Research on the Psychological Counseling Ability of College Counselors

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Abstract: This paper takes the sudden outbreak of COVID-19 in 2020 as the background of the survey. The purpose is to investigate the mental health status of students in three universities in the specific environment of the outbreak of COVID-19 in 2020 and to further explore the psychological counseling ability of university counselors by using the self-compiled psychological counseling ability feedback scale. The questionnaire was developed by using the general situation scale, the generalized anxiety scale (GAD-7), and the self-designed feedback scale of the psychological counseling ability of university counselors. The questionnaire was distributed to students in three universities, and 1224 valid questionnaires were collected, and then the data were analyzed by SPSS22.0 software. Through the data analysis, the rationality of the classification of the three elements of "psychological counseling ability" proposed by the author. The results show that there is a negative correlation between college students' psychological anxiety and daily life events. The faster college counselors pay attention to and intervene in college student's mental health, the lower their psychological anxiety and the more timely college counselors prevent and discover college students' mental health, the lower their psychological anxiety. Finally, according to the conclusion of the empirical analysis, the suggestions to improve the psychological counseling ability of college counselors were summarized.

Keywords: College Counselors; Psychological Counseling Ability; College Students; Mental Health of College Students; COVID-19

1. Introduction

The sudden outbreak of COVID-19 in 2020 was also an unprecedented catastrophic epidemic in China's history. With the implementation of closed management, online teaching, home learning, and other epidemic prevention measures, College students have become a group with a high detection rate of mental health problems, which brings great challenges to the school mental health service system. Foreign studies have confirmed that French university students have different degrees of tension and anxiety due to epidemic management. [1] In the investigation and research of Zhang RenShang and others, it was found that students' emotions were affected to a certain extent. [2] J in Yuelong et al. found depressive symptoms, anxiety symptoms, and stress-negative emotions in college students during online learning. Univariate analysis showed that the detection rates of depressive symptoms, anxiety symptoms, and stress-negative emotions in male students were higher than those in female students. The detection rate of college students living in rural areas is higher than that in cities and counties. [3] Yan Chunmei et al. found that under the stress state of local outbreak and closed management, the mental health of college students has been negatively affected to a certain extent. Relevant government departments and universities need to take timely psychological intervention and health education. [4] Zhai Wenhai et al. found that the probability of detecting anxiety disorders among college students during the epidemic was higher than before the epidemic. [5]

Therefore, the physical and mental health of college students has been affected to a certain extent by the sudden outbreak of the epidemic. To ensure the safety of college students and to grasp the whereabouts of college students. Understanding the mental health development of college students is the primary task of schools and counselors at present. Order No.43 of the Ministry of Education of China stipulates that the allocation requirement of counselors is

1:200, but few universities meet this requirement. Under uncontrollable factors, the unexpected situation will test the counselor's ability of psychological counseling for students. In the past ten years, there has been much literature about college students' mental health and college counselors. However, there are few studies on the subject of college students' mental health by college counselors. Therefore, this topic is put forward in the context of the outbreak of the epidemic. This paper discusses the connotation of the quality and ability that college counselors should possess in their psychological counseling ability. Under the heavy task, what means or methods can counselors use to effectively monitor the mental health of college students? Whether these means and methods can reflect the ability of psychological counseling of college counselors, and whether they can effectively affect the mental health of college students.

2. Current Situation of College Counselors' Psychological Counseling Ability

Peng Wentao has proposed to strengthen the psychological counseling ability of college counselors, first of all, it can help colleges and universities to set up a psychological counseling team; secondly, it can strengthen the mental health education of college students; finally, it can promote the healthy growth of college students. In today's colleges and universities, even though their roles and functions still have a positive impact on the mental health of college students, the ability and effect of psychological counseling are temporarily inferior to those of professional psychological counselors (mental health teachers). [6]

