


Education Forum for Asia on June 30 to July 2 in 成都




Development and Follow up of Web consultation reception form in Kyushu University during covid-19 pandemic

TAKESHI SATO, MD AND YUSAKU OMODAKA, PHD.


KYUSHU UNIVERSITY

CENTER FOR HEALTH SCIENCES AND COUNSELING



**We will show you our university
(1 min)**





Mental health
worst during
covid-19
pandemic

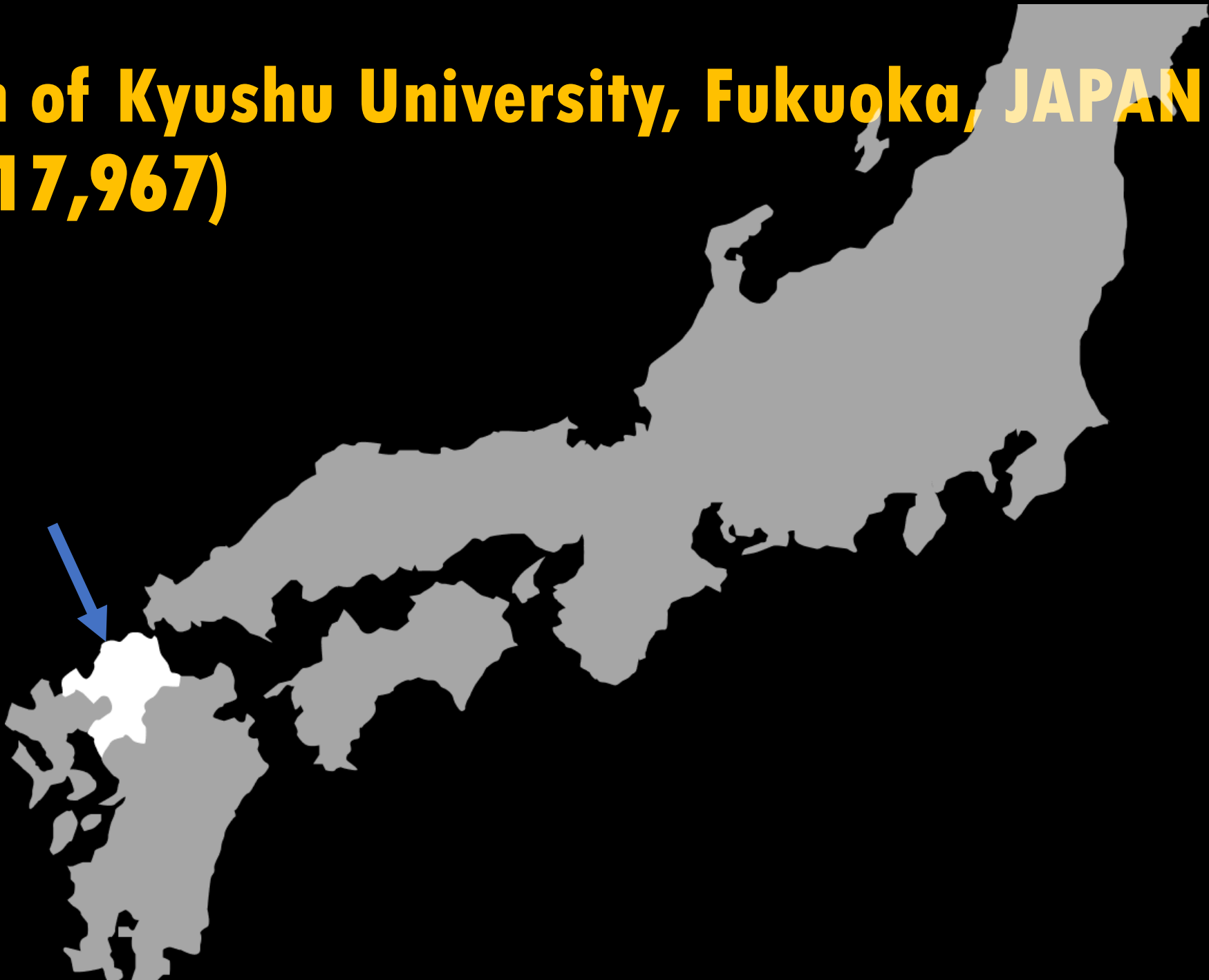




COVID-19 **(2019-)**

(from unknown?)

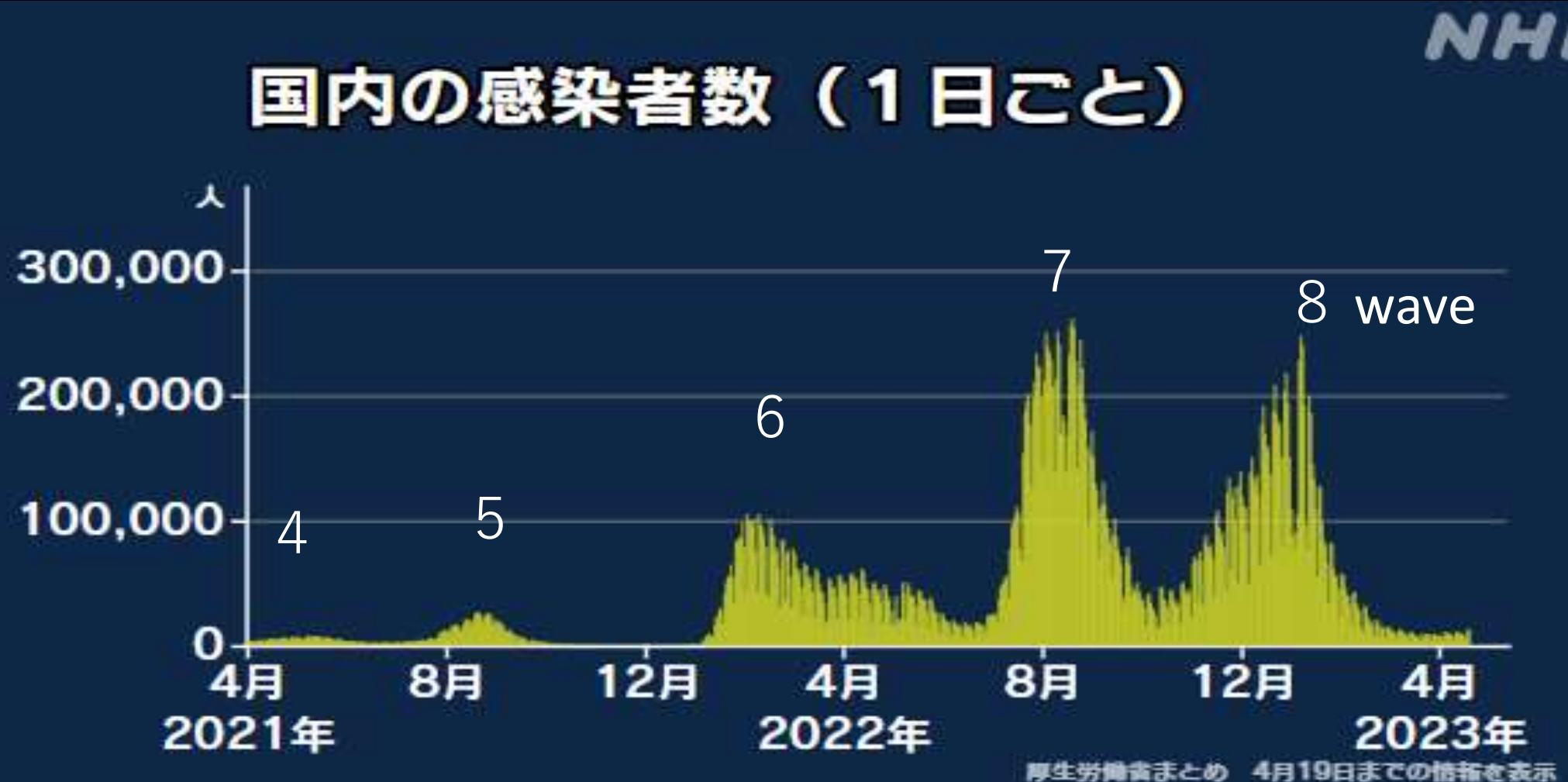
Location of Kyushu University, Fukuoka, JAPAN (N=5,117,967)



