

Work Status and Information Teaching Mode of College Psychology Commissary

Yaqin Mu¹, Nan Jin^{2*}, Jialei Lu³

{58542952@qq.com¹, 1986762054@qq.com^{2*}, 3223512912@qq.com³}

Jiangsu University, Zhenjiang, People's Republic of China

Abstract. Nowadays, students are disturbed by many factors and are prone to problems due to psychological instability. Most of the previous studies have put forward some suggestions on the training mode, but there are few actual data to support the observation of the implementation of the work of the psychology committee in universities. Based on the theory of positive psychology and peer education, this study aims to investigate the implementation of the work of psychological committee members in universities and explore the application of mixed information teaching mode in the training of psychological committee members. The methods used in study were questionnaires and interviews and were carried out in 5 universities and 4 grades. The survey results show that most of the psychological committee members work in place and hope to be further improved, and hybrid information teaching is worth trying in the training of psychological committee members.

Keywords: Peer counselor; Professional competence; Health education; Mental health; Information teaching mode

1 Introduction

On July 21, 2021, the Ministry of Education's Notice on Strengthening the Management of Students' Mental Health required to "further improve the pertinence and effectiveness of students' mental health work, effectively strengthen professional support and scientific management, and strive to improve students' mental health literacy"^[1]; In 2022, the Ministry of Education will "strengthen and improve students' mental health education, implement students' mental health promotion plans, and do a good job in scientific identification, real-time early warning, professional consultation and proper response"^[2] as one of the main points of the annual work. On October 9, 2023, the Ministry of Education announced that strengthening students' mental health has become a national strategy^[3].

This study aims to collect the views of psychological commissars themselves and their classmates on the work of the psychological commissar. We can help the psychological commissars realize their work responsibilities, cultivate a sense of responsibility and positive psychology, and help them improve their workability. So as to effectively prevent abnormal events caused by psychological problems on the university campus. Meanwhile, given the different psychological problems and mental disorders faced by different grades, the psychological committee can understand the various needs of students to adjust their work content.

This study is based on the theory of positive psychology and peer education. "Positive psychology is the scientific study of what makes life most worth living"^[5] (Peterson, 2008). To push this brief description a bit further, positive psychology is a scientific approach to studying human thoughts, feelings, and behavior, with a focus on strengths instead of weaknesses, building the good in life instead of repairing the bad and taking the lives of average people up to "great" instead of focusing solely on moving those who are struggling up to "normal"^[5] (Peterson, 2008). The effectiveness of peer education programs is dependent on the provision of adequate emotional and program support for peer counselors as well as a supportive environment and community context^[4] (Campbell, 2003).

Based on the peer counselor system in foreign countries, the position of psychological commissary is set up in our country. Peer counselor refers to a more professional and flexible position in foreign countries; while psychological committee refers to a more systematic, comprehensive, and systematic position in China.

2 Literature review

In recent years, many outstanding scholars have offered us a series of excellent works on this topic and revealed many new research directions and perspectives. However, despite such a wealth of research and investigation, the existing problems still cannot be completely and completely solved. Focusing on this hot topic, this study is based on the intersection of theory and practice.

With the advent of the new media era, information technology has been integrated into all aspects, including teaching and psychology. Previous studies have integrated information-based teaching into sports psychology and normal university students' skills training, etc. This study will try to integrate information-based teaching with college psychology commissary training.

All the above studies have provided various and in-depth data for the psychological counseling system of colleges and universities in China. However, according to the data collected on this subject, although many scholars have conducted various studies on the factors affecting the competence of college psychology commissaries, there are still shortcomings in these studies. There is a lack of analysis of the direct reasons for the performance of the responsibilities of college psychology committee members and the study of solution strategies, and the provision of strategies and feasibility analysis are less, mostly theoretical research and lack of practical analysis.

3 Methodology

3.1 Research questions

To explore role cognition and work implementation of psychological committee members, we conducted this study. In an attempt to help the psychological committee members realize their job responsibilities, and cultivate a sense of responsibility and positive psychology, this study was done. In addition, given the different psychological problems and mental disorders faced

by different grades, the psychological committee can understand the different needs of students to adjust their work content.

3.2 Participant

A total of 802 students originally participated in the project. They were from 5 universities in Jiangsu province, China. Among them, 581 (72.44%) were in Year 1, 111 (13.84%) in Year 2, 68(8.48%) in Year 3, 10 (1.25%) in Year 4, and 32 (3.99%) in the first year of postgraduate study. There were 345 (43.02%) male participants, and 457 (56.98%) female participants. There are 285 35.54%) participants as a psychology commissary in college, and 517 64.46%) are not.

3.3 Research instrument

The questionnaire is in Chinese. It consists of four parts. The first part is about the basic information, such as gender, grade, whether to serve as a psychological committee member, duration and reasons for serving as a psychological committee member. The second part is the degree of understanding of the responsibility of the psychological committee. The third part is about the investigation of the implementation of the work of the psychological committee. The fourth part is to popularize the knowledge of peer psychological education and investigate whether the psychological committee members are willing to further improve and develop.

3.4 Research procedure

Reading a lot of literature and understanding the research status at home and abroad, design the questionnaire based on the predecessors' research. Before the release of the formal questionnaire, the preliminary survey will be carried out in a small scope. Based on the results of the pre-survey, the questionnaire is modified and improved, and then the official version of the questionnaire is issued. After the end of the questionnaire, the data were collected. Ten students were randomly selected for the interview. Collect survey data and interview data, then analyze the data.

3.5 Date collection and analysis

The software application used to analyze the data was SPSS. The KMO value of the questionnaire is 0.975. It shows that the sample data has a high correlation and is suitable for factor analysis and validity analysis. Barthes's sphericity value was significant, and the p-value was less than 0.05, which further indicated that the sample data were suitable for factor analysis and validity analysis.

4 Results

4.1 Date analysis

Of the 285 psychology committee members, 254 (89.12%) volunteered. The reasons for voluntary registration include interest in psychology (82.68%), work experience in the heart committee (9.84%), and psychological help (5.12%).

a) The most important responsibility of the psychology committee:For the psychology committee, the most important responsibilities are to deeply observe and timely reflect on the

psychological dynamics of the class students, do a good job of reporting the mental health status of the class every month (30.88%), pay attention to the psychological status of students in the class and report abnormal situations (28.07%), and to support, comfort and relieve students who encounter problems in study and life (27.02%). For those who are not psychology committees, the most important responsibilities are to publicize and popularize mental health knowledge (91.3%), to pay attention to the psychological status of class students and report (85.11%), to take the initiative to carry out psychological activities such as class meetings on psychological topics (82.98%), to support, comfort and relieve students who encounter problems in study and life (80.46%), to cooperate with and assist professional teachers in psychological crisis intervention (77.18%) and to deeply observe and timely reflect the psychological dynamics of the class students, and do a good job of reporting the mental health status of the class every month (75.24%). Full data is in **Fig 1**.

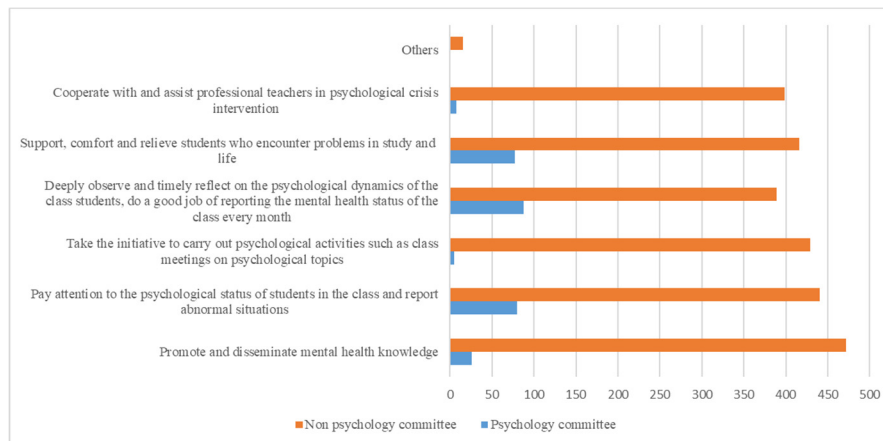


Figure. 1. The responsibilities of the psychology committee.

b) The ability and conditions that psychological committee members should have: The top three abilities that psychological committee members should have are affinity, listening ability and communication ability. The top three conditions that psychological committee members should have are responsible, enthusiastic and proactive.

c) Psychological Problems: For psychology committee, they have encountered classmates to talk about psychological problems caused by emotional management, interpersonal communication and learning. For those who are not psychology committees, the problems they encounter in their lives are psychological problems caused by emotional management, interpersonal communication and learning. From this, we can infer that the psychological problems of the students match the problems of the psychological committee reception. The psychological commissar can effectively help students with minor psychological problems. Full data is in **Fig 2**.

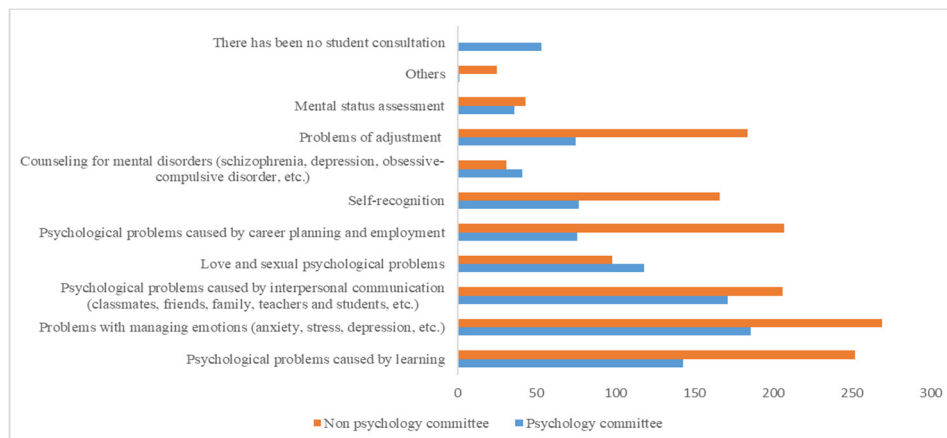


Figure 2. Psychological problems students meet in universities.

d) Job implementation degree: For psychology committee, 112 (39.3%) students rated their qualifications as a psychological committee member at 5 points, 119 (41.75%) at 4 points, and 50 (17.54%) at 3 points. For those who are not psychology committees, 331 (64.02%) people rated their class psychology committee members as 5 points qualified, 120 (23.21%) people rated them as 4 points, and 52 (10.06%) people rated them as 3 points.

e) Peer counselor development: As for the further improvement of becoming a peer counselor, 32.63% of the psychological members expressed very interest, 47.02% expressed interest, 18.25% said they could try. At the same time, 84.33% of the students said that if the class psychology committee members become peer psychological counselors, they will trust them more.

f) The combination of information teaching and psychological commissary training: According to the results of the questionnaire for psychological committee members, 97.19% of the students said that the training for psychological committee members carried out by the school was effective. At the same time, 80.7% said that the use of hybrid information teaching mode in training will improve the training effect, and 78.24% of the students are willing to try this mode. Combined with the question "As the class psychology committee member, are you interested in becoming a peer psychological counselor?", 79.65% of the students expressed interest in becoming a peer psychological counselor. The school will try to adopt a mixed information teaching model in the daily training of psychological committee members and the training of upgrading, that is, the training of peer psychological counselors.

The key of information-based teaching model is to focus on students and analyze their characteristics. It requires schools to grasp the physical and mental characteristics of psychological committee members, and requires schools to understand the differences and characteristics of students in different colleges and different grades. According to the characteristics of different colleges, different grades of students and the psychological problems that are easy to develop different training programs. At the same time, online tracking was used to assess the completion of the work of senior psychology committee members. Publish learning tasks, support learning resources and check learning progress online, and carry out classroom teaching, answer work doubts, organize student discussions and check learning effects offline, so as to carry out the practice of hybrid information teaching in all aspects.

