

Participation of Local Colleges and Universities in Teenagers' Social Psychological Service Based on a Case Study of Psychology Major

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Abstract:

As a national governance strategy to solve the issue of social mentality at the social macro level, the psycho-social service system requires the joint participation and collaborative construction of multiple subjects in the whole society to establish positive social mentality of self-esteem and self-confidence, rationality and peace, while the collaborative co-construction of social diversified subjects in the building of teenagers' psychological service system and the maintenance of teenagers' psychological health can also make great contribution to the building of psycho-social service system. Besides professional talent training and professional practice, the psychology majors of local colleges and universities also participate in the construction of psycho-social services at the grass-roots level, which is illustrated in this paper for summary and reflection, so as to achieve the mutually beneficial and win-win long-term development in the process of social services.

Keywords: *Local colleges and universities, Teenagers, Psycho-social service, Professional practice, Collaborative co-construction*

I. INTRODUCTION

Compared with the well-known colleges and universities, local colleges and universities as a talent pool for social development as well as a public sector and social force belong to public administrative units and government's functional departments, which are the important intellectual support for local economic-social development due to their natural advantages in geography, development concept, talent training orientation and other fields[1]. Since the 18th CPC National Congress, a series of important expositions on "cultivation of socialist builders and successors" by the General Secretary Mr. Xi Jinping has profoundly expounded the fundamental issue that "cultivate who, how to cultivate and cultivate for whom". The most important role of colleges and universities in talent cultivation for social construction promotes this paper to explore the social service mode of psychological health in economically late-developing regions by combining with actual training situation of psychology professionals according to the spirit of "deepening educational reform and running people's satisfaction education" at the 19th national congress, so as to provide targeted psychological service for local residents and explore the mutually beneficial and win-win long-term development mechanism.

II. THEORETICAL EXPOSITION ON PARTICIPATION OF LOCAL COLLEGES AND UNIVERSITIES IN TEENAGERS' PSYCHOLOGICAL SERVICE CONSTRUCTION

If the teenagers are strong, then the country will be prosperity, indicating the decisive role of teenagers' health in the future of our country. With education and health both considered as social problems, social individuals, social groups, social institutions, social culture and other factors in social system all affect the thinking and behavior patterns of people in the system. The psychology of individual development believes that a series of environments formed by interactions, where the individuals are lived, includes micro system, intermediate system and macro system. Micro system refers to the environment for interactions of individual direct activities, such as families and schools; intermediate system refers to the interaction between micro systems, while the culture, subculture and social environment with the existence of intermediate system are named as macro system. In nature, the phenomenon that different creatures living together grow better due to their mutual existence is called symbiotic law or symbiotic theory, which also exists in social system and is called symbiotic effect. If local colleges and universities are considered as a unit individual, then other organizational units located in the same region with local colleges and universities are considered as symbiotic individuals, such as primary and secondary schools, government agencies, enterprises and institutions.

Shaoguan is economically late-developing in Guangdong, with the lack of professional psychological service resources. For example, there are 29 primary and secondary schools in the whole Wujiang District of Shaoguan City, but only 7 schools have full-time psychological health education teachers, with a total of 9 people, who are concentrated in urban primary and secondary schools, while there are no psychological health teachers in the relatively remote primary and secondary schools. Serving as the only undergraduate college in Shaoguan pushes us to explore the way of integrating our participation in teenagers' psycho-social service system with professional development, which is of important practical value for improving psychological health literacy of teenagers in northern Guangdong and promoting the development of our major and discipline.

III. PARTICIPATION OF LOCAL COLLEGES AND UNIVERSITIES IN TEAM BUILDING FOR TEENAGERS' PSYCHOLOGICAL SERVICE

Building a professional psychological service team is the core of targeted services for local psychological demand, but with a serious shortage of psychological professional talents. The canceling of tests for psychological consultant certificate II and III in 2017 by our country is mainly because that among the large quantity of people holding psychological consultant certificate II and III, only 3% of them truly engages in this work, thus indicating that professional psychological talents especially practical personnel still need long-term training of professional skills after theoretical learning to take professional posts, with its key point relying on the long-term and effective professional skill training.