Number of covid-19 in Japan (since March 3, 2020)



WAVE 8 visit (and declined and finished)





Refrain from three
dense

- **Open the door**
- **Not gather**
- **Not conversation**

Sort-time open
(shop,
restaurant)

Conversation
with mask

Self-restraint
to go out



pixta.jp - 70998049



Closure of campuses

220 million HE students globally affected



- Live-streamed lectures synchronously (74.6%)
- Presentations sent to students (44.5%)
- Asynchronous pre recorded video lectures available online (32.1%)
- Asynchronous pre recorded audios (20.6%)

Teachers' perspective



Students' perspective

- Heavy workloads
- 50% felt their performance had declined
- Inequitable access to tools and internet
- Psychological and emotional well-being

Source: European Union (2021). The impact of COVID-19 on higher education: a review of emerging evidence.

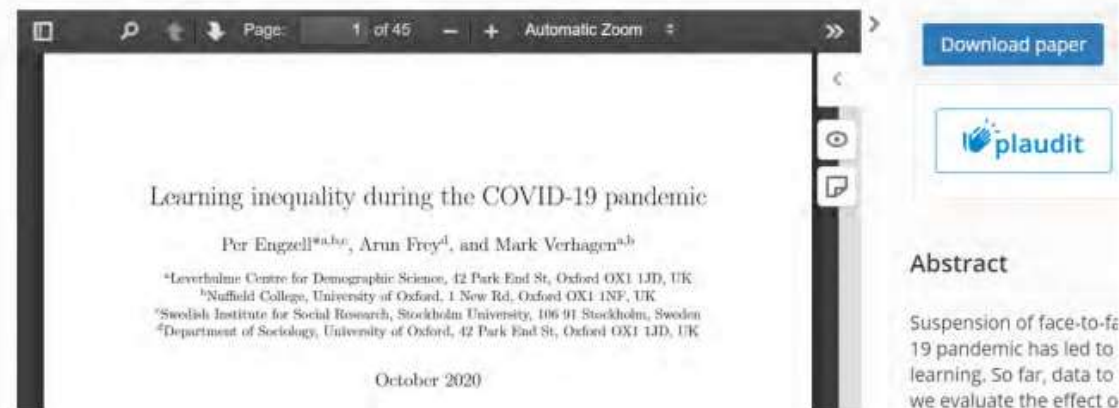
Learning Loss during Covid-19

- Learning loss of about three percentile points
- Learners from less educated home 55% more prone to learning loss