In the Professional Competence Standards for College Counselors (Provisional) promulgated in 2014, it is clearly stated that college counselors in China must master professional knowledge and skills in mental health education. Junior counselors "fully understand the psychological characteristics and common psychological problems of college students, can complete the work formulated and implemented by mental health education institutions, master all kinds of communication skills, can solve the general psychological problems of students in their study and work, and establish an equal, interactive and mutually respectful teacher-student relationship with college students"; Middle and senior counselors must obtain the qualification certificates of third-level psychological counselors and second-level psychological counselors in China. "Be able to initially identify the general psychological problems, mental illness, and psychological disorders of college students, fully understand the applicable conditions of mental health hospitals or psychological counseling centers; be able to actively carry out psychological counseling for college students, establish a good interactive trust relationship with students, and help students effectively adjust the pressure in life and study". In other words, college counselors should undertake the work of mental health counseling, which requires college counselors to master the knowledge and skills of psychological counseling. However, the fact is that the vast majority of college counselors in our country only play the role of teacher in managing students, and are relatively weak in psychological counseling.

In 2017, the Student Affairs Office of Beijing City University surveyed the psychological counseling ability of college counselors, and the whole survey mainly examined the counselors' observation and diagnosis ability, problem-solving awareness, problem-solving ability, measures and programs awareness, communication situational awareness, and communication ability. The difference in the ability to observe and diagnose is caused by the working years of counselors, and the counselors whose working years are less than five years have the worst ability to observe and diagnose, which also shows that under the reality that counselors are younger and more mobile, it is necessary to give connotation to the ability of psychological counseling of counselors so that all counselors have methods to follow in psychological counseling.

Chen Shiyao et al. pointed out that the reason for strengthening and improving the training of college counselors' psychological counseling ability is that mental health education and counseling, as one of the nine professional functions of college counselors, plays an important role in the growth of college students. Moreover, college counselors are in close contact with college students. They are not only the instructors of college students' study and life, but also the instructors of college students' psychological problems. [7]

Jiang Zihan pointed out that most counselors have not received professional study in psychology. They have less professional knowledge and practical experience in psychology, and their literacy is not high when facing the psychological crisis of students. Can not effectively deal with, can not be dealt with in a timely and effective manner, and there is a certain degree of hidden dangers. [8] Yun Bingbing et al. did not have a strong awareness of mental health education and a weak theoretical knowledge base. It will inevitably lead to the poor operational ability of counselors in carrying out mental health education. Some counselors have no way to deal with students with psychological problems, and once problems arise, they rush to refer them. They fail to use psychological theories and skills to solve students' mental health problems. [9]

Generally speaking, our country attaches great importance to the construction of college counselors. Zhang Jingning et al. pointed out that college counselors are concerned about the physical and mental health of students and focus on training young talents in the new era. The counselors need to have the ability of psychological counseling in their work duties, but in reality, the definition of the ability of psychological counseling that counselors should have is vague. Therefore, it is urgent to explore the psychological counseling ability of counselors. We should sum up the relevant theories and experiences of well-known foreign scholars, and explore the psychological counseling ability of university counselors under the special background of the outbreak of the new coronavirus epidemic.

3. Research Methods

3.1 Research Methods

The data collection and empirical analysis of this study is a questionnaire survey, in the design of this questionnaire, considering the need to ensure the accuracy and validity of the data collected, the questionnaire form is a closed questionnaire. This questionnaire is divided into three parts, a total of 27 questions, the first part is the general data collection, the second part is the mental health survey of the interviewed college students, and the third part is the data collection of the counselors of the interviewed college students.

