

Current Situation and Countermeasures of Psychological Health Education for College Students

Ling Peng¹, Lijuan Yang², Minjun Chen^{2,*}

¹ Jiangxi Huiwen Book Wholesale, Nanchang, 330000, China

² Jiangxi Open University, Nanchang, 330000, China

* Corresponding author: Chen Minjun (Email: xupeng245834430@163.com)

Abstract

Psychological health education for college students is a compulsory part of ideological and political education in universities. The article analyzes the current situation of mental health education for college students and points out the existing problems. It also proposes that universities should strengthen their emphasis on mental health education, strengthen their faculty, gather more educational resources, enrich the curriculum and teaching models of mental health education, and improve the evaluation system of mental health education.

Keywords

College students; Psychological health education; Psychological health education in universities; Psychology; College Student Psychology.

1. Introduction

In order to promote the harmonious development, healthy and happy growth of college students, and to enable them to adapt and integrate into this rapidly developing new era as soon as possible, universities should vigorously grasp the key of psychological health education for college students.

2. Related Policy Documents

In 2021, the Ministry of Education issued a notice on strengthening the management of student mental health, which aims to further enhance students' mental health literacy http://www.moe.gov.cn/srcsite/A12/moe_1407/s3020/ [1].

3. The Origin of Mental Health Education

The development of mental health education can be traced back to the ancient Greek period. The two famous education systems in ancient Greece were Spartan education and Athenian education, which were completely different and formed a sharp contrast. Spartan education is one-sided education that only focuses on military training and cultivates skilled warriors; Athenian education aims to cultivate harmonious and well-rounded citizens, who are both beautiful and kind. In ancient Athens, students had specialized sports venues for exercising and promoting physical and mental development.

4. The Current Research Status of Mental Health Education

(1) Data source

This article uses the China National Knowledge Infrastructure (CNKI) knowledge service platform for literature search, and conducts a comprehensive analysis of relevant literature

journals from CNKI from 2011 to 2021. A search was conducted on CNKI using the keyword "mental health", with 81626 articles from 2011 to 2015 and 92847 articles from 2016 to 2021, showing an upward trend; Using "mental health education" as the keyword search, there were 21372 articles from 2011 to 2015 and 25932 articles from 2016 to 2021, showing an upward trend; Using the keyword "college mental health education" as the search term, 2292 articles were found from 2011 to 2015, and 2518 articles were found from 2016 to 2021, showing an upward trend.

A foreign literature search was conducted using the keyword "mental health", with 2494 articles from 2011 to 2015 and 4212 articles from 2016 to 2021, showing an upward trend; A foreign literature search was conducted using the keyword "mental health education", with 113 articles from 2011 to 2015 and 303 articles from 2016 to 2021, showing an upward trend; A foreign literature search was conducted using the keyword "mental health education in universities". There were 0 articles from 2011 to 2015 and 10 articles from 2016 to 2021, which still showed an upward trend.

In summary, there is a lot of research on mental health and mental health education in China, and it is on the rise. However, research on mental health education in universities is relatively not sufficient, and research data on mental health education in foreign countries is not very sufficient, especially research on mental health education in universities is not very rich. From this, it can be seen that research on both mental health education and university mental health education is on the rise. Therefore, both domestic and foreign researchers attach great importance to research on mental health education.

(2) Research status

Many scholars, such as Ma Jianqing, have analyzed the development of mental health education for college students in China over the past 30 years and proposed effective improvement strategies for future development.

Other scholars such as Chen Jun, Li Li, and others have proposed in their articles that universities should attach great importance to the role of ideological and political courses in educating students, fully utilize the function of psychological health education in ideological and political courses, and truly achieve the effect of educating students; Lu Wenying, Feng Xueqiang. Comparative analysis and countermeasures of mental health education in domestic and foreign universities. *Chinese Journal of Education*, 2015 (S1): 260-261. et al. conducted a comparative analysis of mental health education in domestic and foreign universities and identified the practical problems in mental health education in Chinese universities. They also proposed targeted suggestions and related countermeasures for mental health education in Chinese universities.

Scholars such as Li Xiaoran, Chen Zhongyong, and Duan Xinghua. On the Construction of a Positive Psychological Health Education System in Universities. *Journal of Inner Mongolia Normal University (Education Science Edition)*, 2014,27 (09): 9-12. proposed in their article to actively construct a psychological health education system in universities, attach importance to and play to the educational function of psychological health education in universities, in order to achieve the goal of talent cultivation in universities.

In summary, it can be seen that both domestic and international research on mental health education has been on the rise year by year, indicating that domestic and foreign universities are increasingly paying attention to the mental health issues of college students, as well as the development and education of mental health education in universities.

5. The Current Situation and Existing Problems of Mental Health Education for College Students

For a long time in universities, due to the lack of good psychological qualities and emotional management abilities of some college students, they will encounter various problems, such as difficulties in life, academic pressure, poor interpersonal relationships, and many other problems. Students are prone to anxiety and depression because they have no place to confide and cannot solve problems, and lack timely and benign communication and assistance for a long time, leading to psychological problems over time. There are practical difficulties in implementing mental health education in universities.

