Exploration on the Propaganda and Education Modes of Mental Health Education in Higher Vocational Colleges under the Epidemic

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Abstract

Under normal prevention and control of epidemic, college students who fight the epidemic at home show varying degrees of mental health condition. This paper carries out the questionnaire and analysis on the psychological status of college students in higher vocational colleges during staying at home, provides references for students' mental health education and services after going back to school and re-opening, puts forward new ideas for the propaganda and education of mental health education in colleges and universities under the epidemic, takes this as an opportunity, and further improve the actual effect of the propaganda and education work of mental health education in colleges and universities.

Keywords

Epidemic; Propaganda and Education of Mental Health Education; Higher Vocational Colleges; Mode.

1. Introduction

In 2020, the sudden epidemic disrupted our original pace of life, the cities were closed, classes were suspended, and epidemic prevention at home, many college students are facing epidemic information overload, extended holidays, long-term staying at home, reduction of going out, and cannot go to school to study and participate in social activities, etc., these epidemic prevention measures may cause some students to have panic, anxiety, depression, and psychological problems. Therefore, under the background of the epidemic, how to reduce the psychological impact of the epidemic crisis on students, analyze existing problems in combination with the actual situation, propose coping strategies for mental health education, rebuild the new model of school mental health education, more actively and effectively develop college students' mental health education work, it is beneficial for students to cope with the epidemic actively and healthily, and improve their psychological quality and coping ability. This is of great significance for higher vocational colleges to improve the mental health level of college students and promote the overall development of college students.

2. Questionnaire Objects and Methods

From March to May 2020, the author carried out a questionnaire with a higher vocational college in Sichuan as an example. The subjects of this questionnaire are students in a higher vocational college in Sichuan, adopted the form of filling in questionnaires online and collected 1032 valid questionnaires. Among them, the subjects are 511 freshmen, 366 sophomores, and 155 juniors.

The research tool of this survey is the self-compiled questionnaire "Survey on the Mental Health Status of College Students During the COVID-19 Epidemic", It was compiled by professional teachers of the college mental health education center, a total of 26 questions were designed,

including five aspects: filling in basic information pf students, living conditions during the epidemic, the learning situation during the epidemic, the attitude towards the epidemic, and the psychological status during the epidemic.

3. Results

3.1. Perceptions of COVID-19 Epidemic

After the outbreak of epidemic, most students can actively pay attention to and acquire knowledge about the epidemic, and do a good job in self-protection. Judging from personal protection knowledge, 81.3% of college students said that they have a basic understanding of epidemic prevention; 56.4% of students said that they would pay attention to the development of the epidemic, but did not deliberately collect it; 94.8% of students would use the Internet, Radio, television, and other media obtain relevant information, but the time spent on information collection is not long.

3.2. Situation of Epidemic Prevention at Home

The findings show that: 84.8% of students think that home-based epidemic prevention has a certain impact on their lives, but the impact is not significant; 53.7% of students feel that the biggest impact on them is mood, 69.2% of students say they do not work and rest during staying at home, 69.2% of the students said that their work and rest are irregular during staying at home, 13.4% of the students even reversed day and night, cannot study, and work normally; 39.1% of the students basically did not exercise during staying at home. The lack of exercise and irregular work, as a result, 32.6% of students said that they had problems with their sleep.

During the epidemic prevention at home, the time spent with family increased, 38.6% of students had frequent conflicts with their family, among them, 59.8% were caused by conflicts caused by using mobile phones or electronic devices too long; 30.1% of the reason is the problem of routine. Although there is no direct contact with classmates, because of the developed network, 74.9% of students believe that their relationship with classmates has not changed due to the epidemic.

3.3. Online Learning Situation

During epidemic prevention at home, learning is mainly the online learning. 88.3% of students said they could adapt to online learning very well, but 51.6% of students believed that the learning efficiency was not high, it was obviously lower than that of studying at school; while 75.3% of students spent about 4-6 hours a day on learning, and more time is spent on various online fun.