3.2 Research Tools

(1) General Situation Survey Scale
This scale includes gender, grade, address, and other social demographic data.
(2) Generalized Anxiety Disorder 7 (GAD-7)
Considering that the number of questions in the questionnaire should not be too large, the quantitative assessment criteria proposed in the 5th edition of the Diagnostic and Statistical Manual of Mental Disorders published by the American Psychiatric Association were selected (Manea L, Gilbody S, Mcmillan D, 2015). At present, the most commonly used scale in academia is the generalized anxiety scale, which has been verified many times and has good reliability and validity. According to the scoring standard, the patients were divided into four groups: 05 points, no anxiety; 6-9 points, mild anxiety; 10-14 points, moderate anxiety; 15-21 points, severe anxiety.
(3) Self-made Feedback Questionnaire of Counselors' Psychological Counseling Ability
According to the three hypothesized ability components and some real information obtained from the interview method in the early stage, the author assisted in compiling the questionnaire, with a total of seven questions. (Figure 1 is the structure chart of college counselors' psychological counseling ability; Table 1 is the corresponding relationship between the three components of psychological counseling ability and the questionnaire questions.)
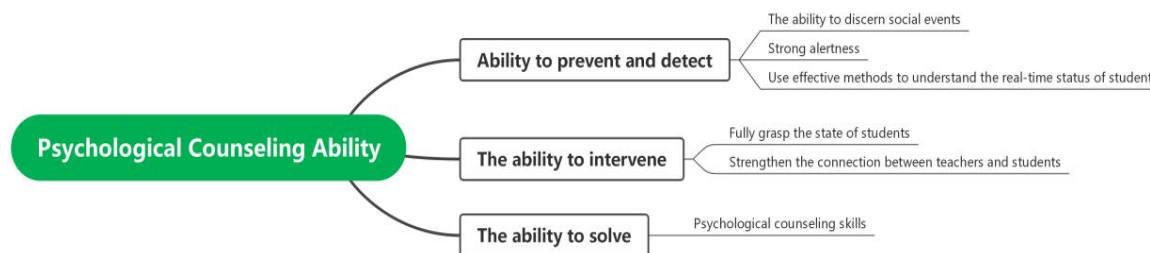

Figure 1. The Organization Chart of College Counselors' psychological Counseling Ability

Table 1. The Corresponding Relationship between the three components of Psychological Counseling Ability and the Questionnaire Questions

Psychological counseling ability	Questionnaire title number
Prevention and detection	21, 22, 23, 24
Intervention	25, 26
Solve	27

4. Analysis of Data Results

The questionnaire was distributed to college students from three universities to collect samples, including 3 universities. On February 10, the questionnaire two-dimensional code generated by the questionnaire star was distributed through the network. On February 20, the distribution was stopped. A total of 1400 samples were collected. After eliminating the samples with the same options and obvious rules as invalid samples, the remaining valid samples were 1224. The demographic distribution of 1224 samples is shown in Table 2.

Table 2. Basic Information of Samples

		Frequency	Percent Percentage	Valid Percent	Cumulative Percent
Gender	Male	556	45.4	45.4	45.4
	female	668	54.6	54.6	100.0
Grade	Freshman	300	24.5	24.5	24.5
	Sophomore	365	29.8	29.8	54.3
	Junior year	313	25.6	25.6	79.9
	Senior year	246	20.1	20.1	100.0
Living environment	town	329	26.9	26.9	26.9
	Countryside	545	44.5	44.5	71.4
	Community	350	28.6	28.6	100.0

4.1 Results of the Mental Health Status of College Students

Table 3. GAD-7 Scale Results

GAD-7 questionnaire scores	Number of people	Proportion
0-5 points	175	14.3%
6-9 points	396	32.4%
10-14 minutes	427	34.9%
15-21 minutes	226	18.5%
	1224	100%

The GAD-7 scale was used to assess the mental health of college students in the questionnaire issued by this project，As shown in table 3. According to the scoring standard of the GAD-7 scale, 0-5 points correspond to no anxiety, 6-9 points correspond to mild anxiety, 10-14 points correspond to moderate anxiety, and 15-19 points correspond to severe anxiety. According to the results of the GAD-7 scale, only 14.3% (175) of the 1224 college students had no anxiety, while 1049 college students had psychological anxiety, which showed that the outbreak of the new coronavirus pneumonia epidemic did affect the mental health of students, which also warned college counselors. We should pay attention to the unexpected situation in society and have a keen sense of prevention.

4.2 Reliability and Validity of the Questionnaire

In this topic, the real mental health of college students who accept the questionnaire is very important, which directly affects the feedback scale of psychological counseling ability, so the reliability and validity of the GAD-7 scale are tested.

Table 4. Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.955	56.500	56.500	3.955	56.500	56.500
2	.683	9.757	66.257			
3	.579	8.271	74.528			

4	.533	7.614	82.142			
5	.483	6.900	89.042			
6	.428	6.114	95.156			
7	.339	4.843	100.000			

Extraction Method: Principal Component Analysis.

