

# Research on the Practice of Mental Health Education of College Students from the Perspective of Three All-round Education

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**Abstract:** Mental health education in colleges and universities is an important part of psychological education, and it is a relatively weak field in the practice of three all-round education". Combined with the work practice, this paper explores the problems of college students' mental health education from the perspective of three all-round education, puts forward how colleges and universities should do in the three aspects of full-staff, whole-process and all-round, and also puts forward the principles, tasks and problems that should be implemented, in order to create a warm, in-depth and high-level mental health education environment.

**Keywords:** Universities; Three All-round Education; Mental Health; Psychological Education.

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## 1. Introduction

With the increasing frequency of psychological problems of college students in colleges, mental health education in colleges has become more and more important in school work, and the effectiveness of this work is related to the healthy growth of college students, the harmony of students' families, and the harmony of society. "three all-round education" is to carry out education work from the three dimensions of all staff, the whole process and all aspects, which is a powerful measure for colleges to implement the fundamental task of cultivating people with virtue, and it is also the only way to improve the mental health of colleges. Integrate the "three comprehensive education" into the ideological and political classroom of psychological education, promote the combination of moral education and heart education, the combination of prevention and resolution, the combination of tracking attention and continuous optimization, adhere to the collaborative promotion of the ten major education systems of ideological and political work, take students as the foundation, cultivate students' self-confidence, optimism and cheerfulness, and positive struggle from the perspective of humanistic care, and form timely feedback on students' problems, timely attention of dormitory members, timely reflection of class committees, timely understanding of dormitory management, timely intervention of counselors and teachers, and timely records of the college. Psychology teachers grasp and guide in a timely manner.

## 2. Problems in the Mental Health Education of College Students from the Perspective of Three All-round Education

### 2.1. Mental Health Education Fails to Achieve Full Education, and Coordination and Cooperation are Insufficient.

At present, most colleges play a role in mental health education, mainly teachers and counselors in psychological service departments, and other personnel are not able to

participate, and the coverage of full education is insufficient. Whole-staff education refers to the participation of all in-service and on-the-job faculty and staff in the school's mental health education [1]. In the process of practice, only the teachers of the psychological service department and the counselor teachers have a high degree of cooperation, but the role of full-time teachers, administrators, student cadres and dormitories is often ignored. From the signs before the occurrence of mental health problems to the attention after the occurrence, it is completely insufficient for counselors and psychological teachers alone, so the pre-preventive work of mental health education and the post-care work requirements, all teachers and staff of the school participate and cooperate together, so as to combine prevention and resolution, follow-up attention and continuous optimization.

### 2.2. Mental Health Education Fails to Achieve Whole-process Education, and the System Level is not Strong.

From the perspective of their own college study career and current majors, mental health education-related courses are mainly arranged in the first semester of freshman year, mainly to help freshmen adapt to university study and life better and faster, which causes the college psychology classroom teaching to not be completed in the whole process, and at the same time, due to the problem of mental health teacher ratio, teachers are relatively tight, and the teaching classes are mostly large classes with a large number of students. In terms of teaching, the teaching is the mainstay, the students are less practical, and the teacher-student interaction and student-student interaction are not strong. Some schools have not yet established a second classroom for mental health education, and for psychology-related student organizations, there are problems such as "talking but not building, building well and not using it, and using less but not strong", and the activities are carried out with unclear goals, unclear characteristics, insufficient publicity, and lagging innovation. In the four years of college, students of different grades and levels will have mental health problems encountered in stages, and mental health courses should be reasonably set up throughout the university, and auxiliary second classrooms,

psychological associations and departments should be built and used well, resources should be integrated, and distinctive characteristics should be formed to form a mental health education system with clear levels of system.

### **2.3. Mental Health Education Fails to Achieve All-round Education, and the Linkage is not Deep.**

It is not enough for mental health education to rely solely on universities, psychological service departments, and counselors, and the mental health education of college students needs to be multi-party linkage and multi-party filling in order to solve students' mental health problems. For a long time, there has been a one-sided understanding of mental health education in colleges and universities, believing that students are in school, and any problem is the work of the school. To truly do a good job in students' mental health education, family and society are indispensable, but in real life, this kind of school, family, and society linkage is insufficient, and the tripartite filling is not deep enough. In most colleges and universities, the psychological service departments are working independently, with relatively simple and traditional working methods, lack of communication and cooperation with other matters, do not make full use of various educational carriers, and do not effectively carry out online and offline activities.

## **3. Practical Countermeasures of Mental Health Education for College Students from the Perspective of Three All-round Education.**

The mental health education work of colleges and universities must adhere to the "three all-round education" as the action plan, and in the education of all employees, it is necessary to achieve full coverage and do a good job in collaborative education; In the whole process of education, open up the blind path of the curriculum and form a systematic system; In terms of all-round education, the establishment complements the position, and the interaction is promoted.

