

The Development of Project Wellness: A Mental Health Companion for College Students

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Abstract: This study is focused on the development of Project Wellness: A Mental Health Companion for College Students, a pen-and-paper comics module that answers the call to ensure that the mental health needs of college students are met. It revolves around several aspects of the student's life, such as academic, career, and social/emotional. This also aims to develop a material that is self-paced, flexible, can be an enjoyable activity for the students, and is free and accessible without the constant use of an internet connection. The Project Wellness: A Mental Health Companion for College Students underwent a development process, such as drafting of written narrative, commissioning an illustrator to create the images, and consolidating the narrative and images to make them into comics. The manuscript including narratives and images, was reviewed and validated by professionals such as a Registered Guidance Counselor, Registered Psychometrician, and graphic design professional. The Project Wellness: A Mental Health Companion for College Students comics were used by students from the National Teachers College (NTC) who are classified as student-at-risk during the academic year 2024-2025. A purposive sampling technique was employed. The NTC Guidance Office has provided fifteen (15) selected students to participate who are currently experiencing academic, career, and social/emotional concerns affecting their overall mental health. Pre-evaluation, post-evaluation, and feedback forms were given to the students to identify the implications of the comics module for the participants. The relevance of this initiative is that students can reflect on their own experiences and learn from the discussion while having fun by answering activities, exercises, and reflections. After analyzing the data obtained from the student's feedback, the following comments and suggestions were noted to improve the content and functionality of Project Wellness: A Mental Health Companion for College Students: (1) to make the font size bigger, (2) to allow additional writing space for self-expression, and (3) to create a similar module that can be dedicated to high school students. Other than these, the majority of comments and suggestions highlighted students' gratitude for using the module. They mentioned that they were able to understand the importance of mental health, especially taking care of themselves, setting goals, and having self-reflection.

Keywords: Mental Health, Wellness, Comics Module, Guidance and Counseling, Impact Project.

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I. INTRODUCTION

The mental health awareness campaign has been very active for the past few years, and there have been a lot of programs wherein different schools and institutions are taking part. There has been an increase in mental health problems from adolescents to young adults in the present day that may have arisen due to several factors, such as the influence of social media (Rosenberg, 2019) [12]. Another factor was the spread of COVID-19 that affected everyone around the world, including not only their physical health but also a negative effect on their mental health as well. According to Psychiatrist Dr. Timothy Sullivan, "Mental health practitioners and organizations had predicted an increase in mental health

problems associated with the pandemic" (Coronavirus and COVID-19: What You Should Know, 2022) [4].

When the country went into a nationwide lockdown last March 2020, schools shifted to conduct online classes or distance education to not interfere with learning despite the face-to-face class suspension and to ensure the safety of the students and educators. With this, not only students, but also educators face difficulty with adapting to the new medium of learning ("Learning in the Time of Coronavirus", 2020) [10] because students and teachers find it hard to have a stable internet connection, and some students lack gadgets such as computers, laptops, or mobile devices. Moreover, aside from the difficulty with the implementation of distance learning, the

Department of Education Secretary Leonor Briones also noted that “Ensuring the mental health of students and teachers during the COVID-19 pandemic is a big challenge” for the department as there has been reported case of suicide of a student wherein it has been disclosed that COVID-19 has been a factor (Aguilar, 2020) [2]. Research that was administered in the United States revealed that there have been escalated cases of stress, anxiety, and depressive thoughts among students due to COVID-19. Constant fear and worry regarding their health and the people they care about struggles with concentration, abnormal sleeping patterns, inability to socialize because of social distancing, and increased concerns about academic performance have been cited as factors that contributed to the mental health issues of these students. Researchers have recommended reaching out for help from mental health professionals to cope with these challenges (Son et al., 2020) [16].

Mental health professionals such as Guidance Counselors, Psychometricians, and Psychologists play a pivotal role in the implementation of psychological support and aid to individuals who experience difficulty coping with stress-provoking situations to improve their psychological well-being and quality of life (Joshi & Sharma, 2020) [9]. Prospero de Vera III, Commission on Higher Education (CHED) chair mentioned that college students who are experiencing mental health problems must be handled by competent professionals, with training and the necessary tools to address them properly (Cabato, 2023) [3]. With the vitality of their contribution to the welfare of other people, the researcher, as a mental health practitioner, opts to meet the needs of the students by developing a tool or material that tackles several aspects of their lives such as academic, career, and social/emotional which is also patterned from the American School Counselor Association or ASCA National Model: A framework for School Counseling Programs.

II. PROJECT IDEATION

A. Statement of the Problem

This impact project aims to develop a data-driven approach to construct relevant material that will benefit College Students' mental health concerns. Furthermore, the study addresses the following problems:

- What material can be created to respond to the call of CHED to ensure that the mental health needs of the students are being addressed in a self-paced and flexible manner that can be an enjoyable activity for the students?
- What improvements can be made to produce quality and well-reviewed material after undergoing the process of validation?
- What are the merits of the developed material based on the evaluation after the process of implementation?

