

Research on the Main Approaches and Modes of Mental Health Education for College Students

Aijun Zhao*

School of Computer and Network Security, Mianyang Teachers' College, Mianyang 621000, Sichuan, China

*Author to whom correspondence should be addressed.

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Abstract: Mental health education for college students is a key link in promoting their all-around development and implementing the fundamental task of fostering virtue through education. This paper systematically explores its implementation approaches and working modes, including the implementation paths with curriculum teaching as the main channel and campus cultural activities as the infiltration approach, as well as the preventive and developmental mode for all students and the intervention and therapeutic mode for students with psychological distress. The research further analyzes the construction of the support system from the aspects of organizational teams, working mechanisms and condition guarantees, dissects the main problems faced by the current work, looks forward to the development trend of generalization, professionalization and informatization, and puts forward corresponding countermeasures and suggestions, aiming to provide a reference for constructing a scientific and systematic mental health education system.

Keywords: College students; Mental health education; Approaches; Modes; Support system

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1. Introduction

With the popularization of higher education in China, increasing attention has been paid to the mental health of college students. In the current social environment, college students are under considerable psychological pressure. The level of their psychological quality not only affects their own healthy development, but also the harmonious development of society. Excellent psychological quality is the foundation for college students to grow into talented individuals, so strengthening mental health education has become an essential measure for colleges and universities to fulfill the fundamental task of fostering virtue through education. At present, the mental health education work in colleges and universities has gradually transformed from the initial handling of individual cases to a systematic form of educational services, with its connotation continuously enriched and its scope expanded^[1]. In-depth exploration of the feasible methods and scientific modes of mental health education, and the establishment of a complete operating mechanism, are of crucial theoretical and practical value for optimizing the actual effect of psychological education and cultivating new young people of the era who shoulder

the responsibility of national rejuvenation. This paper attempts to comprehensively elaborate on the approaches, modes, support systems and development status of mental health education for college students, thus forming a relatively comprehensive cognitive framework for this operating mechanism.

2. Approaches to mental health education for college students

2.1. The main channel of classroom teaching

Classroom teaching is the most direct and systematic approach to mental health education for college students. Offering compulsory or optional courses on mental health education can popularize basic knowledge of mental health among students, teach them psychological adjustment skills, and strengthen their awareness of psychological health care. The course content should cover self-cognition, emotional control, stress coping, interpersonal communication, career planning and other aspects, emphasizing the integration of knowledge, experience and practicality. Classroom teaching is conducive to achieving the goal of covering all students in mental health education and ensuring the standardization and scientificity of education. Teachers should continuously improve teaching methods, adopt interactive discussion, situational simulation and other forms to arouse students' learning interest, optimize teaching effects, and make this course a key platform for students to obtain psychological support and promote psychological development.

2.2. Infiltration through campus cultural activities

Campus cultural activities are a key infiltration channel for mental health education, featuring diverse forms and subtle influence. Holding activities such as mental health lectures, group counseling, psychological drama performances, knowledge competitions and theme tea parties can integrate mental health education into students' daily campus life^[2]. These activities are closely linked to students' actual situation, combining education with entertainment, and are easy to form a positive campus psychological and cultural atmosphere of mutual help and care. The infiltration effect of campus culture can effectively make up for the deficiencies of classroom teaching, meet students' individualized and experiential spiritual development needs, and help students to gain insights through participation and make progress through experience. Schools should consciously integrate mental health education elements into various cultural, sports, artistic and social practice activities to achieve the deep integration of mental health education and campus culture construction.

3. Common modes of mental health education for college students

3.1. Preventive and developmental mode

The preventive and developmental mode is targeted at all students, focusing on promoting the improvement of psychological quality and the exploration of potential. This mode values the concept of "preventing disease before it occurs", and strives to strengthen students' psychological resilience and prevent the emergence of psychological problems through universal education, developmental counseling and the cultivation of good psychological qualities. Its work scope includes freshmen adaptation education, stress adjustment training, self-confidence building, leadership development, and other aspects^[3]. The preventive and developmental mode reflects the forward-looking and inclusive nature of mental health education, and is the foundation and core part of mental health education work in colleges and universities. It focuses on the common needs and growth tasks of most students, and strives to create a good psychological development atmosphere, thus building a solid

psychological foundation for students to successfully complete their studies and achieve personal development.

3.2. Intervention and therapeutic mode

The intervention and therapeutic mode mainly targets students with psychological distress or problems, providing them with professional psychological support and crisis response services. This mode includes core work tasks such as psychological counseling, psychological assessment, crisis intervention and referral, diagnosis and treatment, which are implemented in accordance with professional, standardized and ethical norms. It is necessary to establish a rapid response working system and arrange special personnel to provide specialized services such as individual interviews and group training for students in urgent need of help, and to implement timely and effective intervention measures for psychological crisis events. The intervention and therapeutic mode is an indispensable protective barrier in the mental health education system, and is crucial for safeguarding students' mental health and defending campus order. This mode should establish a smooth referral and cooperation channel with off-campus professional psychiatric medical institutions, so as to form a coordinated working system inside and outside the campus.

