

Research on Cloud Counseling of College Students' Mental Health during the Closure Period of the Epidemic Situation—Taking Anqing Vocational and Technical College as an Example

Yue Wu

Anqing Vocational and Technical College, Anqing, 246000, China

Keywords: Epidemic Situation Closure, Freshman, Mental Health Education, Work Suggestions

Abstract: In the context of the closure of a school due to an epidemic, through sampling survey, we understand the impact of the closure of a school due to the epidemic on the mental health of freshmen, analyze the changes and causes of mental health, and discuss the suggestions on the mental health of college students in the context of the closure of a school due to the epidemic.

1. Question posing

Because of the characteristics of rapid transmission, high proportion of invisible infection and mild disease, the Omicron mutant is more likely to cause large-scale transmission. If strict prevention and control are not carried out in a timely manner, it is bound to increase the risk of infection among susceptible people and cause a run on medical resources. In February 2022, all provinces and cities implemented closed campus management according to the situation of epidemic prevention and control. Due to the long-term closed state, the psychological health problems of college students are highlighted due to the bombardment of network epidemic information, the change of learning methods and the high incidence of psychology in spring. It is very necessary and important for colleges and universities to take psychological crisis or intervention and psychological health counseling for students at branch schools during the closure period.

Anqing University has launched emergency response due to a local positive case, and the related disposal work is proceeding in an orderly manner according to regulations. This epidemic is the first battle of Omikron mutant in Anhui Province. The whole city has fully understood the risk of the epidemic and the difficulty of disposal, seized the golden time of 24 hours, and implemented various epidemic prevention and control measures, in order to firmly played a "war of resistance" and "battle against difficulties" in epidemic prevention and control, and worked hard to ensure the health and safety of people's lives. The epidemic situation is a crisis and even a big test. The school always takes students' psychological protection as the top priority, pays close attention to the mental health of students in the school, and helps students pass through the special emergency period smoothly, so as to promote the healthy growth of students. Therefore, it is an important proposition to conduct cloud counseling intervention research on college students during the closure period of the epidemic,

strengthen the publicity and popularization of knowledge, improve and enhance the level of psychological service, and help college students improve their mental health.

2. The impact of the epidemic situation on the mental health of college students during the closure period

As a special group, college students are in a critical period of psychological growth and personality maturity. Their three outlooks have not been really shaped yet. In addition, they have many problems, such as adapting to the new environment and psychological adaptation after enrollment, career planning and paying attention to learning psychology, managing emotions and building interpersonal relationships, coping with pressure and crisis intervention.

2.1. Object and method

By taking 3883 freshmen as samples, the scale was distributed in two times, the first time when the school was closed, and the second time when the school was closed for three months. 3883 questionnaires were sent out and 3271 were valid, with an effective rate of 84.2%. The life event part of the questionnaire was analyzed. Adolescent Life Events Scale (ASLEC) and Symptom Checklist (SCL-90) were used. The way to answer each event should first determine whether it occurred within the specified time. If it did not occur, it should be selected that it did not occur. If it did, it should be evaluated according to the psychological feelings at the time of the event (no impact, mild, moderate, severe and extremely severe). The cumulative score of each event is the total stress. It is suitable for assessing the frequency and intensity of stressful life events among adolescents, especially middle school students and college students. The structure of the scale is simple and easy to operate. After testing 3271 college students, it is proved that the scale has good reliability and validity. Symptom Checklist (SCL-90) is provided by Xinhai Software Psychological Management System. SCL-90 is one of the most widely used mental health testing tools at home and abroad. In clinical practice, this scale is generally used as a diagnostic reference and has good validity as a primary screening tool. The screening of this test is diagnosed as positive according to the score of any factor ≥ 2.5 . Special attention should be paid to those with a factor score of 3 or above. The higher the test score, the lower the mental health level, the details of the number of respondents are shown in Table 1. [1]

Table 1: Analysis of the number of people surveyed

	1	2	3	4	5	6	Total
Male	428(26.0)	151(9.2)	175(10.7)	469(28.5)	279(17.0)	141(8.6)	1643(50.2)
Female	177(10.9)	217(13.3)	922(56.6)	102(6.3)	63(3.9)	148(9.1)	1629(49.8)
Total	605(18.5)	368(11.2)	1097(33.5)	571(17.5)	342(10.5)	289(8.8)	3272(95.1)

