

大學第一年經驗的心理學解方： 從課程實踐到新生支持的系統建構

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摘要

近年來，青少年心理壓力與情緒困擾問題日益受到關注，大學第一年更被視為學生學習與心理適應的關鍵轉銜階段。在由高度結構化的高中轉入強調自主學習、人際拓展與生涯探索的大學生活時，部分大一新生缺乏足夠的自我情緒覺察能力及心理衛生的概念，進而影響環境適應與學業發展。有鑑於此，全台各大專院校已設置完善的諮商中心提供專業的心理支持系統及輔導資源，然而諮商系統屬於被動式服務，學生通常在困擾已造成顯著影響後才考慮是否求助，且大一新生可能因不熟悉心理諮商或擔心被貼標籤而未能及時使用資源。因此，本研究主張，高等教育中的心理支持不應僅停留於被動式或事後補救，而應透過正式課程，轉向主動積極的心理素養培養與前端預防。

本研究以跨院通識課程「神經心理學：大腦與情緒」為

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教學實踐場域，探討在未設有心理學相關科系之大學中，心理學通識課程是否能成為支持大學新生心理適應的可行途徑。本課程每學期開放50名跨院學生選修，首次開課即有157人登記選課，次年更增至227人，顯示本校學生對了解心理學具有高度需求。透過此一心理學通識課程，本研究核心問題為學生修課後，其情緒健康與學習動機之自我評估是否產生改變；以及課程對大一與非大一學生的情緒健康影響是否不同。

本課程內容涵蓋神經心理學基礎知識及介紹心理相關疾患二大部份：基礎知識內容包含心理學簡介、研究倫理、知覺與運動、學習與記憶等主題，主旨在讓學生「了解自己」，例如我讀書累了不代表我還不夠努力，而是大腦發出的保護訊號。而心理相關疾患內容包含情緒的神經機制、情緒疾患（如憂鬱症及焦慮症）、壓力疾患（如創傷後壓力症候群）、發展性疾患（如自閉症及注意力不足過動症）、精神疾患（如思覺失調症及譫妄症）之介紹，主旨在培養學生「理解他人」，例如部分自閉症患者並非不想交朋友，而是在理解社交訊號、覺察對方情緒上較一般人困難。

教學方法除講授及心衛案例分析外，強調更多互動設計，包含小組討論、反思書寫與透過互動軟體於課堂上即時互動，例如使用Padlet及其「匿名」功能，學生可以透過智慧型手機掃描QR code後免費進入課堂專屬面板，讓學生在安全、不被評價的環境下分享真實的想法與情緒經驗。此外，課程中邀請專業心理諮商師入班演講及問答，介紹校內外諮商資源、求助方式與實際流程，以降低學生對心理諮商的陌生感與污名化，並建立安全、友善且可表達真實感受的學習環境。

在此課程設計下，本研究之研究對象為修習本課程之50名跨院系、跨年級學生。研究採用自編問卷進行前後測設計，學生可自由參加，並匿名填答，僅以代碼配對資料。問卷包含情緒健康與學習動機兩大構面，共25題。情緒健康構面涵蓋情緒穩定、自我理解、同理能力、傾聽、情緒宣洩與自信等；學習動機構面則評估自身心理學興趣、主動探索、課程投入、生活應用及對教學方式的認同等。量表採5點計分，分數越低代表自評狀態越正向。研究共取得28份有效前後測配對樣本，其中大一學生10人、非大一學生18人。資料分析使用配對樣本 t 檢定，並以雙因子混合設計變異數分析檢驗測驗時間、年級別及其交互作用。

結果顯示，學生修課後在自評情緒健康與學習動機兩構面皆顯著改善，其中以情緒健康的變化最為明顯。大一學生情緒健康平均分數由2.40降至1.48 ($p < 0.001$)，非大一學生由2.66降至1.77 ($p < 0.001$)，兩組皆達顯著水準。學習動機方面，大一學生平均分數由1.56降至1.19 ($p < 0.05$)，非大一學生由1.72降至1.35 ($p < 0.001$)，亦呈現顯著正向變化。由於學生選課前多已對心理學具有高度興趣，前測分數接近量表正向端，可能存在天花板效應，因此學習動機的改善幅度較情緒健康面向溫和。混合設計變異數分析顯示，年級主效果呈現趨勢性差異 ($F(1, 26) = 3.501, p = .073$)、測驗時間主效果顯著 ($F(1, 26) = 93.460, p < .001$)，但時間與年級的交互作用不顯著 ($F(1, 26) = 0.017, p = .896$)，表示課程效果具有跨年級一致性。

