

Mental Health Education in Medical Colleges and Universities under the New Situation

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Abstract: Strengthening psychological quality education in medical education and improving students' psychological health has become an inevitable requirement to adapt to social development. Psychological health is the basic condition for medical students to carry out their daily life and study, an important condition for medical students to develop their potential and self-fulfillment, and a necessary condition for their harmonious and sustainable physical and mental development. Therefore, this paper provides a brief analysis of mental health education(MHE) in medical schools under the new situation. The paper firstly introduces the background and significance of carrying out MHE for medical students, then analyzes the importance of MHE for medical students, conducts a survey and analysis of the current situation, and finally puts forward relevant suggestions and strategies.

1. Introduction

Under the background of "Healthy China", medical students, as a special group with the important responsibility of protecting people's health in the future, their physical and mental health in the process of growth is very important. Based on the needs of the development of the times, in addition to professional knowledge and clinical operation ability in the education and training of modern medical students, mental health is also an issue that medical schools need to focus on in the process of medical student education and training. In particular, the COVID-19 pandemic has prompted the whole society to have higher requirements and expectations for medical education, as well as higher requirements and standards for the training of medical students. Due to the particularity of medical students' majors, the psychological pressure faced by medical students is

much higher than that of college students in other majors. Therefore, it is very important for medical schools to effectively, scientifically and systematically do a good job of MHE for college students [1].

Contemporary medical students are a group with higher education level, higher intelligence and higher self-esteem, with higher ideals and pursuits than the general population, and therefore will face more opportunities and challenges, and therefore will also face more pressure[2]. With the development of the times and society, medical students are facing more and more psychological problems. Studies have shown that COVID-19 has an impact on the mental health of college students. The proportion of college students' self-denial, depression and anxiety is as high as 64.5% [3]. However, the root causes of these psychological problems have multiple and complex characteristics. How to train medical students to have a healthy psychology is an urgent problem to be solved by educators in medical colleges under the new situation.

With the development of modern society, the challenges facing the mental health of medical students are more severe, and experts and scholars have conducted in-depth studies on MHE in medical schools under the new situation [4]. For example, Research shows that the number of college students who are at risk of psychological problems cannot be ignored. With the increase of grades, the mental health level of college students shows a significant downward trend. Because students of different grades have different psychological problems, the school's mental health education should be "tailored", and different mental health education courses should be offered at different levels in a targeted manner, so as to play the role of teaching courses as the main channel in MHE. In view of this phenomenon, the researchers put forward the normal working mechanism of mental health "finding-intervention-feedback-tracking-summary", and started to strengthen mental health education from lower grades, which can help reduce the frequency and severity of psychological problems in senior grades [5]. MHE in medical schools is conducive to the development of medical students' mental health. However, during the implementation of MHE, the researchers found that there was a problem of emphasizing theory over practice. Psychological workstations at all levels of the school did not fully play their role, lacked true in-depth student groups and conducted face-to-face health lectures with students, and did not regularly organize psychological committees for guidance and consultation. training [6]. In addition, many medical students put more energy on their professional studies, and have insufficient understanding of MHE. Many students do not pay attention to MHE courses, thinking that they are medical students and have a better understanding of their own health status, which leads to some students. I read professional course books in mental health classes, but did not do systematic learning for MHE [7]. When encountering psychological problems, there is no effective psychological coping method. Therefore, it is important and necessary for medical students to learn to make correct self-psychological adjustment, and it is important and necessary for departments at all levels of schools to strengthen the cultivation of medical students' mental health.

The implementation of the MHE curriculum in medical schools is a complex process of equal interaction and inquiry, guided by the objectives of the MHE curriculum in colleges and universities, and anticipated by the teaching plan of the MHE curriculum in medical schools, influenced by a variety of factors [8]. In order to achieve the goals of the MHE curriculum in medical schools and to create good results beyond the expectations of the goals,-and to make the implementation of the MHE curriculum in medical schools present a good situation, the MHE curriculum in medical schools. It is necessary to design the MHE courses according to the psychological needs of students in different stages.