3.4. Mental State at Home

The emotional state of students during the epidemic showed that 75.2% of students were in a peaceful or happy mood, but 7.6% of the students were in an anxious state, 10.4% were in a depressed state, and 6.86% were in an irritable state. 41.1% of students feel that the stress comes from game addiction at home, and the use of electronic devices is too long; 20.8% of students' stress comes from emotional problems, lack face-to-face communication, and poor communication is the main reason; and 12.4% of students' stress comes from learning, lack autonomy and unsatisfactory online learning effect is the main reason.

The survey on psychological adjustment ways shows that 90.6% of students will do things they are interested in, such as watching movies, TV series, reading books, listening to music, sports, etc. self-regulate negative emotions, and 68.7% of students will chat with relatives and friends obtain social support and help, there are still 37.5% of students who do not or do not know how to seek outside help, and only 5.3% of students will actively seek professional psychological services.

4. Summary

The findings on the mental health of college students in a higher vocational college during epidemic prevention at home showed that the mental health of college students during the epidemic was generally good, most college students have a scientific understanding of the epidemic, understand and support epidemic prevention measures at home. Moreover, they have full trust and confidence for the country's victory over the epidemic, and have a high evaluation for this fight against the epidemic.

However, there are still a small number of students who have not been able to face the epidemic well, they have relatively strong stress responses, such as sleep problems, depression, or anxiety, cannot concentrate, easy to get angry, etc., according to the survey, the proportion of this part of students is not high, but as a whole; the number is not a small scale. As a special group of college students, they are very sensitive to social changes, have rich information acquisition channels, and have a strong ability to accept new things, but their own psychological control ability is weak, and they lack experience in responding to emergencies. Under the epidemic situation, normal living habits are broken, delay opening school, start study mode at home, job search is restricted, and entrance examinations are delayed, these changes can easily cause psychological problems of college students, and brings new challenges to the mental health education work of colleges and universities.

5. Exploration of the Mental Health Propaganda and Education Modes in Higher Vocational Colleges under the Epidemic

Since the outbreak of the epidemic, the Chinese government has attached great importance to the psychological crisis of the people caused by the epidemic. The National Health Commission noted that psychological assistance and social work services should be integrated into the overall work of epidemic prevention and control for deployment in the "Notice on Strengthening Psychological Assistance and Social Work Services to Respond to the COVID-19 Epidemic". Governments and organizations at all levels have taken up notice, use various forms to effectively carry out psychological assistance for the epidemic. Colleges and universities as the main positions of mental health education of college students, how to carry out mental health education more effectively under the epidemic situation, conform to the normalized epidemic prevention background, it is a question that mental health educators think about.

5.1. The Original Mental Health Education Propaganda Modes in Higher Vocational Colleges

5.1.1. The Goal of Mental Health Education in Higher Vocational Colleges is Single

Since 2001, the mental health education work in higher vocational colleges in our country has made great development and progress, schools attach great importance to mental health education, but in fact, most mental health education work is still limited to the prevention of students' psychological problems and the intervention of psychological crises. The goal of mental health education in higher vocational colleges is single, still dominated by pathological negative models, pay too much attention to students' bad mood and psychological problems, and there is cognitive bias in mental health education.

5.1.2. The Content of Mental Health Education in Vocational Colleges is Single

In the early work, the design of mental health education content in most schools is "problem"-oriented, often focus on various psychological problems that students are prone to, list symptom, analyze various causes, and further explore the methods to solve the problems encountered, coping strategies, etc., this single content of mental health education tends to

brand students with psychological labels, and restricts mental health education from playing its positive role.

5.1.3. The Mental Health Education Way in Higher Vocational Colleges is Single

Mental health education in higher vocational colleges has always taken the classroom as the main channel of education, by offering mandatory or elective courses of mental health education, promote and popularize mental health knowledge to students in classroom teaching, set a scientific outlook on health. Moreover, taking the second classroom as the auxiliary means, through the development of some theme activities, and further shape a good campus psychological atmosphere. But under the epidemic, facing the "Z era" youth and the Internet + era, the single classroom approach can no longer meet the needs of students and the current reality.

