: *Psychological service system; Psychological commissar; Competence*

1. Introduction

College psychological service system refers to a system composed of professional institutions and personnel who follow the law of mental health to provide psychological promotion work to all students in Colleges and universities, focusing on investment, education and training, management and supervision of this work. It mainly includes preventive mental health education for all college students; Individual or group psychological counseling, psychotherapy and other related activities for a few college students[1].

As a characteristic activity of the college psychological service system, since the 20th century, colleges and universities have gradually launched the psychological committee system on the basis of the college psychological service system in combination with the characteristics of students.

Psychological commissars have many natural advantages in carrying out their work, such as age advantage, emotional advantage, time advantage, etc. Their role requirements are to publicize mental health education knowledge, discover and observe students' psychological problems, and intervene in students' Psychological Crises[2].

At present, the content of the work of the psychological commissar mainly stays in two aspects. First, the improvement of the professional skills of psychological commissioners, that is, the mastery of psychological professional knowledge and the cultivation of psychological commissioners' competence; The other is the optimization of the psychological committee system, that is, the strict control of the psychological committee system, the establishment of the training system, and the creation of the psychological Committee supervision mechanism. But these two points were launched after students became psychological commissioners. In the research of Zhan Qisheng and others, it was found that the competence of psychological members was not only created by their acquired ability, but also their own psychological characteristics and personal life conditions, such as their subjective well-being, active personality, their ability to understand social support, etc., which will affect their own work results and work ability. Therefore, on the basis of these contents, how to select people and what kind of people to choose have become the key points of the selection and appointment of psychological commissioners. Only by choosing the right people and the people with mental health can all the education and teaching training methods be better realized, and the whole psychological service system of colleges and universities be brought into full play. This paper will analyze the specific situation in the appointment and screening of psychological commissioners.

2. Problems in the selection and appointment of psychological members

Students are willing to participate in the work of the psychological Committee. We assume that students love psychology and understand the relevant knowledge and skills of psychology. These students have learned and understood some psychological knowledge in their middle school or past life. They may not have chosen psychology as the direction of their professional development for various reasons, but they are very willing to engage in psychological work or develop their personal expertise in psychology. In fact, such students are the most powerful assistants of psychology practitioners in the college psychological service system. They hope to really help students solve psychological problems or troubles[3].

These people understand relevant knowledge, have great subjective initiative, and believe in the powerful efficacy of psychology. On this basis, any form of psychological support activities will improve students' comprehensive ability and psychological professional knowledge. They are very willing to do it, and have the ability to complete the tasks assigned by teachers and help students better. But in addition, there are also some special reasons for students to participate in the work of psychological commissioners.

2.1 Some students are warm-hearted and enthusiastic, but they have limited knowledge of psychology and Psychology Committee members.

This part of the psychological committee plays a greater role in the psychological committee system and the psychological service system of colleges and universities. They may be divided into two situations, one is that they have studied and understood some psychological Commissioners or psychology before, and the other is that they have great enthusiasm and ability, but they have never dabbled in psychological related content before, blindly carried out their work without systematic training, or were eager to obtain results and take action during the training, only obtained superficial knowledge, but did not understand the deep meaning of a certain school of psychology.

2.2 Some psychological commissars did not voluntarily undertake the work of psychological members.

There are many special reasons in the overall selection process of psychological commissioners, mainly including three points.

First, a large part of them are directly assigned by teachers. At this time, due to the lack of understanding of teachers, they assigned these students for many reasons. Some of them lost the election in the process of running for class cadres. In order to comfort the hearts of these students and maintain their enthusiasm for participating in work, the teachers took the initiative to entrust these students with the "unimportant" job of psychological Commissar. Second, some teachers even directly designate squad leaders or student cadres whose other work tasks are not heavy in the class as psychological commissioners. Third, some students directly admit that they just want to have student work experience when they receive other honors from the school, so that this content will become a plus for them[4].

This part of students, whether appointed passively by teachers or for their own selfish ends, play the role of "substitutes" in the process of building the psychological committee system. They may have different qualities. Originally, they knew nothing about psychological commissioners and other related situations, and their working attitude was not particularly good. Even if they participated in the training and promotion related to psychological Commissioners or peer work, they were not interested in the work related to psychological commissioners, so their actual working ability was very poor. They can only stay in the new media operation, administration and other functions for a short time, and can not really make everyone give full play to their maximum energy.

They can not make the psychological committee system and related activities achieve the desired effect. On the contrary, in this case, they may deprive some students who really want to understand and master psychology related knowledge of their learning opportunities. More importantly, they started their work without fully understanding the relevant knowledge of the psychological Committee of the society, which may affect the overall impression of other students on the whole psychological service system of the University, make others think that psychological knowledge is not of specific use, and on the contrary, hit more students' love and good expectations of psychology.

2.3 Very few students have psychological problems, which will deepen their illness or affect their rehabilitation effect.

