The Research on Ethical Statute of Mental Health Education of Undergraduates

Xiao-fang CHEN¹,a,* and Jian-qing MA²,b

¹School of Marxism, Zhejiang University, Zhejiang University of Finance and Economics, Hangzhou, Zhejiang, China
²School of Marxism, Zhejiang University, Hangzhou, Zhejiang, China

¹chenxf2892@163.com, ²maj2007@163.com

*Corresponding author

Key words: Undergraduates' Mental Health, Ethics, Statute

Abstract. The university stage is an important stage in which the undergraduates’ personality tends to be perfect. When undergraduates develop independently, they will also have various psychological problems. Mental health educators are very important to help undergraduates get through the stage, but they will have ethical dilemma in the course of actual work. This paper discusses the Chinese ethical issues of mental health education in universities, and puts forward the effective ways of ethical rules, which can provide a novel practical way for the improvement of mental health education in universities, and solve the difficult problems of mental health education under the circumstances.

Introduction

The word “ethics” was first recorded in the Book of Rites and Music, meaning the principle of human relations. In the west, Aristotle made the initial exploration of “contemplation of the residence of man” in his trilogy of “the Ethics of Nigomark”. Since then, all kinds of understandings of ethics have blossomed in both China and the West countries. Ethics is a kind of cognition gradually formed in the process of certain social practice, which is a kind of understanding between man and the nature, the society and himself. In the course of developing mental health education, it is necessary to make clear that the ethical standards of mental health educators achieve good educational effect is very important. What is the ethics of education? It is concluded that the ethics of college students’ mental health education is the summation of moral principles and behavioral norms that mental health educators should follow in the process of college psychological health education work. In the process of practical work, mental health education workers will face complicated ethical dilemmas, this subject attempts to explore the effective ways of ethical rules, thus providing a novel practical way to improve the work of mental health education in universities and solve the problem of mental health education.

Ethical dilemma of undergraduates’ mental health education

According to a survey of psychologists across the United States, the majority (57%) of psychologists violate legal or other ethical standards in varying degrees [1], so do the domestic psychological workers. The regulations deal with professional relations, the professional ethical norms of privacy and confidentiality, professional responsibility psychological measurement and evaluation, teaching, training and supervision, research and publication, and ethical problem handling are discussed In the Ethical principles and codes of Conduct of American Psychological Workers and the Ethical Code of Clinical and Advisory Psychology of the Chinese Psychological Society (first Edition) in detail. It is found that there are deficiencies in the cognition and practice of the ethics of mental health education in universities, which leads to the ethical dilemma shown as follows.
Confusion of role conflict

The Code of Ethics for Clinical and Consulting Psychology (first Edition) explicitly provides for the avoidance of dual relationships with those seeking professional services. In the process of psychological health education in colleges and universities, the relationship between university teachers (counsellors) and students (seeking professional services) inevitably takes place in a double way, and then develops into a double or even multiple relationship, such as the relationship of friends [2]. The Code of Ethics for School Counselors of the American Association of School Counselors stipulates that the school counselor should avoid the double relationship [3].

As a psychological education worker in universities, their professional behavior is bound to be influenced by their own educational views and consulting ideas, and they often face the improper thoughts of students, and their professional behavior is bound to be influenced by their own educational viewpoints and consulting ideas. It is a duty to conduct critical education, but as a psychologist, one should help student visitors grow up with an attitude of acceptance. As a result, mental health educators will fall into the confusion of role conflict.

Blind spots for standard operation

The 23rd article of the Mental Health Law of our country stipulates: “The psychological counselor should respect the privacy of the consultant and keep the secret”. [4] The Code of Ethics for Clinical and Advisory Psychology (first Edition) of the Chinese Psychological Society stipulates that psychologists have the responsibility to protect the server’s privacy. Secrecy is the first ethical behavior that has been paid attention to in China. The study found that more than 20% of people in handling crisis events think that the principle of confidentiality should be broken through [5]. At the same time, the lack of informed consent (including lack of informed consent and informed consent), referral or tracking difficulties also led to blind spots in the standard operation of mental health educators in universities.

The tension of value intervention

Ethics and morals, like twin brothers but different. From Plato’s to Kant’s obligations these moral values have aroused numerous debates and reflected the trade-off of values all over the world, which reflect the choice of the value. According to Marxism, the social existence decides society consciousness, which is counterproductive to the existence. Ethics, as a kind of consciousness, may guide people’s social practice. In the process of psychological health education in universities, psychological educators often face two difficulties or even more difficult choices of value when they have to handle some specific educational behaviors. In the system of multiple and complex parties, there must be different value orientations, including the value orientation of the student subject, the value orientation of the professional profession, the social value orientation, the school value orientation and the individual value orientation of the mental health educator and so on. The multiple value orientation inevitably brings the contradiction and the conflict causes, which made the mental health educator’s value intervention to be tense.

Weak professional level

The psychological health education of the university is employed by the corresponding mental health professional and professional psychological consultant. Generally, the mental health teachers in schools include counselors. In practice, the weakness of its professional level brings another ethical dilemma. In China, the professional level of education practitioners is not high just as follows, the lack of systematic, complete academic education and standardized continuing education leads to a low degree of conformity between the research methods and the objective attributes of the research object, thus restricting its technical and international promotion. In addition, although some mental health educators have received systematic, complete major (psychology, medical) education, they have not paid enough attention to, or even ignored, the special laws of mental health education for Chinese college students and the mental health educators are lack of understanding of the reality of Psychological Education of College students in China, which all lead to the ethical dilemma.
Analysis of the approaches to the ethical regulation of education in college students' mental health

In his series speech in 2016, President Xi Jin ping pointed out that we should increase basic research on mental health problems, and do well in science popularization of mental health knowledge. Meanwhile, we should standardize mental health services such as psychotherapy, psychological consultation, etc. Today, it is very important and significant that there will be a set of perfect ethical rules system in the process of mental health education in universities.

This paper presents the following feasibility suggestions.

Promote the ethical consciousness of the mental health educators of college students and establish the concept of lifelong learning

While in the process of carrying out mental health education, mental health educators should always maintain ethics consciousness, and abide by the rules, regulations and other standards. They should read psychology books, and strive to improve their technology consulting [6]. They should always keep introspection, make fewer mistakes, learn and sum up in practice, draw a lesson from one another, and establish the concept of lifelong learning when face the ethical problems in mental health education.

Standardizing the contents of the ethics of undergraduates’ mental health education and clarifying the boundary of the contents of the education

It is instructive and practical to standardize the ethical content of college students’ mental health education and clarify the boundary of the content of mental health education. In the course of developing mental health education, the ethical issues brought about in the course setting and carrying out of psychological health education, such as the teaching ethic problems, the interaction of psychological health education counseling, the counseling ethics brought by the confidentiality of psychological health education, the evaluation ethics and the research, as well as the publication of psychological health education, and so on [7]. Anyway, it should standardize the development of mental health work.

Clarify the responsibility attribution of education ethics of college students' mental health and optimize the construction of ethical environment

In the process of mental health education, its ethical responsibilities should be clearly defined [8]. When we face the students, we should respect the rights and interests of students, avoid the occurrence of multiple relationships, and strive to achieve the pure relationship of consulting and visiting. When we face the parents, we should make parents clear the first responsibility of Guardian’s identity and the reasonable explanation secrecy principle. When we face the school and other management departments, we should strive for the understanding, get trust and support from the school leaders and related departments, and try our best to strive to make the school mental health education work go on and complete smoothly. We should establish and improve the ethical system of social system and supervision and enforcement system, purify the ethical environment of mental health education.

References


