

Supplement 3.3.5 A refers to students and faculty members providing mental health support for free

The school provides free mental health support for students and teaching staff

1. In terms of student psychological counselling:

The school effectively implements three-level prevention and counselling work on campus with developmental, interventional, and treatment preventive counselling measures, supplemented by the College Department consultation mode and systematic cooperation. The prevention and counselling work at all levels is as follows:

1.1 Developmental counselling: orientation counselling, life education counselling, gender equality education counselling, career counselling, learning counselling, overseas student counselling, stress adjustment, class counselling, college and department counselling, peer counselling, peer tutoring, tutor mental health publicity, etc.

1.1.1 Class counselling for freshmen: in the last semester of the 2020 academic year, with the theme of “creating a happy and hopeful college life,” counselling was managed according to the time proposed by each class. Each session lasted for two hours and was held for two weeks. This activity completed the class counselling of 28 classes of freshmen in the whole school, with a completion rate of 100%, and the number of participants was 975 (accounting for 80% of all freshmen).



1.1.2 International health system cooperation

First-semester cross-unit consultation topics and number of international students, overseas Chinese students, and students from mainland China in mental health in 2020

Date	Mental health consultation topics	Number of people
August – October 2020	Epidemic prevention self-management care tracking	54

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September 28 – October 30, 2020	Freshman high care tracking	16
September 26–27, 2020	High care tracking	3
September 30, 2020	Life adaptation	1
October 20, 23, and 29, 2020	Depression, schoolwork, and learning	3
October 26 and 30, 2020	Behavioural problems	2
October 28–30, 2020	Intimacy crises	5
November 1, 2020	Psychosomatic disorders	1
November 4–24, 2020	Intimacy, personal safety	9
November 20–30, 2020	High care tracking	3
December 2, 2020	Intimacy	1
December 15–20, 2020	High care	4

Summary of activities attended by the international office on behalf of the advisory and auxiliary centre in 2020

Date	Attended the activities organised by the international cooperation group of the international department and the association of overseas Chinese
September 30, 2020	109 academic year foreign students welcomed and Mid-Autumn Festival Party
December 18, 2020	109 school year Christmas party for overseas Chinese

1.1.3 Collection of group consultation activities

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Six group meetings were held this semester. The total number of people was 40, the number of visits was 267, and the total satisfaction value was 4.83.

Group name	Leader	Number of people	Number of visits	Number of activities	Satisfaction value
Love, the credit - Intimate relationship exploration group	Zih-Han Wang Intern counselling psychologist	7	48	8	4.8
I no longer wronged myself - Interpersonal process group	Jing-Jhe Sun Intern counselling psychologist	7	53	8	5.0
Interpersonal Waltz - How to build relationships with others	Yu-Sian Chen Counselling psychologist	3	3	1	4.81
Accept the imperfect self – Self-exploration group	Yi-Ru Su Intern counselling psychologist	8	64	8	4.79
“Space C,” - Emotion and stress adjustment group	Huei-Jing Wang Intern counselling psychologist Huang Yu-Rong Intern counselling psychologist	8	44	6	4.92
Say your future - Career exploration group	Bao-Yi Fang Intern counselling psychologist Zih-Han Wang Intern counselling psychologist	7	55	8	4.64
		40	267	39	4.83

1.1.4 Career Counselling Series Activities

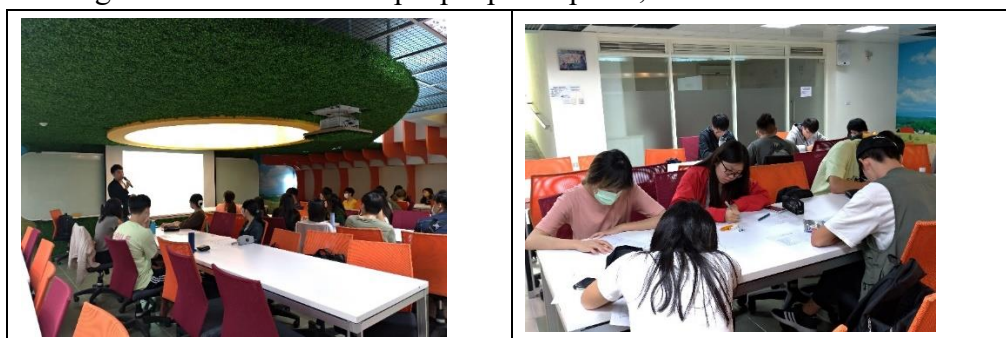
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In the last semester of the 2020 academic year, we held a career lecture and invited Mr. Yun-Pong Liou to give a speech on “creating the right of choice to meet the multi career life.” A total of 53 people participated, with a satisfaction value of 4.20.