### **3.1. Full Education---full Coverage, Collaborative Education**

The main body of mental health education includes psychological teachers, counselors, class teachers, full-time teachers, administrative personnel, logistics support support personnel, student organizations, and relevant student cadres, etc., to do a solid job in mental health education, and it is necessary for the main body of education to perform their duties, from management to ordinary faculty and staff, from school institutions to student organizations. From front-line teachers to class students, they should participate in the mental health education work of colleges and universities as much as possible [2], form a linkage and efficient mental health education team, and strive to improve the core competitiveness of the team, the educational ability of team members, and the service ability of psychological institutions, so as to jointly promote the mental health education work in colleges and universities to a higher level.

### **3.1.1. Give Full Play to the Role of College Psychology Institutions and Professional Psychology Teachers as the Main Force**

Psychological service institutions and specialized psychological service teachers established by colleges and universities are the main force in mental health education in colleges and universities [2]. Colleges and universities in the establishment of mental health courses and students in life, study and other mental health counseling, etc., are undertaken by psychological service institutions, psychological service teachers, so in the construction of psychological institutions, human, material, and financial resources are guaranteed, allocate special venues, set up a complete range of activity rooms, configure scientific and reasonable service equipment, and match and use well in hardware. Psychological service teachers are the key to making good use of these venues, activity rooms, and equipment, so it is necessary to pay attention to the training and cultivation of psychological teachers, and promote the professional and professional development of psychological teachers. Psychology teachers play a major role in mental health counseling services such as the general mental health assessment of freshmen's enrollment, the construction of psychological databases, the grading of students' situations, and psychological crisis intervention, so as to ensure that mental health education is carried out in an orderly manner and promote mental health work in colleges and universities to be more educational, oriented, systematic and professional.

### **3.1.2. Enhance the Main Role of College Counselors, Class Teachers, Full-time Teachers and Administrators.**

In colleges and universities, counselors, class teachers, full-time teachers and administrator have more contact with students, and doing a good job in student mental health education is inseparable from the promotion of counselors, class teachers, full-time teachers and administrators. Only by improving the professional ability of the mental health education team can we ensure the efficiency of mental health education and enhance the role of the main position of mental health education.

### **3.1.3. Make up for the Vacancy of the Role of the Class Teacher.**

With the new round of college reform and management system innovation, many colleges and universities have started a class or professional appointment class teacher system to assist counselors to better serve students and classes. However, at present, the secondary colleges of some colleges and universities have not strictly implemented this policy and have not implemented the system of class teachers leading classes. Therefore, selecting a strong team of class teachers can complement each other with counselors, provide more guidance and help for students' academics, and do a good job in mental health education with counselors and teachers.

### **3.1.4. Enhance the Service Role of Administrative Personnel and Logistics Support Personnel.**

In addition to classrooms, a lot of independent time is spent in dormitories and self-study rooms (libraries) where college students are located, and the so-called places where students are located are places where our mental health education can serve, and naturally the administrative staff and logistics support personnel in these places are also a force to be reckoned with. In these places, functional rooms in the form of psychological soothing rooms and spiritual stations can be

set up, and students may want to be alone if they have psychological problems, or they want to find someone who is close to their parents' age to communicate. For administrative personnel and logistics support personnel, considering their actual situation, we must formulate easy-to-learn, fast and efficient training content to improve their communication skills, transaction judgment skills, and insight, so that students can respond to their complaints, know about students' abnormalities, and observe students' status.

### **3.1.5. Strengthen the Mutual Assistance Role of Class Committees, Roommates, and Peers**

In mental health education, in addition to the role of teachers, the role of class committees, roommates, and peers in mental health education is irreplaceable. The dormitory is the end management unit in the management of colleges and universities, grasp the power of the end, that is, to get through the "last mile" thing, to carry out mental health education and training for peers such as class committees, dormitory heads, roommates, etc., more about the way to get along, communication and exchange content, improve their ability to observe the abnormal behavior of roommates in the details, in the crisis, solve, track all links, can predict and reflect, contact the teacher in time, and stagnate the crisis in the bud. Construct a four-level psychological education system of "school (psychological service department)-department (counselor)-class (class committee)-dormitory (roommate)", form a "teacher-assistant (teaching and auxiliary logistics personnel)-student" co-frequency resonance model, mobilize students to participate in mental health activities, create a warm, in-depth, and highly self-mediation and psychological adaptation barrier that he regulates The training of roommates and peers is more about getting along and communication, so as to realize the full education of mental health education. It is necessary to strengthen the role of mutual assistance among college and university students, establish grid-based mental health education, divide the school's student groups into grids, and form a four-level network system of "school-department-class-dormitory", pay attention to the mental health status of student groups in a timely manner, mobilize students' enthusiasm to participate in mental health education, and form a strong self-regulation and adaptation barrier.

