

Research on the Status Quo and Optimization Strategies of College Students' Mental Health Education in Colleges and Universities in Province A from a Multidimensional Perspective

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Abstract

This study focuses on the current situation and challenges of college students' mental health education in colleges and universities in Province A. It explores the major problems that exist at present, such as insufficient attention to mental health education, imperfect curriculum system, quality of psychological counseling services to be improved, lagging behind in the construction of faculty, defects in the mechanism of psychological crisis intervention, and insufficient integration of mental health education with ideological and political education. To solve these problems, a number of improvement measures are proposed, including raising the strategic status of mental health education, integrating resources, optimizing the curriculum system to meet the diverse needs of students, improving the quality of psychological counseling services, strengthening the construction of faculty to attract and cultivate excellent talents, improving the psychological crisis intervention mechanism, and promoting the in-depth integration of mental health education with ideological and political education. Through the implementation of these strategies, we aim to create a better mental health education environment for college students, cultivate high-quality talents with good psychological quality, social responsibility and innovative spirit, and promote the sustainable development of mental health education in colleges and universities.

Keywords

Colleges and universities; college students; mental health education; improvement strategies.

1. Introduction

With the rapid development of the global economy and the increasing social competition, the mental health of college students has gradually come to the forefront and become the focus of social concern. Mental health is not only an important foundation for college students to achieve academic success and promote personality development, but also a key guarantee for them to adapt to the needs of the society and enhance their innovation ability. From a macro perspective, as an important driving force for future social development, the mental health of college students not only directly affects the quality of college education and the effect of talent cultivation, but also has a far-reaching impact on the stability and sustainable development of society.

As a large province with rich educational resources, Province A has many colleges and universities and a large student population, which makes the mental health education of college students particularly important. Implementing Opinions on Implementing the Ministry of Education's Party Group's Guidelines on Mental Health Education for Students in Higher Education (Provincial Education Department.2019) [1], Notice of the Provincial Education Department on Strengthening the Management of Students' Mental Health Education (Provincial Education Department.2021) [2] and Special Action Program for Comprehensively

Strengthening and Improving Students' Mental Health in the New Era Program (2023-2025) (Provincial Department of Education and other fifteen departments. 2023) [3], which clarifies the guiding ideology, overall goal and main tasks of mental health education. Colleges and universities have also formulated specific implementation rules and work plans in accordance with their own reality, which provides a guarantee for the smooth implementation of mental health education. However, there are still some outstanding problems in the mental health education of colleges and universities in province A. One is that the content of education is single and overly relies on the education of the students. First, the content of education is single, relying excessively on traditional theory lectures, failing to closely integrate the actual needs of students and social change to adjust (Zhang Jinjian, Chen Jingjing.2021) [4]; Secondly, the education method is mainly based on classroom lectures, which lacks innovativeness and interactivity and is difficult to effectively stimulate students' participation (Wu Jie, Guo Benyu.2020) [5]; Thirdly, the mental health service system is not yet perfect, the coverage of psychological counseling is limited, the psychological crisis intervention mechanism is weak, and it is difficult to comprehensively satisfy the growing mental health needs of students (Li Yufei.2019; Yu Xi,Su Hong.2018) [6,7].

College students' mental health education is an important part of college education, which plays an important role in improving students' social adaptability, promoting sound personality development and realizing high-quality talent cultivation. In-depth analysis of the current situation of mental health education in colleges and universities in Province A, identifying key problems and proposing targeted solutions can not only effectively meet the mental health needs of students, but also promote the development of mental health education in the direction of scientization and standardization. Based on this, this paper takes colleges and universities in Province A as the research object, systematically combs through the status quo of mental health education, digs deep into the existing problems and their root causes, and puts forward feasible optimization suggestions in light of the actual situation. The study aims to provide theoretical basis and practical guidance for improving the quality of mental health education in colleges and universities in Province A, help college students develop in a healthy way, and promote the continuous improvement of the quality of education in colleges and universities.

2. Research Objectives and Methods

2.1. Research Objects

This study takes 10 different types of colleges and universities in Province A as the research sample, covering comprehensive, scientific and technical, teacher training, medical and financial institutions, which is highly representative. These colleges and universities are distributed in the major cities of Province A, including NJ, SZ, WX, CZ and XZ, etc., and the sample has high geographical breadth and coverage.

2.2. Research Methods

2.2.1. Questionnaire survey method

The Questionnaire on the Status of College Students' Mental Health Education in Colleges and Universities in Province A was designed to cover the mental health status of college students, their satisfaction with mental health education courses, the demand for and use of psychological counseling services, and the utilization of school mental health resources. The questionnaire was optimized on the basis of several pre-surveys and expert proofs to ensure the reliability and validity, so as to improve the scientificity and reliability of the data.

2.2.2. Interview method

In order to further understand the current status of the implementation of mental health education in colleges and universities, this study conducted interviews with mental health educators, counselors and student representatives in some colleges and universities to explore their perceptions of mental health education, the main difficulties they face, and students' expectations and needs. The interview format included 60 face-to-face interviews and 40 telephone interviews. All interviews were recorded in detail and systematically analyzed to supplement the data from the questionnaire survey and reveal deeper problems.

2.2.3. Literature Research Method

By searching domestic and international literature on college students' mental health education, including academic journals, dissertations and research reports, we comprehensively sorted out the current status and development trend of research in this field to provide support for the theoretical analysis of this study. Literature research not only lays a theoretical foundation for problem exploration, but also enriches the background and perspective of the study.

3. Analysis of the Current Situation and Problems of College Students' Mental Health Education in Colleges and Universities in Province A

3.1. Current situation and problems in the construction of mental health education courses

Colleges and universities in Province A have made some progress in mental health education courses. 98% of colleges and universities have opened mental health courses, 90% of which have set them as compulsory courses, providing students with basic mental health knowledge. The contents of the courses include the basics of mental health, psychological adjustment skills and methods of coping with common psychological problems. However, there are still deficiencies in the design of the courses: 60% of colleges and universities do not have enough hours, with an average of only 1-2 hours per week, which cannot meet the demand for in-depth learning; the course content lacks relevance and practicability, and part of the content fails to be close to the students' actual lives, resulting in low interest among the students, and the poor application of knowledge transformation.

3.2. Status and Problems of Psychological Counseling Services

Colleges and universities in Province A generally have psychological counseling rooms, and 85% of the colleges and universities are equipped with professional psychological counselors, 60% of whom have master's degree or above, ensuring the professionalism of the service. Meanwhile, 70% of colleges and universities provide counseling services for at least five working days per week. However, the utilization rate of psychological counseling services is low, with only 30% of students taking the initiative to seek help when they are psychologically disturbed. The form of service is relatively single, and network and telephone counseling are not widely carried out, affecting the coverage and convenience of the service. The appointment process in some universities is cumbersome, with an average waiting time of more than a week, and there is a lack of effective feedback mechanisms and publicity strategies, which in turn affects the overall effectiveness of the service.

3.3. Status and Problems of Faculty Building

The faculty of mental health education in colleges and universities in Province A has been growing, with an average of 5-8 full-time teachers per school. However, the quantity and quality of teachers still fail to meet the demand. The teacher-student ratio in some colleges and universities is lower than the standard of one full-time teacher for every 4,000 students.² Above that, about 30% of the teachers lack systematic professional training, resulting in insufficient

ability in dealing with complex psychological problems. The proportion of part-time faculty is high, and the backgrounds of some faculty are distantly related to the psychology profession. Teacher training opportunities are limited, and the training content lacks practicability and the career development path is unclear, affecting teachers' professional development and motivation.

3.4. Status and Problems of the Implementation of Mental Health Education Activities

Most colleges and universities regularly carry out activities such as mental health lectures, outreach training and theme class meetings. 95% of colleges and universities organize at least three lectures per year, and 80% offer mental outreach training, aiming to improve students' mental quality. However, the design of some activities fails to fully consider students' interests and actual needs, and lacks innovativeness, resulting in low participation and failure to maximize the educational effect.

3.5. Status of psychological crisis intervention mechanism and room for improvement

About 85% of colleges and universities have established a psychological crisis intervention system, 70% of colleges and universities have formulated a comprehensive intervention plan, and 60% of colleges and universities are able to initiate intervention within 24 hours. However, there is still a lag in information transmission, and 30% of colleges and universities have an interdepartmental information delay of more than 12 hours, which affects the timeliness of intervention. In addition, the follow-up and support work after the crisis event is insufficient, and about 40% of the students re-emerged psychological problems within 3 months after the initial resolution of the crisis, exposing the insufficiency of the intervention work in terms of systematization and continuity.

3.6. Insufficient integration of mental health education and ideological and political education

Mental health education and ideological and political education are intrinsically linked in terms of goals, contents and methods, but in practice, they are often carried out independently, lacking synergy and integration. Mental health education favors the intervention of psychological problems, while ideological and political education focuses on the teaching of theories, and lacks an educational system that complements each other. This fragmented situation not only weakens the thought-leading role of mental health education, but also limits the effective response of ideological and political education to students' psychological needs.

4. Improvement Strategies for College Students' Mental Health Education in Colleges and Universities in Province A

4.1. Enhance the importance of mental health education

In view of the lack of attention to mental health education in some colleges and universities, colleges and universities should incorporate mental health education into the core position of the strategic development of the school and deeply integrate it into the overall development plan of the school. It is recommended to establish a mental health education leading group headed by the president, and the members should cover the heads of the Academic Engineering Office, the Academic Affairs Office, the Psychological Counseling Center, and the logistic support departments. The group will hold regular meetings to formulate annual work plans and long-term development goals, and clarify the responsibilities of each department. For example, the Academic Engineering Office is responsible for the feedback of students' daily psychological dynamics, the Academic Affairs Office is responsible for the curriculum and the allocation of

teaching resources, and the Psychological Counseling Center provides professional psychological services. Through departmental collaboration, an efficient working mechanism is formed to ensure that all aspects of mental health education are fully coordinated.

In terms of resource input, colleges and universities should set up special funds for mental health education and ensure that the funds grow steadily year by year. The allocation of funds should be based on the scale of students and the actual needs of the school, to make scientific and reasonable arrangements. For example, part of the funding can be used to optimize the faculty, attract mental health education professionals with doctoral degrees and more than five years of clinical experience, and provide competitive salaries, housing subsidies, and start-up funds for scientific research and other generous conditions. At the same time, the construction of teaching facilities should be strengthened, and psychosocial counseling rooms that meet the requirements should be built in accordance with national standards, equipped with advanced psychological assessment software, sand tray game equipment, etc., to create a comfortable and cozy environment for students to have psychosocial counseling. In addition, psychological assessment laboratories should be built to provide technical support for accurate assessment of students' psychological status. In order to ensure the smooth implementation of mental health education, colleges and universities should also rationally plan the campus space, expand the teaching places for mental health education, build special mental health education activity centers, and provide sufficient space for all kinds of mental health education activities, so as to provide a solid material guarantee for the work of mental health education.

4.2. Improvement of mental health education curriculum system

In order to solve the problem of imperfect curriculum system mentioned above, colleges and universities should reasonably increase the number of hours of mental health education courses through researching students' needs, and it is recommended to arrange 3 to 4 hours per week to ensure that students can systematically and comprehensively learn mental health knowledge. The content of the courses should be adjusted according to the characteristics and actual needs of students of different majors. For students majoring in science and engineering, as their academic pressure is mostly focused on scientific research projects, they are prone to psychological problems related to scientific research pressure, so it is recommended to set up the module of "Scientific Research Pressure and Psychological Adjustment", which covers coping with frustration in scientific research, time management, and handling of psychological problems in teamwork, etc. For students majoring in liberal arts, as they have frequent interpersonal interactions, it is recommended to arrange 3 to 4 classes per week to ensure that students can systematically and comprehensively learn about mental health. For students majoring in liberal arts, because of their frequent interpersonal interactions, the module of "Interpersonal Interaction and Mental Health" can be set up, which focuses on the establishment and maintenance of interpersonal relationships, communication skills and conflict management, etc. In terms of teaching methods, innovation should be emphasized.

In terms of teaching methods, we should focus on innovation, widely use case study teaching, introduce real cases of college students' mental health, organize students to analyze and discuss them, and encourage students to use what they have learned to propose solutions; carry out small group discussions, and exchange ideas around topics such as "coping with test anxiety", "dealing with interpersonal relationships in dormitories", etc., so as to enhance the students' understanding of mental health. "In addition, we can organize psychological drama and encourage students to write and act out their own scripts related to mental health to explore the root causes of psychological problems and ways to solve them, so as to stimulate students' learning interest and participation. In addition, psychological drama can be organized to encourage students to write and perform scripts related to mental health, and to explore the

root causes of mental problems and ways to solve them, so as to stimulate students' interest in learning and enthusiasm for participation.

In terms of assessment methods, a diversified assessment system should be constructed. The usual performance accounts for 30%, including class attendance, completion of homework and classroom interaction; class participation accounts for 30%, which is evaluated through students' performance in group discussion and case analysis; practical activities account for 20%, which assesses students' participation and achievements in the practical courses of mental health education and activities of psychological clubs; and psychological assessment accounts for 20%, which is evaluated through professional psychological assessment tools, such as the Symptomatic Self-Assessment Scale (SCL-90) and the College Psychological Association (CPA). SCL-90) and college students' mental health census questionnaire, etc., to comprehensively assess students' learning effect and mental health level.

Taking a university in Province A as an example, from March to April 2019, the university conducted a mental health course for 3,358 first-year students for 2 credit hours once a week for a total of 8 weeks (16 credit hours, including classroom lectures and experiential teaching). Questionnaires were administered before, during, and after the course using the Mental Health Screening Scale for College Students. The results showed that after the implementation of the course, the detection rate of serious psychological problems decreased from 5.54% (186) to 3.84% (129) before the course, with a significant time main effect ($p < 0.01$). The overall decreasing trend of psychological problems was statistically significant ($\chi^2 = 10.82$, $P < 0.01$), indicating that the course effectively improved students' mental health (Zhang Jinjian, Chen Jingjing, 2021) [4]. Through scientific design and innovative practice, the improvement of the mental health education curriculum system in colleges and universities can effectively improve the quality of education and lay a solid foundation for students' physical and mental health and comprehensive development.

4.3. Improving the quality of psychological counseling services

In response to the problems of psychological counseling services mentioned earlier, emphasis should be placed on strengthening the construction of the psychological counselor team. Colleges and universities should formulate a systematic training plan, organize monthly on-campus professional training, and invite senior counselors to share their clinical experience; quarterly invite famous experts in the industry to give lectures on the latest psychological counseling theories and techniques, such as narrative therapy, focal point solution short-term therapy, etc., and combine them with practical skills of psychological crisis intervention and typical clinical case study, and continuously improve the counselors' professional level and clinical experience through case seminars, simulated consultation and other forms. Through case seminars, simulated counseling and other forms, the professional level and clinical experience of counselors are continuously improved.

In addition, colleges and universities should strongly support counselors to carry out research in the field of mental health and set up special research funds to promote their in-depth exploration of college students' mental health issues. Key research directions may include the following: academic burnout, such as empirical analysis using FSQCA method, in-depth exploration of the causes of college students' academic burnout and its characteristics (Chen J, Chen G, 2025) [8]; Internet addiction, such as the study of the relationship between Internet addiction and parent-child attachment, psychological resilience and the information cocoon effect, to provide a basis for the development of scientific intervention programs, etc. (Qu Shuangyi, Wang Jianfeng, 2024; Akter M K, Costa T, Rehana J, et al. 2024; Luo Y, Deng Y, Wu Y, et al. 2024) [9, 10, 11]; employment pressure, such as exploring the impact of employment pressure on college students' entrepreneurial motivation, and revealing its internal mechanism through data analysis, etc. (Yin L, 2022; Yang S, Yang J, Yue L, et al. 2022; Chen S, Zhao J, 2024;

Zhao Jinfeng.2024) [12, 13, 14, 15]; Freshmen psychological adaptation, such as systematically investigating the psychological adaptation status of university freshmen in the transition period and exploring effective interventions to enhance the adaptive ability, etc. (Zhou Mi, Ning Qiuya, Wang Yong.2018; Willems J, Coertjens L, Donche V.2022; Purnamasari H, Kurniawati F, Rifameutia T.2022) [16, 17, 18]. At the same time, counselors should be encouraged to actively participate in academic exchanges at home and abroad to broaden their horizons, update their knowledge systems, and enhance their professional service capabilities. By integrating theoretical research and practical application, the professionalization level of the college counselor team will be comprehensively improved, providing solid support for mental health education in colleges and universities.

In the process of consulting services, the operation should be standardized and the information technology should be used to optimize the appointment system. A special psychological counseling APP or small program can be developed to facilitate students to make a quick appointment anytime and anywhere, and to check the appointment status and counselor information in real time. In the process of counseling, professional counseling norms must be strictly followed, and the counseling room should be equipped with full audio-visual recording equipment (under the premise of students' consent), so as to carry out process review and supervision, and ensure the professionalism and confidentiality of the counseling process. At the same time, the feedback mechanism is perfected, and after each consultation, students' counseling experience and needs are collected through online questionnaires in a timely manner, so as to optimize the quality of the service based on the feedback.

In order to improve the utilization rate of psychological counseling services, publicity work should also be strengthened. The campus radio can regularly set up a mental health column to introduce the knowledge and successful cases of psychological counseling; regularly update the content of the bulletin board, such as the introduction of the counselor, the counseling process and the answers to common psychological problems, etc.; make special arrangements to explain the importance and role of psychological counseling in the course of mental health education; hold special lectures and invite experts to explain the principles and methods of psychological counseling to help students eliminate the misunderstandings and concerns about counseling, and guide students to correctly understand the importance and role of psychological counseling. Experts are invited to give lectures on the principles and methods of psychological counseling to help students eliminate their misunderstandings and concerns about psychological counseling and guide them to correctly understand the value of psychological counseling.

4.4. Optimize the construction of mental health education teacher team

In view of the lagging problem of faculty construction mentioned earlier, the introduction of full-time teachers for mental health education should be increased. Colleges and universities can formulate attractive policies for the introduction of talents, provide competitive salaries, solve spousal work problems, provide talent apartments and other benefits to attract excellent mental health education professionals. Recruitment channels should be broadened, not only publicized in college job fairs, but also through professional psychology talent websites, academic forums and other recruitment information, in order to attract more high-level talents to join the faculty.

In terms of optimizing the structure of the faculty, in addition to introducing talents with a professional background in psychology, we should also absorb personnel with a background in pedagogy, sociology, medicine and other related professions. For example, teachers with pedagogical background can combine educational theories with mental health education and promote the innovation of teaching methods; while teachers with medical background can provide professional medical perspectives and suggestions when dealing with students'

psychological disorders, promoting the cross-disciplinary and complementary advantages, so as to build a more comprehensive faculty.

In addition, a perfect teacher training system should be established. A two-week intensive professional training is organized every year during the summer and winter vacations, and well-known experts at home and abroad are invited to give lectures covering cutting-edge theories in psychology, teaching skills in mental health education and practical exercises in psychological counseling. Teachers are regularly organized to participate in academic seminars and are encouraged to participate in domestic academic conferences on psychology, and every two years, outstanding teachers are selected to visit and exchange with famous foreign universities in order to continuously improve teachers' professionalism and practical ability.

In order to stimulate the enthusiasm and creativity of teachers, colleges and universities should provide teachers with good space for career development. A special research fund for mental health education can be set up to subsidize a number of research projects every year to encourage teachers to carry out teaching research and practice innovation. At the same time, the establishment of a scientific title evaluation and performance assessment system, the quality of mental health education teaching, research achievements, student satisfaction into the assessment indicators, for the excellent performance of teachers to give recognition and rewards, to promote the continuous improvement of the professional level of teachers.

4.5. Sound psychological crisis intervention mechanism

At present, although colleges and universities in Province A have made some progress in the psychological crisis intervention mechanism, they still face problems such as untimely information transmission, poor departmental coordination, and insufficient follow-up support and tracking visits. In order to improve these deficiencies, colleges and universities should build an integrated information communication platform, integrate multi-channel information resources such as the student management system, the psychological counseling record system, and the daily work records of counselors, and utilize big data analysis technology to monitor students' psychological dynamics in real time. Once students are found to have psychological crisis warning signals, the system can automatically push the information to the relevant responsible person to ensure the timely transmission of information, and strive to control the information delay time within one hour.

In addition, interdepartmental synergy should be strengthened. Various departments, including the Psychological Counseling Center, the Academic Engineering Office, faculties and departments, and the Security Office, etc., should clarify their specific responsibilities and workflow in psychological crisis intervention, and carry out inter-departmental joint drills on a regular basis. By simulating students' sudden and serious psychological crisis events, the collaborative ability of each department in information reporting, on-site treatment, psychological counseling and safety protection will be tested, so as to find and solve problems in collaboration in time, and to improve the efficiency of inter-departmental coordination.

In terms of tracking and follow-up support after crisis intervention, it is necessary to formulate a detailed tracking and follow-up plan. At key time points after crisis intervention, such as 1 week, 1 month, 3 months, 6 months, etc., professional counselors and counselors will conduct follow-up visits, using face-to-face interviews, phone calls, online communication, etc., to comprehensively understand the psychological recovery of students. A personalized psychological recovery file is established for students experiencing crisis, and continuous psychological counseling, academic support and life care are provided according to their needs, so as to reduce the risk of recurrence of psychological problems and enhance the overall effect of psychological crisis intervention.

The Research Center for Psychological Crisis Prevention and Intervention for College Students of Province A took the lead in launching a province-wide psychological self-help and mutual-

help platform for college students ("Su Xin" APP) and a 24-hour psychological hotline, initially forming an "Internet+ Psychological Crisis Prevention and Intervention Network", which is a "Internet+ Psychological Crisis Prevention and Intervention Platform". "The Internet+Psychological Crisis Prevention and Precision Support System has been formed, and the first provincial-wide psychological crisis prevention and intervention mechanism for college students has been established (Pang, Xueting.2019) [19]. This system effectively solves the problems of insufficient resources for mental health education in colleges and universities, unbalanced psychological resources at the school level, inconsistency of psychological assessment tools, and insufficient resources for psychological support at night and on holidays. Through the above measures, colleges and universities in Province A are able to further improve the psychological crisis intervention mechanism, increase the efficiency and effectiveness of the intervention, and provide more powerful protection for students' mental health.

4.6. Promoting the integration of mental health education and ideological and political education

In order to solve the problem of insufficient integration of mental health education and ideological and political education, colleges and universities should establish a sound working mechanism for the integration of the two. It is recommended to set up a special group headed by the school leader in charge of student work, with the director of the Mental Health Education Center and the director of the Department of Ideological and Political Theory Teaching as the vice leaders, and including representatives of teachers of mental health education and ideological and political education. The group is responsible for formulating the integration implementation plan and action plan, coordinating related work and promoting the deep integration of the two.

In terms of curriculum, the content of mental health education should be effectively integrated into the ideological and political theory courses. For example, in the course of Ideological and Moral Cultivation and Legal Foundation, the relationship between mental health and moral cultivation, and the role of mental health in shaping correct values can be added; elements of ideological and political education should also be infiltrated into the course of mental health education, for example, when explaining psychological adjustment, students should be guided to set up positive attitudes towards life and cultivate patriotism and a sense of social responsibility, so as to realize the Organic combination of the two contents.

In terms of teaching methods, situational teaching and experiential teaching can be used to combine mental health education with ideological and political education. For example, organizing students to carry out the theme of "red culture and mental health" practical activities, so that students in the process of visiting the red education base to feel the strong faith and tenacious will of the revolutionary forefathers, and then guide students to think about how to maintain a positive mental state in the face of difficulties, and to practice the correct values and psychological adjustment methods in the actual situation. The program is designed to promote the integration of teachers and teachers' teams.

In order to promote the integration and training of the faculty, 2-3 joint trainings of mental health education teachers and ideological and political education teachers can be organized every semester, inviting experts in the fields of education and psychology to give lectures covering the theory and methods of integrative teaching and learning, curriculum design and development, and so on. Joint teaching and research activities are conducted regularly to explore how to better integrate mental health education and ideological and political education into teaching, promote exchanges and cooperation among teachers, and enhance the ability of integrated teaching. Through this kind of integrated education, it not only helps students

establish a correct worldview, outlook on life and values, but also improves their psychological quality and social adaptability, thus maximizing the effect of nurturing.

5. Conclusion

The improvement of college students' mental health education in colleges and universities in province A is urgent and has far-reaching practical and long-term significance. In order to promote this process, it is necessary to pay more attention to mental health education, incorporate it into the strategic planning of the university, and integrate resources from various parties to provide solid guarantee for its development. Further improve the curriculum system to enhance the mental health literacy of students according to their diversified needs; strengthen the psychological counseling service, build professional counseling teams and optimize the service process to ensure that students can quickly obtain effective support; enhance the construction of faculty, attract and cultivate excellent talents, and inject new impetus into the mental health education; build a sound psychological crisis intervention mechanism to ensure that students' mental health is quickly and effectively safeguarded at the critical moment; promote mental health education; and promote the development of psychological health education in the school. To protect the mental health of students; to promote the deep integration of mental health education and ideological and political education, and to play a synergistic role in educating people.

College students are the hope of the country's future, and their mental health directly affects the stability and development of society. Therefore, colleges and universities in Province A should actively implement the above strategies and explore and innovate the ways and methods of mental health education. With the continuous progress of society and the advancement of education reform, mental health education in colleges and universities is facing emerging challenges and problems, such as new types of psychological problems brought about by the network era, and the pressure of increasing social competition on students' psychology. By continuously optimizing and improving the mental health education system, we can create a favorable environment for the healthy growth and comprehensive development of college students, cultivate high-quality talents with good psychological quality, sense of social responsibility and innovative spirit, and help them set sail on the road to the future, realizing the organic unity of personal value and social value.

Acknowledgements

Funding: Philosophy and Social Sciences Program for Colleges and Universities in Jiangsu Province (Project No. 2023SJYB0633)

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