

# Application Analysis of Emotional Freedom Techniques with Meridian Acupoints in the Psychological Consultation for Minority Preparatory Students

Hongshen Zhang<sup>1</sup>, Yufeng Zhao<sup>1</sup>, Yurou Wang<sup>1</sup>, Zhihua Zeng<sup>1</sup>, Ziyuan Fu<sup>1</sup>, Lihua Huang<sup>2\*</sup>

<sup>1</sup>Youjiang Medical University for Nationalities, Baise, Guangxi, China

<sup>2</sup>Baise Binjiang Primary School, Baise, Guangxi, China

\* Corresponding author: Lihua Huang

**Keywords:** Minority preparatory students, Psychological problems, Emotional freedom techniques with meridian acupoints, University personality inventory (upi), Subjective discomfort scale

**Abstract:** Objective: To explore the role of Emotional Freedom Techniques(EFT) with meridian acupoints in the psychological consultation for minority preparatory students. Methods: UPI questionnaire was used to screen out 110 students of Class A and Class B from 600 preparatory students, and 100 students were randomly selected for EFT intervention. After 30 days, the intervention effect was observed. Results: Before EFT intervention, there were 63 class A students and 37 class B students. After EFT intervention, there were 12 Class A students, 24 Class B students and 64 Class C students, which was statistically significant before and after EFT intervention ( $P<0.05$ ), indicating that EFT had a significant impact on the psychological problems of minority preparatory students. Conclusion: EFT plays an important role in psychological consultation of Guangxi minority preparatory students, which deserves further study.

## 1. Introduction

Minority preparatory students refer to minority students who participated in the unified national entrance examination for ordinary colleges and universities that year. Before entering colleges and universities, they need to spend one to two years to study the core basic courses and pass the exam, and then they can continue to enter the college<sup>[1]</sup>. Minority preparatory students in Colleges and universities in Guangxi are a special group. They all come from Lao (old revolutionary base), Shao(ethnic minorities), Bian(remote areas), Qiong(poor areas) and Shan (mountainous) areas in Guangxi, that is, 100% remote mountainous poverty-stricken areas, 100% minority nationalities and 100% agricultural population<sup>[2]</sup>. They are more prone to various psychological problems than other ordinary students because of their limited growth space, lack of social experience, discrimination, judgment, psychological education concept, and the misleading of some bad campus culture. Relevant research shows that the detection rate of psychological problems of preparatory students was 7.26% in 2008<sup>[2]</sup> and 11.3% in 2019<sup>[1]</sup>, showing an increasing trend year by year. Its main manifestations are obsessive-compulsive symptoms, interpersonal sensitivity, depression, paranoia and so on. Therefore, the psychological problems of minority preparatory students can not be ignored, and a series of serious problems that need to be solved urgently, such as psychological education of ethnic preparatory students, are before us. The research team applied Emotional Freedom Techniques (EFT) to psychological consultation for minority preparatory students and achieved good results, which are summarized as follows.

## 2. General Information and Methods

### 2.1 General Information

Randomly select 600 preparatory students of 2018 and 2019 in Guangxi universities, screen 110 students of Class A and Class B by UPI questionnaire, and randomly select 100 students, including 69 Zhuang, 15 Yao, 9 Miao, 3 Yi, 3 Gelao and 1 Hui; 28 men and 72 women; the age ranged from 17 to 20 years, with an average age of  $18\pm 1$  years.

## 2.2 Investigation Method

(1)Inclusion criteria: ① Normal language and cognitive function, and normal understanding and communication; ② Agree to the intervention requirement for one month.