## **3.2. Whole Process Education --- Full Service, Follow-up System**

### **3.2.1. Plan the First Classroom Teaching and Continue to Be Online.**

In view of the differences in the psychological needs of college students, psychology-related courses are set up every semester or academic year, the first classroom teaching and services are planned, and mental health education is included in the entire period of the university, so as to provide full service to meet the psychological needs of students in different periods. In the freshman year, from high school to university, from the compact senior year to the relatively free freshman year, in the face of the distance away from home, in the face of classmates from all over the world, in the face of a university environment with higher requirements for self-care and self-discipline and self-reliance, it is easy to have the problem of state adaptability and confusion, so at this stage, focus on solving the problems of students' self-awareness, role transformation, mental health popularization, etc., to help them adapt to the university faster and adjust their status as soon as possible, actively embrace college life, and be full of longing for university learning; In the sophomore year,

students begin to realize how to spend college from the ignorance of the freshman year, have a certain understanding of professional development and subject understanding, and are the backbone of the school's student organization. In the third year, the professional learning is more in-depth, the courses are more difficult, and students begin to drop out, and they are also at the front end of employment choice. At the graduation stage, students generally have academic clearance, graduation standards, entrance examinations, employment entanglements, etc., and social psychology, decompression, and student role transformation should be arranged in the first classroom at this stage.

### **3.2.2. Enrich the Second Classroom Activities and Innovate Carriers.**

The second classroom is an extension of the first classroom, with the irreplaceable role of the first classroom, enriching the second classroom activities, carrying out graded and hierarchical second classroom activities for different school sections and different groups, and knowing the peak hours of some psychological problems through data and rules, so as to hold some activities with diverse forms and clear meanings. In the middle and high school stage, schools despise "5.25" and "10.10" mental health-related festivals, while in colleges and universities, they attach great importance to this psychological day, make good use of the "5.25" mental health festival and "10.10" mental health day, and create unique school characteristics of "5.25" and "10.10" mental health activities. In the second and third years of college, students become more adaptable and have a more independent tendency, and carry out second class activities in interpersonal communication, psychological self-healing, career planning and other aspects through thematic psychological class meetings, psychological dramas, dubbing dramas and other forms. In the fourth year of graduation, according to the social employment situation and the latest policies of the education department, combined with the confusion that students may face, we organize activities such as psychological lectures on workplace and job hunting, collective Q&A, and spit meetings, so as to help students release pressure and solve current emergencies to a certain extent. In addition, in the face of common mental illnesses and common problems, we can use the activities that young college students like to see and accept to publicize and popularize, such as campus global runs, psychological comic exhibitions, open days of psychological service stations, out-of-school experts visiting the school, ugly toy exchanges, and so on. Create a second classroom activity with a certain degree of recognition and high branding, become an annual event that students look forward to, and create a good atmosphere for psychological education.

### **3.2.3. Students are Registered, Recorded, and Quantitatively Tracked.**

Through the psychological assessment of freshmen, student psychological counseling, feedback from psychological teachers, student feedback, and heart-to-heart talks with counselors and teachers, understand the status of students, establish a special mental health student ledger, and delineate the frequency of recording according to the level of psychological problems, so as to grasp the psychological development trend and danger of students. For each student who is recorded, the counselor uses the office duty system to talk regularly with each student, so as to achieve early understanding, early knowledge, early detection, early intervention, quantitative tracking, and timely control of

danger in the bud.

### **3.3. All-round Education--- Multi-party Linkage, Complement and Promote**

The occurrence of students' psychological problems will not only arise and develop in colleges and universities, but also sprout before college, and family factors will help and eventually appear in universities. Therefore, in mental health education, it is difficult to complete the rehabilitation of students' psychological problems by colleges and universities alone, and it should be a tripartite linkage with the family and society, make good use of the "Internet +" technology, and link the two ports online and offline, establish a "3+2" linkage and fill the position, and shape the psychological education space for co-promotion.

#### **3.3.1. Tripartite Communication and Linkage Education**

Colleges and universities, families, and society should establish a tripartite cooperation mechanism, formulate rules and regulations, and write down the mechanism in writing, so that there are rules to follow and rules to follow. The system should include mental health education liaison platforms and channels, procedures for social forces to intervene, home-school cooperation paradigm documents, tripartite cooperation tracking methods, dispute resolution methods, etc., to clarify what the three parties can do, what they should be able to, and how to do it, and within the scope of their respective responsibilities, guard the field of responsibility. For those students' psychological problems caused by the original family or family changes, the counselor conducts targeted psychological counseling for the students through the sentinel role of student cadres and dormitory roommates, and takes the initiative to communicate with parents, act as a bridge in the middle, and actively help students to get out of the family factor. For psychological problems that are difficult to deal with and difficult for the home and school to handle, contact the psychological service department, follow its recommendations, seek the help of a psychological hospital or other formal medical institution, and sign a home-school agreement according to the situation to ensure that the student has safety and security inside and outside the school.

#### **3.3.2. Two Ports, Round-the-Clock Interaction**

Mental health education needs to be grasped both online and offline, and both lines must be firm. Carry out the construction of class style and study style and dormitory culture offline, create an atmosphere of upward mutual assistance, put an end to excessive involution and overflowing rottenness, and imperceptibly affect students. Invite well-known psychologists from outside the school to carry out academic week activities, so that students and teachers can listen to high-quality, cutting-edge psychological knowledge and popular science lectures, and improve the psychological education ability of counselors as a whole. Online databases should be opened, online psychological stations should be established, etc., so that students' psychological privacy can be protected and can be solved, which can make up for many shortcomings online, and can automatically generate a roadmap for the development of students' mental health. Using online and offline ports to break the limitations of time and space, provide 24-hour service around the clock, and inject strong technical support into students' mental health education.

## **4. The Principles and Tasks of Mental Health Education for College Students from the Perspective of Three All-round Education.**

### **4.1. Implement Three Principles**

#### **4.1.1. Scientificity and Practicality are Unified**

Psychology has developed for more than 100 years and has become an independent discipline, and its scientific nature is beyond doubt. With the development of the times, the psychological development of contemporary college students is also complex and diverse, and it is more secretive. Therefore, according to their state and laws, on the basis of science, they are unified with practice, which can not only find a scientific basis, but also guide them according to the situation, and under the scientific and effective mental health service mechanism, they can effectively serve students and truly solve their needs.

#### **4.1.2. Universality and Individuality are Unified**

At a certain stage, many students will have similar psychological problems, and we will educate students on mental health through lectures and group counseling for general problems. We can't ignore individual problems, such as students with bipolar disorder in the student body, who are more sensitive and very resistant to psychological counseling, so we need to innovate counseling methods and gradually do psychological counseling. Pay attention to the importance of individual problems, carry out case teaching training, and promote a new pattern of psychological education.

#### **4.1.3. Emergency and Preventive are Unified**

According to daily experience, at the turn of spring and summer, it is a period of high incidence of problems for students with psychological problems, which requires us to deal with emergencies and deal with some unexpected problems urgently, but most of them are traces of the onset of the disease and have precursors, which requires us to pay attention to it in our daily work, intervene in time to prevent it, and minimize the occurrence of psychological crises.

### **4.2. Carry Out Four Tasks**

#### **4.2.1. Promote Basic Publicity Work**

Establish WeChat public accounts, official QQ, Weibo, etc., push out the basic knowledge of mental health, publicize psychological education, report on some activities, introduce some hot topics, and increase the visibility and popularity of financial media.

#### **4.2.2. Establish a Student Psychological Group**

The student psychological group is different from the mental health center of the school, it is the first-level activity unit of students directly managed by the mental health center.

#### **4.2.3. Optimize the Service Model**

Make good use of WeChat mini programs or develop customized apps, establish online and offline counseling paths, have the ability to carry out psychological counseling services for different groups at the same time, and establish a big data confidentiality system to prevent information leakage and eliminate students' worries.

#### **4.2.4. Improve the Intra-school Linkage Mechanism**

From the mental health center to the college and counselors, the school linkage is efficiently formed, and students with psychological problems and emergencies are transmitted in a timely manner, early warning and prevention, and joint efforts

are made to tackle key problems.

## 5. Pay Attention to Two Issues

### 5.1. Teacher Ratio and Training

According to the Ministry of Education's Notice on Strengthening the Management of Students' Mental Health, colleges and universities should allocate psychology teachers according to the ratio of teachers to students not less than 1:4000 [3], and should have a sufficient and strong team of full-time psychology teachers. For counselors' psychological training, it is recommended to normalize and regularize them, so as to improve counselors' ability to resist pressure on the one hand, and improve counselors' psychological counseling ability on the other hand.

### 5.2. Material Security Issues

Raise funds, allocate special funds for mental health education, design studios with sound standards and complete facilities in combination with the number of students, and set up a psychological room for the college to solve the problem that the college has no special psychological service space.

## 6. Conclusion

The vigorous development of mental health education in colleges and universities is not a one-day effort, and it requires institutions at all levels to work together to refine and think about the problems encountered in dealing with

students' psychological problems and problems in daily life, and to optimize the work of psychological education. Under the guidance of "three all-round education", we should implement "all staff, whole process, and all-round", implement three principles, carry out four tasks, pay attention to two issues, and make positive practices for mental health education in colleges and universities.

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