1.1.5 Learning Counselling Series Activities

In the last semester of the 2020 academic year, we held a learning counselling lecture and invited Yu-Ting Huang, a counsellor, to give a speech on “cultivation of good learning habits.” A total of 23 people participated, with a satisfaction value of 4.78.



1.1.6 Counselling Series for international students

Form	Activity name	Lecturer	Activity time	Satisfaction value
Lectures	Love - Is it romance between us? Or control?	Yueh-Ying Chou Clinical psychologist	October 29, 2020 16:00–18:00	3.59
	Be kind to others and love yourself - Protect your psychological boundaries	Ya-Fei Chen Counselling psychologist	November 25, 2020 16:00–18:00	4.62
Workshop	Interpersonal growth workshop for overseas students	Yu-Syuan Liao Counselling psychologist	November 14, 2020 13:30–16:30	4.86

Workshop photos

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1.2 Intervention counselling: individual counselling, psychological testing and interpretation, individual stress detection, tracking and case management of high care students, counselling and tracking care of learning early warning students, mental health counselling, referral and counselling mechanism for vulnerable students, etc.

1.2.1 Overview of individual counselling interview (including individual counselling, individual psychological testing, and interpretation)

In this semester, from August 1, 2020, to January 31, 2021 (six months), there were 28 weeks in total, and the actual number of classes was 18 weeks. The centre received 353 applications and conducted 2,643 interviews.

The following is the number of applied individual counselling sessions in the last semester of the 2016 to 2020 academic years: (unit: persons/visits)

Semester	First semester		Second semester	
	Number of applicants	Number of counselling sessions	Number of applicants	Number of counselling sessions
2016	312	1718	257	1834
2017	282	1840	335	2016
2018	361	2391	376	2161
2019	303	2142	311	1877
2020	353	2643	236	2031

In 2020, the total satisfaction of individual counselling service feedback for the last semester was 4.51 (161 copies were retrieved in total. This feedback questionnaire is on a 5-point scale).

1.2.2 Special case management

The “case management system” was adopted this semester. The spirit of the personal management system is to comprehensively assist students in special situations notified

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by tutors, instructors, or students, assist students in dealing with critical situations or adaptation difficulties, and enable students to quickly return to normal life through resource integration, consultation, and medical arrangements. The statistics of new referrals and continuous personal management students in this semester were as follows:

Semester Semester	New cases	Follow up cases (A)	Closed cases (B)	Total number of cases (A+B)
Academic year 2015	62	107	56	163
Academic year 2016	89	98	103	201
Academic year 2017	113	168	71	239
Academic year 2018	91	212	44	256
Academic year 2019	65	240	48	288

1.2.3 A total of three cases were received from the student transfer counselling and service notification system of the Ministry of Education this semester. They were handed over to the principal departments for psychological assistance. Eleven meetings were held in accordance with the school's measures for student transfer counselling and services and the school's relevant operating procedures. In addition, according to the decision of the evaluation meeting, the decision is notified of one case, and the principal counsellor is authorized. If another student withdraws from school, he can be notified directly.

1.2.4 Learning warning and tracking counselling for students

In combination with the school's early warning system of learning, active tracking and care for students is implemented at the beginning, middle, and end of each semester by means of telephone, letter, and interview, to assess students' learning adaptation status and initially assist in clarifying and consulting problems. If the assessed students have other needs, we invite them to the Counselling Centre for individual interviews and introduce them to tutors, psychologists, and colleagues of the Department of International Students and other resources to carry out systematic cooperation and jointly assist students in returning to the right track of learning as soon as possible. This semester, 66 people were tracked, and 86 people were served.

1.3 Treatment counselling: crisis management, psychiatric counselling, job transfer counselling, high care case tracking counselling, and notification of case handling.

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We followed up and cared for five transfer notification cases in the second semester of the 2019–2020 academic year.

2 In terms of psychological counselling for teaching staff:

The community psychological counselling and potential development centre is responsible for providing free mental health support to employees, handling the mental health service plan for school teachers and staff together with the personnel office, and assisting in organizing and constructing secondary prevention for employees' mental health. Free psychological counselling, groups, speeches, and other ways of encouraging staff in the organization are offered to improve their mental health knowledge and ability, improve their mental health and focus on official business during working hours, and improve their work efficiency.