(2)Questionnaire: It was conducted with University Personality Inventory (UPI)<sup>[3]</sup>, which consists of three parts: the basic information of students, the questionnaire itself and additional questions. The basic information includes name, gender, age, nationality, telephone number, etc. The UPI consists of 60 items: 4 items are pseudo-scale questions, with questions No. 5, 20, 35 and 50. Choose right or wrong, the positive choice is 1 point and the negative choice is 0 point; 56 items reflect students' distress, anxiety, contradiction and other symptoms, with 1 point for each question and 56 points in total. Among the 56 items, 16 items belong to physical symptoms, namely 1, 2, 3, 4, 16, 17, 18, 19, 31, 32, 33, 34, 46, 47, 48 and 49, and the other 40 items belong to mental state. These 60 items basically summarize all kinds of troubles of college students. Additional questions are mainly to understand the subjects' general evaluation of their physical and mental health, whether they have received psychological counseling and treatment, and what counseling requirements they have. The calculation rule of the total score of the questionnaire is to add the scores of the other 56 questions except the pseudo questions, so the maximum score is 56 and the minimum score is 0. The higher the UPI score, the more severe the symptoms. According to UPI scores, preparatory students are divided into three categories: A, B and C: Class A students with UPI scores  $\geq 25$  are considered to have psychological problems, whose students need continuous observation and understanding; Class B students with  $20 \leq \text{score} < 25$  are considered to have no serious psychological problems, but they still need attention; If the score is lower than 20, the class C students are considered to have no psychological problems, who have good mental health, can control and deal with negative emotions, have no major problems and do not need attention for the time being.

In this study, UPI was used for the first time, and 600 questionnaires were collected, with a recovery rate of 100%. After 30 days of EFT intervention, UPI was still used in the second questionnaire survey, and 100 questionnaires were collected, with a recovery rate of 100%.

## 2.3 Intervention Method

Class A and B students were screened out by UPI questionnaire, and 100 students were randomly selected for EFT intervention. Before using EFT intervention, the participants recalled and stated the negative events they were going through, and evaluated the negative emotional intensity caused by the events with the Subjective Units of Distress (SUD)<sup>[4]</sup>. The intensity level was 0-10, level 0 was peaceful and peaceful, completely relieved, without any special problems, and 10 is feeling unbearable (see Figure 1). In addition to self-awareness, you also lost yourself-control, were at a loss, and were exhausted like neurasthenia. You may feel uneasy and don't want to talk, because you can't imagine anyone who can understand your emotions and fill in the UPI after the evaluation. Then, under the guidance of the researcher, learn the EFT steps, and say positive statements when tapping the emotional acupuncture points, such as "I am in pain, but I totally accept myself". After tapping, evaluate the negative emotional intensity again, and repeat the above process until the last emotional assessment intensity is 0. Within one month, the participants used EFT to guide themselves to solve negative emotions caused by negative events every day, and after 30 days, they filled in UPI again.

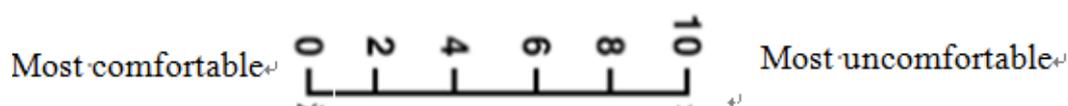


Fig.1 Subjective Units of Distress(Sud)

## 2.4 Data Collation and Statistical Analysis

SPSS21 statistical software was used for statistical analysis. The UPI results before and after EFT intervention were tested by the rank sum of two samples, and the top 10 symptom indexes before and after EFT intervention were compared by two sample rates, with  $P < 0.05$  being statistically significant.

### 3. Result

#### 3.1 Upi Results Before and after Eft Intervention

In this study, 600 preparatory students were randomly selected, 110 students of Class A and Class B were screened out by UPI questionnaire, and 100 students were randomly selected for EFT intervention. Results: Before EFT intervention, 63 students of Class A and 37 students of Class B; After EFT intervention, there were 12 students in Class A, 24 students in Class B and 64 students in Class C. Compared with before and after EFT intervention, the difference was statistically significant ( $P < 0.05$ ), which indicated that EFT played an important role in psychological consultation of Guangxi minority preparatory students. See Table 1 for details.