Learning Inequality During the Covid-19 Pandemic

AUTHORS

Per Engzell, Arun Frey, Mark Verhagen



Stress

No freedom

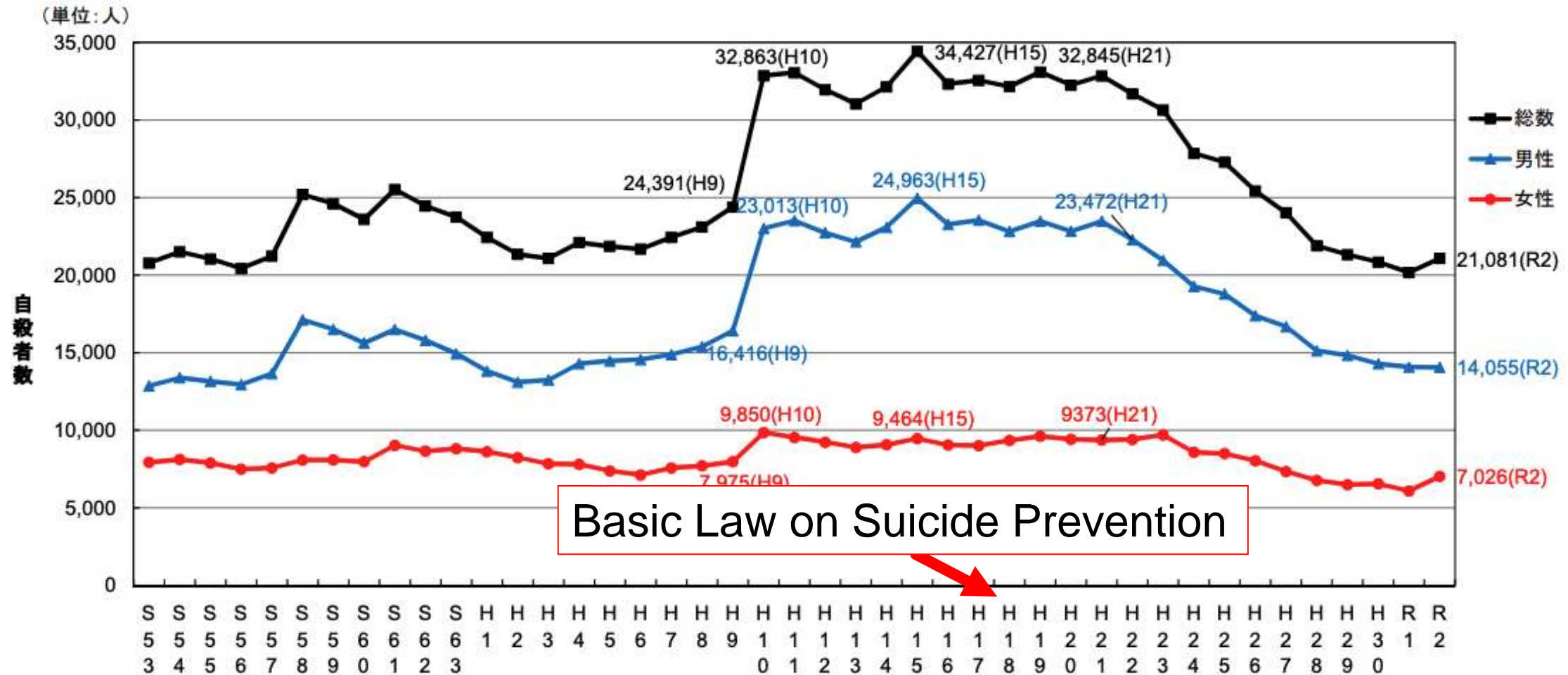
Restriction





Suicide Prevention Topics

Annual Changes in the Number of Suicides



Source: Compiled by the Ministry of Health, Labour and Welfare from the National Police Agency's original data on suicide statistics (2021)

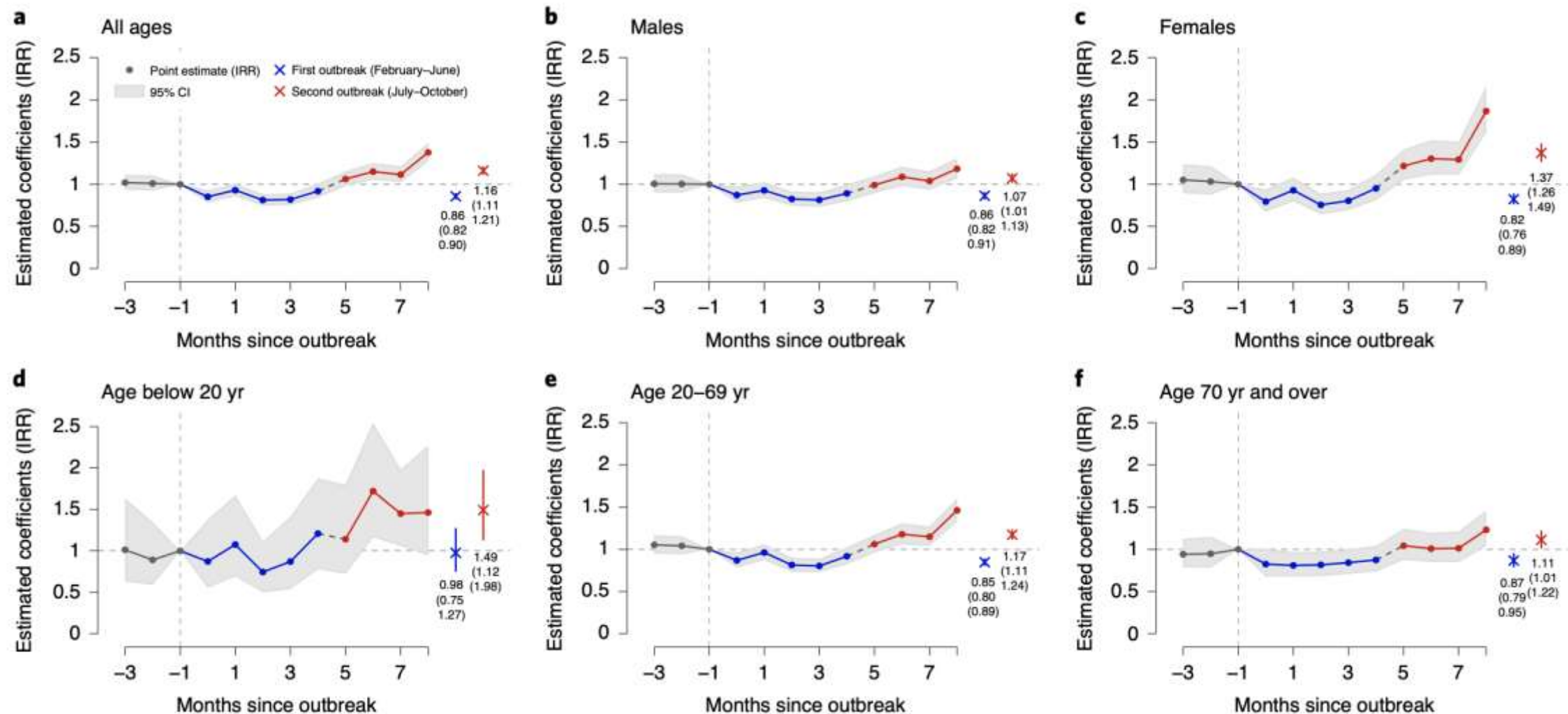
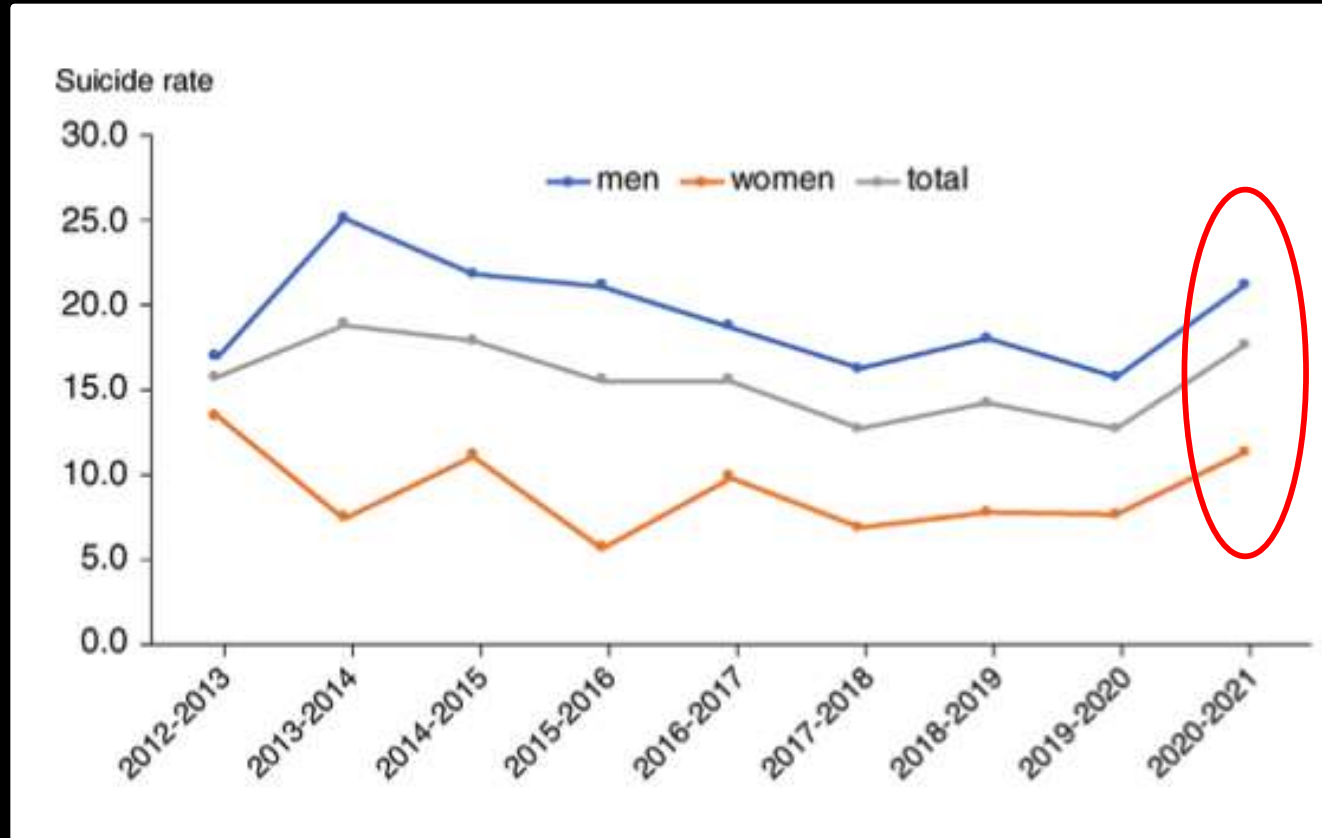