It is essential to explore a teaching system that is consistent with the laws of higher education teaching, but also responds to the characteristics of the physical and mental development of college students, and takes the maintenance of national mental health as the basic requirement, so this paper

investigates the MHE in medical schools under the new situation. For the group of doctors, mature and stable emotions are conducive to building a harmonious doctor-patient relationship and improving the working environment [9].

2. Analysis of the Current Situation

2.1. The Importance of MHE

Medical students are under great pressure to study and graduate, and since most of them are only children, they are less able to resist risks and incidents such as depression and self-injury occur frequently. Psychological quality, which is a core quality of the individual, can be improved through scientific training, so it is necessary to provide psychological education and training for medical students. The majority of medical students are willing to join psychological education and training because they believe that it is easy to lose control of their emotions in the face of projects, dissertations and graduation", and that negative psychological qualities can affect patient outcomes and recovery when medical students are faced with thinking patients every day when they enter society. In terms of setting specific goals, medical students should have good self-confidence in the face of competition, a stable professional mentality, the ability to communicate effectively with patients, a certain amount of planning for their own development, considerable control over their emotions and behaviour, and a strong will that is not easily influenced by the external environment.

2.2. Analysis of the Current Situation of Mental Health Education for Medical Students

This study randomly selected 161 students from a medical school to investigate the status quo of medical students' MHE, including 72 male students (44.7%) and 89 female students (55.3%). According to the survey, the top 5 sources of psychological problems of medical students are as follows: Problems in Study (19%), Interpersonal Communication (18%), pressure handling (15%), occupation (14%), Others include Love, adaptation, Self awareness, Family Factors and so on are also the sources of psychological distress of medical students. Through this survey, we also know that medical students hope to master more specific methods to help solve psychological confusion.

From the observations in Figure 1, the investigation on the satisfaction of the current mental health education courses of medical students shows that the MHE courses of medical students on the whole can make students satisfied to a certain extent, but there are still many deficiencies.