Table 1 Upi Results Before and after Eft Intervention (Number, Proportion)

Before and after EFT intervention	Number	Classification			Statistic	P
		Class A	Class B	Class C		
Before	100	63(72%)	37(28%)	0(0%)	u= 9.6907	P=0.0000<0.05
After	100	12(12%)	24(24%)	64(64%)		

#### 3.2 Comparison of the Top 10 Psychological Symptoms about Minority Preparatory Students Before and after Eft Intervention

From the results in Table 2, we can see that the main problems in mental health of minority preparatory students are confusion and doubt in psychology and self-ability. Before the intervention, the frequency and proportion of the top 10 psychological symptoms of the students are as follows: feeling inferior, lack of enthusiasm, hypomnesia, unfortunate past and family, lack of self-confidence, pessimism, lack of endurance, unable to get rid of meaningless thoughts, Lack of concentration and physical fatigue. After EFT intervention, the frequency and proportion decreased, and the difference was statistically significant ( $P < 0.05$ ).

Table 2 Psychological Symptoms Of Minority Preparatory Students Rank in the Top 10 Symptom Indicators ( Frequency,% )

Question number	Psychological symptoms	Before intervention	After intervention	Chi-square value	p
NO.44	Feel inferior	86(86%)	50(50%)	29.7794	0.0000
NO.12	Lack of enthusiasm	80(80%)	34(34%)	43.1661	0.0000
NO.27	hypomnesia	79(79%)	42(42%)	28.6432	0.0000
NO.8	unfortunate past and family	79(79%)	28(28%)	52.2762	0.0000
NO.38	lack of self-confidence	77(77%)	50(50%)	15.7265	0.0001
NO.13	pessimism	76(76%)	37(37%)	30.9429	0.0000
NO.28	lack of endurance	75(75%)	36(36%)	30.7926	0.0000
NO.54	unable to get rid of meaningless thoughts	73(73%)	40(40%)	22.1544	0.0000
NO.14	Lack of concentration	72(72%)	32(32%)	32.0513	0.0000
NO.46	physical fatigue	71(71%)	36(36%)	24.6206	0.0000

### 4. Discussion

3.1 Detection rate and analysis of psychological problems: In this study, 600 preparatory students were randomly selected, and 110 students of Class A and Class B were screened out by UPI

questionnaire, which showed that the detection rate about psychological problems of minority preparatory students in Guangxi was 18.33%, which was significantly higher than that of minority preparatory students in Guangxi University for Nationalities and Jishou University by Mao Xiaoling<sup>[2]</sup> and Shu Wenhui<sup>[1]</sup>, possibly because this study used UPI questionnaire, while two researchers used SCL-90. Generally speaking, the detection rate of the problems is increasing year by year, and it can not be ignored. We need to pay more attention to their psychological problems, negative emotions and causes.

3.2 Factor analysis: It can be seen from Table 2 that 9 of the top 10 psychological symptoms about minority preparatory students belong to mental state indicators, just only one is a physical-related symptom indicator. That is, the main psychological problems of the students are inferior and misfortune of their past and family, followed by lack of enthusiasm, self-confidence and endurance, third is pessimism and unable to get rid of meaningless thoughts, fourth is hypomnesia, lack of concentration; and main physical problem is physical fatigue. It shows that preparatory students have more problems with self-confidence (lack of self-confidence, enthusiasm, stamina and feel inferior), obsessive-compulsive symptoms (their past and family are unfortunate; unable to get rid of meaningless thoughts), emotional loss (pessimism), neurasthenia (hypomnesia; lack of concentration; physical fatigue), etc. This may be related to the psychological changes of minority preparatory students facing the failure of the college entrance examination. These changes will cause various psychological problems for some preparatory students. If it is not handled properly, it will affect their entire university life and even their entire life development process.