3.1 Whole-process Training of Professional Practical Skills

Shaoguan College has been recruiting psychology students since 2005, with the following main objectives: Make Northern Guangdong a foothold to develop toward the whole country, cultivate "compound and practical talents engaging in psychology related work in educational institutions, communities, enterprises and institutions", and establish the "concentrated plus dispersed-type" whole-process training system for practical skills of psychology major.

Practice week of our psychology major arranged at the second semester of each year is carried out in the way of dividing students into groups to concentratedly conduct professional practice in practice base for 2 weeks, while specifically, the implementation of concentrated practical teaching makes the senior, middle and junior grades mixed into different internship groups and then scattered to each practical teaching base for internship. Under the guidance of "double tutors", namely, the professional instructor and the instructor in practice base, the internship groups participate in special lectures, group psychological guidance, special topic researches, psychological evaluation or psychological counseling according to the requirements of professional skills and practice bases. Senior grade with good professional practice ability and comprehensive quality will independently lead the whole group to finish group work; middle grade will help to organize and carry out practice task, and junior grade will mainly serve as interns or assist in completing group tasks. Mixing different grades in practice will promote peer-assisted learning, and professional practice week integrating mental health education, psychological guidance, psychological evaluation, psychological counseling and other professional skill training into students' four academic years can truly help students to transform theoretical knowledge into practical skills, and strengthen the mastery of professional theory and practical skills, as well as the comprehensive improvement of application ability and comprehensive professional quality.

3.2 Construction of Diversified Cultivation and Identification Mechanism for Professional Practice

Under the encouragement of using school resources to carry on dispersed internship, students' completion of one activity during their participation in dispersed internship will be recorded as 2 class hours, with 16 class hours registered as 1 credit. With dispersed internship originating from the campus and off-campus demands for psychological guidance and counseling, students in psychology major will be recruited by school's psychological counseling center, college's second-level psychological counseling room, student community, college associations and other relevant departments after the organization, so as to provide psychological service for their service targets. Each year, junior students are organized to join school's psychological counseling center to deal with the initial reception of students making an appointment for counseling, make a return visit to the students with "abnormal" psychological evaluation, and assist in completing the group psychological counseling for freshman in admission adaptation period, etc. Under the leading and guidance of professional teachers, the "Heart Station" established by college's second-level psychological counseling room can provide students in need with developmental psychological guidance, group psychological guidance, psychological reading club, psychological salon and so on. With student associations referring to the student organizations guided by professional teachers,

the major student associations related to psychological service include "Wish Team", "Voluntary Teaching Team" and "Psychological Association", who will regularly hold in-campus psychological salon and group psychological guidance, and undertake the invitations of surrounding primary and secondary schools as well as technician schools to carry out psychological popularization and psychological guidance for students and the training of psychological members. To a certain extent, all these forms can increase the diversity of students' skill training, widen the teaching classroom, and promote the application and transformation of students' knowledge.

The professional skill competition organized by school's Academic Affairs Office, college students' innovation and entrepreneurship projects, the college students' practical activities on "Three kinds of Going to the countryside" in summer holiday organized by students' affairs office, such as the "growing with sunshine" volunteer service team for caring for left-behind children and the "Ring of Heart" voluntary teaching practice team for poverty alleviation and popularization, all can better supplement students' professional skills, so as to realize the whole-process training of professional skills for students in psychology major according to the building of "concentrated plus dispersed-type" "in-campus and off-campus" practice teaching system.

In recent years, especially after the outbreak of COVID-19, the increasing demand for psychological service of local enterprises and institutions has led to the great increase in demand for requiring professional teachers to participate in construction of local psychological counseling room and cultivating psychological professional talents together with colleges and universities. In the recent two years, the requirements for direct participation of psychology major in the projects of Shaoguan city, such as the "Graceful Heart" by local Youth League Committee and municipal Party committee, the "Peace of Mind in Guangdong" by the Politics and Law Committee, the "Happy Mood" and the "Comfortable Heart Station" by the Women's Federation, the "famous psychological teacher studio" by the Bureau of Education for improvement and construction of students' psychological health education in primary and secondary schools, the "psychological assistance" by the procuratorate for minors involved in the case, etc., all have gradually pushed the formation of small service teams led by professional instructors, so as to provide psychological popularization, consultation and other professional services for these units on weekends or winter and summer vacations, which has also become an effective supplement to students' professional skill training. This multi-level and flexible professional practice training system extends the learning time and space, thus the diversified, flexible and systematic professional skill training characterized by the combinations of classroom and extracurricular activity, implicit practice teaching and explicit practice teaching, dispersed practice and concentrated practice can be beneficial to implement the teaching philosophy of the whole process and all-round practical education, so as to cultivate more down-to-earth psychological professional talents.

