



Intervention Effects of Life Documentary Course on University Students' Psychological Resilience

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Abstract: The mental health problems of college students around the world are increasingly prominent, and mental health is closely related to individual Psychological resilience. Therefore, this study attempts to explore the current situation of college students' Psychological resilience and carry out educational experimental intervention to it, trying to find effective ways to improve college students' Psychological resilience. This study conducted a life education intervention experiment in college students' psychological resilience using documentary films as the carrier, and examined the intervention effects. Participants were divided into an experimental group ($n = 170$) and a control group ($n = 80$) based on whether they attended the "Film and Psychological Life" course. The experimental group received a 17-week intervention, while the control group did not receive any relevant intervention. In the first and last weeks of the intervention, participants from both groups underwent psychological resilience assessments using the Ego-Resiliency Scale. The results showed that before the intervention, the psychological resilience score of the experimental group was significantly lower than that of the control group ($P < 0.05$). After the intervention, the psychological resilience score of the experimental group significantly increased ($t = -2.410$; $P < 0.05$), with no statistically significant difference compared to the control group. The results indicate that using documentary films as a carrier for life education intervention can effectively improve college students' psychological resilience and has potential for further application. Therefore, families, schools, and college students themselves should pay attention to carrying out life education.

Keywords: undergraduate; psychological resilience; experimental intervention; life education; mental health

1. INTRODUCTION

Nowadays, with the increasingly fierce International competition in the society and the increasing pace of social life, the pressures of university students have increased significantly. The number of mental health problems that develop is also increasing, affecting the health of university students themselves and the safety of campus life at university. People react differently to stressful events, with some experiencing adverse psychological reactions such as depression and frustration in the face of stress, or even choosing to avoid the problem by self-harm and suicide in the face of stress, while others appear to be resilient and show stable trajectories of psychological and social functioning. Resilience has been defined by researchers in two main ways. First, resilience refers to the good mental health outcomes following an adverse or stressful life event (Kalisch et al., 2019). Second, resilience is a trait that reflects the ability of individuals to positively adapt to situation when faced with stress and adversity (Connor & Davidson, 2003). Being resilient has become an ideological goal, often characterized as pathways for overcoming traumatic experiences, self-growth, or increased productivity (Blayney, 2019).

As a positive psychological factor, resilience plays an important role in fostering a sense of well-being and life satisfaction. Research has shown that individuals with higher rates of depression, anxiety or negative emotions have lower levels of psychological resilience, while individuals with higher levels of life satisfaction have higher levels of psychological resilience (Hu et al., 2015). In addition, psychological resilience has been shown to be associated with many mental disorders, psychological resilience is negatively associated with mental health, and psychological resilience is negatively associated with anxiety (Ko & Chang, 2019). Poole (2017) found that the association between

childhood adversity and depression was stronger in those with low resilience compared to those with high resilience. Developing psychological resilience is crucial to enhancing individuals to thrive and overcome adversity throughout their lives. As a result, a growing number of researchers are interested in the growth of psychological resilience. Growth in psychological resilience can increase personal well-being (Burton et al., 2010), There is also a significant correlation between psychological resilience and sleep quality, with higher psychological resilience reducing life stress (Clukay et al., 2019).

Mindfulness-based Intervention is one of the most common therapeutic approaches to enhance psychological resilience (O'Connor et al., 2023). The effectiveness of group psychological counseling in promoting the mental health of university students has been demonstrated in research (Feng & Ting, 2014). Group counselling has obvious effects on enhancing the psychological resilience of contemporary university students and expanding the quality of their mental health. However, there is a relative lack of full-time mental health education staff in universities at present, and it is difficult for school students to receive group counselling at school, and enhancing the psychological resilience of university students through this method requires too much space to carry out and the psychological professionalism of the leaders, so the method lacks generalisability and effectiveness. A study showed that 37%-84% of students who were screened for depression and anxiety did not receive mental health services (Eisenberg et al., 2007). That is, although students are experiencing increased frequency of mental health problems, students are not choosing mental health services to get help due to treatment limitations and are looking for other help. Therefore, although group counselling has a positive effect on interventions for psychological resilience, it has many limitations and there is a need to explore an intervention method with a broader audience.

