
MENTAL HEALTH COURSE DESIGN AND TEACHING EFFECT EVALUATION FOR COLLEGE STUDENTS

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Abstract

This paper aims to design an effective mental health course for college students. Based on network sharing platform and social psychology theory, the author defined the key elements of course design, namely, organizational management, teaching content, platform construction, teachers and students. Then, the evaluation indices for teaching effect were determined according to the design elements. Finally, the teaching effect and degree of satisfaction of the designed course were evaluated through questionnaire survey and classroom teaching. The results show that the design philosophy is in line with the modern rules of mental health education for college students; the designed course improved the teaching effect of the test group by 26.5-31.4% through 6-10 months of classroom teaching; the course satisfaction index was 4.02, indicating that the course achieved most of the expected effects. The research findings provide new insights into the design and evaluation of mental health course for college students.

Key words: College Students' Mental Health, Network Sharing Platform, Social Psychology, Effect Evaluation, Satisfaction Survey.

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INTRODUCTION

Along with the rapid development of society, and the continuous updating of technology and information, the people have been faced with more fierce social competition and good-bad intermingled on-line information, which lead to an increase in the number of over-stressed people, especially the contemporary college students. As the backbone of national development and the future star power of the motherland, college students must not only possess a wealth of professional theoretical knowledge, but more importantly, they must have a sound and positive psychological characteristic (Wang, Taylor, Pearl, Chang et al., 2004). However, in fact the current psychological problems of Chinese college students are serious.

According to the literature data (Voelker, 2007), the mental health problems of college students are increasing by 5.35% year by year (Byrd & Mckinney, 2012), e.g., the sensational case of Ma jiajue in Yunnan University in 2004, and the poisoning incident of graduate student from Shanghai Fudan University in 2013 (Kovess-Masfety, Leray, Denis et al., 2016). So, college students' mental health education needs to be systematically implemented and evaluated as an important subject in colleges and universities (Selvaraj & Bhat, 2018); the special column of mental health counselling should be also opened (Joanna, Catherine, Adrian et al., 2018), with the purpose to enhance college students' ability to overcome difficulties, face setbacks, and stand the test. Based on this, it is an important topic for many educational scholars and experts to study how to design effective mental health courses (Dingwall, Puszka, Sweet et al., 2015). Many scholars have conducted research on the content of mental health education, improvement of students' psychological quality and personality

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(Hall, Taylor, Moldavsky et al., 2014), and also performed classification analysis for the implement objects of mental health education (Ayano, Assefa, Haile et al. 2017), but there have been few studies on improving the college students' mental health through the course design of mental health education. Therefore, it's worth discussing and practical research to explore the course design and teaching effect of college students' mental health education.

Based on the previous studies, this paper

takes the mental health course design and teaching effect evaluation as the starting point, and constructs a basic framework of campus mental health education by introducing network media. With reference to the current psychological status of college students and network teaching cases (Jordans, Luitel, Poudyal et al. 2012), a network psychological education and counselling platform was constructed to enable college students to conduct online mental health education and evaluation in real time.

Table 1. Characteristics of mental health course design for college students

Content	Literature summary	This paper is leading
Content of courses	Emphasis on basic theory	Psychological counseling
	College Students Learn Psychological Adjustment by themselves	Deep mining implementable space
Teaching methods	Guiding Students to Analyse Psychological Phenomena	Multidisciplinary Teaching
	The course is monotonous and tasteless	Social Counseling Station
Teaching characteristics	Relying on College Elective and Compulsory Courses	A variety of life-related Teaching
	Stay in class	Integrate into all majors
	Government Leadership and Promotion	Practice Classroom to Improve Psychological Quality

