

A Survey on the Current Situation of "College Students' Mental Health Education" Course in Shaanxi Polytechnic College

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Abstract: Shaanxi Polytechnic College carries out mental health education mainly through the development of college students' mental health education courses. Through interviews with 7 full-time psychological teachers and 2 mental health education managers of this school, this paper analyzes the current situation of the course Mental Health Education for College Students in Shaanxi Polytechnic College, and makes inquiries on the current situation of the course of mental health education, and puts forward suggestions such as improving the importance of the course, increasing the professional input in the course, enriching the classroom assessment method and promoting experiential teaching. In order to improve the teaching effect of mental health education.

Keywords: Higher vocational colleges; College students; Mental health education courses; Investigation of current situation

1. Introduction

Mental health education is not only an important part of the talent training system, but also an important part of ideological and political work in colleges and universities. In recent years, the state has promulgated many policies to support schools to carry out mental health education. In July 2018, the Guiding Outline of Mental Health Education for College Students (2018) issued by the Ministry of Education pointed out that it is necessary to cultivate students' self-esteem, self-confidence, rational peace, positive and healthy mentality, and promote the coordinated development of students' mental health quality with ideological and moral quality, scientific and cultural quality^[1].

As an important part of mental health education, the teaching quality of college students' mental health education is very important. Understanding how Shaanxi Polytechnic College implements the relevant requirements of the course Mental Health Education for College Students, the teaching methods of mental health courses and the feedback of classroom teaching effects, and accurately grasping the current teaching situation of the school will be conducive to the subsequent research on the reform of teaching methods. Therefore, this study conducted one-on-one interviews with full-time psychology teachers in Shaanxi Polytechnic College, and analyzed the interview results, hoping to be helpful to the effective development of mental health course teaching in higher vocational colleges.

2. Research objectives and methods

This study obtains the permission of relevant departments of the school, and the interview process requires one-to-one interviews with 9 main teachers of the course Mental Health Education for College Students. In the interview process, the same questions are used to ensure the effectiveness of information to the greatest extent and meet the needs of horizontal comparison.

The interview covers the basic situation of the course development of Mental Health Education for College Students, including class hours, credits, teaching objects, teachers, course content, teaching methods, assessment methods of the course, feedback from students, and other content about the course development.

3. Results and Discussion

3.1 Setting of mental health curriculum

The Basic Requirements for the Teaching of Mental Health Education Courses for Students in Colleges and Universities (2011) issued by the Ministry of Education clearly stipulates the basic requirements for the setting of mental health courses, "... Mental health education courses... Two credits and 32 to 36 class hours are required as public courses^[2]. According to the survey results, Shaanxi Polytechnic College fully meets the requirements of mental health education curriculum. In terms of the form of offering, students of all majors will open a compulsory public course of "Mental Health Education for College students" every semester. At present, although the total number of class hours of "Mental Health Education for College students" offered by some majors does not meet the standard of 32 to 36 class hours required by the Ministry of Education, it is gratified that the course's teaching objects cover all students^[3].

3.2 Construction of teaching staff

According to the Guiding Outline of Mental Health Education for Students in Colleges and Universities issued by the Ministry of Education, each vocational college must be equipped with two full-time teachers with psychological background, which is the minimum requirement. Based on the interview results, the current situation of full-time teachers is in line with the national requirements.

In terms of the number of personnel, Shaanxi Polytechnic College meets the requirements, there are 5 full-time teachers of mental health education, and 4 are also engaged in administrative work related to psychological counseling. There are two main sources of part-time teachers, one is the department management staff, the other is the school's internal counselors or other course teachers concurrently.

From the perspective of professional background, 5 of the 7 full-time teachers majored in psychology, accounting for 71%, and their age was mainly 30 to 40 years old, which was consistent with the teaching status of mental health courses investigated by Zhou Ji before. It can be said that the professional quality of teachers had improved overall, and the age structure tended to be younger^[4].

3.3 Teaching content and teaching method

The teaching contents of the 9 teachers who participated in the interview were all selected from the Basic Teaching Requirements of Mental Health Education Courses for Students in ordinary Colleges and Universities. It includes introduction to mental health, psychological counseling, psychological confusion and abnormal psychology, self-awareness and training, personality development and mental health, college career planning and ability development, learning psychology, emotional management, interpersonal communication, sexual psychology and love psychology, stress management and frustration coping, life education and psychological crisis coping, etc.