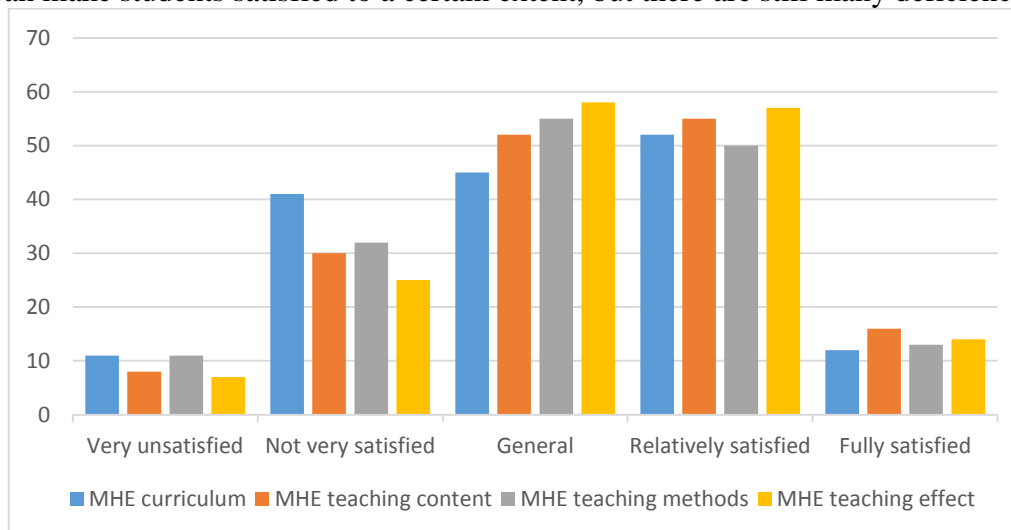


Figure 1. Satisfaction of MHE courses for medical students

The survey on the MHE course setting shows that among the students who are average, dissatisfied or even very dissatisfied, most of the students think that the current MHE course is mainly offered in the freshman year, and there is a lack of systematic MHE course training and learning after that. Although first-year students generally have a high demand for mental health education, college students at different stages have different main psychological problems, and college students of different grades also have the need to learn MHE courses, and they hope that the content of mental health education courses will be different [10]. Therefore, MHE courses should not be offered only in the first year. In addition, due to the limitation of class hours, the actual teaching is mainly based on theory teaching and experiential teaching as guidance, so students lack more experiential learning in many required learning contents. In terms of the survey on the teaching content, the students with average or lower satisfaction on the teaching content believe that the current MHE course learning content is more theoretical, and some of the contents are outdated and lack of application to solve practical problems. In terms of teaching methods, the theoretical courses of MHE mainly adopt teaching method, discussion method and case analysis method, while the theoretical courses of MHE mainly include situational simulation method, role playing method and group discussion method, etc. According to the survey, 83.2% students prefer the experiential course, because they feel that the experiential course is not boring and can enable students to learn in the process of group activities. Experience, observe, understand and share practical solutions to problems. While traditional classroom theoretical knowledge teaching, although students can achieve the purpose of knowledge learning, but can not stimulate students more participation and enthusiasm in class.

In summary, the mental health of medical students and the problems existing in MHE course reflect that universities do not pay enough attention to MHE, the teaching methods and means of MHE are single, and the teaching design of MHE lacks innovation. According to the research results and the actual situation of students, medical colleges should improve the classroom setting and teaching methods of MHE, better stimulate the learning enthusiasm and initiative of medical students, and help medical students learn to identify common psychological problems and cope with solutions through MHE class.

2.3. Analysis of Gender Differences in Emotional Management Ability of Medical Students

T-test was used to analyze the emotional management ability of medical students of different genders, and the results are shown in Table 1:

Table 1. Comparison results of gender differences

Category	t	P
Emotional regulation ability	0.92	0.13
Emotional performance	0.76	0.34
Emotional awareness	0.62	0.57
Emotional understanding	-0.23	0.41
Emotional ability	0.71	0.44