Figure 1. Design method of mental health course based on internet media

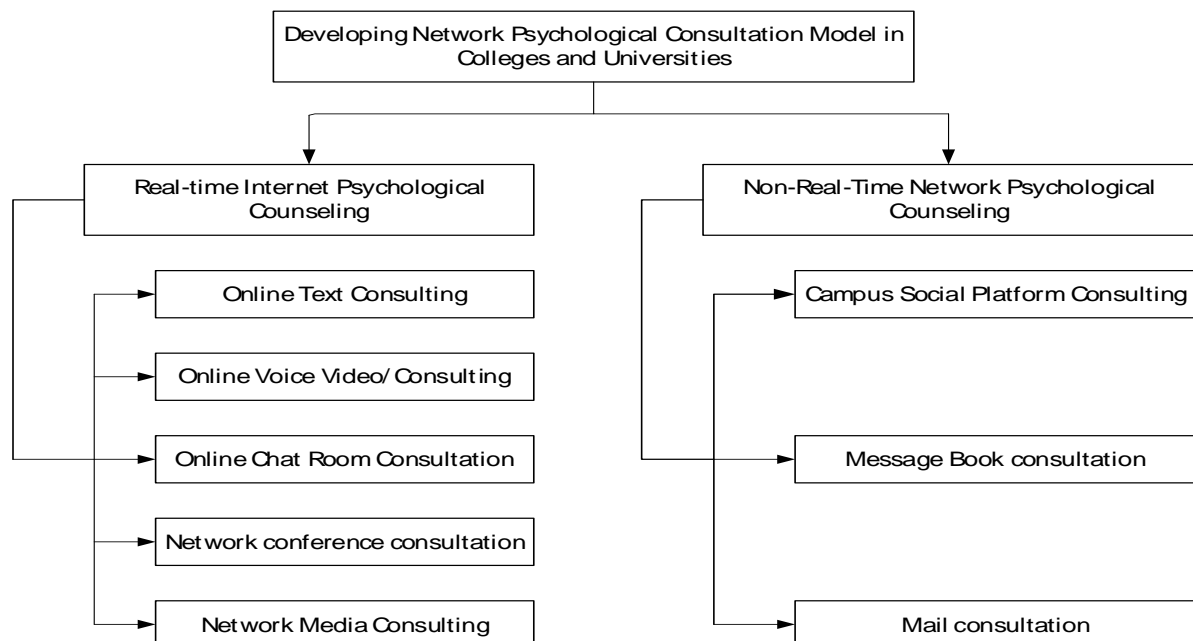


Table 2. Composition table of evaluation indicators for mental health education

First-level indicators	Secondary indicators
Organizational management	Target Setting, Teaching Plan and Summary of Mental Health Teaching Organization Construction of Teachers in Mental Health Education Relevant Educational System and Organizational Facilities Mental Health Curriculum Standards, Functions and Types, Correct Mental Health Concepts and Requirements
Educational content	Common psychological confusion and abnormal psychology, psychological disorders and anomie behavior and Its response, prevention and intervention of psychological crisis Emotion Management and Frustration Education Interpersonal Communication Psychology, Love and Sexual Psychology information Resources Construction、Utilization
Platform Construction	The Function of Psychological Health Teaching Media System and the Construction of Supporting System
Teachers and students	Equipment, Access System, Workload, Training of Teachers in Mental Health Education Training and Management of Students' Peer Psychological Mutual Assistants

MENTAL HEALTH COURSE DESIGN

Theoretical basis and method

Mental health in colleges and universities is a subject of studying college students' psychological behaviour and their behaviour system (Hendrick, Altshuler, Cohen et al. 1998). Supported by social psychology theory, this paper firstly defined the content framework of this course design clearly. Then, based on related literatures, a comparative analysis of characteristics between the previous mental health teaching and modern innovative mental health course was performed to determine the design characteristics of mental health course for college students (Table 2).

Design of college students' mental health course

Owing to the rapid development of online media in today's society, the interactive teaching through online media is an effective way and the most convenient method to enhance the students' learning effect and stimulate the interest in learning. In addition to determining the design characteristics of college students' mental health course, it should be also designed to ensure the correct use of network, promote their consciousness and method of mental health learning through internet, and then grasp the learning awareness of the rules. Besides, the previous research and individual practice research results were summarized into the real-time internet counselling content and non-real-time internet counselling content. Using computer technology to establish an online classroom, students can conduct consulting through online communication, or effectively help the students with psychological barriers to

consult about their psychological problems, or automatically click to learn mental health courses through the created classrooms. Figure 1 shows the design method of mental health course

TEACHING EFFECT AND EVALUATION OF MENTAL HEALTH COURSE

Teaching effect evaluation indicators

The teaching effect evaluation of the mental health course should be mainly based on the establishment of relatively clear evaluation indicators, clarification of the indicator evaluation principles, and finally the determination of evaluation indicator composition. The evaluation system of this study was constructed on the basis of objectivity, integrity, independence, directivity, and feasibility, with the purpose of ensuring the effective application of evaluation method in practice and measuring whether this evaluation can be regarded as a scientific evaluation basis. Thus, the four categories such as organization management, teaching content, platform construction, teachers and students were taken as quantitative evaluation indicators, in order to evaluate the teaching effect of the course in a fair manner. Table 2 lists the primary and secondary evaluation indicators summarized.