According to the requirements of the document, the teaching content of all teachers meets the basic standards, but the teaching materials are all selected by teachers because there is no uniform requirement, and the versions are different, so the selection of teaching materials has certain variability. Due to the serious shortage of teachers, 8 of them taught in large classes and mainly taught in theory, and only 1 teacher taught in small classes and adopted experiential teaching method. Students have little recognition of teaching methods such as classroom professors and group discussions, but are more inclined to teaching methods such as case analysis, activity experience, scenario simulation and psychological testing^[5].

It is worth mentioning that at present, one teacher has adopted the innovative attempt of "curriculum integration", that is, the integration of mental health education into career positioning, employment and entrepreneurship, effective communication, team consciousness, practical writing, professional etiquette, and other content. In addition, the teaching of professional courses, such as nursing classes, will also integrate mental health content. Such an attempt at curriculum reform is expected to improve the teaching effect.

In terms of online teaching, before the COVID-19 pandemic in 2020, only two teachers used the "online + offline" hybrid teaching model. In the wake of the COVID-19 pandemic, all teachers have adopted an online teaching model. In the interview, all the teachers reported that they would add online teaching mode in the future, enrich the teaching form, and show more positive willingness to use online

teaching.

3.4 Assessment methods of courses

According to the Basic requirements of Mental health education course teaching for students in ordinary colleges and universities, "Course teaching evaluation includes students' understanding and mastery of knowledge, as well as the improvement of students' psychological adjustment ability, and focuses on students' ability to solve practical problems." The evaluation content mentioned in the document actually puts forward certain requirements for the assessment form of the course. Through interviews, during the implementation of mental health education courses in Shaanxi Polytechnic College, the process assessment only stays in daily attendance, homework and exercises. As for the final assessment, all teachers adopt different open examination methods, including open book examination, psychological test, questionnaire survey related to course development, course paper, learning experience, etc.

Students believe that the teaching effectiveness evaluation methods of mental health education courses for college students are successively survey report, practical class time list, result paper and examination paper. Teachers think that the necessity of carrying out formative process evaluation in the course of mental health education of college students is 100%^[5].

3.5 Other Aspects

3.5.1 Students' satisfaction

According to the interview, no matter what kind of teaching method is adopted, all students are generally satisfied with the feedback. The basis of satisfaction mainly comes from two aspects: one is the subjective experience of the lecturer, such as students' class participation and course feedback; Second, the school organized students to fill in the classroom teaching evaluation, are good. This is consistent with the research results of Zhou Ji^[3].

3.5.2 Post setting problems

Previous studies have found that the job responsibilities of mental health teachers in many universities are unclear and the post setting is ambiguous. The work of psychology teachers includes curriculum teaching, psychological counseling, student management, crisis intervention, and even many other administrative affairs. As a direct result, mental health teachers spend more time on administrative matters, unable to concentrate at all, and have no time to put on teaching and mental health related research, and their work pressure is much greater than that of teachers or administrators in other positions. In addition, in some schools, psychological counseling is not included in the workload of teachers, resulting in a decline in teachers' enthusiasm for work.

In this interview, it is found that Shaanxi Polytechnic College has adopted the position setting of full-time psychology teachers and part-time psychology teachers, that is, in daily teaching, full-time psychology teachers are responsible for teaching content and psychological counseling, and belong to the student office. The part-time psychology teachers are responsible for the administrative work of the psychological counseling room and psychological counseling, as well as teaching work, belonging to each department. This separation of administrative and teaching positions can make mental health teachers have clear responsibilities and focus, which is conducive to reducing teachers' pressure, facilitating workload statistics and assessment, improving teachers' work enthusiasm, and more importantly, enabling teachers to concentrate on in-depth research in various fields.