B. Alternatives and Solutions

With the current situation and the HyFlex learning modality, there has been an increase in campaigns and programs that tackle topics about mental health. Schools and institutions came up with different approaches to reach out to their students such as webinars, training, and mental health infographics despite the difficulties of the current virtual set-

up. During the celebration of World Mental Health Day last October 2020, the Department of Health asked for a unified response to mental health especially during the surge of mental health concerns whilst battling with the COVID-19 pandemic. Bringing together the initiatives of mental health advocates and patrons is essential to strengthening the cause of this movement. The Department of Health calls for the participation of stakeholders and policymakers to invest in mental health to handle these challenges while it is still manageable (Department of Health, 2020) [5].

➤ Mental Health Webinars

Different schools and institutions came up with a solution to address the increase in cases wherein the students' mental health is impacted, and this is through the launching of several webinars. Each webinar session discusses several topics about mental health. This also became the institution's opportunity to meet with the students despite the online setup. Zoom, Google Meet, and Microsoft Teams are the usual video conference platforms being used. The topics presented are meaningful and encouraging, especially since they are conducted by experienced mental health professionals. However, since students have already been spending a lot of screen time during their online classes, a new phenomenon has emerged, which is called “webinar fatigue”. Webinar fatigue is seen as a feeling of discontent with information, distress about being unable to do other productive tasks, screen fatigue, physical and mental tiredness, and burnout (Sharma et. al, 2021) [15]. Another difficulty is the unstable internet connection for both students and webinar organizers. Often, they are disconnected and unable to come back because some video conference platforms have a limit on attendees to be admitted.

➤ Lusog-Isip Mobile App

The Department of Health (DOH) launched the first mental health app called Lusog-Isip. It can be downloaded to both Android and Apple (iOS) mobile users. Lusog-Isip is the pioneer mobile app that caters to mental health and self-care needs and is designed for Filipino users. It uses a data-driven approach to screen individual's responses which then provides appropriate interventions such as recommended workbooks, audio recordings, provided journals, mood tracking, and a pop-up of self-care notifications for the user to learn several healthy coping approaches for the improvement of their lives. The app also provides several lists of mental health hospitals and clinics that are near their location if ever the user would like to proceed with consulting professionals (USAID and DOH Launch Philippines' First Mobile App for Mental Health | Press Release | U.S. Agency for International Development, n.d.) [19]. The launch of the app is promising because we are in the digital age thus, several of our needs are mostly accessible through our mobile phones. However, the limitations of this mental health app are that it cannot be used if the internet is disconnected. The mental health reminders would not be received by the user unless their mobile phones are connected to the internet. One concern of students during distance learning is the availability of a stable internet, because of this, schools and institutions made way for the modular learning modality to cope with this difficulty. Instead of attending online synchronous and asynchronous classes and

tasks, students are given modules to complete while having the opportunity to consult with their teachers or professors when accessible. The DOH has not mentioned if there will be an offline version of the app in the future since the Lusog-Isip app is still in its soft launch.

➤ *Crisis Hotline and Helplines*

The National Center for Mental Health (NCMH) crisis hotline has been receiving calls since May 2019 from individuals experiencing mental health concerns which include but are not limited to suicide prevention. It is available 24/7 and caters to individuals from any age group, especially teenagers. This initiative was strengthened by the Republic Act 11036 also known as the Mental Health Act (Department of Health, 2019) [6]. When the country was struck by the COVID-19 pandemic, the lives of Filipinos were affected. Some people lost their jobs and their source of income, online and distance learning were required for students, some students had to take a gap year or years due to financial constraints, physical distancing, and other health protocols were enforced, and lockdowns were mandatory. A lot of emotions and mental health concerns have arisen during this trying time thus, the NCHM crisis hotline accommodated a lot of calls from individuals seeking help and assistance concerning their mental health. DOH - NCHM released data that they have received a total of 1,017 calls and 1,282 suicide-related calls in the whole year of 2020 (Gonzales, 2021) [7]. Even though the crisis line is accessible for individuals with mobile phones, due to the increase in demand for its service, some people cannot get in line. Fortunately, schools and other institutions have come up with their platforms to accommodate the mental health needs and concerns of their students, however, unlike the NCHM, these are not available 24/7 as schools and other institutions must abide by the usual office hours.

C. Design Opportunity

With the presented alternatives and solutions currently used by the public, the researcher sought to identify other means to provide the mental health needs of the students that will seem enjoyable and that they have the liberty with their time. Project Wellness: A Mental Health Companion for College Students is a pen-and-paper comic-type module. Access to the material is solely given to the school's Guidance Office while the Guidance Counselors/ Associates disseminate it with their clients/ counselees. This activity module consisted of several topics around mental health that will help them throughout their college life. The ASCA National Model: A Framework for School Counseling Programs focuses on the student's academic, career, and social/emotional development and was utilized as a pattern in the development of the material.