This study focuses on life education through psychological film therapy, which is different from group counselling that uses group interaction to increase value perceptions and acceptance, or psychological sand tray games that have specific needs for the professional competence of counsellors, or meditation training that requires guided practice, but is a form of life education intervention for the psychological resilience of university students in the form of a general studies course option, which is simple to operate and has a It is simple to use and reaches a wide audience. The use of documentary films on the theme of life as a medium for life education can reduce students' psychological defences, analyse issues from a relatively objective perspective, and subconsciously penetrate the viewer's mind, with the aim of providing a reference for contemporary mental health education work.

2. METHODS

2.1. Participants

In this study, 202 university students who took Film and Psychological Life in a university in Guangdong Province, China were selected as the experimental group, while the control group consisted of a total of 136 students who were enrolled in the same year and major as the experimental subjects. The subjects' identity information was matched to eliminate subjects with inconsistent identity information in the pre- and post-tests, and finally 250 valid subjects were obtained, including 170 in the experimental group and 80 in the control group.

2.2. Measuring Tool

Ego-Resiliency Scale (ER89). This scale was developed by Block and Kreman (1996) as a personal psychological resilience test. The scale contains one dimension of "psychological resilience of self", with 14 questions, each responding to a 4-point scale.

2.3. Procedures

This study used an experimental control group pre-test-post-test design with the independent variable being the film intervention (with or without) and the dependent variable being the level of psychological resilience. The pre-test was administered before the start of the course, and the students who took the course were asked to complete an online questionnaire as the experimental group, using Questionnaire Star to complete the Ego Resilience Scale. At the same time, students in the experimental group were asked to invite their classmates in the same year to fill in the questionnaire online to test their level of psychological activity resilience as a control group. Students invited to

complete the questionnaire will need to promise to do so again at the end of the semester. The experimental group will undergo the course intervention, while the control group will not participate in the course.

The experimental group participants need to undergo a 17-week course intervention, with one class per week, lasting 1.5 hours per class. During the course, the students are shown films, mainly life documentary movies, which are divided into different stages of human development: childhood, adolescence, middle age, and old age. Each stage includes 2 to 3 films, such as "Sunshine Babies," "Homeward Train," and "Teenage Zhao." The films are shown according to each developmental stage, and after each stage, the teacher explains the psychological characteristics and provides insightful summaries of the films. Questions are raised for student discussion, such as which characters or scenes made an impression on them or what was the most memorable experience for them in that particular stage. Additionally, students are required to write a letter to their past selves in each stage to reinforce the impact of the film. The control group students do not receive any intervention and do not participate in the elective course or similar subjects.

During the final week of the course, the participants in the experimental group will be retested using the same questionnaire to measure their levels of psychological resilience. The control group participants will also be invited to complete the questionnaire again.

3. RESULT

3.1. Descriptive Statistics

Descriptive statistics were performed on the pre- and post-test scores of the experimental and control groups. An independent samples t-test revealed a significant difference in total self-psychological resilience scores between the experimental and control groups before the intervention was conducted ($t = -2.38$; $p = 0.019$), indicating that the subjects in the two groups were not homogeneous.

Table1. Pre- and post-test scores of psychological resilience in the experimental and control groups ($M \pm SD$)

	Pre-test	Post-test
Experimental group ($n = 170$)	54.12 ± 8.547	55.28 ± 8.692
Control group ($n = 80$)	56.74 ± 7.918	56.49 ± 10.624

3.2. Changes in Psychological Resilience

The total psychological resilience scores of the experimental group were significantly lower than those of the control group at the pre-test ($p < 0.05$), whereas after the intervention, there was no significant difference between the total psychological resilience scores of the experimental and control groups at the post-test ($p > 0.05$). In addition, the psychological resilience scores of the experimental group at the post-test were significantly higher than those of the experimental group at the pre-test as measured by paired samples t-test ($t = -2.410$; $p = 0.017$); while the difference between the psychological resilience scores of the control group at the pre-test and post-test was not significant ($p = 0.813$).

