

Exploring the Path of Modern Transformation of Mental Health Education for University Students

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Abstract: Currently, mental health education in Chinese universities faces issues like unsmooth working mechanisms, outdated educational content and approaches, and insufficient faculty. These have severely restricted the effectiveness of mental health education. In view of the importance of mental health to the development of college students and new requirements for mental health education in modern university governance, it is imperative to carry out modernization transformation. We should start from innovating working mechanisms, optimizing educational content, improving educational methods and strengthening the faculty to build a systematic, well-rounded modern mental health education system that caters to the needs of college students. The specific transformation paths for different universities still need to be further explored. Through transformation, mental health education will form a new landscape tailored to needs and greatly improve effectiveness to promote the all-round development of college students.

With the continuous advancement of higher education popularization in China, the number of college students has continued to grow, and various psychological health issues have significantly increased among the college student population, with high incidence rates of depression and anxiety disorders. Heavy academic pressure, employment pressure, and interpersonal relationship problems are the main causes of psychological issues. If psychological issues are not addressed in a timely and effective manner, they will not only severely affect academic performance but also damage the personality development of college students. Therefore, deepening the reform of mental health education for college students and establishing a comprehensive mental health education system are important measures to promote the healthy growth of college students.

1. Analysis of the Current Status of Mental Health Education for University Students

1.1 Problems exists in the mental health education work mechanism

The current mental health education work mechanism for university students has some problems. First, the setup of psychological counseling institutions is unreasonable. Many universities only have psychological counseling centers without supporting psychological teaching and research departments, leading to disconnection between mental health education and psychological

counseling. Second, the division of responsibilities between mental health education departments is unclear, with each department only focusing on their own work and lacking effective collaboration. Third, there is an insufficient number of full-time psychological teachers, with most being part-time, making it difficult to ensure work continuity. Finally, the relationship between mental health education and ideological and political education is handled improperly, with large overlapping work areas but lacking good integration [1].

1.2 Shortcomings exist in the content and methods of mental health education

There are some weaknesses in the current content and methods of university student mental health education. First, curriculum content focus on imparting theoretical knowledge and lack targeted, application-oriented content. Second, preventive mental health education is insufficient, with most being interventions after problems occur. Third, teaching methods are single, mainly lecturing, lacking case analysis, experiential learning and other interactive teaching methods. Finally, mental health education is not well integrated with professional education [2], making it unable to tailor teaching content and methods based on characteristics of different majors.

1.3 The mental health education faculty team is weak

The lack of faculty strength is a common problem in current mental health education for university students. First, from the perspective of quantity, there is a severe shortage of full-time mental health education teachers, with most universities only having 1-2 psychological counselors, far from meeting counseling needs. Second, the academic structure of the faculty is irrational, with the proportion of those only holding master's degrees being too high and fewer high-level talents with doctorates. Third, dual competencies are weak, with both theoretical levels and practical skills needing improvement. Finally, the hiring mechanism for faculty is unsmooth, with most being part-time and high turnover, resulting in poor team stability. The weakness of faculty strength has severely constrained the effectiveness of mental health education [3].

2. The necessity of modern transformation of mental health education for college students

2.1 Mental health is the foundation for the growth of college students

In recent years, various psychological problems have shown an upward trend among college students. According to relevant surveys, about 30% of college students have psychological health issues of varying degrees, including anxiety, depression, and interpersonal relationship disorders. The incidence of anxiety disorders and related illnesses is also high, at around 22% [4]. Students growing up in conflicting family environments are more prone to psychological problems. Some severe mental illnesses like schizophrenia have also begun to emerge among college students. It is evident that depression, anxiety and other psychological disorders have become the main issues plaguing college students' mental health. Therefore, it is imperative to strengthen mental health education and improve college students' psychological quality and adaptability.

2.2 Mental health is an important foundation for students' development

The level of mental health directly affects college students' learning, life and growth. College students with good mental states are more active in learning, have agile thinking, and are full of confidence in life. On the contrary, if they suffer from long-term psychological problems such as anxiety and depression, college students' learning efficiency will greatly decrease, and their lives

will also be affected. Interpersonal relationships will become tense and they cannot integrate into the collective. In severe cases, they may develop negative or even self-abandoning thoughts. After graduation, they will also have difficulty adapting to work, and psychological problems will affect job hunting and employment. Therefore, carrying out mental health education and enhancing students' stress resistance and social skills is an important foundation for all the round development of college students.