D. Objectives of the Project

This Impact Project intended to develop a Mental Health Companion for College Students. The Department of Education (DepEd) implemented Homeroom Guidance that included the curriculum that catered to students from the K-12, whereas for the Commission on Higher Education (CHED), such is not required thus, it is the discretion of Colleges and Universities to come up with programs similar

to this, which are often designated to the Student Services which includes the Guidance Office. As a former part of the Collegiate Department, the researcher has witnessed how the recent situation of the pandemic and the shift of learning modality from face-to-face to online or modular and HyFlex have greatly affected the mental health and well-being of the students. Mental health awareness is relevant with online, limited face-to-face, and HyFlex learning modality thus, the Mental Health Companion would be a great material to help the students to develop healthy coping mechanisms so they will be able to face challenges that come their way. This aimed to be beneficial for college students across all courses and majors who are or may be experiencing difficulties, especially with the surge of mental health-related challenges since the COVID-19 pandemic began. There have been a lot of programs that tap into mental health awareness for students, such as webinars, infographics, and counseling. In addition, this proposed Mental Health Companion served as a self-help material they can use without feeling overwhelmed. This self-help material includes academic, career, and social/emotional domains. As of to date, there has not been a nationwide publication in the Philippines that is similar to this proposed Mental Health Companion comics, especially one that caters the Filipino college students, which made the researcher develop this program so that students will be able to destress and cope up with their personal and mental health challenges by applying different activities and exercises that are intended to assist them in building vital skills and improving their perspectives to enhance their response to stress and fatigue.

The following are the main goals in developing this project:

- To develop material to respond to the call of CHED to ensure that the mental health needs of the students are being addressed in a self-paced and flexible manner that can be an enjoyable activity for the students.
- To apply improvements to produce quality and well-reviewed material after undergoing the process of validation.
- To identify the merits of the developed material based on the evaluation after the process of implementation.

E. Scope and Limitation

During the incubation, iteration, and implementation of this Impact Project, the population of interest is the college students across all year levels, courses, and majors from the National Teachers College (NTC) during the academic year 2024-2025. Participants belonged to the young adult age group of 18 to 25. The target or priority participants of this initiative are students who are classified as student-at-risk, who are referred to the Guidance Office by professors, walk-in clients, and those with pending cases from the Office of Students Affairs/ Prefect of Discipline since they are the most vulnerable and in need. Ruel et al. (2016) [13] mentioned that an estimate of 12-50 respondents is sufficient preceding the incubation period. A maximum number of 15 students has been considered to participate. The sampling method employed is the purposive sampling technique. The Guidance Office has provided 15 selected students currently experiencing academic, career, and social/emotional concerns affecting their overall mental health to participate in the

impact project. Participants were given liberty to withdraw and discontinue their participation without any consequences. Other grade levels are excluded in this study.

This Impact Project focused on topics relating to mental health awareness and attended to the needs of college students, such as their academic, career, and social/emotional so that they can be the healthier version of themselves at their own pace. Other domains that are beyond scope are not included in this project.

III. PROJECT DESIGN AND METHODOLOGY

This chapter discusses the design principles and procedures that lead to developing the desired objective and output discussed in the previous chapter. This illustrates the frameworks to outline the methods and procedures the researcher conducted during the execution and progress of this project.

A. Design Principles

This Impact Project is inspired by Psychologist Albert Bandura's Self-Efficacy Theory. Self-efficacy is defined as the belief people have in their abilities to face challenges, battle difficulties, and succeed in goals on their own (Ackerman, 2024) [1]. These beliefs are developed by the four foundations: mastery experiences, vicarious experiences, social persuasion, and emotional states (Lopez-Garrido, 2023) [11]. Students with high self-efficacy are the type to instill challenges among themselves by having tough tasks as their goal and are intrinsically motivated. They are the kind that are responsible, committed to their goals, do not blame external factors for their failures, and can recover from obstacles that come their way. On the other hand, students with low self-efficacy think that they cannot achieve their goals and thus settle with low objectives. These students are most likely to be disappointed quickly by failures, which affects their overall performance in academics and other factors of their lives.

The ASCA National Model: A Framework for School Counseling Programs focuses on the student's academic, career, and social/emotional development and was utilized as a pattern in the development of the Project Wellness: A Mental Health Companion for College Students. The rationale of the ASCA National Model states that Guidance Counselors deliver assistance and broaden the students' knowledge when it comes to exploring what they are inclined or capable of doing and introducing possible career opportunities that match their interests and strengths while acknowledging that the entire three domains of academic, career, and social/emotional development are essential for students to thrive in the present and their future (The School Counselor and Career Development - American School Counselor Association (ASCA), n.d.) [17].

The Project Wellness: A Mental Health Companion for College Students desires to strengthen the student's self-efficacy in applying the ASCA National Model: A Framework for School Counseling Programs for them to navigate life while experiencing difficulties and setbacks.

The Republic of Lebanon Ministry of Public Health published a Self-Care Manual for Front-liners wherein the definition of self-care, the impacts of different mental health concerns, and the domains and tools of self-care have been meticulously discussed. (Self-Care Manual for Front-Line Workers – ABAAD, n.d.) [14]. On the other hand, the World Health Organization publicized Investing in Mental Health, focusing on mental health disorders and their intervention and therapy (Investing in Mental Health: Evidence for Action, 2013) [8]. The researcher designed related tools such as these existing materials but modified them so that they are appropriate for Filipino College Students' use. To make it enjoyable, digestible, and fun to read and to attract the attention of these students, the Mental Health Companion is in a comic format.

