

Research on the Prevention, Control and Counseling of Mental Health Problems of Higher Vocational Students in the “Post-Epidemic Era”

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Abstract: The epidemic prevention work of the new crown pneumonia epidemic has changed from emergency to normalization. During the emergency state to the normalization stage of prevention and control, the psychological state of college students is highly instable. And the mental health protection of college students cannot be underestimated. The mental health level of college students in the post-epidemic era is not optimistic, and there are significant differences in gender. Internet addiction, inferiority, depression, employment pressure, and academic pressure are the main factors affecting the mental health level of college students. Colleges and universities should follow the goal of psychological protection, grasp the two key tasks of psychological protection, and do a good job in psychological protection of college students from four aspects: dynamic monitoring, classified intervention, resource construction, and “home-school-doctor” coordination. We should strengthen the publicity and popularization of mental health knowledge, attach importance to giving play to the positive role of family education, and integrate mental health education resources to form a synergy to strengthen college students' mental health education. The influencing factors of college students' psychological problems and management and maintenance countermeasures aim to improve students' psychological quality, strengthen the education of students' methods of mobilizing positive emotions, make good use of group psychological activities and counseling methods, strengthen the content of mental health education courses, and guide the adjustment of students' emotions.

1. Introduction

Emotions are the standard of mental health, but also an important indicator of physical and mental health, different emotions on people's physical and mental health impact is very different. In 2020, a new crown pneumonia epidemic changed people's way of life, and “wearing masks, washing hands frequently, and gathering less” has become a household name, and people are cautious^[1]. In the face of the sudden outbreak of new crown pneumonia, people of all ethnic groups across the country have carried out a thrilling anti-epidemic war and achieved major strategic results in the fight against the new crown pneumonia epidemic^[2]. This sudden epidemic not only seriously threatens people's life safety and physical and mental health, but also has a far-reaching impact and inevitable changes on people's living environment, values, cognitive models, and behavior patterns^[3]. With the evolution of the new coronavirus, the global epidemic continues to repeat, and the World Health Organization has declared that the epidemic has entered a “global pandemic”^[4]. The “post-epidemic era” refers to the new era that human beings are about to enter with the basic control of the epidemic as the node, and people's way of thinking and living habits will also undergo great changes^[5]. The epidemic has brought us a lot of harm, a lot of thinking, and a major impact on people's psychology^[6].

At present, the domestic epidemic situation tends to be stable, but the impact of the epidemic will exist for a long time in the context of the normalization of the epidemic, and the mental health level of college students and psychological intervention in the later stage have become one of the key tasks of colleges and universities^[7]. Closed in the campus, students are prone to anxiety, irritability and other emotions under the condition of limited freedom, and these physical and mental problems are bound to cause great trouble to students^[8]. In the post-epidemic era, college students not only need physical “strict prevention and control”, but also psychological “effective

guidance”, which is of great significance for reducing the impact of emergencies such as the epidemic on the psychology of college students, improving the psychological quality and comprehensive ability of college students, and coping with the psychological crisis of college students. Carry out mental health education work using positive psychotherapy for higher vocational students, and actively respond to a series of psychological problems caused by the epidemic through self-psychological adjustment. Timely publicity and popularization of emotional adjustment and response methods, psychological counseling for people in need, and psychological epidemic prevention are an important aspect of epidemic prevention and control. In order to improve the “psychological epidemic prevention” ability of higher vocational students and improve the level of mental health.

2. The mental health of college students in the “post-pandemic era”

2.1. The main manifestation of the mental health of college students in the “post-epidemic era”

The mental health problem of college students is one of the top priorities of vocational colleges and universities. Pay attention to the mental health of students and face it positively.

2.1.1. Irregular life schedules lead to a sense of self-uncertainty

In the absence of external supervision from schools, teachers, peers, etc., behavior is more dependent on mobile phones, and a lot of time is spent on online games, fragmented information reading, and short video apps. After the start of the school year, in accordance with the requirements of epidemic prevention and control, students did not have too many campus cultural activities on campus, and many activities were stopped because of the number of people. Factors such as insufficient restraint, relatively relaxed studies, slack thinking, etc., students' life and rest are disrupted, all night long, Internet addiction, day and night upside down, mental exhaustion, difficulty falling asleep, sleep disorders, repeated waking up, etc., which seriously affect the campus learning and living conditions and future development. According to the survey during the epidemic period, students have a relatively high degree of concentration on their own physical health, as shown in Figure 1. Students' work and rest are disordered, their ability to manage themselves is insufficient, and the normalization of epidemic prevention and control has led to the coexistence of sympathy and fear mentality of college students, which has further triggered panic and worry among college Students.