For psychology, a systematic science, many people still recognize it as a metaphysical discipline similar to philosophy. Due to the lack of meticulous work in the process of selecting and appointing psychological commissioners, some students with psychological problems may enter the ranks of psychological commissioners. When some students have psychological troubles, psychological problems or mental diseases due to various reasons, they believe and hope that they can improve their own conditions by scientific means, or really get rid of all kinds of troubles caused by diseases. This part of students have a strong desire to learn psychology, hoping to master or master psychological knowledge. But in the process of learning, the following three problems can not be avoided.

First, their own diseases may affect the effect of the work of psychological commissioners. Due to the lack of identification mechanism, these students have become psychological commissioners. Their degree of mental illness is different, light or heavy. When they implement the university psychological service system or the psychological committee system, their own illness will affect their objective understanding of professional knowledge, thus affecting the correct understanding of the whole psychological committee mechanism by other students, resulting in poor work performance and even destroying the beautiful image of psychological knowledge among other students, The existing level of mental health education will be lowered.

Second, their learning and understanding of psychological knowledge may deepen their existing psychological diseases. We know that in the process of learning psychological knowledge, it is inevitable to come into contact with some specific cases. For example, in the treatment of mild and moderate bipolar disorder, patients often tend to self harm and other behaviors. From a certain psychoanalytic perspective, it is a way to obtain a sense of self-control because they have not found a way to solve problems or vent their inner pressure. However, when he participated in the training process as a psychological member, he was exposed to explicit behaviors such as major depression, mania and schizophrenia, and it was likely that he would internalize these behaviors into his own means of solving problems. Once he got sick later, he was likely to take similar actions. This increases the serious risk of his illness in disguised form and is likely to cause unnecessary crises.

Third, the relevant training content of psychological members may affect their normal rehabilitation process. For example, in the process of training psychological commissioners, we will certainly involve some corresponding psychological counseling techniques and methods, such as empathy, content response, emotional response and other psychological professional techniques. Although these technologies are psychological counseling technologies, they also play a great role in peer psychological counseling and the work process of psychological commissioners. They can help psychological commissioners better establish relations with visitors, narrow the distance, and better understand the specific situation. However, if the psychological commissioner has some psychological problems, the teaching and training of these knowledge may make him understand the consultation process and generate a certain degree of resistance, which will have a negative impact on his own recovery and development.

3. Suggestions on how to properly handle the selection and appointment of psychological commissars.

3.1 Improve the integrity of the selection of psychological members in the system.

In the selection of psychological members, we must follow a strict selection system. First of all, we should ensure the strict implementation of the psychological service system in Colleges and universities, improve awareness, and ensure the standardization and accuracy of the psychological committee system. In daily educational activities, the school should often carry out training and Discussion on the psychological committee system, so as to ensure that school leaders, grass-roots teachers and counselors can accurately grasp the relevant situation of the psychological committee system, clarify the system requirements and strictly control it before selecting psychological members.

We should popularize the knowledge of mental health education in a timely manner, issue special documents related to psychological members, and form long-term systematic knowledge about the selection, cultivation, training and work of psychological members, so as to ensure that psychological members can have a basis in their work[5].In the case of not knowing the students at the beginning of

enrollment, we can appropriately adopt various forms to carry out the training and organizational activities of psychological commissioners.

For example, now in most cases, psychological commissioners are used to supervise and urge the mental health of students in this class, but in fact, the "senior system" can be adopted, that is, when new students just start school, psychological commissioners of the same major in the previous grade or personnel with good mental health in the class are specially selected for psychological guidance. This can not only provide a platform for more students who want to learn and participate in the work of psychological commissioners, but also solve the psychological problems and professional knowledge problems of students' enrollment in time, and also provide teachers and class students with more time to screen and observe the choice of psychological commissioners. After the class really starts to select psychological commissioners, because of their exemplary role, their work can also be carried out more quickly, and at the same time, candidates are provided for the cultivation of "senior students" in the next grade.

3.2 Improve the professionalism of the selection of psychological members in operation.

In the process of screening and appointing psychological commissioners, students with work experience in psychology or psychological commissioners and previous knowledge of psychology should be actively screened on the basis of their self-consciousness. For example, psychology related knowledge competitions can be carried out at the beginning of the school year, which can be carried out as activities under the service of college psychological commissioners, and can also screen out students who really like psychology and love psychology.

Before the selection of the psychological Committee, it is necessary to understand the recent life of the candidate and whether there is psychological distress, psychological disease and other basic conditions. It is necessary to carry out personality and disease tests such as SCL-90, UPI, MMPI and so on to ensure that the candidate does not have particularly serious psychological distress or disease.

3.3 In terms of growth, we should improve the systematicness of the selection of psychological members

Issue special documents for the psychological committee system, specify the training plan, set up the growth mechanism, standardize the assessment system, and improve the incentive measures.[6]

Give students more sense of self-achievement and satisfaction. At the same time, they have corresponding promotion channels in their personal growth and are recognized by the school and students. Strictly enforce the training system of psychological members, strengthen the links with social public welfare projects, and make them gain more life growth and experience in knowledge, skills and subjective well-being.

4. Conclusions

In the process of selecting and appointing psychological commissars, colleges and universities should strengthen the system integrity, professional operation, systematic training and growth. As a professional training institution, schools should make psychological commissioners an important link to help teachers improve the psychological service system of colleges and universities, and truly serve the mental health of all students.

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