B. Incubation Framework

This is the visual discussion on how the output was planned for college students' usage to produce a quality and well-reviewed product. The layout of the Project Wellness: A Mental Health Companion for College Students is for students to have control over their performance and improvement by completing the discussion, activities, processing, and evaluation. This is a pen-and-paper comics module. This activity module consists of several topics around mental health that will help students throughout their academic, career, and social/emotional development. This initiative's target or priority participants are students classified as student-at-risk, referred to the Guidance Office by professors, walk-in clients, and those with pending cases from the Office of Students Affairs/ Prefect of Discipline. The students must complete the activities and are asked for their takeaways to be discussed during their counseling session. Each episode in the comic-type Project Wellness: A Mental Health Companion for College Students module is specifically constructed on the participant's needs as a college student. The researcher understands that there are a lot of adjustments with this new chapter of a college student's life, and Project Wellness: A Mental Health Companion for College Students aims to guide them on their journey towards self-discovery and self-exploration. This is a self-help tool that they can use without feeling overwhelmed. As a student, they will be able to destress and cope with their personal and mental health challenges by applying different activities, exercises, and reflections that are intended to assist them in building vital skills and improving their perspective to enhance their response to stress and fatigue. This module consists of four (4) episodes and can be accomplished in 1-2 hours per episode. The first episode tackles how they can practice Self-Care. Self-care is vital in establishing a well-balanced life and a way to evade burnout. The second episode includes skills on how to maintain and develop socialization skills. This episode also includes topics such as enhancing communication skills, nurturing empathy, and understanding in a way that they can be an instrument to build a healthy and gentle relationship with their peers. Academics are the foundation of their college life; thus, the third episode discusses different techniques to improve their study habits. Lastly, the fourth and last episode will revolve around their career choices and life after college.

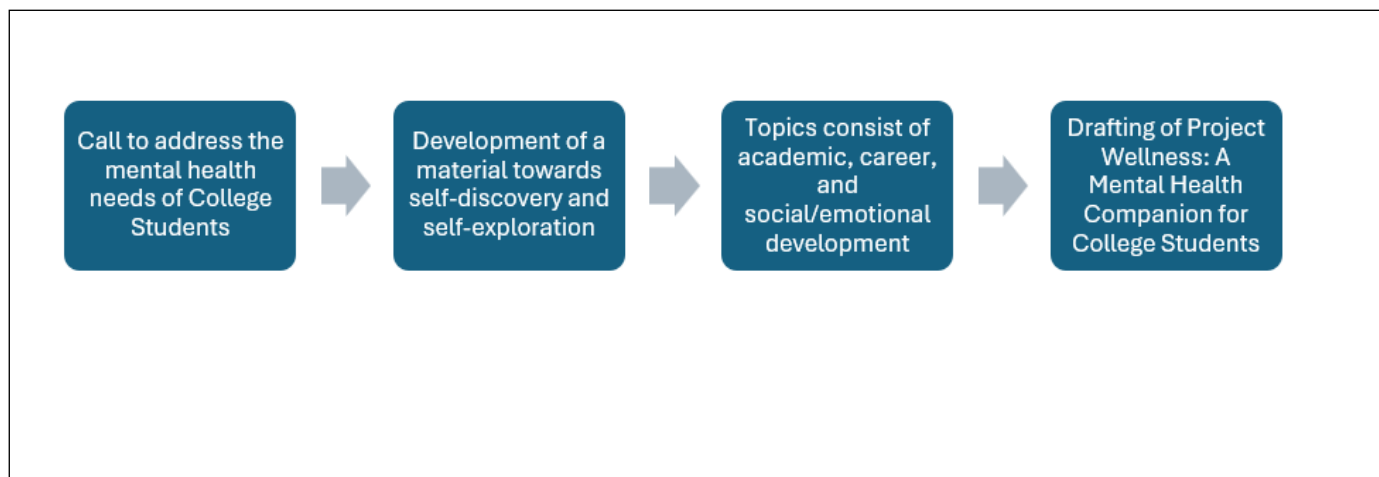


Fig 1. Incubation Framework of Project Wellness: A Mental Health Companion for College Students

C. Iteration Framework

This is the visual discussion on how the output was developed. The researcher prepared the written narrative of the Project Wellness: A Mental Health Companion for College Students, which includes the academic, career, and social/ emotional domains wherein social/emotional development enhances social behavior and academic performance and decreases difficult behaviors and emotional distress. The researcher sought an illustrator's assistance to create images, consolidate the written narrative into comic strips, and make the output more visually appealing and fun to read. Upon completion, the manuscript which includes the

written narrative and illustrations underwent professional validation, including a Registered Guidance Counselor, Registered Psychometrician, and Graphic Designer. The overall Project Wellness: A Mental Health Companion for College Students manuscript has been commended by validators for its ease of understanding and a great help as additional material for Guidance professionals and students. No major revision has been recommended. After the manuscript was reviewed and validated by professionals, the Project Wellness: A Mental Health Companion for College Students was published.