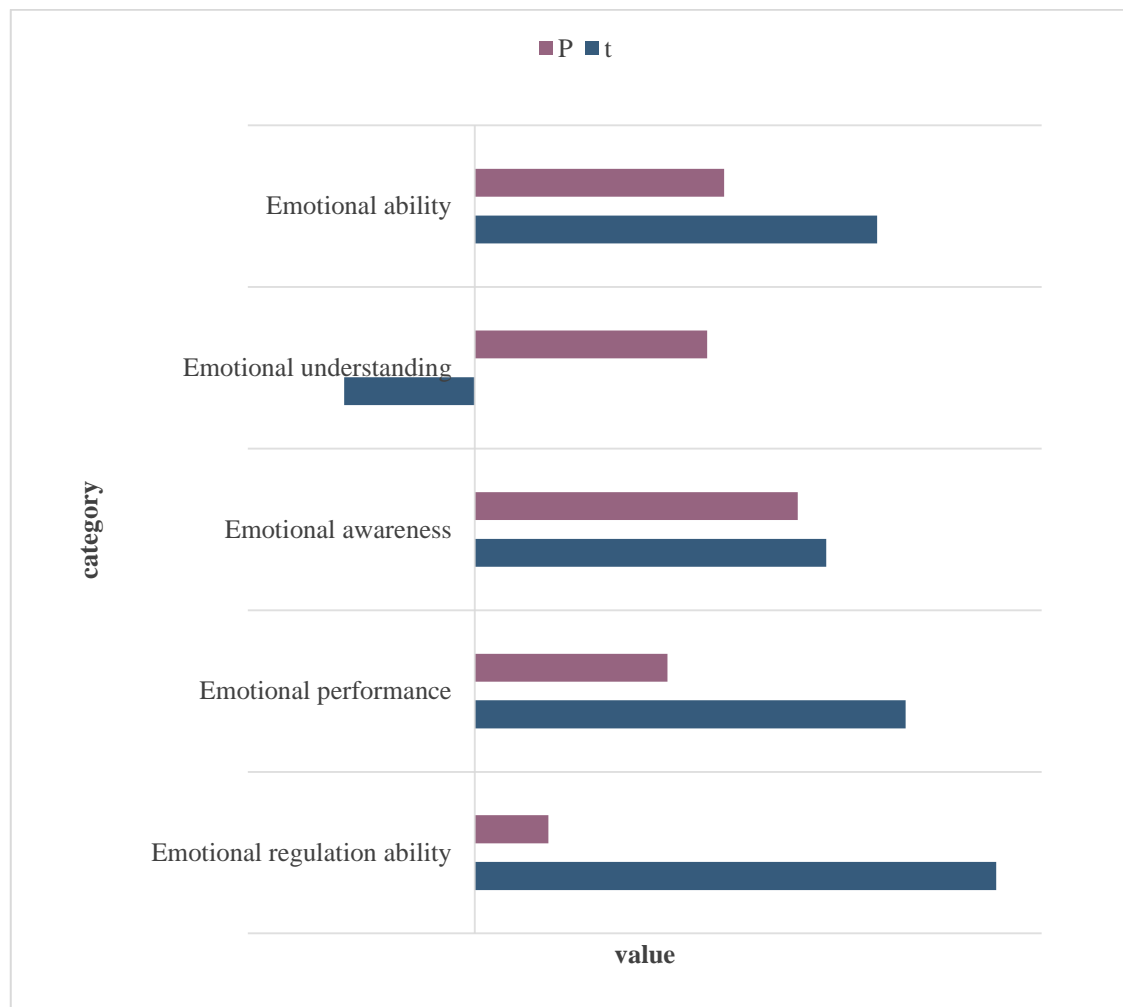


Figure 2. Comparison of gender differences in emotional management ability of medical students

Figure 2 shows that there is no significant difference in the total score and various factors of medical students' emotional management ability. In this study, the score of boys' emotional understanding ability is lower than that of girls, but the score of other four factors and the total questionnaire is slightly higher than that of girls, and there is no significant difference. The score of female students is higher than that of male students only in the dimension of emotional understanding, but the difference is not significant.

2.4. Analysis on the Difference of Emotional Management Ability between Medical Students and Only Children

In this study, the medical students in the effective questionnaire are divided into two types: only child and non-only child. The t test was used to analyze the emotional management ability of the two groups of medical students, and the results are shown in Figure 3:

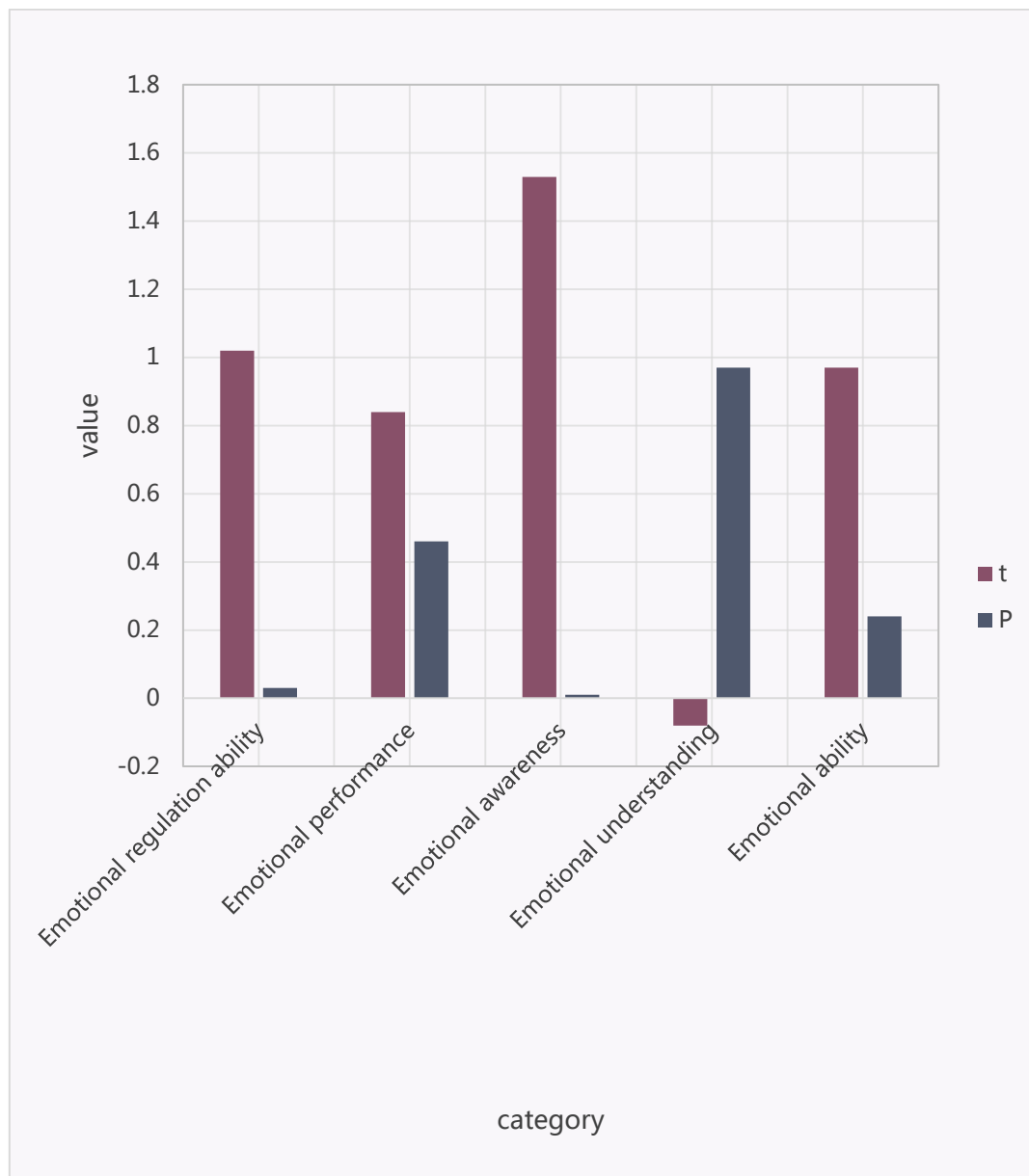


Figure 3. Comparison of differences between students' emotional management ability and whether they are only children

The results show that although the only child's emotional management ability is stronger than that of the non-only child's, the difference is not significant. In terms of emotional performance awareness, the only child's emotional awareness ability is better than that of the non-only child, and there is a significant difference.

2.5. Analysis on the Differences of Medical Students' Emotional Management Ability between Their Origins

In the study, students' places of origin are divided into urban and rural areas. The t-test is used to analyze the emotional management ability of medical students from different places of origin, and the results are shown in Figure 4:

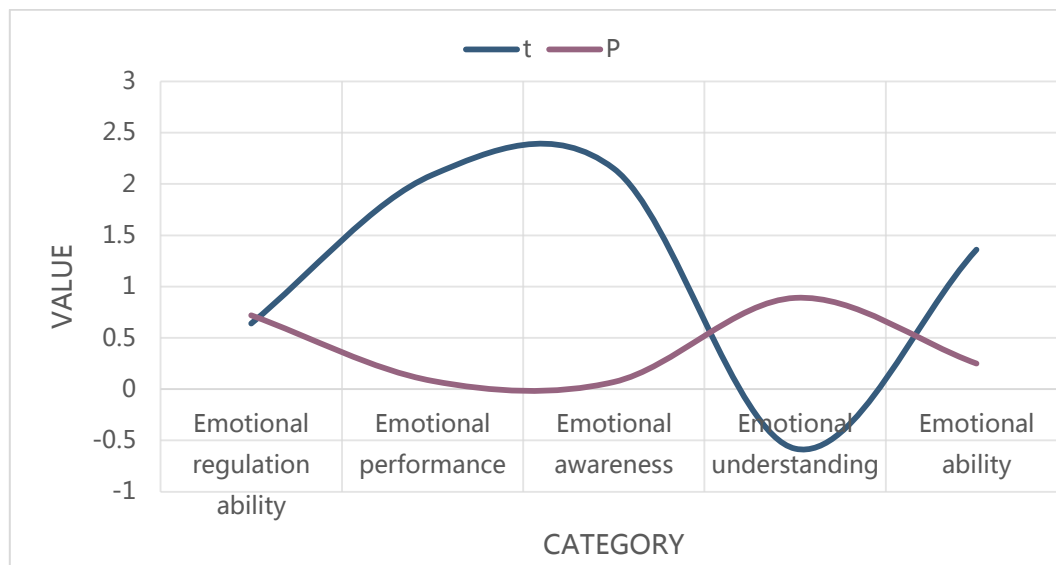


Figure 4. Comparison of differences in emotional management ability of medical students from different places of origin