4. The support system for the implementation of approaches and modes

4.1. Organizational and team construction

A sound organizational structure and a professional teaching team are the key guarantees for carrying out mental health education. Colleges and universities should set up a school-level leading body for mental health education work to comprehensively plan the relevant work of the whole school, and also set up a special mental health education center or counseling center as the executive department^[4]. In terms of team construction, it is necessary to build a working team with full-time mental health education teachers as the core, counselors, head teachers and professional course teachers participating extensively, and student psychological committee members as the foundation. Strengthening the systematic training and professional guidance for full-time and part-time teachers, and improving their theoretical level and operational skills, are the key to ensuring the professional standard of the work. It is also necessary to clarify the responsibilities of various personnel in mental health education work, so as to generate a strong joint force for collaborative education.

4.2. Working mechanisms and processes

Scientific and standardized working mechanisms and clear working processes are crucial for the orderly development of mental health education work. Colleges and universities should form a complete operating mechanism for mental health education and teaching, a psychological counseling service mechanism, a psychological crisis prevention and intervention mechanism, a referral mechanism for students with psychological problems, and a home-school contact mechanism^[5]. These mechanisms should cover the entire process from preventive education, screening and evaluation, counseling services, to crisis intervention and follow-up. Establishing standard working processes, such as counseling appointment processes, crisis handling processes, and information reporting processes, is conducive to improving work efficiency, providing a basis for standardized operation in dealing with complex situations, and realizing the systematization and precision of the work.

4.3. Working conditions and guarantees

The sustainable development of mental health education work is inseparable from the material foundation,

namely, the necessary conditions. Schools should provide strong support in terms of funding investment, venue facilities, and resource allocation. Special funds for mental health education should be set up and guaranteed to increase year by year with the development of the cause. It is also necessary to build well-equipped and harmonious activity spaces such as individual counseling rooms, group counseling rooms, and psychological assessment rooms, and configure necessary psychological assessment software, books and materials, and professional equipment^[6]. Moreover, policy and institutional guarantees should be provided by incorporating mental health education work into the school's overall development plan and talent training plan, clarifying its status and relevant requirements, so as to create a good policy environment suitable for further promoting this work.

5. Challenges and development trends

5.1. Main existing problems

At present, the mental health education work for college students is facing many difficulties and problems. The attention paid to this work by some colleges and universities needs to be improved, with either cognitive deviations or insufficient resource investment. The professional level of the working team is unbalanced, the number of full-time teachers is insufficient, and the lack of systematic professional training is a common phenomenon. The coverage and depth of preventive education need to be further expanded, and the working forms are occasionally passive^[7]. In addition, the mechanism of collaborative education among schools, families, and society is not perfect, and the ability to judge and solve the emerging psychological problems of students in the network environment also needs to be further improved. These situations restrict the maximization of the overall effectiveness of psychological education.

5.2. Future development trends

Mental health education for college students is developing in a positive direction. Its work philosophy will shift from problem-oriented to more development-oriented and positive psychology-oriented, with greater emphasis on cultivating students' good psychological qualities. The working mode will attach more importance to prevention first and the combination of prevention and treatment, moving towards the direction of generalization, full participation and all-round coverage^[8,9]. Educational approaches will become more diverse, and the integration with ideological and political education, professional education and management services will be deeper. Technological application will become an important driving factor, and big data screening, online counseling, AI-assisted tools and other technologies will optimize the accuracy and accessibility of the work. The construction of professionalization and standardization will continue to advance, and the multi-party collaborative support service system inside and outside the campus will become increasingly perfect.

5.3. Countermeasures and suggestions for improvement

To meet the challenges and grasp the trends, it is necessary to comprehensively improve the work. First of all, colleges and universities should truly recognize the strategic significance of mental health education, do a good job in top-level planning, improve the leadership structure, increase resource investment, strictly implement the teacher allocation standards, and form a systematic professional training and supervision system. Promote the reform of education and teaching, update the forms of classroom teaching and practical activities to make them more attractive and practical. Vigorously build a four-level early warning and prevention and control system of

“school - department - class - dormitory” and a joint mechanism of “school-hospital cooperation” and “home-school collaboration”. Actively promote the informatization and intellectualization of the work, and use scientific and technological means to optimize work efficiency. Through unremitting efforts, a scientific, systematic, efficient and well-supported mental health education system for college students should be formed.

6. Conclusion

Mental health education for college students is a systematic project related to their healthy growth and the quality of talent training. Classroom teaching and campus culture are its main implementation carriers; the preventive and developmental mode and the intervention and therapeutic mode form a complementary working structure, and a stable support system is the foundation for all these to operate effectively. Facing the challenges and opportunities brought by the new situation, colleges and universities should hold a scientific concept, integrate multi-party resources, innovate working methods, and continuously improve paths, modify modes and perfect the system^[10]. Only in this way can we truly improve the quality and level of psychological education work, better support the all-round development and healthy growth of college students, and thus contribute wisdom and strength to cultivating healthy and high-quality socialist builders and successors.

Disclosure statement

The author declares no conflict of interest.

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