Fig. 2 | The effects of COVID-19 pandemic on suicide across gender and age groups using DID and event-study approaches. a, Results of the DID and

16% increase in suicides in the second wave of coronas (July-November) 37% increase in females (5 times more than males), 49% increase in youth (under 20 years old)

Increase in college student suicides



82 National Universities (433,032 students)

In FY2020, 76 students (58 boys and 18 girls) died by suicide or suspected suicide

Suicide rate of 17.6 per 100,000 students (21.2 for boys and 11.3 for girls)

Male students had the highest suicide rate in FY2020 in the last 6 years and female students had the highest rate in FY2020 in the last 8 years.

Survey on Leave of Absence, Withdrawal, and Retention Students at Universities (2019 Survey)

- Suicide is the most common cause of death among students
- **Mortality rates among 4-year students who stay in school are prominent**
 - Association between **isolation and suicide**
- Involvement of health care centers, etc. is not high (15.6%).

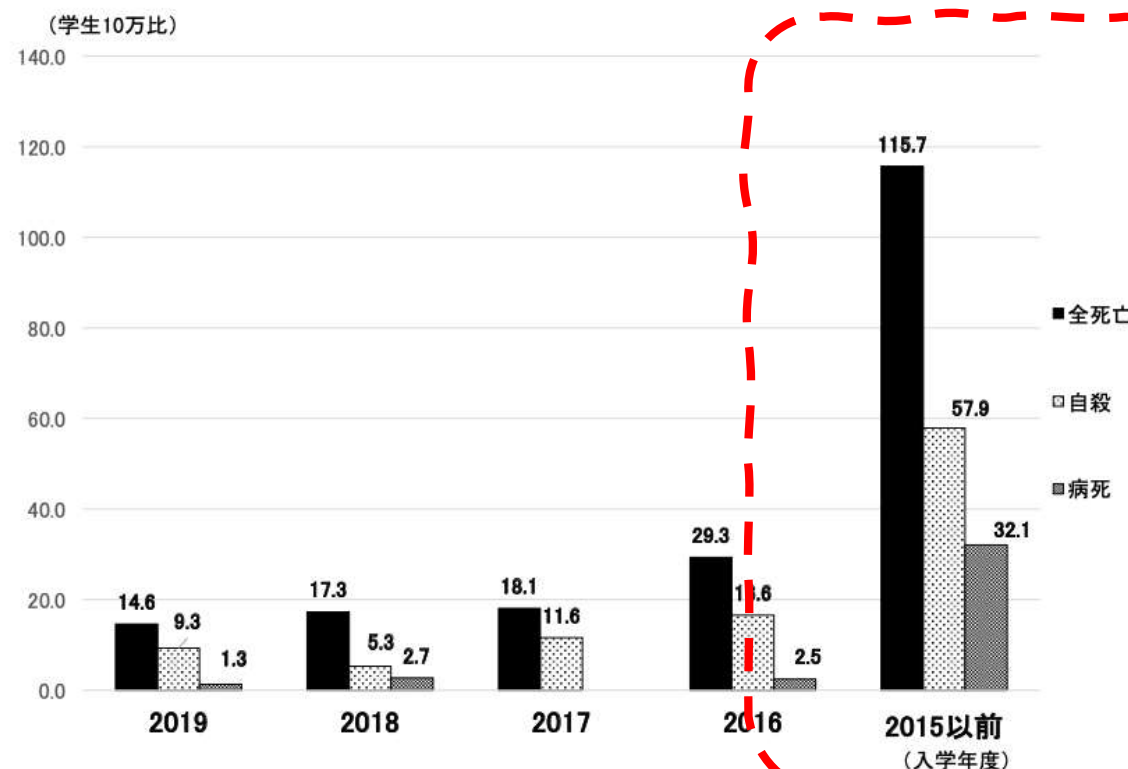


図 11-1 2019 年度 学年別・死因別死亡率(4 年制学部)

WEB CONSULTATION RECEPTION FORM TOPICS



Development of support at universities under measures to prevent the spread of novel coronavirus

(Omodaka · Kaku · Matsuda · Sato · Maruyama 2021c ; Omodaka, Kaku, Sato & Maruyama, 2021d)

ISSUES

Deteriorating mental health and increased suicide among youth
(Chen et al., 2020)

Deteriorating mental health is affecting learning (Eisenberg et al., 2009)

How do we continue to provide support in the university settings?

Two challenges:

- (1) Difficulty in connecting to support organizations
- (2) Difficulty in coordination among related services

Development of “Web Consultation Reception Form”

The screenshot shows the homepage of the Kyushu University Campus Life & Health Support Center. The header includes the university logo, navigation links (HOME, News, Center Overview, Organization, etc.), and a search bar. Below the header is a banner with images of campus buildings. The main content area features a 'New Information' section with a list of news items dated from February to October 2021. Below this is a section titled 'About COVID-19 Infection' with three buttons: 'If you feel any change in your body', 'When you feel unwell', and 'About mask use'. A red dashed line highlights a link for 'Online consultation (smartphone, etc.)'. At the bottom, there is a section for 'Consultation Reception Form' with three buttons: 'WEB consultation reception form', 'Web consultation reception form', and 'In-person consultation reception form'.