IV. PARTICIPATION OF LOCAL COLLEGES AND UNIVERSITIES IN CONSTRUCTION OF TEENAGERS' PSYCHOLOGICAL SERVICE SYSTEM

4.1 Resource System Construction

The undeveloped areas characterized by scattered psycho-social service resources, few psychological service institutions and the lack of good system make the service range and depth significantly restricted. Besides the assistance in colleges' giving full play to their role of "think tanks" and the collaborative co-construction for psychological talent training system, this major can also effectively integrate the scattered and unsystematic psycho-social service resources in Northern Guangdong by playing the role of "central link"[2].

4.1.1. Integrating the team of psycho-social service talents

Various kinds of psychological service personnel are the key for the formation of effective psycho-social services, followed by the infrastructure that psychological services rely on. Four kinds of personnel, including experts and academic staff, psychological counseling and guidance personnel, clinical psychological counseling and psychotherapy personnel and special population service personnel, should be integrated in diversified ways. Experts and academic staff referring to psychological professional researchers with extremely deep research in academic theory can provide guidance for the development of local psychological services, who mainly come from local colleges and universities themselves and psychologists and experts from all over the country through the promotion of annual meeting of Shaoguan Psychology Association, colleges and universities, various training organized by the Bureau of Education and teacher development center. Psychological counseling and guidance personnel are mainly responsible for the popularization of mental health education in normal primary and secondary schools, enterprises, institutions and communities, as well as group psychological services, stress relief, group salons, psychological workshops, etc. Clinical psychological counseling and psychotherapy personnel mainly from professional teachers in psychology with medical training experience, doctors in psychiatric hospitals and psychologists in general hospitals are mainly responsible for the evaluation, diagnosis and treatment of suspected psychological and mental diseases. Special population service personnel mainly from special schools, children's rehabilitation hospitals and judicial departments (drug rehabilitation centers, prisons and procuratorates) provide service for special children (deaf and dumb, autism and hyperactivity disorder) and the people who have taken a wrong step in life (concerned with drugs and crimes) as well as behavioral rehabilitation, psychological assistance and psychological correction of victims involved.

4.1.2. Building a psychological service platform

The infrastructure of psychology major includes site planning, psychological evaluation software, instruments or props for psychological guidance and counseling, etc. In recent years, "Guidance on Strengthening Mental Health Services" and "Pilot Work Plan on National Psychological Service System Construction" successively issued by multiple national ministries and commissions have started the road of

"national psychological health education". Then, more and more schools in towns and counties, grass-roots communities and service institutions have been equipped with psychological facilities and resources to set up psychological counseling room, while most places still have no psychological counseling rooms and the corresponding resource allocation. However, the situation that most grass-roots units with the ability of offering psychological services stay in the status of meeting "working needs" rather than "service needs" is mainly because of the following three reasons: Firstly, lack psychological service professionals; secondly, psychological service facilities and resources are insufficient; thirdly, local people with weak awareness of psychological health have misunderstandings about psychological problems.

According to the nature and type of 18 units that have built the stable and collaborative education system together with this major, the resources of geographically similar units with similar nature and type as well as similar service targets are integrated into two categories after screening, namely, the practical teaching platform of "psychological health education in primary and secondary schools" and the practical teaching platform of "psychological health maintenance of special groups", in which, the former is composed of 6 schools, and the latter is composed of 3 prisons and 1 drug rehabilitation center, thus the platform construction will organically integrate the professional staff and software and hardware resources of the main units in collaborative co-construction into a corresponding social psychological service team.

With psychological software and hardware investment of about 2.1 million, the "practice platform of psychological health education in primary and secondary schools", whose main units are 6 primary and secondary schools equipped with 16 full-time psychological personnel, takes the Department of Psychology of Shaoguan College as central link to not only provide service for the demands of platform's main units themselves, but also extend to the psychological health education work of other schools. In the recent two years, besides conducting interpersonal relationship, career education, learning pressure, test anxiety relief and other group psychological activities on primary and secondary school students in poor mountainous areas such as Lechang City, Nanxiong City and Renhua County, the Department of Psychology of Shaoguan College and the "practice platform of psychological health education in primary and secondary schools" have also carried out teaching research and teaching reform activities such as demonstration courses, repeated deliberation on courses in pairs, etc., so as to promote the development of school psychological health education in poor areas.