According to the research data, the emotional management ability of medical students from urban areas and rural areas in the total questionnaire is: urban areas > rural areas, but there is no significant difference. In terms of emotional expression ability and awareness ability, medical students from cities and towns have better emotional management ability than those from rural areas, and the difference is significant.

3. Suggestions and Countermeasures

3.1. Strengthen the Importance of MHE and Carry out MHE Reform

In recent years, the number of college students who commit suicide is increasing year by year, and negative events such as weariness and depression leading to dropout are also common. Therefore, schools must attach great importance to it and take effective measures to strengthen the mental health education of medical students. MHE is a long-term, systematic and scientific project [11]. The medical school is required to proofread the MHE progress of the school for scientific evaluation, master the basic information of MHE of the school, and make reform based on the existing problems and the development needs of students. Meanwhile, an effective mental health organization should be established to fully guarantee the implementation and promotion of MHE in our school. In addition, colleges and universities should make full use of existing resources and combine the strength of students' families and social organizations to support the development of MHE, so that students can get psychological quality training and growth in the school and family environment and contact with real social life.

3.2. Enrich MHE Course Content and Teaching Methods

In order to increase students' motivation and interest in learning in the classroom, MHE courses should explore more innovative forms, more engaging approaches and more rich content. Under the guidance of the principles of psychological education in colleges and universities, give full play to the characteristics of medical students' self-education, encourage students to fully mobilize their own positive resources, adopt the new mode of teachers and students' participation in the design of

course content combined with specific practice, provide guidance framework to improve the depth of thinking. Let students independently lead a series of activities such as theme design, experience interaction, class sharing and self-presentation of MHE courses, so that MHE can truly become a way for students to improve their psychological quality and coping ability.

3.3. Enrich MHE Course Content and Teaching Methods

In the face of the current information situation, a multi-level and comprehensive education system should be built on the basis of network technology, so that the content of mental health education can be networked based on new media. And on that basis, students should develop self-awareness and actively participate in classroom activities, and schools should provide practical ways to enable students to apply course skills in real-life situations, which in turn translate into their own internal qualities and achieve the goal of cultivating the psychological qualities of college students. The use of the Internet for curriculum implementation is a trend in the construction of MHE courses. Internet education breaks the time and space limitations of course learning, so that students have full freedom of learning, and the Internet can instantly provide rich course materials and improve learning efficiency. How to make good use of the Internet for MHE courses has an important impact on the construction of special courses and symbiotic development of courses in medical schools. To optimise the content of MHE courses in colleges and universities, each course should form a standard and establish a system, and be accompanied by a corresponding course examination system, a course renewal plan and a system to provide a new MHE curriculum that is more adaptable and meets the requirements of the new era.

4. Conclusion

The current new social situation has put forward brand new requirements for all industries, requiring them to conform to the new normal development of the economy, change their mindset, pursue quality, not seeking speed and quantity, and focus on the ultimate benefits to achieve the harmonious development of society. Under this new situation, how to carry out MHE in medical colleges to further improve the psychological quality of students and realize the harmonious development of society is the focus of colleges and universities that need to think deeply. This paper draws the following conclusions through the study of MHE in medical schools under the new situation: MHE in medical schools is still insufficient. MHE is related to the physical and mental health growth and comprehensive development of medical students. Therefore, under the new situation, MHE should be taken as the key work of colleges and universities, and the scientific, innovative and systematic nature of mental health education for college students should be effectively enhanced. Mental health level. There are still many shortcomings in this paper that need to be improved and refined.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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