Note: 1: College A; 2: College B; 3: College C; 4: D College; 5: E College; 6: F College

Table 2: Positive factor detection rate of male and female students

Item	Project	Person(n=3883)				Total	%
		Male(n=2437)	%	Female(n=1446)	%		
1	Factor score ≥ 2.5	227	9.3%	244	16.9%	471	12.1%
2	Factor score ≥ 3	73	3.0%	75	5.2%	148	3.8%

Table 3: Comparison and Statistics of Norms

Item	Total score or factor score	Statistical data(3883)		Test(Z)
		Average(M)	Standard deviation(SD)	
0	Somatization	1.33	.35	-6.77
1	Obsessive compulsive symptom	1.75	.49	8.78
2	Sensitive interpersonal relationship	1.69	.48	-5.60
3	Depressed	1.51	.43	-6.24
4	Anxious	1.55	.43	8.48
5	Hostile	1.43	.43	-6.57
6	Terror	1.35	.42	16.49
7	Paranoia	1.43	.41	0.23
8	Psychopathic	1.35	.36	8.38
9	Other	1.41	.40	-8.40
10	[Total score]	149.84	32.03	5.37
11	[Total average score]	1.64	.32	7.54

2.2. Results

The results of the two pre-test and post test comparisons and exploratory factor analysis showed that ASLEC included five factors: punishment, loss, interpersonal pressure, learning pressure and adaptation problems. The fitting indexes of confirmatory factor analysis were RMSEA=0.10CFI=0.90. TLI=0.88. WRMR=4.96. The correlation coefficients between the total score of the scale and the total scores of CES-D and MASC were 0.45 and 0.43 respectively. The Cronbach coefficient of the scale was 0.92. The retest reliability was 0.73 points, and the half reliability was 0.85. Except for the loss factor, the scores of each factor are different in gender. Boys are higher than girls in punishment and adaptation factors, and lower than girls in interpersonal pressure and learning pressure factors. It can be clearly known that the closure of the epidemic has a negative impact on the psychological reaction of college students. [2]

It can be seen from Table 2 that the number of 2021 freshmen with abnormal findings is 471, accounting for 12.1% of the total number, of which 227 are boys, accounting for 9.3% of the total number of boys, and 244 are girls, accounting for 16.9% of the total number of girls. The number of students needing special attention is 148, accounting for 3.8% of the total number, of which 73 are boys, accounting for 3.0% of the total number of boys, and 75 are girls, accounting for 5.2% of the total number of girls.

Table 3 shows that the total average score of 2021 freshmen is close to the national norm, but the obsessive-compulsive symptoms, anxiety, phobia, and psychoticism are significantly higher than the norm, and there are differences in abnormal performance between male and female students.

2.3. Discussion

2.3.1. Personal living conditions

Due to the epidemic situation, the school was closed and isolated. According to the survey, the living conditions of college students during the period of school isolation were greatly affected, especially the students who were arranged to be isolated outside the school. However, due to the arrangement of online courses, most students could basically keep a relatively regular schedule. Only 63.2% of the students said they were very regular, while 25.8% still said they were irregular. 11% believed that the relationship was very poor (mainly manifested as students in isolated areas outside

the school).

2.3.2. Family life status

Because the income of most families will also be affected to varying degrees when schools are closed due to the epidemic, most students begin to strengthen communication with their families, and most students are away from home for such a long time for the first time, unable to go home to increase their relationship with their families, and their nostalgia for family members and their hometown is greatly deepened.

2.3.3. Personal learning conditions

Most students cannot adapt to online teaching and the efficiency is low, resulting in waste of time and reduced sense of efficiency. The environment in the dormitory or isolated hotel is far different from that in the classroom, and the teacher cannot observe the students' learning. Although many students have accepted the online teaching mode, they still have more reasons to attend classes in the classroom. Because of the lack of supervision between teachers and students and the formulation of rules, many students sit in front of computers and play games with mobile phones in their hands, which greatly reduces their learning efficiency.

2.3.4. Psychological condition of students

In this survey, the results of this study show that students' psychological abnormalities are mainly characterized by obsessive compulsive symptoms, anxiety, terror, psychoticism, etc. However, from the analysis of statistical results of male and female students' test results showing abnormalities, both male and female students have sensitive interpersonal problems, so the trend towards extreme performance is obvious. It also reflects from the side that our students receive more network information, information coverage, big data capture, relatively weak sense of competition, and low sense of crisis. From the comparison with the norm, it can be seen that as the pressure of contemporary college students in life, study and employment continues to increase, fear, anxiety and other psychological problems inevitably arise.