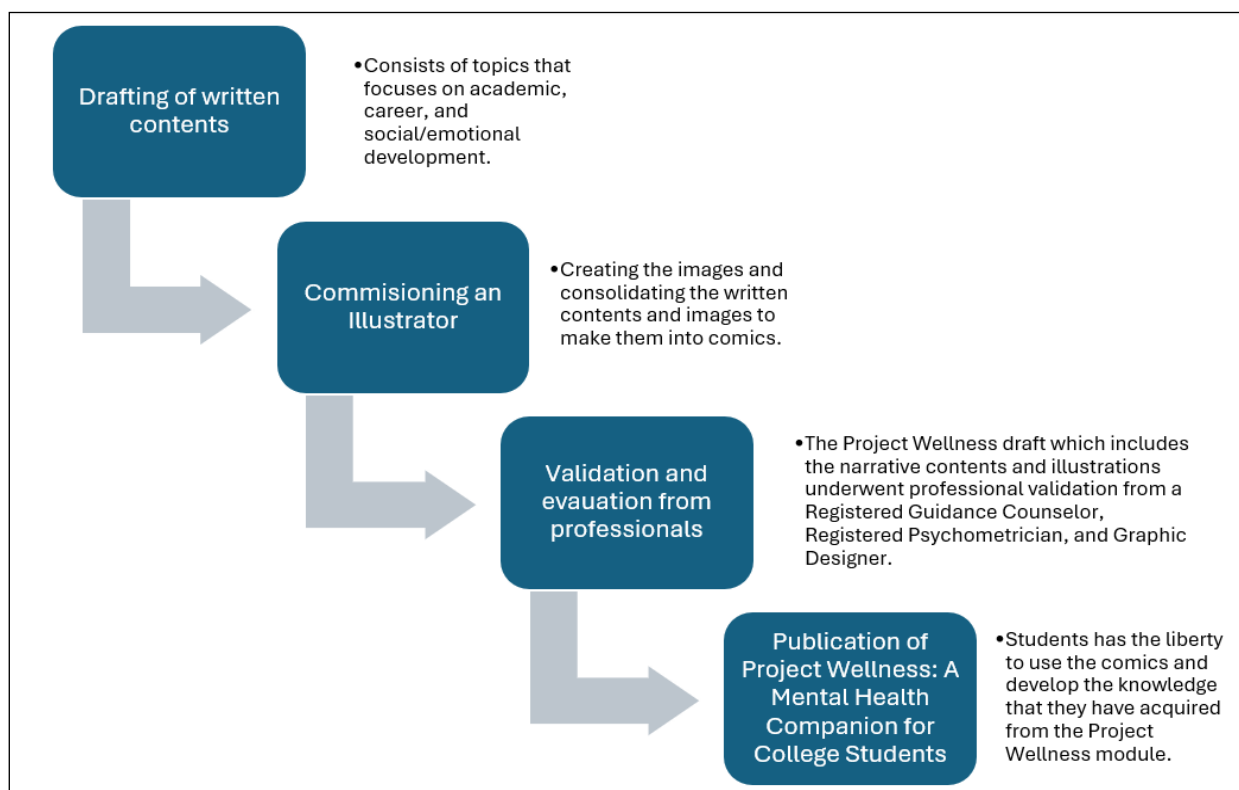


Fig 2. Iteration Framework of Project Wellness: A Mental Health Companion for College Students

D. Implementation Framework

The Project Wellness: A Mental Health Companion for College Students is a comic-type module that can be an addition to the information service of the Guidance Office. Access to the material is solely given to the school's Guidance Office while the Guidance Counselors/ Associates disseminate it with their clients/ counselees. The researcher sought permission to partner with the National Teachers College (NTC) Guidance Office as a research locale. The population of interest during the implementation are the fifteen (15) college students across all year levels, courses, and majors from the National Teachers College (NTC) during the academic year 2024-2025.

The activities, exercises, and reflections can be completed in 1 week. Before usage, students are asked to fill out a Pre-assessment and Consent and Confidentiality and Data Privacy Act of 2012 form. Potential risks, such as being triggered, obtaining informed consent, confidentiality, and

privacy, may arise. Rest assured that attending Guidance Counselors/ Associates are on standby to assist students with this difficulty during the participation. The researcher values informed consent, confidentiality, and privacy; therefore, participants are given the Consent and Confidentiality and Data Privacy Act of 2012 form to enlighten participants about their rights while participating in the study. The participant may revoke and terminate the engagement without penalty by informing their attending Guidance Counselor/ Associate. Personal information will be preserved or kept for a maximum of 5 years upon completion of the study. Only the researcher and NTC Guidance Office have access to such information. Data will be destroyed and disposed of through manual shredding and deletion from electronic storage.

Upon completion of this module, it is submitted to their Guidance Counselor/ Associate, and they are asked to answer a post-assessment form and Feedback form regarding their experience using this module.