5.2. Propaganda and Education Mode of Mental Health Education in Higher Vocational Colleges under the Epidemic

Facing normalized epidemic prevention and control, conscientiously promote the mental health level of students in higher vocational colleges, promote the overall improvement of the school's mental education ability, promote mental health education to adapt to the development trend of the Internet + era, higher vocational colleges need to rebuild the propaganda and education model of mental health education of college students. The new model should focus on the main work of the mental health education center, and build the new mental health education work system with the support of the Internet through three aspects: innovating the mental health education curriculum teaching model, integrating crisis intervention resources, and creating the mental health education exchange platform.

5.2.1. Innovate the Teaching Mode of Mental Health Education Curriculum

At present the current mental health education curriculum of college students in most of the higher vocational colleges are compulsory or required courses offered in accordance with the spirit of the relevant documents of the Ministry of Education. Basically, they are faced with the shortage of course hours, insufficient teachers, in addition to the impact of the epidemic, activities and experience contents are cancelled or reduced, as a result students' learning interest is low, and the goal of psychological self-help is not achieved.

Under the epidemic, it is necessary to innovate the teaching mode of mental health education curriculum. Through the online + offline hybrid teaching mode, reasonably adjust teaching content, optimize learning mode, and improve learning effects. Through online courses, help students learn independently, the knowledge points of each lesson are made into small videos with 10-15 minutes, and the online learning platform is used to publish tasks, students can flexibly arrange based on their own time and study freely. Teachers then use social software to communicate with students, explain key and difficult points in detail, and publish discussions to organize students' online hot discussions, and promote communication and expression. Help students experience learning through offline courses, use situational exercises, role-playing, case discussions, etc., help students improve their learning interest and ability to apply knowledge, in particular; pay attention to interactive teaching in offline teaching, enhance students' sense of experience and enhance student-student interaction and teacher-student interaction.

5.2.2. Integrate Crisis Intervention Resources

The psychological crisis early warning of most colleges and universities has always relied on online psychological assessment, psychological consultation, and daily psychological screening of freshmen. Since students lack deep understanding of psychological assessment in the early stage of enrollment, the assessment environment and other factors affect the reliability and validity of the assessment during the assessment process, psychological consultation and daily

psychological screening ways do not have dynamic monitoring functions, and it is difficult to dynamically grasp the students' psychological changes. Especially during the epidemic, static data seriously affected psychological crisis intervention. Therefore, higher vocational colleges should integrate the relevant data of the various functional departments of the school, build the big data platform of student psychological behaviors, implement the holistic analysis for student psychology and behavior, and propose targeted education strategies for mental health education and crisis intervention. The psychology and behavior in a specific period are deeply analyzed, for example, precise assistance for students' adaptation, studies, interpersonal conflict, economy, employment pressure, major events, and specific links. In addition, adhere to dynamic screening, weekly, monthly, and key students must be reported, timely warning, and strengthen the initiative of mental health education and crisis intervention.

5.2.3. Create the Mental Health Education Exchange Platform

Previous mental health education was more inclined to offline communication and face-to-face communication, emphasized the establishment of direct relationships among people. In the Internet + era, information exchange and communication will not be limited by time and space, therefore, the Internet can be used to build the mental health education exchange platform, makes students to understand, master and use mental health knowledge in time, and improve students' participation in mental health education.

For example, use the Internet to open online psychological tests, use social software for psychological counseling, peer counseling and other educational service columns, use network technology to break the time and space constraints of counseling services, and alleviate the psychological concerns that some students may have in face-to-face psychological counseling, thus expanding the benefit side of psychological counseling services, and improve the service level of mental health education informatization. Moreover, use new media technologies such as WeChat official account, TikTok, Bilibili live broadcast, questionnaire star, etc., broadcast or display series of activities such as psychological knowledge contest, psychological film appreciation, group psychological counseling, and peer psychological counseling on the platform, make students experience and learn in a relaxed and happy atmosphere, and improve the effect of mental health education.

As the epidemic enters the normalized prevention and control period, higher vocational colleges should continue to pay attention to the mental health condition of students, carry out effective mental health education, and adopt multiple channels to carry out mental health education and publicity, thus continuously improving students' cognitive level, and improve the mental health awareness and ability of college students.

Acknowledgments

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