4.2 Service System Construction

Taking psychological professional force as the service subject, the psychology major in colleges and universities reaches the common-service concept with their service objects, thus forming the psycho-social service pattern of "co-construction" and "co-governance". At present, the psychological services in government agencies, enterprises and institutions are imperfect, but the professional psychological force in colleges and universities can only play the role of checking leaks and filling vacancies, and establish collaborative service system, so as to expand psychological service from being limited within the field of "psychology" to "psychology plus", thus combining with subjects in social field to form linkage and push the development of social psycho-social services[3].

4.2.1 Service object

With psychological social services provided by colleges and universities taking "people" as service objects, colleges and universities also as the main units serve the service groups of collaborative units in the process of their cooperation with other units, while different collaborative units with the difference in nature, development direction and service objects have different demands. For example, the co-construction with the office for minors of the procuratorate as the main unit takes management personnel and relevant investigators of the procuratorate as well as the minors involved in case as service objects; the co-construction with the Women's Federation as the main unit provides service for business requirements and executives of the Women's Federation as well as the service objects of their jurisdictions (women or children); the co-construction with schools as the main unit provides service for school administrators, school and school psychological health education system, class teachers, full-time teachers of psychological health education and school students.

4.2.2 Service subject

During the co-construction of psychological service system, colleges and universities and the main units both as the service providers have the consistent service objective, but with different service contents and modes. Colleges and universities mainly provide psychological professional resources, including professional knowledge, service team, teaching and training organization, etc., while the main units in co-construction mainly provide service in the aspects of management system, organization mode, daily support, etc., thus the co-construction between the two is to create and provide professional, relatively systematic and perfect service system for their common service objects.

4.2.3 Way of service

(1) Highlight the professionalism of psychological service by being from "in-existence" to "existence"

Psychological health does not have a long history in China, while in the information age, especially after the COVID-19 outbreak, the omni-directional influence of epidemic prevention normalization on social ecology and people's life-style has resulted in the frequent occurrence of people's psychological health problems, thus pushing psychological health to attract the attention again. However, the serious lack of professional talents, insufficient hardware facilities, weak administration awareness and insufficient support system make many units and institutions have no good psychological service resources and system construction.

The comparison shows that primary and secondary schools can provide good psychological services, which is because of the complete teacher team, such as moral education, class teachers, brigade committee, few psychological teachers, etc., and in addition, the contents including class atmosphere, school spirit and spiritual civilization construction will also form the maintenance of psychological health to a certain extent.

However, the still quite severeness in terms of professionalism can be seen in Wujiang District of Shaoguan City.....

For the psychological professional forces in colleges and universities, who carry out the work on the original basis after their intervention in psychological health education system of primary and secondary schools, it is an absolute new topic for them to find the way of highlighting the professionalism and effectiveness of psychological health services that they provide for students, thus they can only feel the stone to cross a river.

Psychological health service is considered as the ballast stone of psycho-social service, so only by depending on psychological health service system as the basis to constantly summarize experience, carry on expansion and extension, establish psycho-social service system in stages and levels, realize the changes from "in-existence" to "existence" and from "existence" to "good development", can the distinctive psycho-social service system in line with local situation be established step by step.

(2) Systematic building of service system from macro, meso and micro levels

In the micro level, do a good job in individual psychological health through the way of helping individuals to know about their own psychological health level, learn emotional regulation methods, understand mental diseases and mental health related knowledge, and promote self-improvement. In the meso level, assist the collaborative main units in the building of psychological service management support system, including managers' psychological service concept, organizational culture, organizational system and organizational management mode, so as to provide support for micro work. In the macro level, play the third-party connective role in promoting the communications among various joint co-construction units, so as to reach a social consensus on psychological services and form the environmental and cultural influence through the sharing of experience and resource, thus jointly developing the social mentality of psychological services.