3. Suggestions on mental health of college students in the context of closure of schools due to epidemic situation

The school needs to investigate students' psychological conditions in advance, establish a problem account based on the psychological census results and practical needs, develop a support plan to provide psychological counseling and assistance to students through online "cloud classroom", "cloud activity" and other forms, and use pictures, text, short video animation, APP and other forms to publicize psychological protection knowledge during the epidemic to teachers and students. We should cooperate with many parties to hold an online epidemic prevention and control theme class meeting with students' parents, and strengthen home and school to build a bridge to jointly carry out "psychological epidemic prevention". [3] In terms of campus management, special classes for epidemic prevention and control, transportation and isolation were established, epidemic prevention work groups and psychological support groups were established based on the online platform, "key to key" was used to achieve "face to face", so as to master the ideological trends of teachers and students, and do a good job in epidemic monitoring, information troubleshooting and other work. The school conducts comprehensive, all-weather, multi-channel and multi-directional research and observation on students' psychological status and actual needs, dynamically establishes a psychological problem account, and intelligently develops a support plan to adopt online "cloud

class" to provide psychological guidance and assistance to students on observed normal problems, in order to help students with individual problems through individual psychological counseling, propaganda the knowledge of psychological protection during the epidemic to teachers and students through multiple channels, and hold an online class meeting on epidemic prevention and control with students' parents, which can strengthen cooperation between families and schools to jointly carry out "psychological epidemic prevention".

3.1. Live psychological cloud class meeting

Counselors and mental health teachers hold online psychological class meetings through the nail platform, communicate with students face to face online and tell the truth through interaction. The psychological problems existing in the class are detailed and decomposed, so that students can fill in the spiritual vacancy during the isolation period.

3.2. Psychological knowledge Qi Yuedu

We can broaden information channels and enrich students' lives. The school pushes the small knowledge of mental health irregularly through multiple channels, so that the students in the isolation points outside the campus can learn more psychological knowledge together. Let them not panic and numb when they have bad emotions, and learn to accept themselves. In the face of psychological changes can also be accomplished, choose a reasonable way to deal with, rather than simply do not understand and exclude.

3.3. Online care is about you and me

We should actively encourage the students who have bad emotions but can't solve them by themselves to communicate with the psychological tutors in QQ online voice or text, actively express their feelings, and conduct psychological counseling through one-to-one psychological counseling. The teachers also provide warm care and encouragement to these children on a daily basis to help students understand their psychological changes, teach them some psychological self-help methods, and continue to do a good job of tracking and return visits, in order to keep paying attention to the psychological changes of students.

3.4. Enriching yourself with cloud clocking

Under the pressure of the epidemic situation, in a closed environment, students must have panic, anger, anxiety and other negative emotions. This is a normal psychological reaction, so we don't need to be overly nervous and flustered. We should actively detect and take effective ways to change the status quo, express it by writing a diary, blog, trembling sound, live broadcast, talking to others, or relieve it by sports, playing chess, singing, etc. We can choose our own way of activities according to our own hobbies and conditions, and try to keep an hour or so of indoor exercise every day. In addition, we should establish a group to punch cards, encourage each other, and strengthen communication and exchange, in order to give play to the role of mutual psychological assistance among peers.

Acknowledgement

Fund Project: Action Plan for Quality Improvement and Excellence Cultivation of Vocational Education (2020-2023): Mental Health Education, Mental Development Promotion (Project No.:

JY000158-tzpy0003) Project Host: Wu Yue; The Ideological and Political Demonstration Course Project of Anhui Quality Engineering Course in 2020: Psychological Health Education for Higher Vocational Students (Project Number: 2020szsfkc0575), Project Hosts: Yu Huiling, Jin Qisheng.

References

- [1] Liu S. *SCL-90 survey and analysis of 2011 freshmen in Wuyi Journal* [J]. *Journal of Wuyi University*, 2012, (04).
- [2] Ji W, Liu Y. *Analysis on SCL-90 assessment of 2008 freshmen and research on countermeasures—taking Harbin University of Technology as an example* [J]. *Research on ideological and political education*, 2009, (05).
- [3] Li Y, Luo J Y. *Investigation report on mental health of freshmen in a college in Hunan* [J]. *Practical preventive medicine*, 2015, (06).