Practical teaching of mental health course

The mental health course is designed to ensure improving the learning effect of the learning object in the implementation process by establishing a standardized evaluation system. For this, the questionnaire method and the actual classroom tracking method were designed in this paper to evaluate the course design and its

implementation effect. Selecting Guangzhou university student town as the survey area, and the college students as the respondents, the survey mainly aims to evaluate the existing problems in the current course design in terms of the evaluation indicators and whether there are potential problems with the mental health of the college students. A total of 1,135 questionnaires were distributed in this survey, and 1,078 questionnaires were actually recovered. This questionnaire met the survey requirements. Finally, using the statistical analysis software SPSS13.0 software, the statistical results were processed through the difference test of averages, analysis of variance, correlation analysis, and regression analysis to obtain the survey results. Figure 2 and 3 show the feedback results of the questionnaire survey.

The results of the survey in Figure 2 show the existing common psychological symptoms of college students, and there was a certain degree of mental health problems in the respondents, with the overall symptom detection rate of 25.6%; the top four psychological symptoms included: interpersonal sensitivity, depression, obsessive-compulsive, and others (sleep problems). The results are conducive to guiding the layout of the course design, and effectively pointing out the focus of the actual course design and the problems to be solved.

Figure 2. The degree of attention paid to psychological problems by different respondents

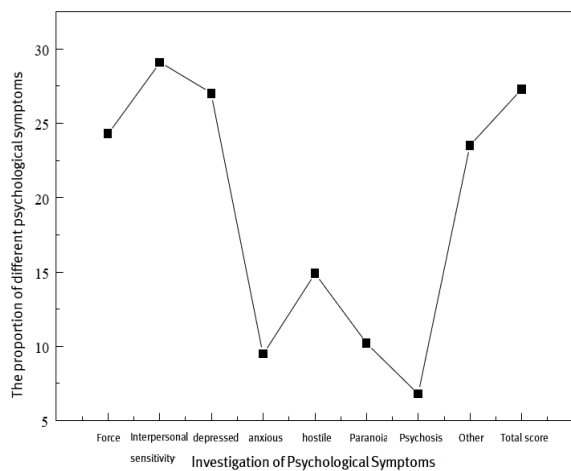
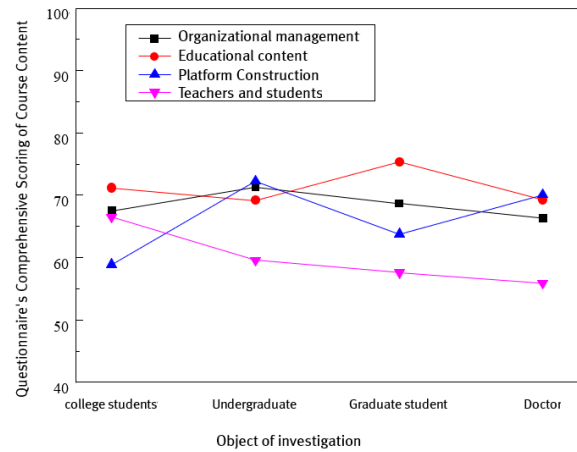


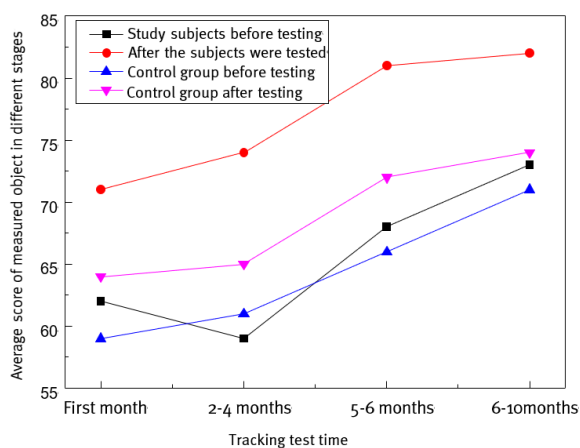
Figure 3. Comprehensive scoring of curriculum content by different respondents