(1) Insufficient emphasis on mental health education for college students in universities

Some universities attach great importance to the improvement of the academic and theoretical level of college students, while others attach great importance to the cultivation of their professional practical skills. However, most universities overlook the importance of mental health education for college students, and there is a lack of targeted courses in the implementation of mental health education. Funds for education hardware and software facilities are also insufficient, and there is a lack of professional and experienced psychological teachers in mental health education.

(2) The teaching staff for mental health education is not strong enough

The psychological health education classroom in universities lacks highly professional and experienced teachers, and the teaching methods lack specificity. College students lack interest in psychological health education courses and awareness of psychological health. If they encounter psychological problems such as inner anxiety and lack trust and cooperation with ideological and political teachers or psychological counselors, they often cannot effectively provide psychological counseling.

(3) The evaluation system for mental health education is incomplete

After the completion of mental health education courses in universities, there is a lack of effective examination or assessment methods, as well as an effective evaluation system, resulting in unsatisfactory course expectations and feedback effects of mental health education in universities.

6. The Improvement Path of Psychological Health Education for College Students

In response to the practical difficulties in implementing mental health education in the above-mentioned universities, the author proposes relevant improvement paths and strategies.

(1) Universities should strengthen their emphasis on mental health education for college students

In the new era, universities should strengthen their emphasis on mental health education for college students. Firstly, universities should actively offer courses on mental health, and they can also offer open courses on mental health education. Each university can observe and learn from excellent foreign mental health education courses, teaching models, and teaching evaluations between schools. For example, some scholars suggest that Chinese universities should establish a mental health education model that meets the actual needs of universities and has Chinese characteristics. Secondly, universities should increase investment in hardware and software facilities for mental health education. Colleges and universities should publish more basic theoretical knowledge about mental health education and psychological health answers on the WeChat official account, and always pay attention to the psychological dynamics of college students; Universities should regularly launch mini programs and reward methods

for mental health quizzes for college students. For example, universities can launch mental health quizzes for college students at the beginning and middle of each semester; Colleges and universities can establish WeChat official account with different functions, and WeChat official account can also encourage students to send more beautiful articles, and more articles close to college students' daily life and study. The so-called "moistening things silently", to a certain extent, beautiful articles can mold college students' mood. Some scholars made a case study and powerful analysis on the current situation of universities using WeChat official account, pointed out that universities in this province do not use WeChat official account very well, and suggested that universities should vigorously strengthen the use frequency of WeChat official account and attach great importance to the educational function of WeChat official account [[] Chen Chen, Chen Xin, Wang Huali, Tang Xiaolan. The service status of WeChat official account for mental health education in undergraduate universities in Hunan Province [J]. China School Health, 2020,41 (07): 1005-1008+011.]. Thirdly, universities should carry out second classroom activities, regularly organize practical courses on and off campus, and encourage college students to participate in extracurricular activities. There should be more communication and exchange between teachers and students, as well as between students and students. For example, universities can carry out campus green plant protection activities, and students can make more friends and gain more friendships through the activities carried out by the school; Colleges and universities can also collaborate to carry out extracurricular quality development activities, allowing college students to have a better mood in each activity. Fourthly, knowledge on mental health education should also be incorporated into regular ideological and political courses in university classrooms. Fifthly, universities can set up online and offline interactive communication platforms to encourage college students to confide and even vent their emotions on the platforms. The communication platform can be actively communicated with college students online and offline by teachers with strong professionalism and years of experience in mental health education, to sort out the emotions accumulated by students and find effective ways to express themselves. Sixth, universities should attach great importance to the establishment of psychological counseling rooms. Schools can establish a headquarters for psychological counseling rooms and branches of psychological counseling rooms in various colleges. These branches should regularly summarize and report on the psychological situation of college students to the headquarters. This allows students with psychological problems to conveniently, timely, and nearby receive psychological counseling. Teachers in universities who provide psychological counseling and guidance to students should be caring, patient, and maintain confidentiality, protecting the personal privacy and information of students; Teachers should also encourage students to express and confide as much as possible, without any worries or psychological burdens. They should listen carefully to students' thoughts and do their best to enlighten them.