4. Conclusions and Recommendations

4.1 The emphasis on mental health courses in institutions has increased, but it still needs to be strengthened

Since the "Several Opinions on Further Strengthening and Improving School Moral Education" promulgated by the Central Committee of the Communist Party of China in August 1994, the government has issued a number of documents to provide guidance, requirements and norms for mental health education in colleges and universities. Especially since the Basic Requirements for the Teaching of Mental Health Education courses for Students in Colleges and Universities issued by the Ministry of Education in 2011, the Party and the government have paid more and more attention to mental health

education.

Since then, Shaanxi Polytechnic College has gradually increased its emphasis on mental health courses. In this interview survey, it is found that Shaanxi Polytechnic College attaches great importance to mental health education and meets the standards in terms of staffing and curriculum. However, reaching the standard does not mean that the mental health education work has been impeccable. With the increasing number of students' psychological problems in recent years, higher requirements and challenges have been put forward for the mental health education work in schools. Therefore, it is suggested that relevant functional departments can strengthen supervision and guidance. By means of thematic activities, professional evaluation and other forms, schools can vigorously support the development of mental health education.

4.2 The phenomenon of large class teaching is prominent, and the teaching effect needs to be further improved

In Shaanxi Polytechnic College, only one teacher teaches small classes, and the other eight teachers teach in large classes. What's more, there is a phenomenon that hundreds of students in a department are in the same class. In large class teaching, experiential teaching obviously cannot be implemented, only the traditional teaching method can be used, that is, the teacher speaks and the students listen. The disadvantages of teaching method are more prominent in large class teaching, resulting in less interaction between teachers and students and poor classroom order. Especially for students in vocational colleges, the more students attend class, the more people play mobile phones and do not listen to the class, and the teaching effect is difficult to reach the expected level.

In the classroom of mental health education, there may also be the following situations. For example, in the chapter "Self-Understanding", students can only explore by themselves without interacting with other students; Some students only act as spectators and do not participate in classroom activities. Or the activities that students participate in are not sufficiently discussed and the experience is not profound, which makes the form of psychological activities adopted in the course greater than the actual effect. In addition, in large class teaching, the design theme and teaching cases of classroom activities are decided by teachers, which is difficult to go deep into the hearts of students and meet their real needs. This was the statement of Xiao Qiong [6]. Therefore, it is suggested that schools pay attention to the training of mental health professional teachers, equip enough psychological teachers, and even expand the team of professional teachers, organize teachers to participate in professional training, improve professional quality, in order to promote the quality of teaching, so that every college student can receive the benefits of mental health education.

4.3 The assessment methods of courses can be more flexible

The main purpose of the examination of college students' mental health education course is to know the degree of students' mastery of mental health related knowledge, psychological adjustment and ability to solve practical psychological problems. Therefore, it is more appropriate to use the way of examination for assessment. The specific content of the examination can include the curriculum learning report that emphasizes the reflection of the classroom, the self-growth report, or the experience of the psychological change after the student learns the mental health course. In addition, students are encouraged to participate in extra-curricular psychological activities, and their performance in extra-curricular psychological activities is comprehensively examined in conjunction with their usual classroom performance. This was the statement of Zeng Jing [7]. No matter what kind of assessment method is adopted, it is still worth exploring the future to establish a set of scientific, standardized and operational evaluation index system of mental health curriculum.

4.4 Teaching reform is imminent

In the interview, it was found that most teachers still use the teaching method of full classroom teaching, the reason is not that teachers are unwilling to use experiential teaching, but the objective factors of large class teaching.

The research hotspots of mental health education curriculum in China are mainly concentrated in the reform of psychological education curriculum in colleges and universities, which are mainly reflected in the following three aspects: first, positive psychology orientation; Second, flipped classroom teaching of mental health education; Third, group guidance as the main body of experiential

teaching mode [8]. Wang Yonggu mentioned in his report "School of the Future. Defining a New Education Model for the Fourth Industrial Revolution" that the five key teaching methods to promote the innovation of the education system are gamified teaching, experiential teaching, computer-related teaching, embodied teaching and multicultural teaching [9]. Among the above five teaching methods, there are still few researches on embodied teaching. As far as the current teaching situation is concerned, we still need to carry out follow-up research on how to apply embodied teaching concepts and methods in teaching, optimize the presentation mode of courses, improve the teaching effect of courses, and make students satisfied while increasing their understanding and understanding of psychological knowledge.

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