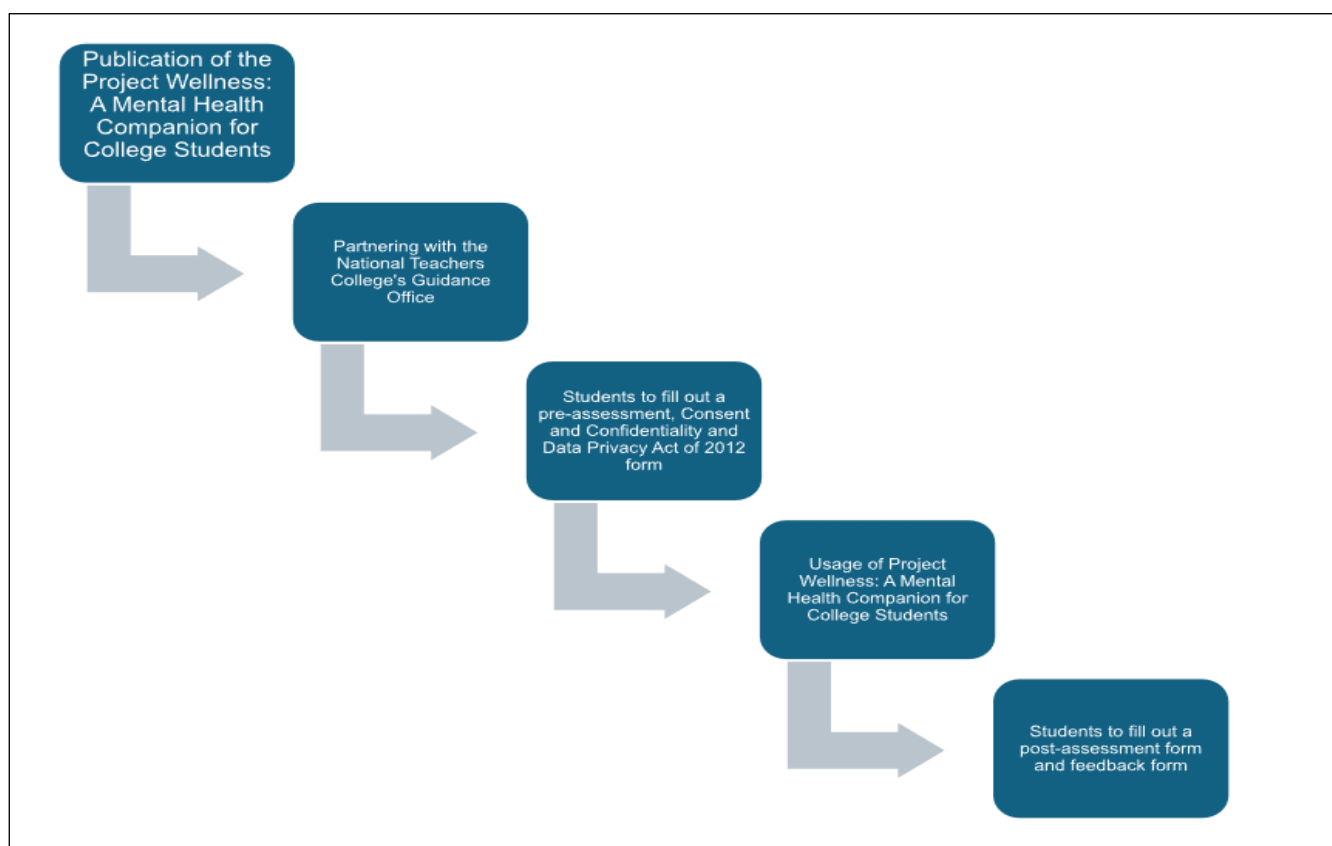


Fig 3. Implementation Framework of Project Wellness: A Mental Health Companion for College Students

IV. PROJECT OUTCOMES

This chapter highlights the project's outcomes by analyzing the incubation, iteration, and implementation based on the gathered data. The discussions in this chapter present the convergence of comments and suggestions to further enhance and develop Project Wellness: A Mental Health Companion for College Students.

A. Presentation of Findings

There are particular details from the physical design, contents, and way of usage, and other features of Project Wellness: A Mental Health Companion for College Students that cater to the needs of the users, which are specifically college students. These have been recognized during this comic-type module's incubation, iteration, and implementation. Project Wellness: A Mental Health Companion for College Students is a pen-and-paper comic-type module that was developed in response to the call of CHED to make certain that the mental health needs of the

college students are being addressed, while students enjoy using the material since it is self-paced and flexible. Students do not need to worry about its cost because it is provided by gratis and no constant internet connection is required since it has already been printed out.

B. Analysis of Incubation

The Project Wellness: A Mental Health Companion for College Students is crafted to respond to the call of the Commission on Higher Education (CHED) to produce a material that caters to the mental health needs of the students which is self-paced, flexible, and enjoyable. It is a comic-type module that includes four (4) episodes that primarily tackle topics revolving around the academic, career, and social/emotional aspects of a college student's life. The comic-type module serves as a companion with a main character, named Miss Ciel, who guides the students throughout the journey. Each episode includes activities, discussions, exercises, and reflections so that students can assess and digest what they gain and what their takeaways are. The researcher made sure to make the material brief but meaningful so that users such as the Guidance personnel and students would not have a hard time using it. One (1) episode can be accomplished in one (1) day. Students are asked to fill out activities, exercises, and reflections. They are encouraged to be expressive about their thoughts and feelings. There is no pressure on the activities, exercises, and reflections since it is

not graded nor recorded. The sole purpose is to let the students feel that they are in control of their responses and that they can fully express themselves through words and drawings.

