

# Innovation and Practice of Psychological Health Education for Applied College Students from the Perspective of “Three Comprehensive Education”

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**Abstract:** Promote science popularization, improve parents, teachers and all sectors of society’s awareness and emphasis on students’ mental health, create a good social atmosphere of “Everyone pays attention to psychology health”, based on the school running process and training positioning of local application-oriented universities, combined with the source of students of our university and the actual work of the mental health guidance center, summarize and analyze the difficulties and countermeasures of current mental health education, and carry out the exploration and practice of the construction of our school’s “Three Comprehensive Education” mental health education mechanism from the aspects of system construction, system guarantee, team construction, teaching reform, activity innovation, home school interaction, digital empowerment, so as to cultivate talents for the new era of Chinese path to modernization construction and provide mental health for similar universities while educating people and provide experience for reference.

**Keywords:** Psychological health education; Three Comprehensive Education; Crisis intervention; The New Era

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## 1. Introduction

On May 18, 2018, the General Office of the Ministry of Education issued a notice on carrying out the pilot work of the comprehensive reform of “Three comprehensive education”, requiring all regions and universities to comprehensively coordinate educational resources and forces in various fields, links, and aspects, promote the organic combination of knowledge transmission, ability cultivation, and education of ideals, beliefs, values, and moral concepts, so that the ideological and political work system can be integrated into the disciplinary system, teaching system, textbook system, and management system, and effectively transform our characteristics and advantages into the ability to cultivate socialist builders and successors <sup>[1]</sup>. On July 7, 2021, the General Office of the Ministry of Education issued a notice on strengthening the management of students’ mental health, which clearly stated that in order to focus on improving students’ mental health literacy, it is necessary to strengthen source management, comprehensively enhance students’ mental health literacy; strengthen process management, improve early detection ability and daily counseling and counseling level; strengthen

result management, improve the intervention and handling ability of psychological crisis events; strengthen guarantee management, and increase comprehensive support<sup>[2]</sup>. On February 21, 2024, the first plenary session of the National Student Mental Health Work Advisory Committee was held in Beijing. The meeting clearly stated that it is necessary to gather the joint efforts of multiple departments and systems to govern jointly, and families, schools, and medical societies should work together to safeguard mental health. This is to enhance the awareness and importance of parents, teachers, and all sectors of society towards the mental health of students, and create a good social atmosphere where “Everyone pays attention to psychology health”<sup>[3]</sup>.

As a full-time teacher at the local application-oriented college student mental health guidance center, ways to clarify and improve methods in busy work such as education and teaching, psychological counseling, and crisis intervention, comprehensively enhance the mental health literacy of the college students, help them establish the correct life values and make positive contributions to ideological and political education, youth health development, campus safety and stability, and student career planning is a current issue that needs to be seriously considered, and it is also the starting point for innovation and practice of mental health education<sup>[4]</sup>.

On the one hand, college teachers should continuously strengthen policy learning and pay attention to social needs. Currently, the country is vigorously promoting the construction of a strong country, which not only requires applied talents with outstanding innovative and practical abilities but also high-quality talents with both moral integrity and physical and mental health. Strengthening policy learning can provide new ideas and institutional guarantees for talent cultivation and teaching innovation. On the other hand, based on the educational level and student characteristics of the school, teachers need to construct an education and teaching mechanism suitable for the students and carry out targeted “Three Comprehensive Education” mental health education work to effectively improve the mental health literacy of our school students and their ability to intervene in crisis events<sup>[5-8]</sup>.

## **2. The common psychological characteristics of students**

As an independent college in the original enrollment batch of three universities, the school’s students have their own typical growth experiences and common psychological characteristics compared to other types of universities. The main manifestations are that they pay more attention to their own feelings and have strong self-awareness but lack decision-making and autonomy in learning and life. Besides, the students have strong self-esteem but insufficient self-discipline, lack good study habits and self-restraint, as well as having strong competitiveness but weak resistance to setbacks, lack sufficient resilience and are prone to self-abandonment. Therefore, a lack of self-awareness, interpersonal difficulties, and academic confusion are the most concentrated aspects of psychological confusion among college students, and psychological abnormalities caused by academic confusion are more frequent and common, often leading to employment psychological confusion<sup>[9]</sup>.

## **3. The dilemma and countermeasures of mental health education**

### **3.1. The current difficulties faced by school’s mental health education**

#### **3.1.1. The student population base is large and the situation is complex**

Our school has more than 10,600 undergraduate and vocational students distributed in the main campus and Jiangnan campuses, including students from different batches and levels. Some majors are also managed by relevant secondary colleges in the parent school, making management difficult. According to the summary of research literature and the practical experience of psychological counseling for college students, it is found that the main causes of psychological problems among college students are the growth experience of their original

family, the extension of problems during primary and secondary school periods and poor adaptation to the initial enrollment environment. The economic situation and growth environment of college students vary greatly, and their past medical history in primary and secondary schools is hidden. Moreover, the current complex source of students with separated campuses, a large student base, and diverse enrollment levels has brought many obstacles to the school's mental health education and crisis intervention work.