Through the analysis of the items, we can see that seven items have been tested by principal components. By setting the standard of extracting principal components when the characteristic value is greater than 1, we can get that one component has been extracted, and the cumulative variance explanation rate of this component is 56.50%, which is greater than the basic standard of 40%, indicating that one factor extracted from seven questions retains more than 40% of the original information of the original questions, and the extracted dimensions retain the information characteristics of the questions to a great extent, so it can be proved that the extraction effect of components is better. (As shown in Table 4)

Table 5. Component Matrix

	Component 1
GAD1	.563
GAD2	.627
GAD3	.659
GAD4	.641
GAD5	.642
GAD6	.598
GAD7	.654

After the KMO and Bartley test, the questionnaire items can be analyzed by principal component analysis, and then this paper will use principal component analysis to analyze the exploratory factors that predict the seven items in the questionnaire. Firstly, as shown in Table 5, this paper extracts the common factors in the prediction questionnaire through the principal component analysis method, and obtains the component matrix table; then this paper calculates the compound matrix of the rotation factors based on the orthogonal rotation method.

Because only one component is extracted, the result of the component matrix can be calculated even if the rotation component matrix is not calculated. From the results, the load value of each topic in the paper is greater than 0.4, indicating that the relationship between the topic and the dimension is high. The reliability results of this study are shown in Table 6.

Table 6. Reliability Analysis of the GAD-7 Questionnaire

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha	N of Items
Gad1	14.41	16.939	.401	.724	.741	7
Gad2	14.36	16.653	.456	.710		
Gad3	14.52	16.330	.485	.703		
Gad4	14.65	17.290	.469	.709		
Gad5	14.53	16.261	.468	.707		
Gad6	14.08	17.005	.432	.715		
Gad7	14.48	16.451	.480	.704		

From the reliability analysis results of the GAD-7 questionnaire, we can see that the reliability result of the questionnaire is 0.741, which is above 0.7, indicating that the dimension reliability result is good. At the same time, we can see the total correlation coefficient of the questions and the reliability results after deleting the items. In the questionnaire results, the correlation coefficient between the questions and the total score is greater than 0. It shows that there is a high degree of correlation between the items

and the dimension scores, and there is no case that the reliability level of the dimension after the deletion of any item is higher than the current reliability results, so it can be proved that the reliability quality of the GAD-7 question is good, all the items are retained, and the questionnaire is credible and valid.

4.3 Correlation Analysis of the Results of College Students' psychological Status

Because the test of correlation analysis can be used to test the pairwise matching of different variables.Whether there is a common trend relationship between different concepts is shown in Table 7.

Table 7. Correlation

	Living conditions	Time of each exercise	Number of times of exercise per week	Interesting things about life	Frequency of Follow the news	GAD-7	Students rate the counselor	How often the counselor interacts with you?
Living conditions	1							
Time of each exercise	.344**	1						
Number of times of exercise per week	.272**	.582**	1					
Interesting things about life	.363**	.672**	.584**	1				
Frequency of Follow the news	.279**	.501**	.364**	.716**	1			
GAD-7	-.273**	-.610**	-.563**	-.707**	-.637**	1		
Students rate the counselor	.291**	.430**	.324**	.402**	.347**	-.318**	1	
How often the counselor interacts with you?	.057*	.234**	.222**	.277**	.230**	-.216**	.299**	1

**. Significantly correlated at the.01 level (two-sided).
*. There was a significant correlation at the 0.05 level (two-sided).

From the relevant analysis, we can see that:
a. The score of GAD-7 was significantly negatively correlated with the living condition (R = -0.273, p < 0.01), the time of each exercise (R = -0.610, p < 0.01), and the number of exercises per week (R = -0.563, p > 0.01); There was a significant negative correlation between GAD-7 score and interesting life stories (R = -0.707, p < 0.01), and between GAD-7 score and news (R = -0.637, p < 0.01); This shows that the anxiety level of college students is negatively correlated with daily life factors such as living conditions, exercise time and frequency, interesting life stories and news concerns.
b. There was a significant negative correlation between the score of the GAD-7 questionnaire and the interaction frequency of counselors (R = -0.216, p < 0.01);

There was a significant negative correlation between the score of the GAD-7 questionnaire and the score of counselors, R = -0.31, p < 0.01, which indicated that the anxiety level of college students was negatively correlated with the behavior of counselors in psychological counseling for students.