The survey results in Figure 3 show that the proportion of students accepting our design of mental health courses in the four aspects of organizational management, teaching content, platform construction, and teachers and students reached 75.6%, indicating that this design has a certain teaching foundation, and feasibility in the teaching process. For different levels of college students, there are also differences in the mental health education. However, the focus of course design shows a more consistent regularity, that is, their focus of attention is all on the design of teaching content, followed by organizational management. This indicates that a sound psychology course design should be based on the characteristics of psychological problems of different teaching groups, and the primary is to provide a systematic organizational management and construct a feasible operating platform for mental health course design. In order to explore the validity of the design course, 156 students of different academic levels from one university were selected as test subjects (three dropped out), and 153 were effective subjects (83 in the experiment group and 70 in the control group). It lasted for 6-10 months with professional instructors. Using a comprehensive judgment method, based on variance and quantity analysis data, the index system of the subjects was set to M , the indicators were $M_1, M_2, M_3, \dots, M_i$. The weight of this indicator system in the whole evaluation was the sum of all final indicators, and the distribution of weights should be adjusted accordingly due to the difference of the evaluation system. The final analysis results are

shown in Figure 4.

Figure 4. Effect analysis of control group and test group



The weight analysis data and the results of Figure 4 show that the score of the mental health course designed in this paper increased by 26.5%-31.4% compared with the measured results of the mental health effect in the control group. In order to further test the course satisfaction, the satisfaction survey was conducted on the test group and the control group. The survey results showed that the college students' overall expectation value of the mental health courses reached 4.02, which is equivalent to "high expectations", of which 15.82% of college students had "higher expectations", 62.40% of college students had "high expectations", 17.24% had "general" expectations, 2.54% had "low expectation", and no students chose "lower

expectation". It can be seen that nearly 80% of college students were full of expectations for mental health courses, indicating that they recognize and accept the establishment of such courses. Among the 10 indicators, the expected values were ranked from high to low, respectively: course content, teaching methods, teacher level, teacher attitude, teaching evaluation, teaching devices, teaching effects, curriculum value, teaching material selection, teacher-student interaction, as shown in Table 3.

The survey data in Table 3 intuitively shows that the designed course helps to learn about the learning objects; each classification indicator was divided into the expected value and satisfaction value, and the assignments were used for ranking reference. The scoring of satisfaction degree can provide a basis for the improvement and implementation of course design, help to timely adjust the problems of student learning, and be beneficial to interactive teaching and enhance students' interest in learning.

CONCLUSIONS

This paper designs an innovative model of mental health education for college students based on the network sharing platform. The questionnaire survey method and data tracking method were used to analyse the stability of the designed course, while the practical training was taken to compare the actual teaching effect of the test group and control group. Finally, through investigation and induction, the focus and direction of attention to college students' mental health were obtained. The specific conclusions

Table 3. A comparison of College Students' expectations and satisfaction with mental health education courses

Index	Expected value		Satisfaction degree		Mean difference	Change in ranking
	average value	sort	average value	sort		
Curriculum value	3.95	7	3.67	8	0.28	-1
Teacher attitude	4.02	4	3.81	4	0.21	0
Selection of teaching materials	3.94	9	3.82	3	0.12	6
teaching level	4.12	6	3.92	2	0.20	1
Content of courses	4.17	1	3.96	1	0.21	0
Interaction between teachers and students	3.90	10	3.65	9	0.25	1
teaching devices	3.98	6	3.77	7	0.21	-1
teaching effectiveness	3.95	7	3.63	10	0.32	-3
teaching method	4.13	2	3.81	4	0.33	-2
Teaching evaluation	4.00	5	3.78	6	0.22	-1

are as follows:

(1) This paper clarifies the four types of quantizable primary and secondary evaluation indicators of mental health course teaching: organization management, teaching content, platform construction, teacher and student team;

(2) The survey results using our designed mental health course for college students showed that the top four psychological symptoms include: interpersonal sensitivity, depression, obsessive-compulsive, and others (sleep problems); this course design ensured the practice teaching effect to be increased by 26.5%-31.4%;

(3) Survey results showed that the college students' overall expected value of mental health courses was 4.02, which meant "high expectations". Therefore, the standardized, targeted and implementable design of mental health course is getting more popular among the college students, indicating that the evaluation indicators listed in this paper are practical and directive for the establishment of similar curriculum evaluation systems.

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