九州大学キャンパスライフ・健康支援センター
KYOUSHU UNIVERSITY

HOME 新着情報 センター概要 組織(部門) 各種ご相談(相談内容別) 刊行物

学生の方へ 教職員の方へ ご家族の方へ ENGLISH SITE

新着情報 NEWS

日付	対象	内容
2021.10.20	全体	伊都館館所で新型コロナウイルス検査が可能になりました。(事前予約必要)
2021.10.20	関係者限定	オンライン・リラクゼーション教室のご案内
2021.09.13	全体	身熱・出動後に発熱・寒などの症状が出た方へ
2021.07.08	健康情報	大学生を対象とした生活・心理に関するWebアンケート結果2021年(速報)
2021.05.10	学生相談室	コロナのパンデミックをみませんか? 九州大生用メンタルヘルズアプリの紹介
2021.04.14	学生相談室	Youtube動画: 他大生出身の大学教員入学向けオリエンテーション
2021.04.06	健康情報	学部1年生の皆様へ「感染症調査票」について
2021.03.16	関係者限定	エイズ、性感染症、新型コロナウイルス etc. 必須! キャンパスでの感染症ハンドブック
2021.02.02	健康情報	マスクでわかる! ワクチンで防げる病気について

[新着情報のアーカイブ](#)

新型コロナウイルス感染症について

少しでも体調の異変を感じたら 気分が優れないときは マスクの使用について

[オンライン相談 \(smartphone, 携帯電話\)](#)

あなたに相談したい方はこちら CONSULTATION RECEPTION FORM

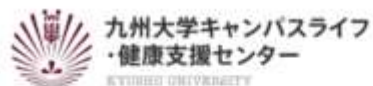
WEB相談受付フォーム Web consultation reception form 机上咨询受理系统



Eligibility: Students, faculty, staff, and parents

You can choose from Japanese, English, or Chinese.

Web Consultation Reception Form



HOME > Web相談受付フォームを利用する皆様へ

Web相談受付フォームを利用する皆様へ

Web相談受付フォームのご利用にあたって、どのような手続きやルールがあるのかについて説明します。
もし、疑問や心配があれば、キャンパスライフ・健康支援センター コーディネート室まで遠慮なくお尋ね下さい。

説明事項

1. 相談の枠組み

利用料金は無料です。Web相談受付は、原則として九州大学の学生・教職員のみが利用できます。ただし、関係者（保護者や教職員）が学生・教職員として相談することもできます。相談者がフォームに記載した内容は、キャンパスライフ・健康支援センターのスタッフ（医師やカウンセラー、精神保健福祉士、障害者支援スタッフ、保健師など）が確認し、メールにて返信致します。メールの返信は、受信後 1 週間以内（平日）に差し上げます。1 週間以内の返信がなかった場合は、ご連絡ください。

2. メールを使った相談・助言について

メールを使った相談・助言対応は、新型コロナウイルス感染症防止対策に伴う対応として一時的に実施するものです。大学の活動制限解除後には、対面に戻る予定です。なお、相談者に自殺や傷害事件等のおそれがあると判断される場合には、メールによる相談対応ができない場合があることをご了承ください。

同意事項

フォーム入力

必須 相談者メールアドレス

必須 確認のためもう一度

相談者

☒ 本人

☐ 関係者

必須 相談者のお名前

姓が入力されていません。

名が入力されていません。

相談者の所属

必須 電話番号

Development of support at universities under measures to prevent the spread of new coronaviruses

25

Methods and Subjects

88 persons who filled out the form during the first wave (May-July 2020).

329 persons who came in the same period in the past (2018 and 2019) for comparison.

The screenshot displays the Kyushu University Campus Life & Health Support Center website. The header includes the university's logo and name in Japanese and English. Below the header, there is a navigation bar with a 'HOME' link and a link to the 'Web consultation form'. The main content area is titled 'Web相談受付フォームを利用する皆様へ' (For those using the Web consultation form). It contains a section for '説明事項' (Explanation) and a section for '同意事項' (Consent). The '説明事項' section includes two sub-sections: '1. 相談の枠組み' (Framework of consultation) and '2. メールを使った相談・助言について' (About consultation and advice using email). The '同意事項' section is currently empty. On the right side of the page, there is a 'フォーム入力' (Form input) section. This section contains several input fields: a required field for '相談者メールアドレス' (Consultant email address), a required field for '確認のためもう一度' (Confirm once more), a dropdown menu for '相談者' (Consultant) with options '本人' (Self) and '関係者' (Related person), a required field for '相談者のお名前' (Consultant's name) with separate boxes for '姓' (Surname) and '名' (Given name), a required field for '相談者の所属' (Consultant's affiliation), and a required field for '電話番号' (Phone number).

(Omodaka et., 2021c ; Omodaka et al, 2021d)

Developing support at universities under measures to prevent the spread of new coronaviruses.

表1. 支援対象学生の属性 (学部・大学院)

	2018年・2019年(4月～7月)	2020年(5月～7月)		χ^2 検定	
	n=329	n=88			
	n (%)	n (%)	χ^2 値	df	p値
学 部	274 (83.3)	47 (53.4)	34.96	1	<0.001
大学院	55 (16.7)	41 (46.6)			

Higher need for postgraduate students

(Omodaka et., 2021c ; Omodaka et al, 2021d)



Low-credit stduents topics

Research: General counselling and support sector

- A study of the coordinating function in the support of students and staff
- Examination of the effectiveness and significance of support
- Low credit students
- Development of support at universities under countermeasures
- Web-based consultation form

Development of a Web Consultation Reception Form Under the COVID-19 Pandemic: About one year of achievement

Yusaku Omodaka*, Haruhi Kaku*, Yurina Matsuda*, Takeshi Sato**, Kaku Eguchi***, Shinji Oda****, and Toru Maruyama***

**Coordination Section Center for Health Sciences and Counseling,
Email: omodaka@chc.kyushu-u.ac.jp; Tel.: +81-92-802-6020*

***Infirmaries Center for Health Sciences and Counseling,*

**** Computer Technician Center for Health Sciences and Counseling,*

*****Student Counseling Section Center for Health Sciences and Counseling,*

Study of the coordination function in student and staff support

29

相談者の内訳

- Need for early response to students who are difficult to connect to support (Kimura, 2017)
- What are the coordination functions required at universities?
- Analysis of the number of consultations at the Coordination Office from 2014 to 2017 (10,861 in total)

What are the coordination functions required at universities? Advice and coordination between the parties concerned is required. →To the priority objectives of the work.

