

# Study on Intervention Measures for Mental Resilience of College Students under New Coronary Pneumonia Epidemic Situation

**Qingping Song**

Heilongjiang Bayi Agricultural University, Heilongjiang Daqing 163319, China.

Email: byndsqp@126.com

Fund Project: General Research Project of Daqing Federation of Social Sciences, "Strengthening Practical Education, Promote the Deeply Integrated Development Strategy of 'City and School Interaction'", Project No. DSGB2019063

General Research Project of Daqing Federation of Social Sciences, "Research on the Integration Mechanism of the 'Beidahuang Spirit' and 'Daqing Spirit' from the Perspective of Practical Philosophy", Project No. DSGB2019061

**Abstract:** At the beginning of 2020, a sudden epidemic raged on the land of China. During this long holiday, some college students experienced negative emotions such as anxiety, sense of loss, helplessness, panic, etc., which even caused the students to have insomnia, chest tightness, uncomfortable, etc. We should pay attention to the mental health of college students, and further improve the psychological resilience of college students. The study of college students' psychological resilience can help college students to enhance their subjective awareness and promote their healthy growth. On the other hand, it can also provide a reference for the continuous development of college students' mental health work.

**Keywords:** New Coronary Pneumonia; Psychological Resilience; Psychological Intervention; Mental Health of College Students

The impact of the international emergency public health incident of New Coronary Pneumonia on people is strong and direct. This kind of home isolation for more than a quarter has caused many difficulties for college students to go out, return to school, and study. Negative emotions such as anxiety and stress are easily generated. If the intervention is not timely, it will have a serious impact on the mental health of college students.

## 1. Mental health data survey

Psychological resilience refers to the ability of an individual to self-recover when he is frustrated or experiencing adversity. Good psychological resilience has a positive effect on alleviating tension and protecting mental health. The assessment of mental resilience involves emotional control ability, positive cognitive ability, target concentration, support from family and friends, etc. The psychological resilience intervention for college students also starts from these dimensions. College students are in the formation process of a world outlook, and major social events will have a great impact on their minds. Below we will evaluate the mental health status of college students from the statistical analysis of data.

### 1.1 Data description

The survey was conducted through an online questionnaire. A total of 7,288 people participated in the questionnaire, of which 4,669 were male, accounting for 64.06% of the total number of participants, and 2,619 were female, accounting for 35.94%; 7288 were participating in the survey. Among the college students, the number of freshmen, sophomores, juniors, seniors, and graduates were 3246, 2040, 1453, 521, and 28, respectively accounting for 44.54%, 27.99%, 19.94%, 7.15%, 0.38%.

### 1.2 Survey scale

A total of seven scales were used for a unified survey. Among them, the Psychological Resilience Scale (CD-RISC) has a total of 25 items, including three dimensions: tenacity, self-improvement, and optimism. Each item has the options of "never, rarely, sometimes, often, always" corresponding to 1, 2, 3, 4 and 5 points, the higher the score, the stronger the mental toughness.

---

Copyright@ 2020 Qingping Song

doi: 10.18686/ahe.v4i5.2250

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

### 1.3 Statistical results

Comparison of scoring results of 7288 students after CD-RISC scale measurement.

**Table 1.** Survey results

Title	Average
1 I can adapt to changes	4.05
2 I have close and safe relationships	4
3 Sometimes, fates or God can help	2.9
4 I can cope with no matter what happens	3.54
5 Past success has given me the confidence to face challenges	3.72
6 I can see the humorous side of things	3.83
7 Coping with pressure makes me feel strong	3.51
8 After experiencing hardships or illnesses, I tend to recover soon	3.7
9 Things happen for a reason	4.06
10 Regardless of the result, I will do my best	4
11 I can achieve my goal	3.71
12 When things look hopeless, I will not give up easily	3.7
13 I know where to go for help	3.61
14 Under pressure, I can concentrate and think clearly	3.6
15 I like to take the lead in solving problems	3.45
16 I will not be discouraged by failure	3.73
17 I consider myself a strong person	3.61
18 I can make unusual or difficult decisions	3.54
19 I can handle unhappy emotions	3.78
20 I have to act in anticipation	3.21
21 I have a strong sense of purpose	3.62
22 I feel in control of my life	3.63
23 I like to challenge	3.53
24 I work hard to achieve my goal	3.8
25 I am proud of my achievements	3.45
Average	3.65

Judging from the survey results, questions 3, 15, 20, and 25 have low scores. Students will feel worried, fearful, and scared in the face of difficulties and emergencies, but they all feel powerless. All of them have the determination and courage to overcome difficulties, and are willing to achieve their goals through their own efforts. This shows that the overall mental resilience of college students still has space for further improvement.