Year	Managing unit	Number of participants in psychological counselling / teaching staff	Mindfulness yoga / faculty participation
2016	Personnel office, community psychological counselling and potential development centre	14	339
2017	Personnel office, community psychological counselling and potential development centre	9	286
2018	Personnel office, community psychological counselling and potential development centre	18	455
2019	Personnel office, community psychological counselling and potential development centre	18	198
2020	Personnel office, community psychological counselling and potential development centre	21	198

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To summarise the feedback of teaching staff in the “employee assistance program psychological counselling service satisfaction questionnaire” provided by the general office of personnel administration, the following three points stood out:

- (1) Among the teaching staff who used psychological counselling resources, all the members believed that receiving psychological counselling could reduce anxiety caused by troubling problems and help in acquiring a clearer understanding of troubling problems, which improved their belief in their ability to solve such problems. Based on the content of qualitative data, it was found that most teaching staff thought that the support provided by psychologists, such as emotional support and help with emotional expression, help with clarifying and dealing with problems, help with accepting their own ideas and personalities that they originally did not allow or know, and help in accompanying them to solve problems, were the most helpful.
- (2) All the teaching staff who used the psychological counselling resources were “very satisfied or satisfied” with the mental health service scheme for teaching staff jointly managed by the personnel office of the University and the social counselling centre and all agreed that the University should continue to provide this counselling service.
- (3) In the self-assessment part of participation in this activity, all the teaching staff who used the psychological counselling resources self-assessment were very involved or involved.

To sum up, almost all the teaching staff who used the psychological counselling resources this year believed that the psychological counselling services provided by the program were quite helpful for them in terms of emotional relief, understanding their own problems, and solving their problems. They also expected the school to continue the program and increase the frequency of counselling.

Supplementary information:

1. Student psychological counselling and counselling centre of the National Changhua University of Education

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<http://ncuecounseling.ncue.edu.tw/bin/home.php>

2. Community Psychological Counselling and Potential Development Centre of National Changhua University of Education

<http://human1.ncue.edu.tw/bin/home.php>

3. Reference materials for questionnaire analysis:

3-1 The school manages the mental health assistance program for teaching and staff - psychological counselling service activities every year and designs a feedback form to understand the applicant's suggestions as an important basis for improvement or continuation.

3-2 In 2020, the program provided psychological counselling services for 166 people, and a total of 16 colleagues sought assistance.

3-3 We summarized the answers to the feedback form (10 people in total):

(1) According to the self-assessment of their attentive participation and involvement in the consultation process, 70% of the teaching staff agreed very much, and 30% agreed.

(2) 70% of the teaching staff felt that they agreed very much with the statement that counselling could reduce anxiety and worry, and 30% felt that they agreed.

(3) 80% of the teaching staff felt that they agreed very much with the statement that they felt supported and encouraged by the consultation, and 20% felt that they agreed.

(4) Concerning the belief that the self-assessment consultation could increase their ability to solve problems, 60% of the teaching staff agreed very much, and 40% agreed.

(5) 50% of the teaching staff agreed very much that counselling could reduce the impact of problems on their lives, and 50% felt that they agreed.

(6) With respect to thinking that the counsellor understood the feelings of the parties, 80% of the teaching staff agreed very much, and 20% agreed.

(7) With respect to thinking that the counsellor understood the crux of the client's problem. 70% of the teaching staff agreed very much, and 30% agreed.

(8) With respect to the statement that after the consultation, the parties had a clear understanding of or help with the problem, 70% of the teaching staff agreed very much, and 30% agreed.

(9) 90% of the teaching staff felt very satisfied, and 10% felt satisfied with the staff counselling mechanism.

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(10) Among those who agreed to continue to receive this consultation service, 90% of the teaching staff agreed very much, and 10% agreed.

4. The feedback can be summarized as the following three points:

(1) Among the teaching staff who used psychological counselling resources, all members believed that they could reduce anxiety and the impact on life and work caused by troubling problems, lead to a clearer understanding of the problem, and improve their ability to solve such problems. Based on the content of the qualitative data, it was found that most teachers and staff believed that the psychological support and expression provided by the psychologists, such as help in clarifying and dealing with problems, help in accepting their ideas and personalities that they previously did not allow or know, and help in accompanying them to solve problems were the most helpful factors.

(2) All the teaching staff who used the psychological counselling resources were “very satisfied or satisfied” with the mental health service scheme for teaching staff jointly managed by the personnel office of the University and the social counselling centre and all agreed that the University should continue to provide this counselling service.

(3) In the self-assessment part of participation in this activity, all the teaching staff who used the psychological counselling resources participated in the self-assessment very carefully.

5. Based on the above feedback and the analysis of the results, the Personnel Office of the University signed and approved a special fund of 150000 NTD to continue to provide psychological counselling services in 2021.