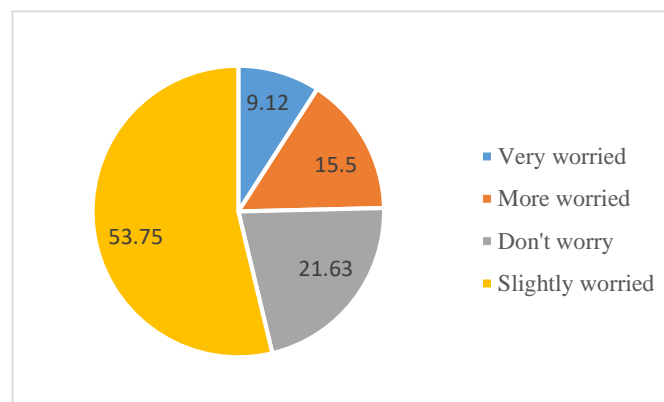


Figure 1 Physical discomfort reactions during the pandemic

2.1.2. Confusion about academics and employment

Affected by the epidemic, many schools have postponed the opening of the school to use online teaching, teachers have taken pre-class check-in, online questioning, classroom answers and other

ways to strengthen the supervision and management of the classroom, students with poor self-discipline are often coped with things, and even some students continue to sleep after completing the check-in^[9]. It is difficult to concentrate on preparing for the exam, there is no time to devote itself to independent learning and research topics, “hit the bell” in class, deal with homework after class, have a low sense of value, regret and self-blame, suffer from gains and losses, lag behind the revision progress, and cannot participate in offline professional examinations in various disciplines, and worry and anxiety about academics are even worse. Because many enterprises affected by the epidemic cannot survive, the phenomenon of stopping recruitment or recruitment positions is reduced, and the phenomenon of employee departure is widespread, students' internship practice cannot be realized due to the epidemic, and the pressure of employment competition and professional supply and demand has increased significantly. The changes in learning styles brought about by online teaching instead of classroom teaching make college students have a poor experience of learning quality and effect, and make college students worry about their studies.

2.1.3. Interpersonal tension

Because the action route of students in the case of school closure management of epidemic prevention and control schools is mainly “classroom - canteen - dormitory” three points and one line, so that the scope of communication is narrowed, the frequency is reduced, the needs of communication cannot be met, and there are troubles that cannot be solved in time^[10]. Spending longer time in the dormitory will lead to increased conflicts in the dormitory, tension between roommates, and students not being able to rest well. College students in love can only talk to each other through the Internet, which is extremely unfavorable to the development of intimate relationships, and the two sides do not trust each other, which can easily lead to breakups, bring blows to students, and increase students' negative emotions.

2.2. Influencing factors of mental health problems in college students in the “post-pandemic era”

There are many factors that affect college students' mental health, mainly including the following two factors: the closed management mode of campus epidemic situation and the big environmental factors.

2.2.1. Closed management of the epidemic situation on campus

While completing their studies in school, they must also comply with the requirements of epidemic prevention and control management, students are more sensitive, sometimes there will be emotional catharsis, easy anger, students have dissatisfaction and resistance to some management regulations. Changes in campus management have affected students' daily habits and thoughts and behaviors. To a certain extent, it restricts the free access of students to the campus and the scope of activities. Strict implementation of students entering and leaving the school gate need to be reported in advance, campus entrance body temperature detection and scan code registration, class temperature morning, afternoon and evening check, student health day reporting system, teacher and student action trajectory tracking system, etc. In addition to the normal opening of classrooms, canteens, libraries, school management and requirements are different from the past, students may have adaptation problems and psychological adjustment disorders after returning to school for a period of time.

Some students feel a sense of depression and a sense of “detention” in the campus environment and the atmosphere of epidemic prevention and control, especially the long-term existence of the new crown pneumonia epidemic as a stress source, which can easily lead to students' persistent latent chronic state and brew into bad emotions and problems such as psychological depression under special circumstances, which may lead to the impact of post-traumatic stress disorder

throughout their lives.