(2) Strengthen the teaching staff in the field of mental health education

Universities should hire teachers specializing in mental health education through multiple channels, mobilize the strength of all faculty and staff, and explore useful educational materials to integrate into the mental health education of college students. Universities can also hire experienced teachers from outside the campus to teach, which can be achieved through open classes and lectures on mental health education. On campus teachers can learn and observe more. When recruiting counselors, universities should provide pre job training for them. Counselors should also attach great importance to the words and actions of college students, maintain a high level of observation, and always have a clear understanding of their lives and psychological conditions. Counselors should have more conversations and heart to heart conversations with students in their daily work. By visiting student dormitories and having more conversations with students, they can understand and grasp the actions and psychological dynamics of each student. If a counselor encounters a student who is facing

difficulties, they should provide timely assistance or solutions to the problem, especially for those who are facing serious difficulties. The counselor should promptly screen and report the student's situation to the school, and not let the situation worsen. If students with psychological problems are found, they should be promptly guided and cared for, such as taking a walk on the playground after class to gain a deeper understanding of their current situation and the causes of their psychological problems. Students with lively and outgoing personalities are encouraged to pay more attention to those who are not in a good mood or in need of help. They should also learn about the student's personality and behavior from other students or their parents, or take them to the school's psychological counseling room for personalized psychological counseling. All faculty and staff in universities are the teaching staff for educating students, including dormitory management personnel. They should also observe students more, care more about them, and help them more in their daily lives.

(3) Universities should gather multiple educational forces

Universities should establish a comprehensive educational synergy approach for the mental health education of college students, such as home school collaboration. Universities should regularly contact parents of students to understand their daily personalities, and also enable parents to timely understand and grasp various aspects of the student's situation in school, especially their mental health. Universities can also work together with families, schools, and communities to timely understand and grasp the comprehensive situation of college students through multiple channels and broad fields.

(4) Universities should carry out online and offline, as well as on campus and off campus mental health education courses

Universities should actively carry out online and offline as well as on campus and off campus mental health education courses to enrich the daily life and management pathways of college students. Universities should carry out rich and diverse mental health education courses, build a colorful campus culture, organize students to participate in on campus and off campus practical activities, encourage students to go out more and make friends, and provide them with outdoor practice and exercise through multiple channels from inside to outside, to exercise their resilient willpower and cultivate a healthy psychology. Schools should also hold more academic lectures and exchanges on mental health education for college students, and conduct case analysis and educational work based on examples around students. Universities carry out psychological education for college students through academic lectures, listing real-life examples that occur around students, recommending classic psychological education cases, movies, and classics both domestically and internationally. Through the cross use of positive and negative textbooks, positive mental health education is disseminated to students. The teaching methods for teachers to carry out mental health education courses should also be diversified, in line with the psychological characteristics of different students, achieve personalized teaching, truly understand each student, and enter their hearts.

(5) Universities should improve the evaluation system of mental health education

For a long time, the evaluation methods of mental health education courses in universities have been too single, even simplified, and have not truly measured the results of students' psychological quality. Therefore, while improving the quality of mental health education and teaching, universities should also improve the evaluation system of mental health education. Universities can learn and observe the evaluation systems of other universities, as well as draw on excellent examples of psychological education from abroad. Universities should not only focus on students' exam scores, but also pay more attention to each student, their interests and hobbies, and pay attention to a combination of comprehensive and multi-channel evaluations; Establishing a dynamic evaluation system in universities and forming a psychological health education evaluation system with its own characteristics to promote further improvement of

the education model and evaluation mechanism for psychological health education of college students.

7. Conclusion

Based on the comprehensive analysis of the current status and challenges facing mental health education for college students in China, it is evident that while progress has been made in recognizing the importance of this area, there are still significant gaps and shortcomings. The study concludes that universities must increase their commitment to mental health education, strengthen faculty resources, and integrate efforts across departments to provide a comprehensive approach. Furthermore, the curriculum and teaching modalities for mental health education should be enriched to cater to the diverse needs of students. Lastly, a robust evaluation system must be established to ensure the effectiveness and quality of mental health education programs. Only by addressing these issues comprehensively can universities truly foster the holistic development of their students, including their mental well-being, and prepare them to adapt and thrive in today's rapidly changing world.

References

- [1] http://www.moe.gov.cn/srcsite/A12/moe_1407/s3020/
Ma Jianqing. The Development and Future of Psychological Health Education for College Students in China over the Past 30 Years. *Psychology and Health*, 2019 (10): 14-16
- [2] Chen Jun, Li Li. On the Psychological Health Education Function of Ideological and Political Courses in Universities [J]. *School Party Building and Ideological Education*, 2020 (24): 43-45
- [3] Lu Wenyong, Feng Xueqiang. Comparative analysis and countermeasures of mental health education in domestic and foreign universities [J]. *Chinese Journal of Education*, 2015 (S1): 260-261
- [4] Li Xiaoran, Chen Zhongyong, Duan Xinghua. On the Construction of Positive Mental Health Education System in Universities [J]. *Journal of Inner Mongolia Normal University (Education Science Edition)*, 2014,27 (09): 9-12
- [5] Ma Jianqing, Ouyang Shengquan. On the Construction of Mental Health Education Models in Chinese Characteristic Universities [J]. *Ideological and Theoretical Education*, 2019 (11): 96-100
- [6] Chen Chen, Chen Xin, Wang Huali, Tang Xiaolan. Status quo of WeChat official account service for mental health education in undergraduate colleges and universities in Hunan Province [J]. *China School Health*, 2020,41 (07): 1005-1008+2011