3.3 EFT intervention effect analysis: For minority preparatory students, the failure of the college entrance examination may bring them some psychological problems, such as unsatisfactory college entrance examination results and frustrated self-confidence, which makes them doubt their ability. Pessimism, worry and anxiety, coupled with wishful thinking, increase their psychological burden. These negative emotions act on the body, which may lead to physical fatigue and other problems; On the contrary, the negative physical problems will also have a negative impact on the psychology of the students. During the treatment of EFT, they beat the acupoints while saying the affirmative sentence "Although I have xxx problems, I completely accept myself", which is a positive signal to the subconscious through neurolinguistic programming technology. Research shows that when positive and negative thoughts are combined, the individual's negative experience will be reduced. This combination is usually used for systematic desensitization<sup>[5]</sup>. Affirmative statements can help the students accept their negative emotions. It contains positive affirmation of themselves, which can reduce the psychological distress of minority preparatory students. Therefore, table 1 shows that before EFT intervention, there were 63 class A students, 37 class B students and 0 Class C students; After EFT intervention, there were 12 class A students, a decrease of 51; 24 class B students, a decrease of 13; and 64 class C students, an increase of 64. The difference was statistically significant before and after EFT intervention ( $P < 0.05$ ), indicating that EFT played an important role in psychological counseling for minority preparatory students in Guangxi, and the therapeutic effect on class A students was better than that of class B students. Table 2 also shows that after EFT intervention, compared with before intervention, EFT positive energy not only has a positive impact on psychology and improves the psychological problems of preparatory students, but also has a positive impact on the body, which can reduce the physical problems of preparatory students.

Emotional Freedom Techniques (EFT) is an emotional trauma healing method originated in the United States, which combines TCM theory with western modern psychological therapy theory. EFT believes that tapping on emotion-related acupoints can adjust the unbalanced energy field in human body; Using the prompt words and actions of fixed sentences can shake the bad memories and experiences in the brain, and accelerate and smooth the speed of nerve transmission; Using positive psychological cues can release negative emotions quickly<sup>[6]</sup>. In the field of psychotherapy abroad, EFT has achieved satisfactory results in the treatment of negative emotions such as depression, anxiety, fear, stress and psychological trauma<sup>[7]</sup>, but there are few relevant literature reports in China, and there are no relevant reports applied to minority preparatory students.

This study shows that EFT has a good therapeutic effect on the psychological problems of

minority preparatory students. It is simple, convenient, easy to operate and quick to take effect. It is also convenient for college psychological teachers and minority preparatory students to learn and use. It is suitable for promotion in psychological consultation of minority preparatory students in colleges and universities, and even can be applied to the psychological work of non minority preparatory students.

## 5. Acknowledgment

This work was supported by the 13th Five-Year Plan of Guangxi Education Science in 2017: Research on the Application of Emotional Freedom Techniques with Meridian Acupoints in Psychological Counseling of Minority Preparatory Students in Guangxi Universities (Guijiao Science 2017C406).

## References

- [1] Shu Wenhui. Investigation on the mental health of minority preparatory students [J]. Higher Education Forum, 2019,(1):73-76.
- [2] Mao Xiaoling, Hu Liangren. Investigation of psychological status of preparatory students in Guangxi University for Nationalities [A]. China School Health, 2008.29(10):957-958
- [3] Wang Yongmin,Zahojin.Research on Mental Health Level Test and Mental Health Protection System of College Students[J].Comparative Study of Cultural Innovation,2021,5(06):193-195.
- [4] (US) written by Shapiro, translated by Wu Lijing. Trauma Healing Techniques to Let the Past Go with the Wind and Find Peace, Confidence and Security [M]. Beijing: Machinery Industry Press, 2014:66
- [5] Li Xiaorong, Liu Wenxiang, Ye Jibin, Wu Li, Jiang Guangyao. Analysis of counseling effect of phobic neurosis[J]. World latest medical information digest, 2016,16(08):9-10+12.
- [6] (English) Dawson, (English) Allen, translated by Chi Dingxiang. “Accept your imperfections, dear yourself, I will love you” [M]. 2015: 69-71.
- [7] Brenda Sebastian MPsych1, Jerrod Nelms PhD. The effectiveness of emotional freedom techniques in the treatment of posttraumatic stress disorder: A Meta-Analysis [J].Explore: Review Article, 2017(1):16-25