

# A Study of Group Intervention on Depression in Urban College Students

C. Y. Chen<sup>1,2</sup><sup>1</sup>School of Materials Science and Engineering, Wuhan University of Technology, <sup>2</sup>Research Center of History of Economy, Zhongnan University of Economics and Wuhan, China

## Abstract

**Objectives:** The objective of this study is to explore the intervention effect of group intervention on the depression of urban college students and explore the methods of group training in colleges and universities. **Methods:** In this study, forty students with depression were selected as participants, and they were divided into the observation group and control group randomly. 49D cognitive coping group training and psychological intervention were carried out for the students in the observation group, and the normal training was taken in the control group. The intervention effects of three kinds of measuring tools, namely Self-Rating Depression Scale (SDS), attritional style questionnaire, and SCSQ were compared to 7D college students before and after intervention. After 6 months, the SDS self-assessment scale was used to measure the return visit. **Results:** There was no statistically significant difference in depression score between the observation group and the control group before intervention ( $P > 0.05$ ). **Conclusions:** Group intervention on the depression of urban college students can obviously improve their depression and promote their mental health. Therefore, it should be actively carried out.

**Keywords:** Depression, group training, intervention effect, mental health

## INTRODUCTION

Depression can cause learning burnout, maladjustment, sleep and eating disorders, substance abuse, Dutch act such as psychological and behavioral problems which has become a serious public health problem, to society and universities take effective intervention measures. Group training alleviates and improves the depression effect of college students<sup>[1]</sup> and showed that the effect of self-efficacy of college students is decision-making ability and learning achievements. The high self-efficacy of college students will set higher goals for yourself and stick to it, once the action starts to pay more efforts to persist longer, they encountered setbacks and recover soon. This study has been taken from the form of group training intervention on the participants in order to explore colleges and universities, carry out the feasibility evaluation of group training and effectiveness and to promote the effective form. A researchers help students establish positive coping style and good professional psychological support, reduce the occurrence of negative emotions, enhance self-confidence, improve self-efficacy, and the results are reported as follows<sup>[2]</sup>.

## Overview

By carrying out the mental health publicity activities on the campus, all the students in the school were recruited by the students, and the students interested in the training were recruited, and 113 participants were recruited, and then the Jinan University injury control and Prevention Center conducted further written examinations and interviews. Using the Self-Rating Depression Scale (SDS), a total of 60 college students with SDS standard  $>50$  were selected, and then face-to-face interviews were conducted by professional psychological teachers. During this process, 1 student with depression and manic bipolar disorder was screened out. Finally, forty students were selected as the participants of the study. According to the informed consent principle and according to different SDS scores, the students were matched by light, moderate, and severe degree of depression<sup>[3]</sup>

**Address for correspondence:** Dr. C. Y. Chen,  
Wuhan University of Technology, Wuhan 430 070, China.  
Zhongnan University of Economics and law, Wuhan 430 073, China.  
E-mail: xuedongfeng@yahoo.com

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and randomly divided into the intervention group and control group, each of 20 people. To ensure the effect of intervention, the intervention group was further divided into two groups, each group of 10 students.

## METHODS

The survey included a general questionnaire and rating scale designed by ourselves. SDS includes 20 items, and each item is equivalent to one symptom, use 1–4 score to assess the score. The main time is the total score in the past 1 week and adds the score of the 20 questions to get the original score. The original score is multiplied by 1.25, and the integral part is the standard score. The SDS depression grade is that 50–60 is divided into light depression, 61–75 divided into mild depression, and above 75 divided into moderate depression; Social Cognition Screening Questionnaire (SCSQ) includes 20 items, divided into two dimensions of positive and negative coping, and it has good reliability and validity. Full-scale Cronbach coefficient is 0.89, positive coping scale coefficient is 0.89, and negative coping scale coefficient is 0.78; attributional style questionnaire (ASQ) is divided into four dimensions that is internal and external attribution, fatality attribution, stability attribution, and common attribution. Each dimension of the topic was selected by 1–7 score.