For example, during the participation of colleges and universities in school psychological service, in the micro level, their direct services providing for students of this school include that offer psychological health courses, conduct group psychological guidance, and accept students' psychological counseling and family psychological counseling; in the meso level, assist schools in working out the mutual penetration between psychological education and other disciplines to build the three-level prevention system from students to class teachers and then to psychological professional teachers; help schools to establish psychological counseling room, psychological education culture, and family-school joint mechanism of students' psychological health maintenance; help schools with the preparation of psychological health related teaching materials and the training of teachers' psychological health knowledge, teaching methods and practice skills. In the macro level, organize the communications between different schools by constructing the psychological service platforms together with different schools at various levels to share service resources and management experience, so as to form social cognition, emotion, values and social actions of psychological health services, and provide students with different services in different time and

space, thereby pushing each school to explore the school-family-student mechanism of social identity and social cohesion, and putting forward the concept and countermeasures of psychological service with ideology, knowledge structure, school culture and other macro background under a certain social situation.

V. PARTICIPATION OF LOCAL COLLEGES AND UNIVERSITIES IN BUILDING OF TEENAGERS' PSYCHOLOGICAL SERVICE EVALUATION SYSTEM

5.1 Evaluation Dimension and Mode

According to different service objects, the effect evaluation on participation of local colleges and universities in social grass-roots psychological service is mainly conducted from the following three dimensions: The first is the satisfaction degree of specific service object; the second is the long-term effectiveness and endogenous growth of psychological service effect; the third is that whether to promote their own professional talent training and discipline development. In the process of participating in psycho-social service construction by using their own psychological professional resources to supplement the insufficient psycho-social service resources, local colleges and universities as the major places for high-level talent cultivation still need to focus on talent cultivation, rather than carrying on reversal of primary and secondary.

Evaluation subject includes self-evaluation and others' evaluation, in which, with its information source mainly generating from the internal, self-evaluation is relatively abundant, with high evaluation efficiency, but its relatively closed evaluation process makes it have certain deficiencies in the objectivity of evaluation. Therefore, the third-party evaluation has been introduced by more and more multiple participators in targeted poverty alleviation to make up the defect in effect of self-evaluation on targeted poverty alleviation. With the third-party evaluation mostly used in purchase services based cooperation, its evaluation indicators include quantitative indicators (such as satisfaction score, psychological health score, etc.) and qualitative indicators (such as the number of training, system construction, subjective feelings of service objects, etc.).

5.2 Evaluation on Long-term Service Mechanism

The participation of colleges and universities in fundamental social service essentially is exogenous mechanism of service construction, which can effectively and quickly help the grass-roots units achieve professional psychological service, while it is possible that the changes in policies will make such exogenous resources fail to provide long-term service. Therefore, helping the grass-roots units with the building of their own professional team, the construction of professional service facilities and the formation of service system is an important basis for the consolidation of external forces' service effect[4].

At present, the third party is commonly introduced and adopted by the main units to evaluate the above contents, whose indicator system is mostly built by using AHP and fuzzy comprehensive evaluation method, specifically including "daily management, institution establishment, team building, scientific

planning, satisfaction degree, educational training, infrastructure construction" and other dimensions.

5.3 Effect Evaluation on Psycho-Social Service Re-Feeding Talent Cultivation

The objectives of talent cultivation and discipline development have driven colleges and universities to send teachers and students to provide services for promoting local economic-social development in the forms of policy research, decision-making consultation, sci-tech achievement transformation, project commission, technical guidance, professional practice and volunteer education, so as to build "double-qualified" teacher team, cultivate high-quality applied talents and perform social service functions at the same time. The evaluation indicators include student employment, students' acquisition of professional skills, social recognition, the number of horizontal subjects and the amount of project funds gained from social service, the approval of teaching research and sci-tech research projects, the number and the grade of articles published, etc.

With the demands of more local enterprises and institutions for the support of professional psychological resources generated under the driving of vigorously promoting psycho-social service system in the society, the construction of teenagers' psycho-social services will be the key point of psycho-social service system construction for a long time in the future. The participation of local colleges and universities in social service will be beneficial to build localized psychological service system and promote the parallel development of majors and disciplines in colleges and universities, but the guarantee for colleges and universities to achieve the actual effectiveness of social services depends on good operation of relevant systems and mechanisms, thus in the top design, we must strengthen the design of service policies, management and evaluation and the policy convergence and mutual promotion between the main units, so as to effectively promote the all-around development of teenagers' psychological quality and obtain the development opportunity from social service.

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