The Project Wellness: A Mental Health Companion for College Students has been developed to answer the call to address the mental health needs of college students by developing a material or tool that can also be integrated into the information services of the Guidance Office.

C. Analysis of Iteration

This module underwent several processes before being launched for public consumption. The researcher has drafted several topics that focus on the student's academic, career, and social/emotional development. The images or comics themselves were made by an artist, and the researcher collated the images and created a pattern to make them into a comic. Assistance from professionals such as a Registered Guidance Counselor, Registered Psychometrician, and Graphic Designer has been sought, and the written narrative and illustrations were evaluated and validated. No major revision has been recommended. Although professional suggestions and improvements after the process of validation such as improving readability have been incorporated to enhance the material before it was published and used by the target population.

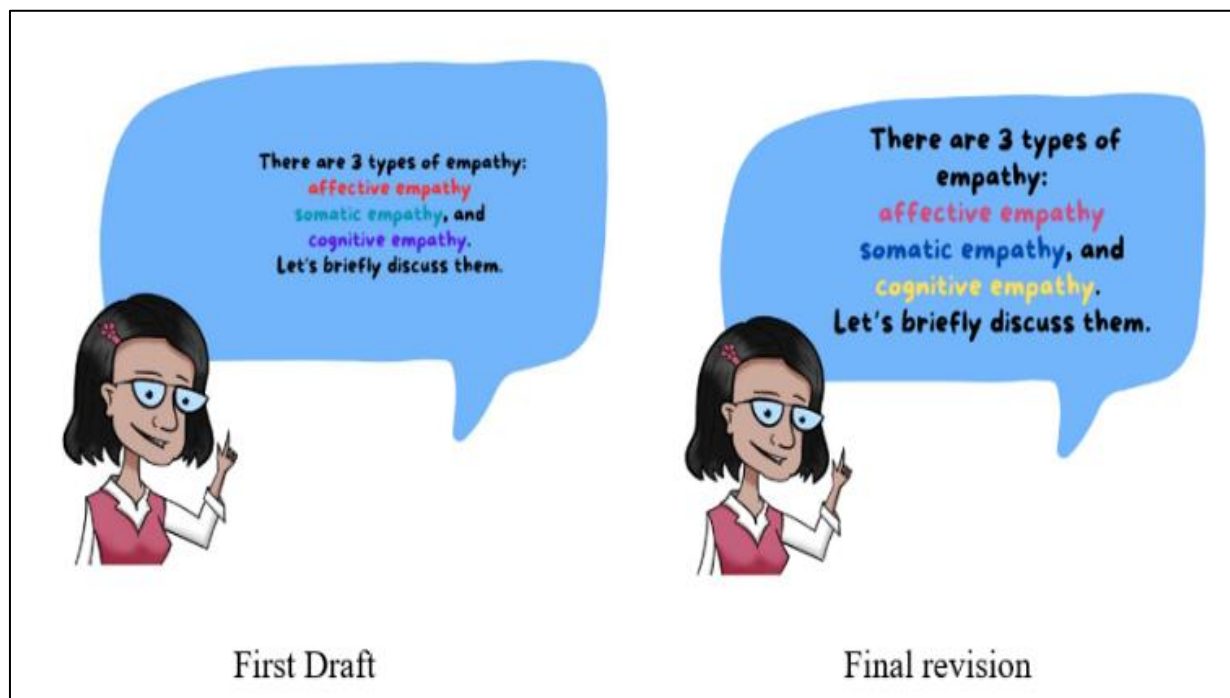


Fig 4. Improvement of Readability of Project Wellness: A Mental Health Companion for College Students

The researcher and partnered school had a hard time during the first few months of the trial run of Project Wellness: A Mental Health Companion for College Students. It was planned to make it available for online use, too, so that students who are in a hybrid setup can also participate. However, students are having a hard time using the material through online platforms and PDF readers, therefore, the researcher addressed the encountered difficulty by sticking to

its primary plan of it being a pen-and-paper and providing a printout version of the comics module. The Guidance Office distributed the printed Project Wellness: A Mental Health Companion for College Students, and once the students were finished, they were asked to submit the materials. Upon completion of the Project Wellness: A Mental Health Companion for College Students, the researcher gathered the comments and suggestions from its users to incorporate them

into an improved version of the comics module. Suggestions for improvement of the module are mostly about the font size. The researcher has incorporated this and made the font size much larger so that users would not have any difficulty reading the material. Most comments are of gratitude for being able to use the material and how it helped them improve their way of life.

D. Analysis of Implementation

Analysis of implementation is a vital part of an impact project evaluation. Despite the difficulty of cascading and floating the material during the tryout, the researcher and partnered institution were able to come up with solutions by distributing the printed copies and making it a learning experience for future studies.

