

輔仁大學新生 《心理衛生自我檢測量表》說明

Manual of “Mental Health Self-Assessment Scale” for FJU New students

一. 導師輔導系統平台操作說明

I. How to use the Class Advisor Consultation System Platform- for Class advisors

1. 請先登入教職員工資訊入口網(LDAP)

Please Log in to the staff portal page with LDAP account.

2. 在「服務」右邊的下拉選項中，選擇導師輔導系統(校內使用)

Select “Class Advisor Consultation System (For Internal Use)” on the right side of the "Services" dropdown menu.



3. 進入平台之後，請點選「♡輔導」

Click on the “Consultation” tab as you login in to the platform.



4. 選擇「心理衛生檢測」，點進去後畫面如下：

Click on “Mental Health Test” tab and wait for the following page to load.

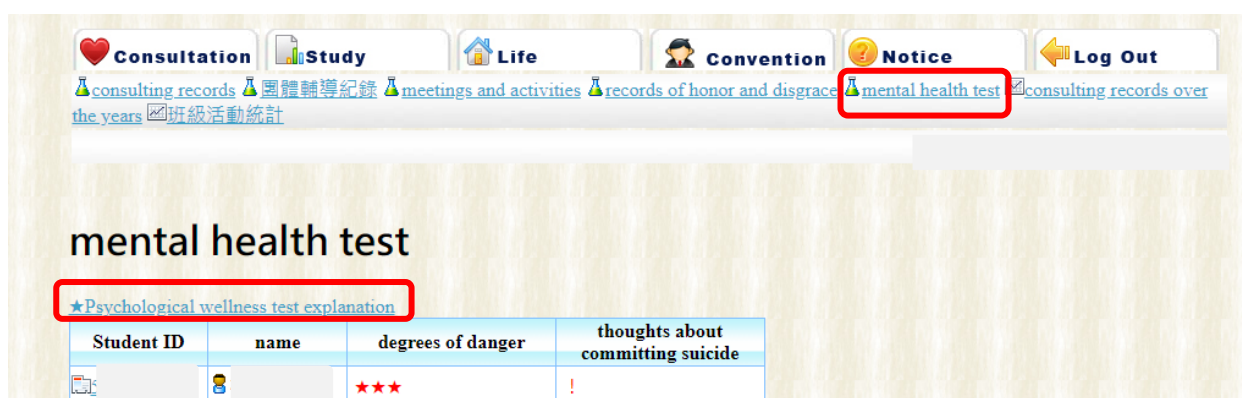
導師輔導系統平台 Class Advisor Consultation

點選「心理衛生檢測」、「心理衛生檢測說明文件」



資料來源：學務處導師專區輔導系統平台介紹

Source: Guidance & Counseling System by Office of Student Affairs



Click on the “Mental Health Test” tab then “Psychological Wellness test explanation”

5. 心理衛生檢測指標說明 Description of the measure/indicators :

(1) 危險度(★) Degrees of Danger (Level of Crisis) :

新生填答《心理衛生自我檢測量表》，總分達 15 分以上，代表回答當時有憂鬱情緒，詳盡說明見下頁。

Freshmen(The new with fifteen points or above in their total score are highly likely to be depressed and stressed. Refer to next page for more information.

(2) 輕生意念(!) Thoughts about Committing Suicide (Suicidal Ideations) :

《心理衛生自我檢測量表》第 15 題：「我覺得想不開、甚至想死」填答有時候、時常、常常或總是，學生的姓名、危險度也轉以紅色標示。此外，輕生意念上會標記「！」。

The columns of student's name and level of crisis will be highlighted in red when students answered “Some of the time, Most of the time, or All of the time.” to the Question 15: “I am overwhelmed and even considering to end my life”. The presence of suicidal ideation(Thoughts about Committing Suicide) will be marked with an exclamation mark also(!).

二、《心理衛生自我檢測量表》分數解釋

II. Interpretation of “Mental Health Self-Assessment Scale”

1. 《心理衛生自我檢測量表》計分方式：

Scoring “Method for Mental Health Self-Assessment Scale”:

依據學生每題回答計算分數，加總總分。

Calculate scores based on student's responses to each question, and summing up for total score.