**Low Credit
Issue is
important!**



Examination of the effectiveness and significance of support for low credit students

【Issues】

- **1 in 5 students are academically underperforming or maladjusted**
Cooperation between classroom teachers and student support professionals is effective in dealing with students with poor academic performance (Tarumon, 2016).

【Method】

- 「**Start-up briefing session**」
 - (twice a year)

Reasons for leaving school

Academic underachievement
Maladjustment to school life
Changing jobs (e.g. moving to a new school)
→20% around

(Ministry of Education and Science, 2014)

Examination of the effectiveness and significance of support to low credit students

【Subjects and Methods】

Notification to low credit students and their parents

At the end of the first semester...

students who have acquired less than 10 credits in their first year,

less than 20 credits in their second year

and less than 25 credits in their third year and above.

Orientation on study (how to take courses, timetable assembly, on-campus support resources, etc.)

Individual psychological counselling (by counsellors in the student counselling room)

Course counselling and timetabling (by the Core Education and Academic Affairs Section)

Results: the effectiveness and significance of support to low credit students

- Increased credits earned and improved GPA as a result of participation in start-up briefings (Kaku, et al., 2019)
- The effectiveness of participation in the start-up information sessions was also recognised after one year. (Matsuda, et al., 2021)

Daily support (homeroom teachers and undergraduate study support offices) in your faculty (educational organisation) is important. The link is also more important.



Low Credit: fact-finding study

Review of the effectiveness and significance of support to low credit students

Mental health status and developmental disorders tendencies in relation to low credits.

[Issue/objective]

What are the key aspects for early response?

【Methods】

- Kyushu University students, 5,072
- Mental health status and developmental disorder tendencies

表 1 対象者の構成

入学年次	2018年度	2019年度
学部新入生（人）	2,514	2,558
男性（人） %	1736 69.1%	1773 69.3%
女性（人） %	778 30.9%	785 30.7%
入学時の平均年齢（歳） ± SD	18.5 ± 1.16	18.4 ± 1.04
低単位取得学生（人）	37	49

Characteristics of low credit students

Difficulty in having a perspective

表2 ロジスティック回帰分析の結果

設問項目	B	SE	Wald	P	Exp(B)	95%CI.forEXP(B)
発達障害傾向						
見通しを持つことの苦手さ	0.129	0.057	5.096	0.024*	1.137	1.017-1.272
感覚過敏	-0.021	0.043	0.245	0.621	0.979	0.899-1.066
抽象的理解の苦手さ	0.035	0.088	0.161	0.688	1.036	0.872-1.230
同時並行処理の苦手さ	0.108	0.091	1.417	0.234	1.114	0.933-1.331
メンタルヘルス状況						
不安	0.271	0.140	3.745	0.053	1.311	0.997-1.726
うつ	0.154	0.177	0.755	0.385	1.167	0.824-1.651

* $p < 0.05$ df = 1

Dealing with low credit students

Study environment very different from that of high school

Too much information at once → missing information
Division of roles: building a multi-layered support system

- Assumption of the existence of students who have difficulty in holding prospects,
- Setting up information sessions and provision of materials
- Provide a consultation service.
- Adding them to the target group for early support



Survey of **students who have difficulty in connecting with support in the Corona Disaster**

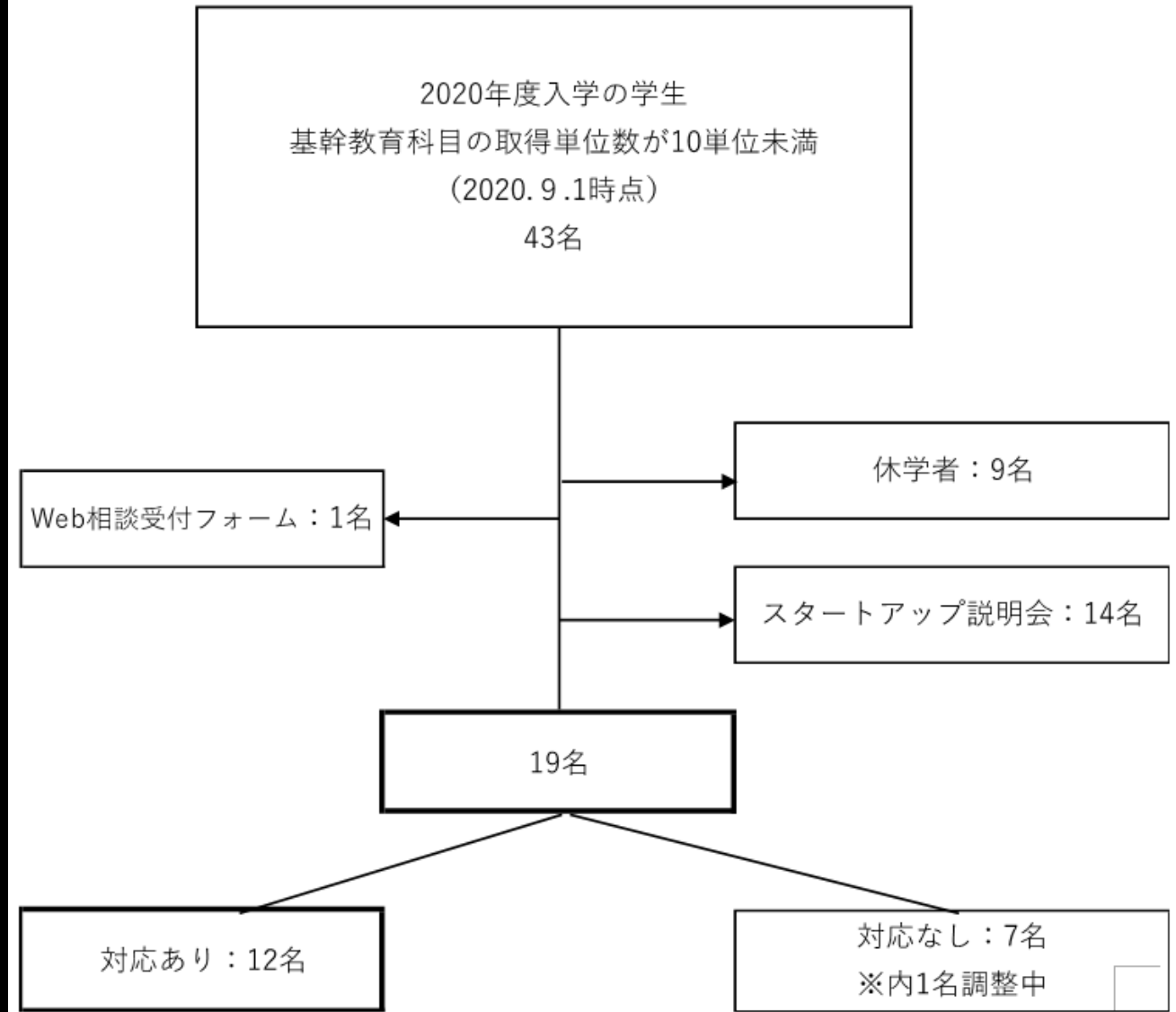
Survey of students who have difficulty in accessing support in the Corona Disaster

Subjects and Methods

Individual telephone interviews based on the interview guide.