4.4 Analysis of the Differences in the Scores of Counselors' psychological Counseling

Firstly, the results of the one-way analysis of variance on the mental health of college students (GAD-7 scale) and the scores of counselors given by college students are shown in Table 8. From the results, it can be

seen that there is no significant difference between the scores of GAD-7 and counselors given by different grade groups, and the significant P is 0.147 and 0.455 respectively. This shows that under the new coronavirus pneumonia epidemic, the factors of anxiety among college students interviewed and the factors of scoring counselors do not include grade differences.

Table 8. Difference Tests of Different Grades

		N	Mean	Std. Deviation	F	P
GAD-7	Freshman	300	17.02	4.82	1.992	.147
	Sophomore	365	16.42	4.77		
	Junior year	313	16.82	4.42		
	Senior year	246	17.31	4.49		
Rating	Freshman	300	1.89	0.92	0.721	.455
	Sophomore	365	1.79	0.95		
	Junior year	313	1.95	0.94		
	Senior year	246	1.89	.863		

Table 9. Difference Test for Different Genders

	Gender	N	Mean	Std. Deviation	t	P
GAD-7	Male	556	17.04	4.64	1.352	.177
	Female	668	16.67	4.69		
Rating	Male	556	1.93	0.93	1.165	.244
	Female	668	1.87	.930		

With gender as the grouping variable, the independent sample t-test analysis results of the GAD-7 score and the counselor score of the interviewed college students are shown in Table 9. From the results, it can be seen that there is no significant difference between male and female groups in the GAD-7 score and the counselor score, and the significant P is 0.177 and 0.244 respectively. It is found that under the social emergency of the novel coronavirus epidemic, both male and female students have the possibility of anxiety, and there is no significant difference.

Table 10. Test on the Difference of Psychological Status Questionnaire Issued by Counselors

	Did counselors issue the psychological questionnaire?	N	Mean	Std. Deviation	t	P
GAD-7	Yes	1069	16.536	4.370	-6.033	.000
	No	155	18.923	5.968		

An Independent sample t-test was performed on the scores of GAD-7 with whether the counselors issued the psychological status questionnaire as the grouping variable. The analysis results are shown in Table 10. Difference analysis was performed on the scores of GAD-7. The result is that the GAD-7 score of the group of college students who choose yes is significantly lower than that of the group of college students who choose no, t = -6.033, p < 0.001, it shows that counselors can find out students psychological problems by issuing questionnaires of mental health census in time, and provide relevant counseling to students with mental health problems in time.

4.5 Analysis of the Factors Affecting the Mental Health Outcomes of College Students

Table 11. Regression Analysis

Model	Beta	t	P	R	R2	F
Gender	-.028	- 1.405	.160			
Grade	.032	1.607	.108			
Living environment	.100	4.934	.000			
Living conditions	.031	1.373	.170			

Time of each exercise	-.192	-6.492	.000			
Number of times of exercise per week	-.217	-8.518	.000			
Interesting things about life	-.261	-7.758	.000			
Frequency of follow the news	-.294	-10.581	.000			
How often does the counselor interact with you？	.009	.420	.675			
Students rate the counselor	-.001	-.051	.960	0.769	0.591	108.92 ***

a. Dependent Variable: GAD-7;

With gender, grade, living environment, living conditions, exercise time each time, exercise times per week, interesting life stories, concerned news, frequency of interaction between counselors and you, and scores given to counselors as arguments, a regression analysis was conducted on GAD-7 scores (as shown in Table 11). As can be seen from the results, the correlation coefficient of the overall independent variable is 0.769, the effective prediction rate is 0.591, and the F test is 108.942, p < 0.001, indicating that the model is valid. Specifically, the living environment significantly positively predicts GAD-7; the time of each exercise significantly predicts GAD-7; the number of weekly exercises significantly negatively predicts GAD-7; and the interesting things in life significantly negatively predict GAD-7; GAD-7 was significantly negatively predicted by behavior of attention and news of attention; GAD-7 was significantly positively predicted by the information that counselors first released.

5. Summary

With the outbreak of the COVID-19 epidemic in 2020, the Chinese people were in a state of panic, and the hot search term "vicarious trauma" appeared on major social platforms. Netizens said that "they are about to be submerged in all kinds of negative information, and their mood is too low, but they seem to be powerless." At this time, the psychological counseling ability of university counselors plays a vital role. Because the mental health status of college students, a huge group, especially needs to be monitored and responded to quickly, it is also in this way that the author seizes this excellent opportunity to test the three components of the psychological counseling ability of college counselors proposed in this topic: "prevention and discovery ability", "intervention ability" and

"solution ability".

Therefore, by taking college students as the object of investigation, using the presupposition of college counselors' psychological counseling ability and the self-compiled feedback form of college counselors' psychological counseling ability, the data obtained prove that college counselors must also have a sense of vigilance in dealing with emergencies, the earlier they intervene in students psychology, the lower the probability of students mental health problems. As for the problem that counselors have a very heavy task, the conclusion drawn from this survey is that college counselors should have the three elements of finding problems, intervening in problems, and solving problems as the basic qualities of psychological counseling ability.

6. Recommendations

6.1 Strengthen the Psychological Counseling Ability of University Counselors

First of all, we must face the situation that most college counselors lack knowledge of educational psychology. Shen Meng pointed out that the current counselor system also led to the vast majority of counselors in the mental health education system. There are deficiencies in training, and their knowledge structure makes it difficult to meet the requirements of the current psychological counseling work. Therefore, we should strengthen the psychological counseling ability of counselors as one of the daily working skills of college counselors.

a. Implementing the supervision of college students' mental health is one of the main tasks of college counselors. It is suggested that the college should take the supervision of college student mental health as a part of the work of counselors and that it should be included in the work assessment. For example, it is necessary to communicate with the students in the class every day and frequently understand the

situation of the class with the class cadres, which can not only ensure the inevitability of this work but also avoid the different practices of mental health monitoring for college students due to the different psychological knowledge of each counselor.

b. Counselors must always be concerned about current social affairs, and have a sense of vigilance and a keen sense of touch to find events that will affect the mental health of college students. The author believes that it is the fastest and most widely dispersed way to set up a column on the official website of the college to update all the information in time, and each counselor will do the same thing in the joint group of their respective classes, resulting in a more direct return, and the students will directly return their information to the counselor while receiving the information. In this way, it will be more helpful for counselors to obtain students' reactions and attitudes toward events.

c. When dealing with emergencies, counselors must deal with them quickly. In this questionnaire survey, we know that the earlier the counselors investigate the mental health of college students, find problems in time, and deal with them in time, the lower the degree of psychological anxiety, so counselors need to be vigilant, and the more important thing is to intervene quickly.

d. Schools should improve the intervention mechanism, and improve the college-class-dormitory three-level work network, when an emergency occurs, counselors can send out truly effective questionnaires the first time, and the three-level work network can speed up the work so that the data collected can be meaningful and can be completed within 24 hours of the best processing.

6.2 Monitoring the Mental Health Status of College Students Using Network

In a broad sense, to understand the psychological counseling ability of college counselors is still to stay in the ideological health courses and other educational means for college students, and through the research of this topic, the author believes that the supervision of college students' psychological health is the major premise for college counselors to give full play to their "solving ability", so we can start with solving students'

practical difficulties and develop with the trend of the times. Use the network to build a comfortable and trusted communication platform with students. In today's mobile phone network, people choose to maximize the use of WeChat class groups, QQ class groups, or campus networks, such as using emoticons that can replace their mood in the group every day (four expressions representing happy, general, depressed and insensitive) to punch in, so that counselors can monitor students in a relatively relaxed state; It also puts forward the view that the emergence of psychological problems can always find the basis in real life and that counselors can combine psychological counseling with solving students practical difficulties. Moreover, in a certain period to conduct an online mental health survey, the questionnaire is issued quickly and occupies a short time limit, which will not add too much workload, but it is a good monitoring method.

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