每題分數		0	1	2	3
	問題	沒有或極少	有時候	時常	常常或總是
1	我常常覺得想哭	✓			
2	我覺得心情不好		✓		
3	我覺得比以前容易發脾氣	✓			
4	我睡不好		✓		
5	我覺得不想吃東西		✓		
6	我覺得胸口悶悶的	✓			
7	我覺得不輕鬆、不舒服(不爽快)		✓		
8	我覺得身體疲勞虛弱、無力 (身體很虛、沒力氣、元氣及體力)	✓			
9	我覺得很煩		✓		
10	我覺得記憶力不好				✓

2. 《心理衛生自我檢測量表》分數解釋

Interpretation of Scores for “Mental Health Self-Assessment Scale”

當學生分數為 19 分以上(危險度★★)，我們稱之為高關懷學生

Student scored 19 or higher on the item of Degrees of Danger (Level of Crisis)★★ are categorize as a high-concern student.

分數等級 Score	學生心理狀態評估與導師可協助事項簡要說明 Brief Description of the Assessment
8 分以下 Below 8 points and below	<ul style="list-style-type: none"> <u>學生心理狀態 Student's Emotional State</u> : 近期情緒狀態穩定，懂得適時調整情緒及紓解壓力。 The student has been emotionally stable recently, and is capable of adjusting emotions and relieving stress when necessary. <u>導師可做的事 What a Class Advisor Can Do</u> : 和學生保持交流，形成良好互動。 Keeping in touch with the student and maintain positive rapport with him/her.
9-14 分 9-14 points	<ul style="list-style-type: none"> <u>學生心理狀態 Student's Emotional State</u> : 最近的情緒較為起伏不定，或是正被某些事情困擾著。

	<p>The student is somewhat moody recently. It is possible that something is bothering them.</p> <p>● <u>導師可以做的事 What a Class Advisor Can Do :</u> 多關心學生、多留意學生情緒的變化，並且試著了解學生遭遇到的困擾，運用您個人生命經驗，或是班級團體力量協助處理。 Be more attentive on the student's emotional state, closely monitoring changes in their emotions, and make an effort to understand any difficulties they might be facing. You may utilize your personal life experiences or cooperate with other students to help the students when needed.</p>
15-18 分 15-18 points (一顆星★) (1 star ★)	<p>● <u>學生心理狀態 Student's Emotional State :</u> 生活中正面臨許多壓力，同時開始出現情緒低落之現象。 The student is facing multiple sources of stress in their life and may start to experience low mood.</p> <p>● <u>導師可以做的事 What a Class Advisor Can Do :</u> 關心、協助學生吐露心事，紓解壓力陪同商議解決之道。 Showing care to assist the student in expressing their thoughts, alleviating stress, and discussing solutions with the student.</p>
19-28 分 19-28 points (兩顆星★★) (2 stars ★★)	<p>● <u>學生心理狀態 Student's Emotional State :</u> 處於憂鬱情緒已一段時間了，慣用的壓力調適方式與人際支持已無法紓解壓力。 The student has been significantly depressed for a while and is somewhat likely to be clinically depressed. Their current coping strategy might be ineffective or insufficient.</p> <p>● <u>導師可以做的事 What a Class Advisor Can Do :</u></p> <ol style="list-style-type: none"> 1. 優先主動與學生接觸，協助吐露心事、紓解壓力陪同商議解決之道 Actively contacting student, showing care to assist the student in expressing their thoughts, alleviating stress, and discussing solutions with the student. 2. 介紹學輔資源，並表達願意協助轉介。 Introducing resources of the Student Counseling Center and expressing willingness to assist with referrals if needed. 3. 持續關心學生身心、就學狀況並與學輔中心保持聯繫。 Continuously caring about students' physical and mental well-being, academic progress, and maintaining communication with the Student Counseling Center.