### **3.1.2. Serious shortage of full-time psychological teachers**

Our university's College Student Mental Health Center currently has 2 full-time teachers and 10 part-time social teachers. Due to the extremely limited time and energy of part-time teachers in the center, the daily work of full-time teachers mainly includes teaching the general course of "College Student Mental Health and Safety Education", psychological testing and tracking screening for new students, daily individual counseling and group counseling, psychological crisis intervention, organization and planning of mental health campus activities, training of counselors and student psychological safety committee members, special academic lectures, teaching and scientific research, and guidance from psychological associations. Faced with the above-mentioned heavy administrative work, it is difficult to effectively carry out continuous and in-depth psychological interviews, teaching research, and scientific research due to time and energy limitations. Over time, this is not conducive to improving the quality and efficiency of mental health education and psychological counseling work for college students in our school.

### **3.1.3. The equipment and venue conditions of the psychological center need to be improved**

The College Student Mental Health Guidance Center currently includes functional spaces such as individual counseling rooms, group counseling rooms and psychological assessment rooms, which can carry out basic daily counseling, group counseling, and research office work needs. However, due to the large number of students and the large number of daily follow-up interviews, individual counseling, and group counseling appointments, the current venue cannot fully meet the psychological health education and counseling needs of our students in terms of quantity, area, and function. On the other hand, the existing consulting and teaching auxiliary equipment in the center is relatively too basic and rudimentary. Apart from basic office and consulting furniture, there is a shortage of auxiliary treatment and teaching equipment, and it is extremely weak in digital and information construction, which is not conducive to current education and teaching, psychological counseling, crisis intervention, and scientific research work.

### **3.1.4. A practical and effective mechanism for psychological education and sustainable joint prevention and control for all staff has not yet been established**

Currently, the mental health education, counseling, and crisis intervention work for college students in our school is mainly completed by full-time and part-time teachers and counselors from the Mental Health Guidance Center. Although these two types of workers have strong professionalism and rich work experience, due to the repetitive learning and daily routine characteristics of college students who attend classes in the classroom during the day and live in the dormitory at night, the breadth and duration of daily contact with students are very limited. Real-time attention to their physical and mental state and psychological crisis intervention is often passive, often in a "lagging" manner, that is, they start solving problems after discovering them. However, full-time teachers, dormitory administrators, roommates, and parents who spend more time with students are unable to effectively form a comprehensive psychological education and joint prevention and control mechanism due to a lack of professional mental health knowledge and crisis intervention ability. Over time, this has created constraints on the physical and mental growth of students, campus safety and stability and

the personal development of teachers.

### **3.2. Strategies for improving the effectiveness of mental health education in our school**

- (1) As we develop and construct the school, we plan to attract talent to join as full-time and part-time psychological teachers, increase cooperation with professional hospitals, psychological clinics, and social institutions, and strengthen the construction of the school's psychological health education teaching staff.
- (2) Seize the opportunity for school transformation and deepening teaching reform, integrate internal and external team resources based on the actual situation of our university students and the foundation of psychological health education achievements, deepen reforms in teaching modes, teaching content, teaching standards, assessment methods and continuously enrich and innovate the second classroom activities of psychological health themes, encourage teachers and students to go out of the classroom and campus, strengthen practical education and social services.
- (3) Improve on digital construction of venues and equipment and enhance the effectiveness of psychological testing, psychological counseling, and educational publicity. Colleges can add multimedia equipment for teaching, publicity and promotion, audio equipment and music relaxation chairs for relaxing body and mind, bio-physiological feedback training system for understanding and monitoring body and mind status, psychological evaluation software upgrade and optimization of mental health information management platform for improving the efficiency of psychological survey and psychological crisis intervention, official account, videos, small programs, applications development and construction for home-school communication and joint education.
- (4) Collaborate with social institutions to strengthen the training and guidance on mental health and crisis intervention for full-time teachers, administrative personnel, dormitory administrators, mental health commissioners, dormitory directors, and backbone members of psychological associations. Strengthen the ability of personnel in various departments and links on campus to judge psychological abnormalities and intervene in psychological crises, laying a professional ability foundation for the education of all mental health personnel and the construction of a joint prevention and control mechanism in our school.
- (5) Incorporate mental health education for college students into the construction of the school's ideological and political courses system, strengthen the institutional construction of mental health education for all, continuously strengthen the training of psychological health knowledge and crisis intervention skills for teachers and students in various departments and positions, such as counselors, full-time teachers, class teachers, administrative management personnel, logistics support personnel, assistant teachers, psychological information officers, etc., to achieve "Full participation, full participation, and full education".