2.3 Modern university governance puts forward new requirements for mental health education

At present, China's higher education is transforming from the past emphasis on professional teaching and neglect of general education to equal importance on both. In the modern university governance system, mental health education, as an important way to promote all the round development of students, is becoming more and more important. Schools have the responsibility to help college students establish positive and optimistic attitudes. This is not only the need for college students' growth and success, but also the inherent requirement of modern university governance [5].

3. The path of the modern transformation of of mental health education for college students

3.1 Innovate work mechanisms to form synergies

First, set up independent mental health education institutions to avoid confusion with psychological counseling centers and clarify their respective positioning. Second, establish a regular joint meeting system between mental health education institutions, psychological counseling centers, ideological and political education departments, and student affairs offices to strengthen communication and cooperation and avoid duplication or omissions of work. Third, expand the number of full-time teachers and establish competency requirements for entry to improve team stability. Finally, make full use of online platforms to establish normalized online mental health education guidance services. Only by breaking down departmental barriers and achieving inter-departmental coordination can the systematicness and continuity of mental health education work be significantly improved. To further promote cooperation between departments, an information sharing mechanism can be established to achieve mutual sharing of work dynamics, educational resources, and other information.

3.2 Update educational content and focus on preventive education.

Modern mental health education needs to update content and emphasize preventive education. First, schools should strengthen the dissemination of positive psychology knowledge and cultivate students' self-esteem, pressure resilience and positive attitude. Secondly, schools should increase preventive courses such as interpersonal communication and emotional regulation to improve students' social skills and psychological adaptability. Third, teachers provide differentiated preventive education for students from different majors, different educational backgrounds and different family backgrounds. Finally, the government should establish a regular home-school communication mechanism to help parents understand their children's mental health status at school. Through content updating, the focus of mental health education is shifted from treatment to prevention [6] to promote the comprehensive development of college students. In updating the educational content, on one hand, universal education on positive psychology should be strengthened. On the other hand, personalized mental health education should be provided.

3.3 Expand educational methods with an emphasis on interactive experiences

Modern mental health education needs to change the traditional cramming teaching model and vigorously expand interactive and experiential teaching methods. First, psychological education courses use case analysis and group discussion to strengthen students' understanding and application of knowledge. Second, the school offers public health courses in emotional management and interpersonal communication. Third, the education department establishes an online teaching platform to realize online testing, online guidance and online communication. Fourth, the school encourages students to help each other and give full play to the role of peer groups. Only by expanding teaching methods and emphasizing interactive experiences can educational effectiveness be improved. To further expand educational methods, it is necessary to first strengthen interactive teaching to deepen understanding of knowledge, secondly, focus on situational teaching to cultivate students' application abilities, thirdly, build online teaching platforms for online learning, exchange, and guidance, and fourthly, organize students to conduct hands-on explorations to gain first-hand experience. Only with such a multi-pronged approach can the traditional teaching model be broken and mental health education truly becomes a part of students' lives.

3.4 Strengthen faculty team building

Strengthening the building of a professional mental health education faculty team is crucial. First, the school reasonably allocates a team of full-time teachers, both experts with professional knowledge and experience in psychological counseling, and teachers with special mental health education and teaching background, to achieve a combination of full-time and part-time jobs. Second, the school should strengthen the training of teachers, constantly improve their psychological professional knowledge and teaching ability, and skillfully use interactive teaching methods. Third, the school implements a flexible employment system, appropriately equips part-time teachers, and ensures quality. Fourth, the school establishes a scientific evaluation system with teaching efficiency and student feedback as the core to promote the professional development of teachers. Only by building a strong, professional mental health education faculty can continuous improvements in educational outcomes be ensured.

4. Conclusion and Prospects

At present, mental health education in Chinese colleges and universities faces many problems and struggles to meet the growing mental health needs of college students. These issues stem from mental health education not yet being incorporated into the formal curriculum system, resulting in unsmooth working mechanisms, oversimplified content, singular methods, and insufficient faculty. To adapt to the changing needs of students and requirements of modern university governance, it is necessary to transform mental health education into a systemic and targeted new model. Working mechanisms should be improved to achieve joint participation across departments and increase coordination. Educational content should be optimized to strengthen training in psychological adaptation abilities like coping with stress. Educational methods need to be reformed by using interactive approaches like situational simulations and leveraging new media to broaden avenues. Faculty should be strengthened through means like hiring experts and providing training. Only by establishing a mental health education model that caters to needs and promotes all-round development of students, can the needs of college students be met. Colleges and universities should also explore tailored transformation paths and steadily advance mental health education.

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