<p>29 分以上 29 points and above (三顆星★★★) (3 stars ★★★)</p>	<ul style="list-style-type: none"> ● <u>學生心理狀態 Student's Emotional State</u> : 已有明顯憂鬱症狀，可能已經產生自我傷害與放棄生命之負向想法，隨時可能處於危機當中。 The student is highly likely to be clinically depressed, and might have suicidal thoughts or self-harm behaviors. ● <u>導師可以做的事 What a Class Advisor Can Do</u> : <ol style="list-style-type: none"> 1. 優先主動與學生接觸，關心了解學生近況及是否曾就醫。 Proactively reaching out to students, showing concern to understand their current situation and whether they have sought medical attention. 2. 視情況與學輔中心聯繫與討論學生狀況，並轉介學生至學輔、請學生就醫做進一步的評估與治療。 Contact and discuss the student's situation with the Student Counseling Center when needed. Mental health referrals are highly recommended for further assessment and intervention, including Student Counseling Center, clinics, or hospitals. 3. 持續關心學生身心及就學狀況並與學輔中心保持聯繫。 Make regular follow-up with the student regarding their physical and mental health, their attendance and academic performance and keep contact with the Student Counseling Center.
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三、給導師的貼心提醒

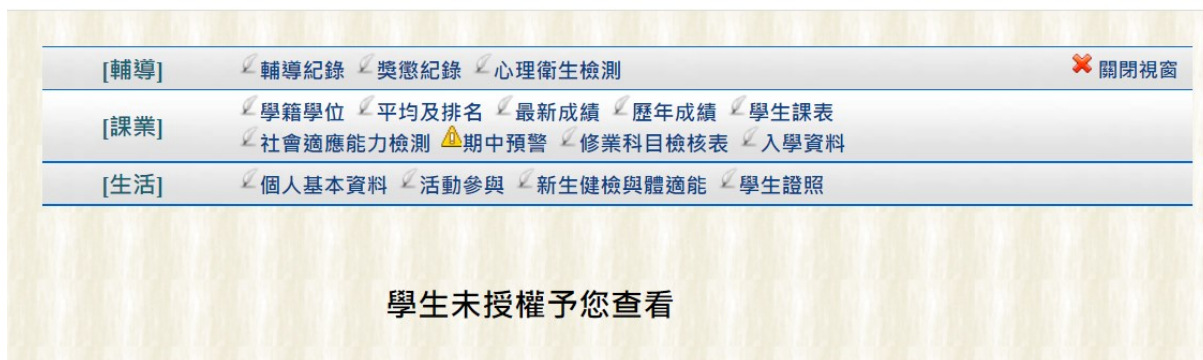
III. Friendly Reminders –Class advisor

(一) 為什麼我看不到部分同學的量表分數？

Why am I unable to view the scores of some students?

感謝老師對學生的關心，您看不到部分同學的分數，乃因個資法保障學生隱私，學生填答量表過程，可以選擇是否同意導師知悉。若學生未填答或不同意讓導師知道，您就不會看見學生的分數。

Thank you for caring about your students. Since the Personal Data Protection Act safeguards sensitive data collected from students, you will not be able to view the scores of some students if they don't fill the form or choose not to disclose their test results upon filling out the form.



(二) 碰上危險度高(★★以上)或輕生意念(！)的學生，我該怎麼辦？

What should I do when one or more of my students are in most at-risk category or have suicidal ideations?

當老師發現學生的測驗結果出現高分、紅字請不用過度驚慌。許多時候是因為新生初入學，尚在適應學校生活及生涯轉換而出現的暫時現象，施測分數只代表學生當時的情形，導師們僅需要盡早約談學生，讓學生了解在這個全新的校園他擁有很多準備好的資源與協助(如導師、學務處、學輔中心、宗輔中心)，通常學生的擔憂就會緩解很多喔！

Don't panic as you notice a student achieving a high score or have their name marked in red. Based on many past cases, these scores represent the student's current emotional state as they are still adjusting to a new campus environment, so it might only be temporary. The class advisor can talk to the student in the earliest at your convenience in order to provide them with various resources and assistance on campus such as class advisors, the Office of Student Affairs, the Student Counseling Center, and the Campus Ministry Center. Doing so usually will help alleviate the student's stress and anxiety.

各學院專責心理師一覽表(請掃描 QR code)：

List of Case Managers for Each College:



如有任何疑惑，學輔中心聯繫電話：2905-3003，各院專責心理師會很樂意跟您討論學生相關輔導狀況喔！

Feel free to contact Student Counseling Center (2905-3003) with any questions or concerns. We are willing to offer any discussion and consultations for you!

(三) 學輔中心有沒有提供導師具體可晤談或評估的方法？

Does the Student Counseling Center offer specific methods for class advisors to have discussions or assessments?