4. DISCUSSION

4.1. The Main Effect of Life Education Intervention Experiment is Significant

The purpose of this study was to examine the effect of the life documentary course intervention on the psychological resilience of college students. The results of the study showed that the subjects in the experimental group had significantly lower self-psychological resilience before the course intervention than the control subjects' psychological resilience, indicating that the experimental control group was different in quality. The study showed that higher levels of psychological resilience led to less rumination and anxiety (Liu et al., 2023). Psychological resilience is related to good and dynamic adaptation to the environment, and the course is a course based on a life documentary, which can give students a relatively objective perspective to analyze problems and understand the ways of others to solve them through the film. The reason why the level of psychological resilience of the students in the experimental group was lower than that of the control group may be that the lower psychological resilience did not allow them to cope well in the face of difficult situations, and out of internal anxiety and confusion, they chose this course in the hope of finding strategies to cope with difficult situations.

After the course intervention, the level of self-psychological resilience of the experimental group was significantly higher than the level of psychological resilience before the course intervention, and there was no significant difference between the total score of psychological resilience and that of the control group, indicating that the intervention method adopted in this study has good effect on improving the level of psychological resilience of college students and is generalizable.

The main consideration is that the abstract logical thinking of college students at the early stage of youth has become mature, and they are better at dialectical thinking about the observed objective facts. If a life education course is taught by traditional theoretical lectures, it will inevitably become boring and didactic, which will not only fail to effectively stimulate students' interest in learning, but even make them bored with the learning content. Documentary teaching can attract students' attention and interest by showing the life history of ordinary people in real life. Students are able to empathize with the protagonists through their audiovisual senses and recognize the real-life problems they need to face and solve at different stages of their lives by examining their behavior and mental activities from the perspective of an observer. In the course of the class, in order to make students better perceive the meaning of life education in the documentary, students are asked to write a letter to themselves in the four stages of childhood, adolescence, present and future, respectively, from the perspective of their present identity after watching the educational film of each growth stage. As a supplement and continuation of the class, this approach can guide students to purposefully recall and reflect on the core ideas of the film, express their feelings about stressful life events, and suggestions for encountering difficult situations.

Resilience is not only rooted in a healthy personality and positive experiences, but also comes from the experience of battling stress and the body successfully coping with the harm done to its systems. Resilience is negatively associated with PTSD, stress and depressive symptoms (Dhungana et al., 2022). By watching life documentaries, subjects learn how the protagonists overcome stressful events and gain alternative experiences of success, which in turn increases their level of psychological resilience. Life documentaries can precisely increase students' interest. In the new era, with the rapid development of new media, a single form of explanation is no longer enough, and boring sermons and simple indoctrination cannot effectively cultivate students' comprehensive qualities. The young generation is full of curiosity and thirst for knowledge. Only innovative teaching modes and means can effectively capture students' attention and immerse them in learning, which in turn leads to more in-depth thinking.

According to the questionnaire result, the psychological resilience level of college students is in the middle level, but this only reflects the recent psychological resilience level of the subjects, and there is also a favorable phenomenon that the subjects choose the options that are in line with social values and personal values due to the tendency of social approval and self-protection, and have higher scores. It is important not to be overly optimistic about the results of psychometric tests, but rather to give more attention to the very few subjects whose psychological resilience level is far below the social average, because the values measured in the questionnaire are often quite different from the real level, including the case of false answers due to social approval or social degradation. This makes it more necessary for us to find more effective intervention methods for psychological resilience to improve the psychological resilience of college students and maintain their psychological health.

4.2. Limitation

This study examines the effect of film intervention based on life documentary teaching on improving college students' Psychological resilience, and provides reference for college psychological teachers. However, there are still several problems: first, the research variable is relatively simple, and there is only one dimension of Psychological resilience, and the psychological mechanism behind it is still worth further research; Secondly, there is still room for further improvement in both the selection of research subjects and the practical use of psychological measurement tables. The intervention effect of the course lacks follow-up. Thirdly, the course intervention has a long time span and will face unknown influencing factors such as social experience and history.

The application of psychological film invention in psychological teaching in universities, especially the integration of research and teaching, is a relatively good approach, innovative and feasible. At present, although people is increasingly concerned about the effectiveness of psychological education for college students, many universities still face a serious shortage of full-time psychological teachers. Psychological education courses are mainly focused on combined classes, and the effectiveness of

teaching has been greatly reduced. In a classroom with such a large number of students, neither the teaching method nor the game method can fully utilize their characteristics. From the perspective of Communication studies, film invention is more interesting, popular and operable. Future research can leverage cognitive neuroscience research methods and instruments to further investigate its brain physiological mechanisms and cognitive processes.

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