Of 43 first-year students (as of Sep. 1st, 2020) with less than 10 credits in core education subjects, 19 students were not connected to any support.

図1.対応の内訳



Results :

Result (1) :

The majority of students **lived alone** in situation

Only one student had a diagnosis (asthma).

(1) 学生の生活状況 (図 2、図 3)

←

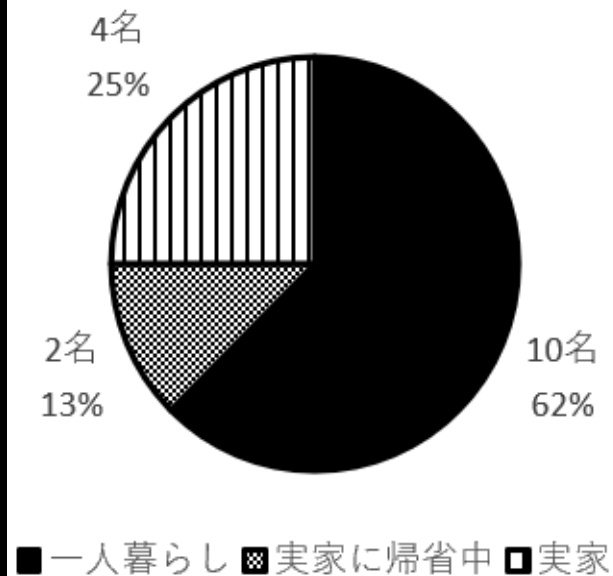


図2. 居住形態

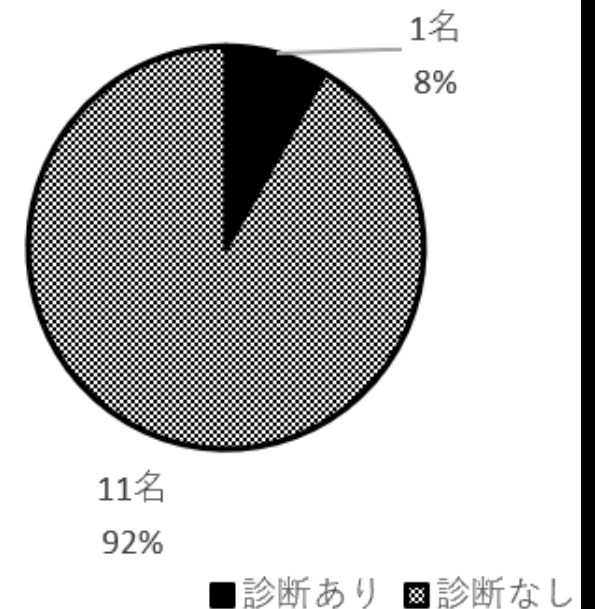


図3. 障害や疾患

Results (3)

(3) 問題の内容 (図 6～図 11) ←

学生←

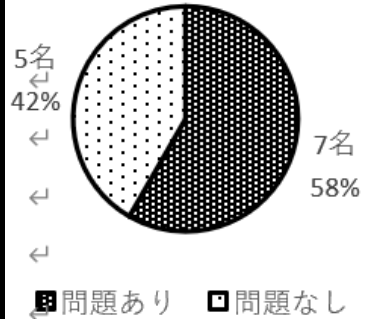


図6. 修学の問題

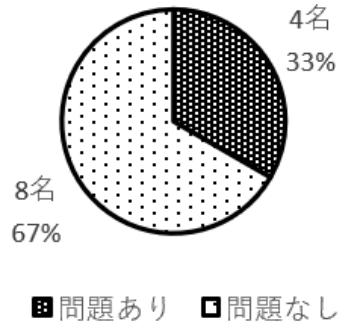


図7. 生活の問題

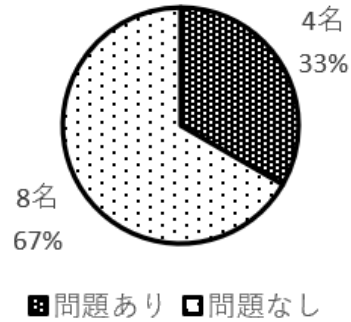


図8. 対人関係の問題

面接者←

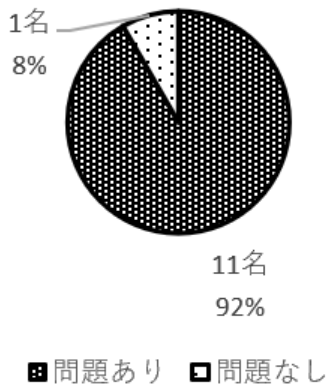


図9. 修学の問題

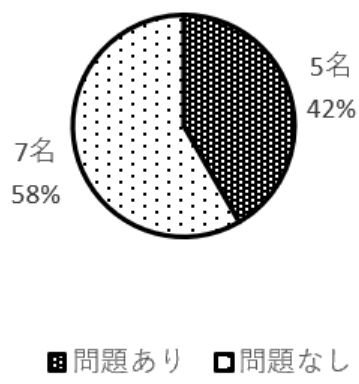


図10. 生活の問題

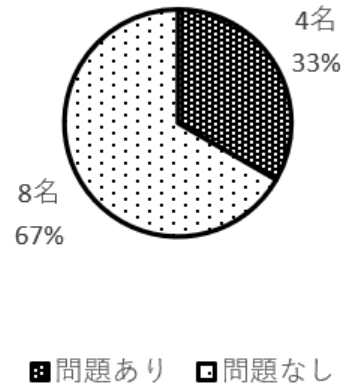


図11. 対人関係の問題

Results (3) :

- Interviewees were more likely than the individual to perceive the problem as a problem in their studies.

Topics
related to the
characteristics of
students who are
difficult to connect to
support
and how support
should be provided

How to support those who have difficulty in connecting with support

【Methods】

Subjects :

- Coordination office
156 users

Evaluation :

- WHOQOL26
- WHODAS2.0

【Results and Discussion】

- Quality of life structure differs from the general population
- Psychological and environmental contributions

**Up to moderate levels may be more likely to lead to medical and psychological support
Severe: added need for environmental adjustment**

Impact of mental and developmental disorders on disability in Japanese university students: A cross-sectional study

Yusaku Omodaka, Takeshi Sato & Toru Maruyama

To cite this article: Yusaku Omodaka, Takeshi Sato & Toru Maruyama (2022): Impact of mental and developmental disorders on disability in Japanese university students: A cross-sectional study, Journal of American College Health, DOI: [10.1080/07448481.2022.2068961](https://doi.org/10.1080/07448481.2022.2068961)

To link to this article: <https://doi.org/10.1080/07448481.2022.2068961>

- Mental health is impaired → Disability levels increase

Preventive involvement and the development of a supportive environment to prevent secondary disability are important. → E.g. outreach from an early stage

Table 3. Average score and standard deviations by diagnosis and WHODAS domain and results of the dispersion analysis (N=152).