Students who were able to use Project Wellness: A Mental Health Companion for College Students expressed the merits of the developed material based on the evaluation after the process of implementation through the feedback form that they were able to understand the importance of mental health, especially, taking care of themselves, setting goals, and having self-reflection. Another user also mentioned that the module gave the students a purpose in their life again. It helped them to process traumas and anxieties.

Apart from the comments and suggestions, users were also able to rate their satisfaction through the feedback form. They are requested to give their truthful evaluation using a scale of 5 for excellent, 4 for very good, 3 for good, 2 for fair, and 1 for poor.

Table 1 Presentation and Analysis of the Evaluation

ASPECT OF THE MENTAL HEALTH COMPANION	
1. Format of the Module	Mean
1. The layout of the mental health companion module is arranged in a logical and sequential order.	4.67
2. The instructions in the mental health companion module are well-emphasized.	4.6
3. The font size and font style of the mental health companion module are readable.	4.6
4. The terms/ concepts used in the mental health companion module are well-defined.	4.73
5. The comics are well-presented and easy to understand.	4.67
6. Key terms and key concepts are well highlighted to focus attention while reading.	4.6
7. Titles and subtitles in the mental health companion module are clearly defined.	4.6
8. Illustrations, pictures, and captions are properly laid out for easy reference.	4.67
9. The examples and reflections are arranged sequentially and are easy to follow.	4.67
10. The mental health companion module is generally formatted in a convenient manner considering the paper size used.	4.67
2. Contents of the Module	Mean
1. I easily understood the objectives in each episode.	4.47
2. I easily understood the instructions in each episode.	4.33
3. I could work on the episodes at my own pace.	4.6
4. I clearly understood the terms/concepts in each episode.	4.6
5. The illustrations/captions guided me easily in following the instructions in the module.	4.6
6. The activities and reflections helped me to understand fully the topic.	4.67
7. I appreciated the styles of illustrations and written expressions.	4.73
8. I enjoyed answering the activities as presented in the form of activities and games.	4.6
9. I found it easier to develop coping skills in enhancing their response to stress and fatigue using the mental health companion.	4.47
10. I enjoyed working through the episodes until I finished the whole instructional module.	4.6
3. Overall evaluators' responses on the Modules	Mean
1. 1. Format	4.6
2. 2. Content	4.67

(Adapted from: Torre Franca, E. C. (2017). Development and Validation of Instructional Modules on Rational Expressions and Variations. *The Normal Lights*, 11(1). <https://doi.org/10.56278/tnl.v11i1.375>) [18].

It can be noted that the Project Wellness: A Mental Health Companion for College Students was appraised by users with all aspects receiving a very good to excellent evaluation from the participants. It is noteworthy that the comics module was able to fulfill all the criteria such as the format of the module, which includes, its sequential order, easy to read, comprehensible, and convenient to use. Concerning the contents of the module, objectives, and instructions were easily understood.

Through this, the use of additional material such as this comic-type module and integration into the information services of the Guidance Office is indeed beneficial to both students and Guidance personnel. With the completion of Project Wellness: A Mental Health Companion for College Students, the researcher is ecstatic to release the material for wider consumption. The researcher intended to collaborate with different mental health organizations such as the Psychological Association of the Philippines (PAP) and the Philippine Guidance and Counseling Association, Inc. (PGCA), to encourage students and other stakeholders to use

the instrument. The researcher also planned to communicate with other schools and universities for them to consider using the mental health companion in line with the guidance program of their guidance offices.

V. CONCLUSION

The Project Wellness: A Mental Health Companion for College Students is an initiative to develop novel material such as a comic-type module that tackles topics related to mental health and encourages individual responsibility among its users. Findings show that student participants rated the material highly and that it helped them understand how important it is to prioritize their mental health by taking care of themselves, setting goals, having an opportunity to self-reflect, identifying their purpose in life, and guiding them to process traumas and anxieties. Students are at ease using this material since it is self-paced and they can express themselves freely since it is not graded nor has any implications for their academic records. In conclusion, the material fulfills its objectives and therefore, is effective.

VI. RECOMMENDATION

With the analysis of incubation, iteration, and implementation, the researcher would like to recommend the following aspects for the embellishment of the comic-type module.

- Collated data from the student's feedback suggested improving the content and functionality of Project Wellness: A Mental Health Companion for College Students by increasing the font size for student users to read it thoroughly.
- Allot an additional writing space for self-expression. Additional activities, reflection, and characters will do too.
- Students are more participative if the material is printed or in a pen-and-paper form. Students encounter a hard time using and navigating Project Wellness through online platforms and PDF readers.
- Institutions should note that additional instructional material such as the Project Wellness: A Mental Health Companion for College Students comics module can be beneficial and can greatly influence the student's mental well-being. Administrators are the primary backbone of the students when in school. Their support and motivation are a great help in molding the student's future, and providing them with access to such material can truly help the students in identifying their potential.
- Furthermore, the researcher of this study recommends future researchers create a study of the same concept designed for students from different levels, such as Junior and Senior High School. It can also be tailor-made by utilizing the results of the annual needs assessment survey and incorporating the developed material into the annual Guidance Program.

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