我們將導生晤談的方向與內容，整以為以下四個方向，供導師您參考執行：

We have outlined the direction and content of the forthcoming discussion into the following four categories for your reference:

1. 該從誰開始？

Whom should I start with?

- 優先主動邀請危機度高(★★★)，以及有輕生意念(!)的學生前來導生晤談，並積極聆聽，藉您的關懷與生命經驗給予學生大學生涯的前進方向。
- Prioritize most at-risk students and the ones who have suicidal thoughts to have a talk with them. Be an active listener and guide them as they embark on this journey by caring and sharing your own experiences.

2. 如何建立關係？

How to build rapport?

- 從學生的基本資料認識起，比如學生家庭概況，經濟情形，居住地區，讓您對學生心中有一個基本藍圖。Start with basic info. such as the student's family, financial situation, and area of residence to gain initial understanding of the student.
- 從學生校園的生活適應、學習及健康情形等生活近況開始談起。Talk about their adapting to the new school environment, and start from their studies and health condition.

3. 不配合的學生怎麼辦？
What about students refusing to cooperate?

- 與學生的授課老師、系秘、班上同學保持聯繫，獲取更多該學生的訊息。Reach out to the student's professor/class adviser, the college secretary/admin assistant, and their classmates to gain more info about the student.
- 藉由班級活動、餐會、多次邀約學生，傳達友善意念。Be friendly and approachable by asking the students to join class activities/events and get-togethers.

4. 學生問題複雜，難以處理時
What if students encounter complicated issues?

- 請持續和學生保持連繫，詢問學生過去解決問題的方式。Please keep in touch with the student and ask them how they were able to resolve their problems in the past.
- 藉由系級會議，讓系上網絡可以知悉學生狀況，共同協助。Work together with faculty members so their department can be informed of student's status through departmental meetings.
- 保持和學輔中心的討論與聯繫，並和學生建立好信任關係後，再轉介學輔或相關單位。Maintain discussions and contacts with the Student Counseling Center. Establish a good relationship with the students before referring them to the Student Counseling Center.

IV. Counseling Strategies and Techniques for Scheduled Sessions

1. 該從誰開始晤談起？Whom should I start with to have appointment?

根據《心理衛生自我檢測量表》的結果分數，請您優先從三顆星★★★、有輕生意念(!)的學生主動邀約晤談，接著是二顆星★★的學生，依此類推。

We highly recommend to prioritize students with three stars (★★★) and the ones who have suicidal thoughts (!), followed by students with two stars (★★) according to the result of assessment questionnaire.



2. 怎麼談呢？How should I conduct the interview?

導師可運用下列方式理解學生、建立談話關係。

The class advisor may use can employ the following methods to understand students better and establish a conversational rapport:

- (1) 從生活背景開始：透過學生的基本資料和學生進行互動，了解學生的成長背景、家庭狀況與過往學習情形。若有一些特別的背景（如父母離異、外籍生等）可多關心這些背景可能對其在發展上的影響。

Start from the student's basic information:

By utilizing students' basic information and engaging in interactions with them, the class advisor can gain insights into their developmental background, family situation, and past learning experiences. If there are unique circumstances such as parental divorce or being a foreign student, showing extra care and concern about how these backgrounds might impact their development can be beneficial.

問句參考 Guiding Questions :

「你家住____，到台北來唸書還習慣嗎？」

Are you getting used to the life here in Taipei despite originally living in _____?

「家裡有哪些成員呢？」

Who are the members in your family?

「你的父親已經過世了，他什麼時候離開你的呢？」

When did your dad pass away?

「如果你有煩惱的話，你會和家裡的誰分享呢，為什麼？」

If something is troubling you, whom would you share with in your family and why?

- (2) 從日常生活開始：關心學生現階段生活適應情況，理解學生的生活交友圈，進一步可知道學生平常的生活習慣、交友情況、學習情況和時間運用情形。

Start from their daily life:

Showing concern for students' current adaptation to life, understanding their social circles, and further delving into their daily habits, friendships, learning progress, and time management can provide valuable insights.

問句參考 Guiding Questions :

「這學期修幾學分呢？課業還應付得過來嗎？」

How many credits are you taking this semester? Are you managing your coursework comfortably?