學生於課堂及書面反思報告中的回饋亦顯示，當情緒反應被放回神經心理機制中理解時，學生較能以客觀且非自責

的方式看待自身經驗，並理解悲傷、哭泣或壓力反應並非意志薄弱，而是具有生理基礎的自然反應。透過案例討論與匿名互動，學生也更能從他人觀點理解個體差異，提升傾聽與同理能力；心理師入班則使學生更了解校園諮商資源與求助途徑。

綜合研究結果，本研究提出以課程為核心的三層心理支持模式：第一層為通識心理素養教育，普及情緒、壓力與心理健康知識；第二層為校園資源導入，介紹諮商服務與求助管道；第三層為專業支持與轉介，由教師作為橋梁，連結諮商中心及相關單位。此模式可使校園心理支持由被動、事後的輔導，轉向普及、預防與早期辨識。未來研究宜增加樣本數、納入未修課對照組、採用標準化量表，並結合質性分析，以釐清課程效果的持續性與因果關係。整體而言，心理學通識課程具有促進情緒覺察、自我理解、同理能力與學習投入的潛力，並可作為大學第一年經驗制度中整合心理健康教育與校園支持資源的具體實踐方向。

關鍵詞：心理健康教育、心理學通識課程、情緒覺察、學習動機

A Psychological Remedy for the First-Year Experience: Building Systematic Support Through Curriculum Innovation

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Abstract

In recent years, psychological distress and emotional breakdowns among teenagers have received increasing attention. Especially, the first-year experience in university is considered as a critical transitional stage. When moving from the highly structured high school to university life, which requires greater self-paced learning, interpersonal engagement, and career exploration, some first-year students may lack sufficient emotional self-awareness and mental health concepts. These challenges will subsequently affect their adjustment to the university environment

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and their academic development. Although most higher education institutions in Taiwan provide professional counseling services, such services are often in a passive mode. Students may not consider seeking assistance until their difficulties have already produced substantial impairments to their daily life. First-year students may also be unfamiliar with counseling services or reluctant to use the resources because of concerns about stigma. Accordingly, this study proposes that psychological support in higher education should not be limited to passive services or crisis interventions. Instead, formal curricula may provide a proactive approach to cultivating mental health awareness and promoting early prevention.

This study was conducted based on the course “Neuropsychology: The Brain and Emotions.” This course is an interdisciplinary general education course which is offered to students with different colleges, backgrounds, and years. The aim of this study is to examine whether a psychology-based general education course could serve as a feasible way of supporting first-year students, specifically at a university that has no psychology-related departments. This course enrolled up to 50 students. A total of 157 students registered for the course when it was first offered, and the number increased to 227 in the following year, indicating substantial demand for psychology education courses. The study addressed two principal questions: whether students’ self-assessments of emotional well-being and learning motivation changed after completing the course, and whether the changes in

emotional well-being differed between first-year and upper-year students.

This course comprised two major components: foundational neuropsychology knowledge and mental illnesses. The foundational component covered topics including the nature of psychology, research ethics, perception and movement, and learning and memory, etc. Its primary objective was to help students “knowing themselves.” For example, students were encouraged to recognize that mental fatigue during studying does not necessarily indicate insufficient effort but may instead reflect a protective signal generated by the brain. The second component addressed the neural mechanisms of emotion and emotional disorders, such as depression and anxiety disorders; stress-related disorders, including post-traumatic stress disorder; neurodevelopmental conditions, including autism and attention-deficit/hyperactivity disorder; and neuropsychiatric conditions, such as schizophrenia and delirium. This component aimed to help students “understand others.” For instance, students learned that many autistic individuals may desire social relationships but experience difficulties interpreting social cues or recognizing the emotional states of others.