## 2. Discussion on the intervention measures of psychological resilience

We know that each individual's cognition of things will directly lead to their subsequent emotional and behavioral responses. Everyone's ability to bear objective social events is different, and the ability to bear is directly related to their cognition and evaluation of the event. The psychological resilience of college students also promotes it. If mental resilience is weak, then there may be anxiety and other emotions in some emergencies. Otherwise, they will be more confident and calm with various emotions. Mental health has a positive effect.

### 2.1 Cognitive aspects

Now that Internet technology is very developed, the era of information explosion has already arrived. College students need to pay due attention to the development of the epidemic during home isolation and the epidemic. At the same time, for the health of themselves and their families, they also need to understand how to take protective measures, which can also help them calm down and avoid the spread of bad emotions. However, too much information and too many channels will make the authenticity of the information difficult to identify. Therefore, in the face of the new coronary pneumonia-related crisis, all we need to do is to strengthen online information security education, purify the online information platform, and guide college students through authoritative media and websites. Schools also need to sort out effective and authentic information through the Internet and share it with students to guide them to actively respond to the epidemic.

### 2.2 Emotional aspects

When a major social event occurs, it is normal for an individual to have bad emotions. What we have to do is not to

emphasize the unique differences in this situation, but to guide students to accept that they have bad emotions while helping him analyze the emotions and reasons to overcome emotions and strengthen mental resilience.

From the perspective of college students, the most feasible way is to enrich their home life, such as reducing the dependence on the Internet, and paying proper attention to the epidemic information every day; followed by arranging study and rest time, cultivating good habits and adjusting boredom, and enhance physical fitness through appropriate exercise; third, spend more time with family members, strengthen communication, and unite the family to fight against the epidemic; Finally, if the above methods cannot solve the problem, you need to seek professional help, such as the psychological counseling hotline. Seeing a doctor and other methods can also be used to regulate bad emotions and cultivate mental resilience with the help of professionals

From the perspective of colleges and universities, the most important thing is to keep in touch with students. Special attention should be paid to students who are overwhelmed by anxiety and are in serious epidemic areas, and guide students to learn self-protection when they need help. Secondly, the school needs to pay attention to poor families, families with confirmed or suspected cases. Thirdly, it should be ensured that each student can contact the psychological help agency with conditions, and the services can be sent in a timely manner.

### **2.3 Guide students to evaluate the epidemic situation**

The new crown epidemic has made our people pay a terrible price, but if we only see the negative side of this social event, then we can not learn lessons from this experience. Looking for the positive side in difficulties can guide students to improve their mental resilience and successfully pass the psychological barrier. In this epidemic, our country 's medical response speed, national cohesion, and institutional advantages have all been demonstrated. For this, we need to guide college students to look at the problem from both sides, instead of only seeing the negative side.

### **2.4 Enhance students' self-confidence and obtain self-identification**

The pressure of senior students from graduation coupled with the impact of the epidemic makes students be worried about the pressure on employment. The impact of the epidemic shows on their choice of career choices after graduation. First of all, under the influence of the New Coronary Pneumonia epidemic, the employment pressure of the whole society is relatively large, the number of people waiting for employment increases, the number of graduates of college students increases, and the competition between fresh graduates and social personnel waiting for employment really enlarge the pressure of market competition. First, the school should help students understand the current situation and national policy support and arrangements for employment and entrepreneurship under the new coronary pneumonia epidemic. China held a meeting in April 2020, and the meeting pointed out that the government will fully expand college employment and entrepreneurship supports to comprehensively expand the recruitment of teachers in primary and secondary schools and kindergartens. The support of various policies and the sharp increase in demand for market positions have greatly eased the employment problems that students worry about. Teachers should help students to look at themselves dialectically. Fresh graduates are the young vitality, and they will surely become more talented people in the future society and enterprises, so that the school should help students obtain self-approval and enhance their confidence.

## **3. Conclusion**

Since colleges and universities are institutions for cultivating talents for the society, under the new crown epidemic, it is essential for the school to intervene in the psychological resilience of college students, guide students to recognize their responsibilities of the country, society, and family, actively promote anti-epidemic actions through typical examples, and at the same time organize related thematic activities for the development of college students. All of these are effective psychological interventions for college students.

## **References**

1. Zhang B, Wang R. Strategies for controlling college students' psychological fluctuations during an outbreak. *Education Exploration* 2009; (12): 125-126.
2. Liu Y, Neng Y. Analysis of the impact of university public health crisis on the psychology and behavior of college students. *Examination Weekly* 2012; 000(095): 166-167.
3. Tang L, Ying B. Investigation and analysis of the mental health status and influencing factors of middle school students in the period of the New Coronary Pneumonia epidemic. *Psychological Health Education in Primary and Middle Schools* 2020; (10):57-61.