「對論文和課業分組有沒有什麼擔心？」

Do you have any concern about thesis and groupings?

「你對上大學的自我期待是什麼呢？」

What are your expectations as a college student?

「在班上和誰比較聊得來？都去哪裡吃飯？」

Who do you hang out with in class? Where do you go to eat?

「你現在住哪裡？和住宿的室友生活習慣還合得來嗎？」

Where do you live now? Do you get along with your roommates?

3. 若學生講了很複雜的問題難以處理時，怎麼辦？

What should I do if a student talks about a very complicated problem difficult to deal with?

恭喜您，學生願意讓您知悉他的困難表示他收到您的用心，也願意從您身上學習如何解決自己的難題。建議老師先持續和學生保持聯繫關心學生情況，除了不吝分享自身經驗外，也可以詢問學生過去是如何靠自己解決問題的。

Congratulations! If a student is more than willing to share their problems with you it means they know you genuinely care. They are eager to learn from you and want to find out how to solve their problems. We suggest that the class advisors stay in touch with their students and know how they have solved their problems in the past as well as sharing your own experiences.

問句參考 Guiding Questions :

「上次我們談到你分不到組的問題，不知道你以前碰到這樣的問題，你都怎麼處理的呢？」

Last time we talked about the issue of you not being assigned to a group, I wonder how you dealt with such a problem before college?

「關於你跟同學合作報告不順利的狀況，你以前有遇過嗎？那時候你怎麼完成報告的呢？」

Regarding the issue where you had to work on a report with a classmate but things didn't go well, have you ever encountered something similar before? How did you finish the task back then?

我們不建議進行立即或突兀的轉介(包含學輔中心與醫療院所)。因為過快的轉介，可能引起學生和陌生人接觸的緊張而不安，導致學生對您的信任打了折扣。建議您和學生的信任關係建立後（可能需要有二至三次的談話）再進一步詢問學生是否願意接受輔導的幫忙。

We do not recommend an immediate or abrupt referral (including to the Student Counseling Center or medical institutions). Swift referrals can trigger tension and unease due to the sudden interaction with unfamiliar individuals, which might undermine the trust the student has in you. It's suggested that you inquire about the student's willingness to accept counseling assistance once a trusting relationship has been established (which might require two to three conversations).

問句參考 Guiding Questions :

「我發現你的失眠沒有好轉，好像也一直因為這樣感到滿困擾的，或許可以考慮聽聽專業的意見和協助來更有效解決失眠的狀況，比如看醫生或學輔中心？」

I noticed that you still have problems sleeping and feeling stressed about it. I think it might be helpful for you to consult professional help, like seeing a doctor or going to the Student Counseling Center?

「我聽到你與同學相處的狀況真的很困擾你，我鼓勵你可以考慮學輔中心諮商，能聽到學輔老師更專業的意見和改善方法，你覺得呢？」
I heard that the situation with your classmates is really bothering you. I would encourage you to go to the Student Counseling Center for consultation and receive professional advices and assistance. What do you think?

4. 不願意參與導師會談或經常缺席的學生，有什麼輔導方向和策略嗎？

For students who are unwilling to participate in meetings or frequently absent, are there some counseling directions and strategies to consider?

有時導師會碰到量表分數低分或零分，但約了導生晤談卻不來、很難建立關係的學生……這時您可以考慮詢問學生的授課老師、系秘及其它同學以了解他的近況，或是和學生輔導中心的院

專責輔導老師諮詢。

Class advisors will sometimes encounter students with low or zero scores but find it difficult to build rapport with these students as they do not show up for their appointments. In that case, you may consider asking the student's professor, college secretary/admin assistant, or classmates to find out how the student is doing. You may also consult with counselors of the Student Counseling Center for further guidance.

需要的時候，使用各式系上學生事務相關會議，與其他授課老師共同討論學生的修課狀況，獲取學生課業相關資訊(例如到課率、學生課堂與作業表現、學生分組表現...等)。如果學生在課程表現不佳，也可以讓系上秘書持續關心學生在系上的狀況。

Discuss the status of the student with other professors during departmental student affairs-related meetings to obtain information about the student's academic performance (e.g., attendance, class performance, and so.) You may ask the college secretary/admin assistant to keep an eye on the student if they are struggling in class.