2.2.2. Macro environmental factors

At the beginning of the outbreak of the new crown pneumonia epidemic, effected by the visual impact of online information and media videos, the public was afraid and anxious about the physical damage caused by the epidemic virus, and their mental health was greatly damaged. The risk of repeated epidemics still exists, the global epidemic is still happening, the pressure on epidemic prevention and control is always there, people are panicking and worrying about the psychological state of panic and fear is still continuing, and China's epidemic prevention and control is facing unprecedented tests and pressures.

Ordinary people and students rarely visit the scene of the epidemic in person, cannot correctly and objectively view the impact of the epidemic, and have insufficient psychological cognition and perception of the epidemic. College students have a high level of awareness of the epidemic and are extremely sensitive to information and clues related to the epidemic. Once you or others around you have symptoms similar to COVID-19, you have a high degree of doubt about whether you or others have been “infected”. Young college students have immature personalities, insufficient psychological endurance, and low social adaptability. Students present the complexity and diversity of psychological problems under multiple pressures.

3. Psychological protection measures for college students in the “post-epidemic era”

3.1. Establish a psychological screening and early warning mechanism for students

In response to the sudden outbreak of the new coronavirus pneumonia, colleges and universities should actively explore and build an independent and distinctive psychological crisis intervention mechanism for online college students to ensure the physical and mental health of college students. Carry out mental health counseling and dynamic psychological census from time to time, timely understand the psychological dynamics and conditions of students, screen individuals in crisis, similar to the “nucleic acid testing” of the body, actively explore the trajectory of ideological and psychological changes in college students under the normalization of epidemic prevention and control, and timely carry out counseling work for students with problems. Do a one-person-one-test assessment of students with potential psychological problems and one-person-one-book record tracking. Comprehensively and effectively improve the management level and efficiency of college students' mental health prevention work.

Make full use of network resources such as websites, WeChat public accounts, and QQ Weibo platforms to carry out red education such as patriotism and collectivism, guide students to set positive goals, spread positive energy, and actively respond to the epidemic. Carry out online psychological counseling services, establish QQ and WeChat spiritual mutual aid groups at different levels, and timely carry out psychological counseling services with warmth, temperature and warmth. On the basis of the original mental health assessment system, we will develop a professional assessment and dynamic monitoring system for college students' mental health in the post-epidemic era. Promptly grasp students' mental health status, organize professional teachers, counselors, and homeroom teachers of mental health education centers to carry out heart-to-heart conversations, and psychological protection work such as mental health lectures, group psychological counseling, and individual psychological counseling focuses on understanding students' physical health, learning status, and psychological status.

3.2. Adopt “four-dimensional linkage” to implement scientific management

Adopt scientific and scientific countermeasures, and college teachers, parents, and psychologists cooperate with multiple parties, as shown in Figure 2. Thought and consciousness are the internal driving force for everyone to make judgments and behaviors about things, and will inevitably

become the first threshold of epidemic prevention and control. Auxiliary teachers of vocational colleges and universities must firmly establish a sense of risk prevention, evaluate and judge public opinion events in a timely manner, and take decisive actions to effectively control ideological understanding and ideological situation. Constantly strengthen their own awareness and knowledge reserves, and take the initiative to benchmark political awareness, overall situation awareness, core awareness, and alignment awareness. From the inside out, from oneself and others, strengthen the awareness of risk, pay attention to the mainstream situation, and spread the positive energy of youth.

The basic focus of the key work of campus epidemic prevention and control lies in the overall planning of both on-campus education and teaching management and safety control of off-campus internships, and to improve emergency management literacy to consolidate long-term effective epidemic prevention mechanisms. Establish a hierarchical management model of “college-class-dormitory-student”, which is approved and reported by the responsible department of the school, and has counselors responsible for “one-to-one” dynamic tracking and contact to ensure the safety and stability of the student group on campus. Teachers should take the initiative to cooperate with the work arrangements of the long-term mechanism of the actual combat exercise, pay special attention to the sudden and mass incidents that may be triggered by hot and difficult problems, continuously deepen understanding, enhance awareness, summarize the law, and actively explore practical and effective scientific emergency management methods. In the post-epidemic era, there is still an urgent need for counselors to do a solid job of home-school contact work, take the initiative to combine family education and school education, and transform the home-school connection into the actual effect of full staff education, forming a new pattern of home-school collaborative education.