Diag.	No diagnosis (N=83)		Mental disorders (N=36)		Developmental disorders (N=24)		Multiple (N=9)					
Domain	M	SD	M	SD	M	SD	M	SD	H	df	p	Multiple comparison
Cognition	17.23	15.35	28.33	21.94	23.54	16.91	32.78	20.93	10.63	3	.014	
Mobility	6.63	10.80	18.58	17.77	5.99	9.12	13.89	19.96	14.07	3	.003	None, Developmental < Mental
Self-care	5.06	8.02	12.50	14.22	8.33	14.35	6.67	10.00	7.95	3	.047	None < Mental
Getting along	21.49	23.18	40.74	25.49	41.32	28.81	32.41	29.89	19.99	3	.000	None < Mental, Developmental
Life activities (school)	36.57	29.23	56.35	26.66	36.61	28.90	66.67	18.21	18.27	3	.000	None < Mental, Multiple Developmental < Multiple
Participation	23.69	21.13	40.51	18.08	26.39	18.54	42.59	25.92	21.26	3	.000	None < Mental
Overall disability	19.39	14.41	33.60	16.24	24.76	14.15	34.80	10.63	25.01	3	.000	None < Mental, Multiple

"Multiple" refers to those with both mental and developmental disorders diagnoses. Analysis was performed after excluding four individuals with physical disabilities from the 156 subjects.

H: Kruskal-Wallis H; df: degrees of freedom.

Great East Japan Earthquake (March 11, 2011)

10 years ago
20,200 deaths



Tsunami





Disaster is
strongly
associated
with students'
mental health.

Over-concern and Japanese


Minimize direct competition.

Handle things as little as possible to feel humiliated.

It is an overly vulnerable national illness.

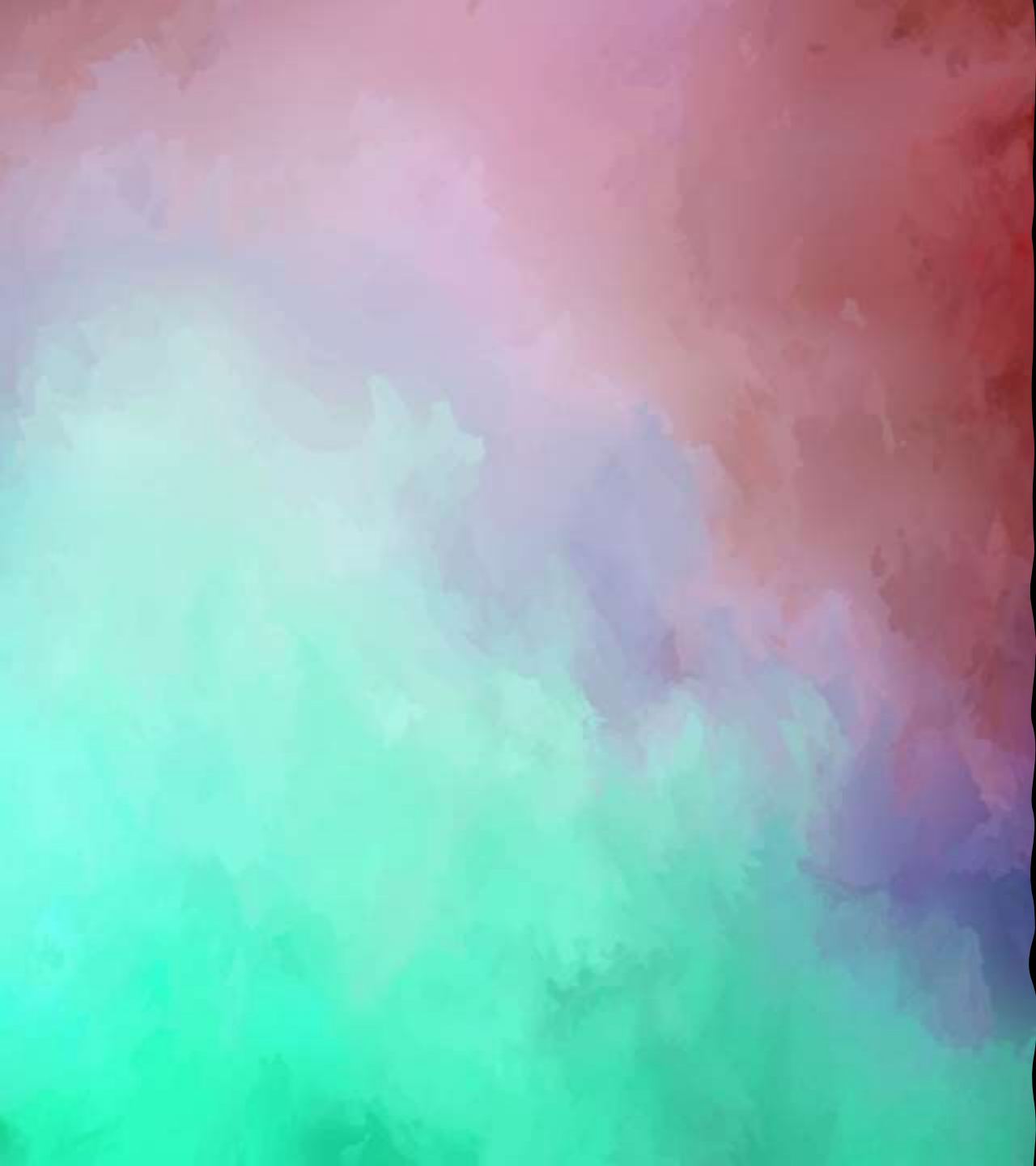
The Japanese are more likely to fall into depression.

In the end, instead of destroying others, you end up destroying yourself.



Japan has become
an "ultra-clean
society" in terms of
human
relationships.

Instead, Japanese may be more
valuable or sensitive to others.



From now on, more play alone will be increased, and the number of people with developmental disorder will increase.

For example, I can't read the air, I can't help interacting with people, and there is a possibility that more people will be hostile to people.

Conclusion

- Face to face communication was difficult under COVID-19 pandemic.
- We developed Web Consultation Reception Form and connected with students with distress.
- The characteristics of and responses to low-credit students were discussed.