Group training is divided into seven times, and 1 times a week, about 2 hm each time, with “mental oxygen bar and happy growth” as the main theme. The control group did not have any psychological intervention.<sup>[4]</sup> The training process is based on the finding problems, recognizing problems, solving problems, and strengthening cognition [Table 1].

The members of the group were tested for SDS, ASQ, and SCSQ, respectively. At the end of the training, students’ opinions are collected with the feedback form. After 6 months of intervention, SDS will be returned to the survey.<sup>[5]</sup>

## RESULTS

Before and after the SDS, the score of the *t*-test showed that the difference was statistically significant ( $t = 3.44$ ;  $P = 0.003$ ), the observation group had lower depression scores, and the control group was not statistically significant ( $t = 0.65$ ;  $P = 0.522$ ). Before and after SCSQ intervention, data analysis showed that the observation group of positive coping dimensions was statistically significantly improved ( $t = 3.90$ ;  $P = 0.001$ ), and the control group was not statistically significant [Table 2].

Before the intervention, 85.7% of the participants felt that their mood was poor, and the emotion of the adjectives was low. After the intervention, 54.3% of the patients had to be improved. Before and after intervention, the collected adjectives were divided into three positive, negative, and intermediate states, and statistical analysis showed that the difference was statistically significant ( $t = 68.07$ ;  $P < 0.001$ ). The comparison of self-confidence scores between the observation group and the control group showed that before intervention (60.39)

**Table 1: Activity theme and content**

Sequence	Theme	Content and purpose
1	Know yourself	Mutual understanding, be honest with yourself and peer discussion and help
2	Why depression?	Through image therapy training, open your heart and release the mood
3	Outdoor	The classroom moved to the Guangdong botanical garden in the nature of pleasure and relaxes
4	Attribution and coping	Dirty glass to see the world; a magnifying glass or a mirror face the problem
5	The five kind of people	Psychological behavior therapy
6	Social support system	Learn how to maintain perception and self-support system
7	Confident farewell	Sing by the way of self-display and confident farewell

**Table 2: The scores of Self-Rating Depression Scale and Simple Coping Style Scale before and after group training**

Items	Group	Before	After	<i>t</i>	<i>P</i>
Depression	Observation	60.52±8.23	49.25±8.21	3.31	0.002
	Control	48.21±13.02	51.42±11.40	0.62	0.511
Positive coping	Observation	1.62±0.42	2.01±0.36	3.82	0.001
	Control	1.67±0.32	1.81±0.42	1.14	0.221

**Table 3: Variance analysis of before and after group training**

Items	Group	Before	After	<i>t</i>	<i>P</i>
Negative	Observation	62.12±4.13	20.15±2.21	68.07	0.000
	Control	45.01±12.12	31.22±10.40	2.25	0.038
Positive	Observation	47.09±0.43	12.02±0.22	43.72	0.000
	Control	58.12±1.21	11.82±0.51	0.121	0.092
Intermediate	Observation	72.12±0.13	42.15±2.21	10.24	0.000
	Control	35.01±11.10	21.22±9.42	0.121	0.095

and after intervention (73.72), the difference was statistically significant ( $t = 2.25$ ;  $P = 0.038$ ) [Table 3].

## CONCLUSIONS

Group training is a kind of psychological guidance training form under group situations. Through interpersonal interaction in the group, the individual promotes the individual in communication through observation, learning, experience, knowledge of self, self, self-acceptance, adjustment and improvement of the relationship with others, and learning new attitude and behavior, in order to develop well.<sup>[6]</sup> In the course of college students’ group training, this study takes psychology as the theoretical basis and guides the members of the intervention group to learn the strategies of effective analysis, understanding and dissolving problems, interpersonal skills, rational emotional therapy, relaxation training, and self-confidence, to supervise and manage the depression of the members of the intervention

group. The results of this study showed that the use of effective coping styles can relieve stress impact, avoid excessive negative emotions, thus reducing the impact of depression on their own learning and emotional and interpersonal relationship.

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### Conflicts of interest

There are no conflicts of interest.

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