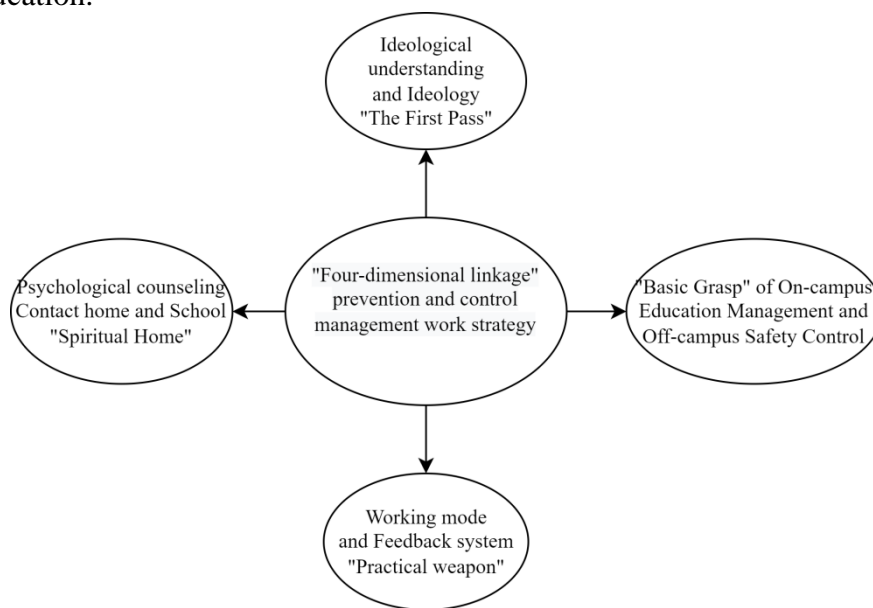


Figure 2 “Four-dimensional linkage” prevention and control management strategy for teachers in vocational colleges and universities

3.3. Strengthen the publicity and popularization of mental health knowledge

Colleges and universities can launch mental health columns or special series of works through new media platforms such as WeChat, Weibo, Douyin, and Station B, and use text, pictures, videos, etc. to popularize mental health knowledge and psychological adjustment methods. Solve the real demands of students, and carry out publicity and popularization work in a timely and targeted manner. Hold a theme class meeting. The Mental Health Education Center for College Students provides unified class meeting materials to help students take care of their hearts during special

periods, actively face the difficulties in reality, take the initiative to debug their inner state, and learn and grow healthier.

The students of the School Psychology Association jointly conducted a psychological broadcast with the school radio station: I love you with the world, including psychological film promotion, psychological beauty sharing, and serving teachers and students. Establish a home-school psychological education alliance to convey mental health knowledge to parents in the form of online parent-teacher meetings and other forms to alleviate family conflicts. Emotional control is an important part of psychological resilience, emotions have diffuseness, negative emotions will have a negative impact on individual behavior, emotions, interpersonal relationships, etc., in the usual education, to help students learn to regulate their emotions, reasonable expression, and catharsis.

4. Conclusion

Mental health is one of the important signs of college students' adult talent, in the post-epidemic era, vocational colleges and universities should pay special attention to students' physical and mental development, create a harmonious and safe teaching atmosphere, mobilize various energies, enhance their confidence in pursuing a better life, and improve their mental health level. Schools should base themselves on the principle of mental health, take the improvement of psychological screening and early warning mechanism as the premise, take the strength of professionals inside and outside the school as the starting point, strengthen communication and cooperation with families, so all parties need to pay more attention to the mental health status of college students, and adopt a variety of measures to do a good job in popularizing and publicizing the mental health knowledge of college students. Help students cultivate positive emotions, so that students' psychological adjustment ability can be improved, and their resilience in the face of difficulties is enhanced. Combine the solution of psychological problems with the solution of practical problems, when necessary, carry out psychological counseling, psychological group training, group counseling activities, give students more care and help in psychological counseling, physical and mental growth, positive quality cultivation, etc., and work together to improve the mental health of college students, improve psychological quality, and enhance mental health literacy. With the help of schools and families, complete the safe, human and scientific traumatic process to increase students' inner strength.

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