Because the training of psychological committee members is different from the subject teaching, there is its particularity, and the next will be from the technical methods and their selection basis, teaching skills, teaching organization forms and other aspects. In terms of technology and methods, the commonly used methods of information-based teaching include lecturing, discussion, demonstration, task-driven, case teaching and problem-based learning. The choice of technical method is based on the teaching purpose and task, teaching content, teaching conditions, students' actual situation, class type and so on. First of all, the training of psychological committee members should lead the new cardiac committee to understand the responsibilities of the cardiac committee and the basic qualities it needs to have, and know the reasonable health concept, etc. In this aspect, the training can adopt the method of combining teaching and discussion; The common psychological problems of college students and how to intervene in crisis can be taught by example teaching method in order to be more intuitive. Training such as some psychological class meetings, group counseling activities, etc., can be demonstrative or task-driven. Teaching skills are further subdivided into the skills of introduction, explanation, blackboard writing, lesson completion and task design. In the training process of psychological committee members, it can be introduced through stories or games; Explain by means of explanation, comparison and dissolving; Inductive, comparative, practice, activity, expansion and extension are summarized. Psychology members have a high degree of freedom in their work, and can adjust or design activity plans and intervention methods according to the actual situation of the class, so the teaching of task design skills is also indispensable in the training. Teaching organization form refers to the combination of teachers and students in teaching activities to achieve teaching objectives. Class teaching, group teaching and individual teaching are common forms of teaching organization. In the training, the appropriate teaching organization form should be selected according to the teaching purpose, teaching content and teaching conditions.

Teaching practice is an important means to test the effectiveness of information-based teaching, and it is also an important way for teachers to internalize their knowledge into their ability. The integration of information-based teaching and psychology committee training should not stop at the improvement of teachers' information-based literacy and information-based teaching ability, but should be integrated into the actual training of psychology committee members.

4.2 Correlation analysis between working duration and working effect

a) Self-evaluation: According to the results of Pearson's correlation coefficient, we can find that there is a negative correlation between the time served as a psychological committee member and whether they think they are qualified in the past job, the correlation coefficient is -0.97 ($p < 0.01$). In other words, the longer they have served as a psychology committee member, the more likely they are to think that they are not qualified in their past work. In addition, we can also see that the mean length of serving as a psychology committee member is -1.44, and the standard deviation is 2.14; The mean and standard deviation of those who considered themselves qualified for their past jobs were -0.45 and 3.47. This shows that the length of time served as a psychological committee member and whether they think they are qualified in the past work have a large range of values, and there are some differences. In summary, we can conclude that in the process of serving as a psychology committee, the longer the person, the more likely he or she is to think that he or she is not qualified in the past job. This conclusion provides a certain reference value for the training and management of psychological committee members.

b) Students' evaluation: There is a negative correlation between the length of time served as a psychological committee member and its performance rating, with a correlation coefficient of -0.96^{**} , which means that as the length of time served as a psychological committee member increase, the performance rating tends to decrease. This result suggests that serving as a psychology committee member for a long time may have a certain negative impact on performance, possibly due to factors such as fatigue, lack of new ideas or passion.

5 Discussion

The aim of this study is to optimize the training program of psychology committees in colleges and universities and help them to carry out their work better. The findings indicate psychology committees can effectively help students with mild psychological confusion. At the same time, the vast majority of psychological members are willing to accept information mixed teaching and receive more professional training to become a peer psychological counselor. The results also ties well with previous studies wherein the competency analysis of psychological committee members. The innovation of this research lies in the combination of domestic psychological committee system and foreign peer consultation system and the integration of information mixed teaching mode in training. It provides a reference for the follow-up research and training model of psychological committee members.

There are some possible limitations in this study. Firstly, it just covered a small number of the participants. Time and fund are limited so that the sufficient samples could not be found in the actual development of the survey, which may have a certain impact on the accuracy of the results. Secondly, the research methods and data screening tools are too simple to research it in-depth and comprehensively. Thirdly, in the research, the previous relevant literature should be cited as the basis and reference, but the domestic relevant research and literature are few.

We believe that this study can be expended in several aspects. First of all, expand the scope of literature research at home and abroad, and carry out more in-depth research. In the second place, expand the scope of the survey, broaden the channels of dissemination, and choose various tools to analyze the data in order to obtain more comprehensive and accurate results.

6 Conclusion

The main goal of the current study was to collect the views of psychological commissars themselves and their classmates on the work of the psychological commissar. This study has found that the vast majority of psychological committee members work well and have a great interest in becoming peer psychological counselors. Relevant training can be added to the training program of psychological committee members in the future. The study is limited by the size and scope of the participants. More studies are expected to be carried out in the training of psychology committee members in colleges and universities to enrich the training forms and expand the training scale.

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