In addition to lecturing and clinical case analyses, the course incorporated multiple interactive teaching strategies, including small-group discussions, reflective report writing, and real-time digital interaction. The software “Padlet” and its anonymous posting function were used. This approach allows students to share

authentic thoughts and emotional experiences in a safe and friendly environment in which they were less concerned about being identified, evaluated, or stigmatized. A professional counseling psychologist was also invited to deliver an in-class presentation and a Q&A session. The counseling psychologist introduced counseling resources, help-seeking procedures, and the practical process of accessing services both on- and off-campus. This activity was intended to gain concepts regarding counseling, reduce stigma of clinical services, and establish a safe and supportive learning environment in which students could discuss psychological experiences openly.

The participants of this study were 50 students who enrolled in the course. A questionnaire was administered at the beginning and the end of the course. Participation in the study was voluntary, responses were anonymous, and individual pre-test and post-test were matched using codes. This questionnaire consisted of 25 items covering two dimensions: emotional well-being and learning motivation. The emotional well-being dimension assessed emotional stability, self-understanding, empathy, listening skills, appropriate emotional expression, and self-confidence. The learning motivation dimension assessed interest in psychology, willingness to explore neuropsychology independently, engagement with the course, application of course content to daily life, and perceptions of the course design. Items were rated on a five-point scale, with lower scores representing more positive outcomes. A total of 28 valid responses were collected, including

10 first-year students and 18 upper-year students. Paired-samples t-tests were used to examine changes between pre-test and post-test, while a two-way mixed-design ANOVA was conducted to assess the effects of assessment time, year level, and their interaction.

The results indicated significant improvements in self-reported emotional well-being and learning motivation after completion of the course, with the largest changes observed in emotional well-being. Among first-year students, the mean emotional well-being score decreased from 2.40 to 1.48 ($p < .001$), whereas the score among upper-year students decreased from 2.66 to 1.77 ($p < .001$). Because lower scores represented more positive evaluations, both groups reported significantly better emotional well-being following the course. In terms of learning motivation, the mean score among first-year students decreased from 1.56 to 1.19 ($p < .05$), while the mean score among upper-year students decreased from 1.72 to 1.35 ($p < .001$). These findings also represented significant positive changes. However, the magnitude of change in learning motivation was smaller than that observed in emotional well-being. Because most students had already shown strong interest in psychology before enrolling in the course, their pre-test scores were close to the positive end of the scale, suggesting a possible ceiling effect. The mixed-design ANOVA showed a trend toward a main effect of year level, although it did not reach statistical significance ($F(1, 26) = 3.501, p = .073$). A significant main effect of assessment time was observed ($F(1, 26)$

= 93.460, $p < .001$), indicating substantial differences between pre-test and post-test scores. However, the interaction between assessment time and year level was not significant ($F(1, 26) = 0.017$, $p = .896$). This result suggests that the positive changes associated with the course were generally consistent across first-year and upper-year students.

Moreover, students' classroom responses and written reflections further indicated that learning about the neuropsychological mechanisms underlying emotional reactions helped them interpret their experiences more objectively and with less self-blame. Students came to understand that sadness, crying, and stress responses do not necessarily reflect weakness but are natural reactions with identifiable biological foundations. Case discussions and anonymous interactions also encouraged students to recognize individual differences from the perspectives of others, supporting the development of listening skills and empathy. The in-class session led by the counseling psychologist further increased students' awareness of campus counseling resources and appropriate help-seeking pathways.

Several limitations should be acknowledged. The study used a relatively small sample from a single elective course, relied on a researcher-developed self-report questionnaire, and did not include a non-enrolled comparison group. Also, future studies should integrate qualitative methods to examine the sustainability and causal effects of course-based psychological education. Nevertheless, the findings suggest that a psychology-based general

education course has the potential to promote emotional awareness, self-understanding, empathy, and learning engagement. Such courses may therefore provide a practical approach to integrating mental health education and campus support resources into systematic first-year experience programs.

Based on these findings, this study proposes a three-layer, course-centered model of psychological support. The first layer consists of general education to mental health awareness, through which students acquire foundational knowledge regarding emotions, stress, and psychological well-being. The second layer involves the integration of campus resources into the course, including counseling services and help-seeking procedures. The third layer consists of professional support and referral, in which instructors serve as bridges connecting students experiencing more substantial psychological difficulties with counseling centers and other relevant professional units. This model can help shift university psychological support from passive and crisis intervention toward broader prevention, early identification, and timely assistance, as a promising remedy for the challenges in first-year experience.

Keywords:

mental health education, psychology courses, emotional self-awareness, learning motivation