必要時為這樣的學生辦一場「個案研討會」，讓和這位學生有接觸的師長、同仁一起坐下來交換訊息，討論學生的狀況，共同擬定後續的輔導方向。

When necessary, consider organizing a "case study meeting" for such students. This meeting would bring together professors, advisors and colleagues who have interacted with the student to exchange insights, discuss the student's situation, and collaboratively formulate guidance strategies moving forward.

5. 還有什麼技巧，可以在談話的時候運用呢？

What other communication techniques can I use in my conversations?

- (1) 找出合適的時間來積極聆聽學生的問題並表示願意為學生解決問題。

Schedule a time to meet and be fully present in the conversation to make the students feel you are willing to help them with their problems.

- (2) 放下手邊的事情（或請學生坐下再談），表示專心及尊重。

Put aside what you are doing or ask the student to have a seat first to show your respect and full attention.

- (3) 目光柔和且平行地注視學生，偶爾加上點頭及微笑表示瞭解。

Maintain a gentle and parallel gaze on the student, occasionally nodding and adding a smile to convey understanding.

- (4) 鼓勵學生發言（以發問方式帶動）讓學生多說。

Ask open-ended questions or respond to the students in a way that will encourage them to continue speaking.

- (5) 以學生為主，相信他有能力面對及解決自己的問題並發揮同理心瞭解學生的行為動機，不以道德標準批判學生。

Focus on the students and trust that they are capable of solving their own problems by expressing empathy for them or their situation, not judging them based on moral standards.

(6) 耐心聽完，莫急於安慰、講大道理，也切勿訓誡、指責。

Listen patiently without rushing to console or preach. Avoid admonishing or blaming as well.

(7) 提供多種建議（以比喻、故事、實例等方式說出），供學生參考及自我選擇，引導多角度思考。

Offer a variety of suggestions using metaphors, stories, examples, and more, allowing the student to consider and choose for themselves, which encourages them to think from multiple perspectives.

(8) 談話情境及晤談過程中保持開放的態度、溫暖的眼神與放鬆的心情。

Maintain an open attitude, warm gaze, and relaxed vibe during the conversation.

學生輔導中心 敬上

Student Counseling Center

五、〈附錄〉心理衛生自我檢測量表題目一覽表

V. Appendix – “Mental Health Self-Assessment” Questionnaire

為了評估您的身心健康，下列問題請依據您最近一個星期以來，您對自己身體與情緒狀態之真正感覺，勾選一最能代表您的看法

To assess your health and well-being, please put a tick by the box next to each question that best reflects how you have been feeling in the last seven days.

	沒有或極少 None or hardly 每週: 1 天以下 Less than once a week	有時候 Some of the time 每週: 1~2 天 Once to twice a week	時常 Most of the time 每週: 3~4 天 3-4 times a week	常常或總是 All of the time 每週: 5~7 天 5-7 times a week
1. 我常常覺得想哭 I feel like crying all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 我覺得心情不好 I'm in a bad mood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我覺得比以前容易發脾 氣 I get angry very easily compared to before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我睡不好 I have trouble falling asleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我覺得不想吃東西 I don't have an appetite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我覺得胸口悶悶的 (心 肝頭或胸坎綁綁) I feel stuffy in my chest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 我覺得不輕鬆、不舒服 (不爽快) I don't feel relaxed or comfortable. (I'm pissed off.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 我覺得身體疲勞虛弱、 無力 (身體很虛、沒力 氣、元氣及體力) I feel physically tired and weak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 我覺得很煩 I'm easily irritable or bothered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我覺得記憶力不好 I can't seem to remember things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 我覺得做事時無法專心 I have a hard time focusing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. 我覺得想事情或做事時，比平常要緩慢
I feel that I'm moving slower than usual when I'm thinking or do something, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 我覺得比以前較沒信心
I'm not as confident as before. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 我覺得比較會往壞處想
I tend to have negative thoughts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 我覺得想不開、甚至想死
I feel so overwhelmed to the point I feel like ending my life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. 我覺得對什麼事都失去興趣
I have little to no interest in doing anything. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. 我覺得身體不舒服 (如頭痛、頭暈、心悸或肚子不舒服...等)
I don't feel well.
(Headache, dizziness, palpitations, stomach pain) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. 我覺得自己很沒用
I feel inadequate, worthless. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |