

Research on Multi-dimensional Construction and Innovation of College Students' Mental Health Relief System

-- Based on the Survey and Analysis of 10 Colleges and Universities in a Province

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Abstract

With the rapid development of society and the intensification of competitive pressure, the mental health problems of college students are becoming more and more prominent, and there is an urgent need to build a scientific and efficient mental health assistance system. This paper analyzes the current situation of college students' mental health and the deficiencies of the existing assistance system in terms of curriculum, consulting services, crisis intervention, professional team building and social support, and puts forward targeted optimization strategies, including perfecting the mental health education curriculum, expanding the service channels, perfecting the crisis intervention mechanism, strengthening the professional team building, and innovating the way of resource integration. By starting from four levels: school, society, family and individual, a hierarchical, orderly and efficiently functioning support system is constructed. This study provides theoretical basis and practical reference for improving the mental health of college students, aiming to promote college students to realize comprehensive progress in academic, social and personal development.

Keywords

College students; mental health; support system; optimization; resource integration.

1. Introduction

College students are an important driving force for social progress, and their mental health is not only directly related to their academic performance, career development and social adaptability, but also has a far-reaching impact on social stability and development. However, with the intensification of social competition and the superposition of multiple pressures, the mental health problems of college students are becoming more and more prominent, and there is an urgent need to build a scientific and efficient support system to deal with them.

Mental health does not only mean the absence of disease, but also covers the individual's ability to cope with pressure, realize potential, fulfill social responsibility and promote social development. According to the World Health Organization, about 450 million people worldwide suffer from mental health problems (Grant J E, Lust K, Chamberlain S R. 2019) [1], in which college students are at high risk for psychological problems due to a combination of academic stress, social expectations, and uncertain career prospects (Gueldner B A, Feuerborn L L, Merrell K W.2020) [2]. Research has shown that the sources of psychological stress among college students vary significantly by grade level: lower-division students primarily face environmental adjustment and social relationship building concerns, whereas upper-division students experience anxiety due to graduation and employment pressures (House L A, Neal C, Kolb J.2020)[3]. In addition, research universities emphasize academic research (Prowse R, Sherratt F, Abizaid A, et al.2021) [4], whereas applied colleges and universities focus on the

cultivation of practical skills (Chen T, Lucock M.2022)[5] , this difference in academic demands further exacerbates the psychological burden on students.

The impact of the popularization of digital technology and the extensive use of social media on college students' mental health cannot be ignored either. Excessive reliance on electronic devices, excessive pursuit of social recognition, and the resulting loneliness have become important triggers of psychological problems such as anxiety and depression (Lee Y, Blebea J, Janssen F, et al.2023) [6]. A study by Renmin University of China 2022 showed that the detection rate of mental health problems among college students in China reached 18.9%, with anxiety, depression, insomnia, and self-injurious behaviors being particularly prominent. A survey by the Institute of Psychology of the Chinese Academy of Sciences further showed that although the overall mental health of college students is relatively good, negative emotions such as anxiety, panic and interpersonal sensitivity are prevalent, and the problems of depression and Internet addiction should not be ignored (Yuan Yixue.2024) [7]. These problems not only affect the quality of life of individuals, but also bring great pressure on families and society.

In order to cope with the mental health problems of college students, the government and colleges and universities in China have implemented a number of interventions. The Ministry of Education 2021 issued the Notice on Strengthening the Management of Students' Mental Health, which suggests that strengthening mental health education is imminent (General Office of the Ministry of Education.2021) [8]; 2023 Comprehensively Strengthening and Improving the Work of Student Mental Health in the New Era The Special Action Plan for Comprehensively Strengthening and Improving Students' Mental Health in the New Era (2023-2025) puts forward a "four-in-one" mental health management model centered on monitoring and early warning, health education, counseling services, and intervention and disposal (Ministry of Education and other seventeen departments.2023) [9]. Although these measures have achieved certain results in enhancing the level of mental health management, they are still insufficient in terms of coverage, pertinence and implementation effect, making it difficult to fully meet the increasingly diversified needs of college students.

Based on this, this paper aims to systematically explore the current situation and influencing factors of college students' mental health, deeply analyze the deficiencies of the existing mental health support system, and propose targeted optimization strategies. Through the combination of theoretical research and practical analysis, this paper provides theoretical basis and practical guidance for the construction of efficient mental health support system in colleges and universities, and helps college students' mental health development and comprehensive growth, and contributes to social harmony and progress.

2. Analysis of the Current Situation of College Students' Mental Health

2.1. The incidence of mental health problems increases year by year

In recent years, the incidence of mental health problems among college students has been on the rise. Data show that in the past five years, the rate has increased from 18.23% to 24.01%, with an average annual increase of about 3.56%. The interaction of multiple factors, such as academic pressure, employment competition, interpersonal tension and emotional problems, has led to the emergence of different degrees of psychological problems among some college students, which are typically characterized by anxiety, depression, low self-esteem, loneliness and other emotional disturbances.

2.2. Diversified Characteristics of Mental Health Problems

The mental health problems of college students have significant diversified characteristics, mainly focusing on three major areas: academic, social and career development.

2.2.1. Psychological Problems Caused by Academic Pressure

Academic pressure is one of the main factors affecting the mental health of college students. According to the survey, about 27.68% of students lack motivation to study, and 15.42% suffer from test anxiety. As the difficulty of higher education courses increases and the learning tasks become heavier, many students find it difficult to adapt to the process, which induces anxiety. For example, science and engineering students often experience nervousness and insomnia when dealing with complex mathematical modeling or experimental tasks.

Pressure to go to higher education likewise has a significant impact on mental health. According to the "2022 Survey Report on the Mental Health Status of College Students" (Dong Chao.2023) [10], the issue of further education has become a high-risk area for college students' mental health. Whether it is for graduate school or public examination, many students are in the process of pursuing their academic goals or ideal careers and are in a state of high-intensity preparation for a long period of time, which leads to psychological fatigue and emotional fluctuations, and some students even develop self-doubt or give up the idea.

2.2.2. Psychological disturbances caused by interpersonal relationship problems

Interpersonal relationship problems are another important source of psychological pressure among college students. According to the data, 18.93% of the students have social fear and 22.15% feel psychological pressure due to interpersonal conflicts. Especially in terms of emotions, about 20.35% of the students experienced psychological trauma due to romantic frustration, and 12.77% fell into emotional depression due to love loss. In addition, conflicts in collective life also pose a threat to mental health. For example, in dormitories and class environments, inconsistencies in work routines, differences in living habits, or personality disagreements may cause conflicts and lead to psychological burdens. Some students experience negative emotions when their roommate's behavior interferes with their rest and repeated communication fails. In addition to peer relationships, teacher-student relationships may also be a source of problems. For example, some students are dissatisfied with their teachers' teaching methods or grading standards, which leads to psychological confrontation, affecting their learning attitudes and even leading to avoidance behaviors.

2.2.3. Psychological problems caused by employment pressure

Before and after graduation, employment pressure increases significantly, which is one of the main sources of psychological problems among college students. About 40.28% of the students feel confused about their career direction, and 60.55% of the students said that employment pressure is a burden on their psychology. In the highly competitive job market, the uncertainty in the job search process further aggravates the psychological distress. For example, some students developed low self-esteem and frustration after repeated job-seeking failures due to cold majors or inadequate skills. Students majoring in liberal arts often face the dilemma of having their resumes rejected or failing in interviews due to the low match between job requirements and their majors, which increases their psychological pressure. In addition, the gap between ideal and reality is also an important cause of psychological problems. Some students have high expectations for their career prospects, but after graduation, they find that there is a big gap between the actual situation and their expectations, thus falling into confusion and anxiety.

2.3. Mental health differences among different groups

College students' mental health problems show significant differences among groups such as gender, grade and specialty. For example, female students are more likely to feel troubled by emotional problems than male students, with the proportions of 25.60% and 15.45% respectively. In terms of grade, about 30.18% of freshmen face environmental adaptation problems, while 70.22% of senior students are psychologically burdened by employment

pressure. In terms of differences in majors, about 35.70% of science and engineering students experience study anxiety due to the difficulty of their studies, while 30.85% of liberal arts students face more troubles in dealing with interpersonal relationships. These differences indicate that the mental health problems of different groups are characterized by their own characteristics, and interventions should be tailored to meet the actual needs of different student groups.

3. Problems of the Existing Mental Health Assistance System for College Students

Mental health assistance for college students requires the joint efforts of families, schools and society. However, in practice, there are deficiencies in the communication and cooperation between families and schools. About 65.55% of parents said that they were not fully aware of their children's mental health status in school. In addition, the participation of social resources in college students' mental health support is low. The survey found that only 20.30% of colleges and universities have established cooperative relationships with professional psychological counseling agencies, and there is a lack of professional social organizations to provide diversified mental health services.

3.1. Family level

3.1.1. Lagging educational concepts of parents

Some parents pay too much attention to their children's academic performance and neglect to pay attention to and cultivate their mental health. They generally believe that as long as their children have good grades, other problems are not important, thus ignoring the psychological pressure and emotional changes in their children's schooling and life. When faced with their children's psychological problems, many parents feel at a loss as to what to do, and even adopt a simple or harsh response. Not only do these practices fail to effectively alleviate the child's plight, they may instead exacerbate his or her psychological burden.

3.1.2. Poor family communication

In modern families, parents are busy at work, with limited time and single way of communication, resulting in a lack of in-depth emotional communication between parents and children. This communication barrier makes children often unwilling to confide in their parents when they face psychological distress, thus weakening the role of family in the mental health support of college students. For example, some students choose to bear the pressure alone when they are emotionally disturbed for fear of parental reproach or inability to understand, resulting in an increasing psychological burden. Effective family communication is crucial to the mental health of college students, but many families have obvious deficiencies in this regard.

3.2. School Level

3.2.1. Incomplete curriculum of mental health education

Although some colleges and universities have offered mental health education courses, there is still a significant lack of systematization and relevance in the content of these courses. Survey data show that in 10 colleges and universities in a certain province, about 60.30% of the mental health courses in colleges and universities have less than 30% of practical teaching. In addition, the number of hours in the courses is generally low, with an average of only 1.25 lessons per week, which fails to fully meet students' needs for mental health knowledge. What's more, some of the course contents are not in line with the actual needs of students, and it is difficult to effectively solve the specific psychological problems encountered by students in their study and life. This leads to a low sense of participation and identification of students with the courses.

3.2.2. Weak construction of mental health education teams

Colleges and universities face the problem of insufficient professionals in the field of mental health education, especially in terms of full-time mental health education teachers, and there is generally a high teacher-student ratio. Some studies have pointed out that the ideal teacher-student ratio in colleges and universities should be 1:1000, but many colleges and universities have failed to reach this standard (Su Xing, 2018) [11]. Survey data show that the average ratio of full-time mental health education teachers to students in each university is 1:1500.25. For example, although there are nearly 10,000 students in a local undergraduate university, the psychological counseling center is only equipped with 3 to 4 full-time counselors, and students often need to wait for a longer time to make an appointment for counseling services, and students who are in urgent need of help may miss the best time to intervene as a result.

In addition, the professional background and qualifications of counselors vary greatly, leading to instability in service quality. According to the survey, about 20.15% of the counselors lacked relevant professional background or did not receive sufficient professional training, which not only affected the quality of counseling services, but also limited the diversity of service forms. At present, individual counseling is still the mainstream form, while the development of group counseling and network counseling is more limited. For example, the data of one university shows that in the past year, individual counseling accounted for 80.20%, while group counseling and network counseling only accounted for 10.15% and 8.10% respectively.

At the same time, mental health education teachers in many colleges and universities can hardly devote themselves to mental health education due to heavy teaching and administrative tasks. About 70.35% of the full-time mental health education teachers have more than 30 hours of teaching and administrative work per week, which significantly affects their work efficiency and service quality. The professional training of part-time mental health education personnel such as counselors and classroom teachers is obviously insufficient. 80.45% of the part-time personnel receive less than 20 hours of professional training per year, which makes it difficult for them to identify and respond to students' mental health problems effectively.

3.2.3. Inadequate psychological crisis intervention mechanism

At present, there are obvious deficiencies in the early warning, intervention and follow-up of psychological crisis in colleges and universities. First, the sensitivity of the psychological crisis early warning system is low. Survey data show that about 50.25% of students with psychological crisis tendency are not found in time. In the process of crisis intervention, there is insufficient coordination among the relevant departments of the school, and there is often a delay in the transmission of information, with an average delay of 2.50 hours, which affects the timeliness and effectiveness of the intervention. Worse still, there is a lack of continuous follow-up and counseling for students after intervention, with about 35.40% of students not receiving any form of follow-up support within three months after intervention, which may lead some students to fall into a secondary psychological crisis.

In addition, poor information communication is a major bottleneck in the psychological crisis intervention mechanism in colleges and universities. The lack of effective information sharing among school departments leads to an incomplete and timely understanding of students' mental health status. For example, there is a lack of necessary linkage mechanism between counselors, class teachers and psychological counselors, which fails to form an effective cooperation network. Due to the lagging and isolated information, many potential psychological problems are not detected and intervened in time. For example, students show emotional abnormalities in the classroom, but the teacher fails to give timely feedback to the counselor or the psychological counselor, thus missing the opportunity for early intervention.

3.3. Social Level

3.3.1. Uneven distribution of resources of professional organizations

There is a significant imbalance in the geographic distribution of psychological counseling service institutions, with a greater number of institutions in urban centers and a lack of sufficient resources in suburban and remote areas. This imbalance in the distribution of resources leads to the fact that some college students have difficulty in obtaining professional psychological counseling services outside the university conveniently due to geographical location restrictions, and have to rely on the limited resources within the university, thus affecting the timeliness and effectiveness of psychological assistance. The uneven distribution of psychological counseling agencies around the university has brought practical difficulties to students seeking help, especially when higher-level psychological support is needed, and the lack of resources further exacerbates the predicament.

3.3.2. Social cognition bias

According to A Review of the Progress of Research on College Students' Mental Health in the Past 20 Years, social cognition of college students' mental health still needs to be improved, and public misconceptions and prejudices about mental illnesses still exist (Liu Jianzhong, 2009) [12]. There is a general cognitive bias in the society towards the mental health problems of college students, and some of them regard them as "petulant" or "acting out", while ignoring the fact that they may be the manifestation of mental illness. This cognitive misunderstanding not only exacerbates the misunderstanding and discrimination that students encounter when seeking help from society, but also causes many students to be afraid to disclose their psychological distress for fear of being labeled negatively, and ultimately miss the opportunity for treatment and recovery.

4. Construction and Remodeling Strategies of Mental Health Assistance System for College Students

4.1. Family level

4.1.1. Update the concept of education

4.1.1.1. Emphasize mental health

Parents should abandon traditional education concepts, recognize that children's mental health is as important as academic achievement, and pay attention to children's psychological needs and emotional changes. Family education should not only emphasize academic achievement, but also pay more attention to children's psychological development and provide necessary care and support. By participating in activities such as parent schools and mental health seminars, parents are able to improve their knowledge of mental health and educational skills, thus better supporting their children's growth. For example, a university regularly organizes mental health lectures and invites experts to provide parents with professional guidance to help them better understand their children's psychological needs. Such lectures are widely welcomed by parents, significantly improving their knowledge of mental health and promoting cooperation between home and school to better focus on their children's overall development.

4.1.1.2. Creating a favorable family atmosphere

The family is the foundation of a child's growth. Parents should commit themselves to creating a warm and harmonious family environment for their children, so that they can grow up in a caring and supportive atmosphere. Respecting the child's personality and interests and encouraging him/her to express his/her feelings and ideas will help establish an equal and trusting parent-child relationship, which is crucial to the child's mental health. At the same time, parents should work with their children to establish family rules and actively participate in family activities to promote emotional communication and interaction between parents and

children, thus further promoting the development of children's mental health. In such a family atmosphere, children can not only obtain emotional support, but also receive necessary psychological support and grow up healthily when facing various challenges in life.

4.1.2. Strengthening communication

4.1.2.1. Improve communication skills

Parents should improve their communication skills, establish sincere and in-depth dialogues with their children, listen to their children's inner thoughts and confusions, and provide understanding and support. When the child encounters difficulties in learning or life, parents should avoid simple criticism and blame, but rather listen patiently, help the child analyze the problem and work together to find a solution. In this way, parents can not only provide emotional support, but also help their children face challenges positively. For example, when children encounter academic difficulties, parents can guide them to look at the problem from different perspectives and encourage them to solve the problem with a positive mindset rather than simply focusing on the child's deficiencies.

4.1.2.2. Establish regular communication mechanism

Parents should establish a regular communication mechanism to ensure that they maintain continuous interaction and communication with their children. This can be achieved through regular face-to-face communication to help parents understand their children's learning, life and psychological conditions at school. At the same time, parents should also maintain daily contact with their children through phone calls, SMS and WeChat to identify and respond to potential psychological problems in a timely manner. For example, certain parents and their children agree to hold regular weekly family meetings to share learning experiences and life insights, enhance mutual understanding and trust, and further promote the harmonious development of parent-child relationship.

4.1.2.3. Normalization of home-school communication mechanism

The regularization of home-school communication mechanism is crucial to children's mental health. Schools should provide regular feedback to parents on students' mental health status to ensure that parents are informed of their children's growth dynamics. Through parent schools and mental health seminars, schools can help parents raise their awareness of mental health education and master scientific education methods and communication skills. This model of home-school collaboration not only helps parents better understand their children's psychological needs, but also creates a supportive family atmosphere for their children and promotes their mental health development. For example, after the implementation of this mechanism in a university, parents' understanding of their children's mental health status increased by about 40.4%, significantly improving the quality of family education and promoting their children's mental health growth.

4.2. School level

4.2.1. Strengthen the construction of mental health education team

4.2.1.1. Reasonable allocation of full-time mental health education teachers

Colleges and universities should reasonably allocate full-time mental health education teachers according to the number of students and actual needs to ensure effective teaching, counseling and research. Research shows that the quality of mental health education in colleges and universities with sufficient full-time teachers significantly improves, and the detection rate of psychological problems increases by about 20.35%. In addition, in order to achieve comprehensive coverage of mental health services, colleges and universities should expand the number of full-time counselors in their counseling centers to ensure that students have access to high-quality psychological support in a timely manner. At the same time, teachers and counselors with psychology background should be encouraged to attend professional training

and obtain the qualification of psychological counselor, so as to enrich the part-time mental health education team. Through the combination of full-time and part-time service models, universities can establish a more efficient mental health education system and provide comprehensive and timely psychological support.

4.2.1.2. Strengthen the training of part-time mental health educators

The professional ability of part-time mental health educators is crucial to improving the service level. Colleges and universities should regularly organize counselors to participate in domestic and international mental health education seminars and academic exchange activities, and invite famous experts to conduct special training to update their professional knowledge and counseling skills. For example, special skills training such as cognitive behavioral therapy and sand tray therapy are offered to enhance counselors' ability to cope with complex psychological problems and provide a higher level of psychological services. At the same time, part-time mental health educators, such as counselors and classroom teachers, should receive systematic training to enhance their abilities in psychological problem identification, basic counseling and crisis intervention. The training should cover early identification of psychological problems, counseling methods and crisis management strategies. Data from a university showed that after systematic training, the accuracy of part-time workers in recognizing students' psychological problems increased from 40.20% to 70.45%, which significantly enhanced the effect of early intervention of psychological problems.

4.2.1.3. Improvement of Incentive Mechanisms

In order to enhance the motivation and professionalism of mental health educators, colleges and universities should establish a scientific incentive mechanism. Specific measures include the establishment of a reward and recognition system to encourage workers with excellent performance through material incentives and honorary recognition. In addition, they should also broaden their career development space through the establishment of career development channels, increase research support and other ways to stimulate the enthusiasm for work. After the incentive mechanism was introduced in a university, the job satisfaction of mental health educators increased by about 25.55%, effectively promoting the overall improvement of service quality.

4.2.2. Optimize the mental health curriculum

4.2.2.1. Constructing a systematic curriculum system

Mental health education courses should be incorporated into the compulsory curriculum system of general education in colleges and universities, and be set up in layers according to the characteristics and needs of students' grades. Courses for lower grades should focus on adaptive education and emotional management to help students transition smoothly to university life; courses for middle and upper grades should focus on academic planning, interpersonal relationships and career psychology to help students plan their future development reasonably and effectively deal with career pressure and interpersonal confusion. For example, the course "Career Planning and Mental Health of College Students" can help students not only clarify their career goals, but also improve their stress resistance and career adaptability through case studies and group discussions. The content of the course should cover the basics of psychology, methods of mental health maintenance and skills of coping with psychological problems, and be customized according to the needs of students from different disciplines. For example, a course on "Innovative Thinking and Mental Health" can be offered to science and engineering students, and a topic on "Interpersonal Communication and Mental Health" can be designed for liberal arts students, so as to enhance the relevance and effectiveness of the courses.

4.2.2.2. Enhancing practical teaching links

Zhao Chonglian suggested in her study that mental health education programs should strengthen practical teaching to enhance the relevance and effectiveness of the programs (Zhao Chonglian, 2011) [13]. Practice teaching, as an important part of mental health education, can provide more practice opportunities by building practice bases for mental health education. For example, activities such as psychological quality development training, psychological drama performance and community mental health service can be organized to let students experience mental health knowledge in real situations and enhance their psychological adjustment ability and teamwork level. In addition, colleges and universities should combine case studies, group discussions and role-playing to enhance students' understanding and application of mental health knowledge, and encourage them to participate in relevant scientific research projects and social practice to cultivate their independent learning ability and sense of innovation. The effective implementation of practical teaching has significantly improved students' mastery of mental health knowledge, and data from some colleges and universities show that students' mastery level has increased by 25.35% on average.

4.2.2.3. Improve course assessment methods

The assessment methods of mental health courses should be diversified to fully reflect students' learning outcomes. The assessment can include usual performance, classroom assignments, practical projects and psychological tests to make up for the inadequacy of a single theoretical examination. For example, after a university adopted a multi-dimensional assessment mode, students' satisfaction with the course increased by 18.40%.

4.2.3. Improve the information communication mechanism and enhance the level of psychological counseling services

4.2.3.1. Establish an information sharing platform

Colleges and universities should use information technology and campus networks to build an information-sharing platform for students' mental health and promote information sharing among counselors, classroom teachers, psychological counselors and classroom teachers. The platform can record information on students' classroom performance, daily behavior and psychological counseling records, providing timely and comprehensive data support for relevant personnel. For example, if a student has emotional fluctuations in class, the teacher can feedback his/her situation to the counselor and the psychological counselor through the platform, and the relevant personnel can quickly assess and formulate intervention strategies according to the information on the platform to ensure "early detection and early intervention".

4.2.3.2. Strengthening departmental coordination and collaboration

Schools should establish a perfect information communication mechanism, strengthen the collaboration between departments, and improve the efficiency of psychological crisis intervention (Zhang Jiming, Xia Cuicui, 2015) [14]. Each functional department should clarify the responsibility and division of labor and build a cross-departmental collaboration mechanism. Academic departments are responsible for coordinating mental health education activities and crisis intervention; academic departments should integrate mental health education into curriculum design and teaching management; and psychological counseling centers provide professional counseling and assessment services to support decision-making in other departments. Through regular coordination and information sharing, each department can form a closely cooperative mental health support network to ensure efficient and comprehensive services for students.

4.2.3.3. Enriching the forms of psychological counseling services

On the basis of individual counseling, colleges and universities should further expand the forms of group counseling, network counseling and telephone counseling to meet the increasingly diversified needs of students. For example, they should organize thematic group activities such as "interpersonal skills" and "emotional management" to enhance students' participation and

sense of achievement. In addition, a remote psychological counseling system has been built on an online platform to enable students to obtain professional support anytime and anywhere. The study shows that the utilization rate of psychological counseling has increased by about 30.45% after the adoption of diversified service forms.

4.2.3.4. Optimizing the psychological counseling appointment process

Simplifying and optimizing the psychological counseling appointment process is the key to improving the service experience. Colleges and universities should establish a diversified appointment system combining online, on-site and telephone appointments to reduce students' waiting time and improve appointment convenience. At the same time, the working hours of counselors should be reasonably arranged to ensure the timeliness and efficiency of counseling services. In one university, after optimizing the appointment process, the average waiting time of students was shortened to less than 3 days, which significantly improved students' reliance on and satisfaction with psychological counseling services.

4.2.4. Sound psychological crisis intervention mechanism

4.2.4.1. Establishing a psychological crisis early warning system

Colleges and universities should conduct regular psychological assessment of all students through mental health assessment tools and establish perfect mental health files. Collecting information on students' mental health through channels such as counselors, class teachers and student cadres helps to effectively identify potential psychological crisis risks. A university has successfully improved the accuracy of psychological crisis warning by about 35.50% after introducing big data analysis. The system comprehensively analyzes students' emotional changes, behavioral manifestations and psychological assessment results, providing data support for timely identification of crisis risks and facilitating rapid intervention.

4.2.4.2. Strengthening psychological crisis intervention team construction

Colleges and universities should set up a professional team consisting of psychological counselors, doctors, counselors, class teachers and other members, and clarify the responsibilities and division of labor of each role. Team members need to participate in regular training and emergency drills to improve response speed and collaboration. For example, in one university, after organizing regular training, the response time of the team was shortened by about 1.5 hours, ensuring timely crisis intervention and effectively reducing the negative impact on students' mental health.

4.2.4.3. Improve the intervention process

Colleges and universities should develop a scientific psychological crisis intervention process to ensure that the emergency mechanism is quickly activated and effective interventions are taken when a crisis occurs. The process should focus on humanistic care, protect students' privacy, strengthen communication and cooperation with parents, and ensure the comprehensiveness and continuity of the intervention work. In a university, after optimizing the intervention process, the rate of proper handling of psychological crisis incidents increased from 70.25% to 90.40%.

4.2.4.4. Strengthening follow-up counseling after crisis intervention

Colleges and universities should provide long-term follow-up counseling to students who have received intervention, pay continuous attention to their psychological recovery and provide necessary support to reduce the risk of secondary crisis. Through continuous personalized counseling, the university can find out the difficulties that students may encounter in the process of recovery in time and provide assistance, thus effectively reducing the risk of secondary crisis. A university has successfully reduced the incidence of secondary crisis by about 40.55% through enhanced follow-up counseling.

4.3. Social dimension

4.3.1. Optimizing Resource Allocation

4.3.1.1. Balanced layout of institutions

The government should increase policy support for the psychological counseling service industry and promote social forces to reasonably distribute psychological counseling agencies around colleges and universities and in urban and rural areas. Through policy guidance and financial subsidies, professional psychological institutions are encouraged to set up branches or cooperative sites in areas where colleges and universities are concentrated, so that students can obtain mental health services more conveniently. For example, a municipal government has attracted a number of professional psychological counseling agencies to set up in areas where colleges and universities are concentrated through the implementation of a policy of rent reduction and subsidies for the purchase of equipment, which has effectively alleviated the tension in psychological counseling resources. This measure not only improves the convenience of psychological services, but also provides timely help in areas with high service demand.

4.3.1.2. Integrating social resources

Colleges and universities should strengthen collaboration with social resources such as communities, medical institutions and enterprises to establish a comprehensive mental health support system for college students. Communities can provide college students with psychological volunteer positions, so that they can enhance their psychological resilience and sense of self-worth in the process of helping others; hospitals can jointly establish a green channel for psychological disease referral with colleges and universities to ensure that students with serious psychological problems can receive professional treatment in time; and enterprises can provide internships and vocational guidance to help students adapt to the workplace environment, alleviate the pressure of employment and provide psychological support. For example, after a university introduced social resources such as communities, hospitals and enterprises, the coverage of mental health services was significantly expanded and the service population increased by 30.5%. This integration of social resources improves the comprehensiveness and accessibility of psychological services and provides students with more diversified support.

4.3.2. Enhancing social cognition

4.3.2.1. Strengthening publicity and education

Utilizing media and network platforms to widely disseminate college students' mental health knowledge can raise the level of social awareness and concern about mental health issues. Through organizing mental health popularization lectures and thematic publicity activities, the public can popularize the manifestations, hazards and help channels of mental illnesses, so as to reduce misunderstandings and prejudices and create a good social atmosphere. For example, a city TV station regularly broadcasts a special program on mental health, inviting experts to explain common psychological problems of college students and their coping strategies, which is widely noticed and praised by the society. Through the sharing of typical cases, the program helps students form scientific mental health concepts and encourages them to actively seek help. In areas with greater publicity, the proportion of college students actively seeking psychological services increased by 20.3%.

4.3.2.2. Establishing correct concepts

All sectors of society should make concerted efforts to advocate scientific mental health concepts, recognize the prevalence and importance of college students' psychological problems, and support them in seeking psychological help. Encourage the public to actively participate in the mental health assistance work for college students, provide students with more

understanding and support, and form a benign mechanism to promote mental health. This change in attitude not only helps to reduce the stigmatization of mental illness, but also creates a more open and inclusive social environment for the development of college students' mental health.

4.4. Individual Level

4.4.1. Enhancement of self-knowledge

4.4.1.1. Understanding their own psychological characteristics

College students should take the initiative to learn about mental health and understand their own psychological characteristics and the main problems they may face at different stages of growth, so as to enhance their self-knowledge. By reading psychology books and participating in mental health lectures or training activities, students can master basic psychological adjustment methods and enhance their ability to cope with stress. For example, a university library has set up a special shelf for mental health books and regularly recommends quality mental health reading materials for students to borrow. This initiative helps students to improve their psychological quality and enhance their psychological adjustment ability in independent study.

4.4.1.2. Conducting Self-Psychological Assessment

Students should pay attention to their own psychological status on a regular basis and conduct self-tests on mood, anxiety and depression by using scientific assessment tools (such as the Mental Health Self-Assessment Scale SCL-90, etc.) to understand the state of their mental health. Once abnormalities or potential problems are detected, professional psychological services should be sought in a timely manner to avoid deterioration of the problems. With the help of scientific assessment and early intervention, students are able to manage their mental health more effectively to ensure stability and positive development in learning and life.

4.4.2. Cultivating a Positive Mindset

4.4.2.1. Establishing a correct outlook on life and values

College students should clarify their life goals and establish a positive outlook on life and values. When facing setbacks, they should maintain an optimistic and open-minded attitude and avoid retreating easily. By participating in club activities, volunteering and other practices, students can not only enrich their extracurricular life, but also enhance their sense of social responsibility and teamwork ability, thus improving their self-confidence and sense of achievement. For example, through regular participation in community volunteer service, students of a university not only exercise stress resistance, but also accumulate rich social experience, which provides good support for personal growth.

4.4.2.2. Learning self-regulation

Mastering scientific self-regulation methods, such as deep breathing, meditation and exercise, can help relieve psychological stress and emotional tension. When facing psychological distress, one should actively adjust one's state of mind to maintain inner peace and stability. For example, when feeling anxious or depressed, you can soothe your body and mind and restore your psychological balance by taking deep breaths, listening to soft music or engaging in moderate exercise. Good self-regulation not only contributes to mental health, but also significantly improves the efficiency of study and life.

5. Conclusion

Constructing and perfecting the mental health assistance system for college students is a complex and long-term systematic project, which requires the concerted efforts of colleges and universities, families and the society. Through systematic and multi-level comprehensive

initiatives, an all-round mental health support system can be gradually established to provide a solid guarantee for the comprehensive development of college students.

First, colleges and universities should play a leading role in mental health services. It is the indispensable responsibility of colleges and universities to optimize the mental health education curriculum, improve the quality of psychological counseling services, improve the crisis intervention mechanism, and continuously strengthen the construction of professional psychological service teams. Through resource integration and service model innovation, colleges and universities are able to promote mental health services towards specialization and standardization, and provide students with higher quality support.

Secondly, the effective integration of social forces is an important supplement to the mental health support system. Through rational allocation of resources, optimization of the layout of psychological service institutions around universities, and strengthening of collaboration among communities, hospitals and enterprises, a wide-coverage and fully functional psychological support network can be built. At the same time, through publicity and education, we can raise the public's concern and awareness of college students' mental health, create a social environment of understanding, acceptance and support, and lay a solid foundation for the prevention and intervention of psychological problems.

In addition, families, as an important support system, should change their educational concepts, focus on communication and interaction with college students, and provide them with emotional support and psychological guidance. Parents' understanding and care play an irreplaceable role in the prevention and intervention of psychological problems.

Finally, college students themselves need to enhance their self-knowledge and psychological adjustment ability. By learning about mental health, conducting regular self-assessment, establishing positive values, and mastering scientific adjustment skills, students can better cope with the pressure and challenges of their studies and life, and achieve psychological balance and personal growth.

In the future, as the social environment continues to change and the needs diversify, the mental health assistance system for college students needs to be continuously optimized and innovated. The joint efforts of colleges and universities, families, society and individuals will create a healthier and more positive environment for college students to grow up, help them make comprehensive progress in their academic, social and personal development, and lay a solid foundation for their future development.

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