## **4. Proposal and mechanism construction of the psychological health education concept of "Three Comprehensive Education"**

With the rapid development of the times and industrial transformation, the requirements and standards for high-quality talent in various industries are constantly increasing <sup>[10]</sup>. Especially for contemporary university graduates they not only require solid professional knowledge and skills but also good psychological and physical conditions. The comprehensive development of the physical and mental health of college students is not only a guarantee for their learning and life during their time in school but also a way to adapt to the needs of

job-seeking and employment in society after graduation. Therefore, it is necessary to establish a psychological health education institution for all students in our school, targeting the common psychological characteristics of college students and the actual situation of psychological health education. Relevant work systems should be established in the psychological health guidance center or student development center, with business training, work guidance, activity planning, academic exchange, and home-school communication as the main work content <sup>[11]</sup>. The school should increase the intensity and scope of online and offline training, strengthen digital construction and multi-party linkage, and gradually build a comprehensive, all-process psychological health education, crisis intervention, and consulting services for all staff, and a collaborative, diverse, and sustainable “Three Comprehensive Education” psychological health education mechanism, effectively improving the school. The effectiveness of mental health work is shown in **Table 1**.

#### **4.1. Full staff psychological education**

The daily campus learning and living habits of college students determine that they spend most of their time in classrooms, dormitories, and libraries and spend most of their winter and summer vacations in their hometowns. In addition to specific time slots for mental health general education courses and psychological counseling, they mainly face full-time teachers, dormitory administrators, roommates, administrative staff, and family members. Therefore, relying solely on dedicated psychological teachers and counselors for mental health education and psychological distress relief is far from enough. The school should greatly expand its participation in mental health education, psychological crisis intervention and psychological distress relief to build a comprehensive education system for college students’ mental health that integrates family and school, teachers and students.

#### **4.2. Comprehensive psychological education**

On the basis of the three classroom constructions of mental health education for college students in our school, the school will further improve and deepen the construction of online courses, self-media promotion, professional course linkage, dormitory promotion, home school joint education, and campus psychological theme activities. At the same time, for the digital mobile media that contemporary college students are willing to accept information, the school will create a new mode of mental health education that integrates video, pictures, text, and mini-games and combines education with pleasure to form a comprehensive education mechanism of “online and offline integration, and interaction inside and outside the classroom”, with the help of Tiktok, WeChat, applet, mobile applications, official account and other self-media platforms and human-computer interaction design.

#### **4.3. The whole process of psychological education**

From the moment students enter the school until their first entry into the workplace after graduation, corresponding psychological counseling is needed at different stages. Innovative collaborative working mechanisms among departments such as the College Student Mental Health Guidance Center, Student Development Center, and Employment Guidance Center can be established to build sustainable mental health education and counseling work both inside and outside the classroom. At the same time, targeted mental health services can be provided based on the different stages of college students.

- (1) In the lower grades, focus on conducting psychological health testing and follow-up interviews; consult on environmental adaptation and interpersonal communication confusion.
- (2) In the senior stage, focus on carrying out academic confusion counseling work; work to alleviate the pressure of the postgraduate entrance examination.
- (3) At the graduation stage, focus on carrying out humanistic care and gratitude education and cooperating

with graduates to work safely and securely; psychological counseling for employment confusion.

- (4) At the Workplace stage, focus on career planning and development consulting work and workplace adaptation and role transition strategy support.
- (5) High incidence period, continue to pay attention to the high incidence season (or time period) of psychological problems among college students, and focus on carrying out psychological monitoring, evaluation, and crisis prevention work for key target groups during the final exam period, spring and winter illness and irritability period, and the return to school period after winter and summer vacation.

Establishing a mental health record for college students, summarizing the phased work patterns of universities, and understanding the common characteristics of psychological activities among students in our school can help to fully leverage the advantages of the comprehensive education system while carrying out continuous and routine mental health education. Timely prevention of psychological crises and tracking interviews for key periods and objects can be carried out and the implementation of “whole process” education can effectively reduce the frequency of sudden safety accidents among college students, which is conducive to paying attention to and solving the actual difficulties and needs of students, truly implementing student-centered approach and laying a solid foundation for the construction of a harmonious campus.

**Table 1** Psychological health education mechanism of “Three Comprehensive Education”

Three classrooms	Full staff education	Comprehensive education	Whole process education
The first classroom	Full-time teacher at the psychological center External teachers hired by social institutions Professional course teacher after training	Curriculum reform and construction Combining online and offline Professional teaching linkage	Popularization of psychological knowledge Career planning Platform resource expansion
The second classroom	Guidance from the Mental Health Center Psychological Association Planning and Execution Wide participation of all teachers and students in the school	Extend the knowledge of the first classroom Academic exchange through school-local cooperation Activate life nerve endings	Regular campus activities Periodic thematic activities Immersion of daily life education
The third classroom	Cross-departmental joint organization Integration education of the original family Practice education and serve society	Branch innovation activities Enriching extracurricular life Make full use of holidays	Throughout the classroom and beyond Normalization of home school connectivity Sustainable psychological education
	Synergy	Diversity	Sustainability

## 5. The Effectiveness of psychological health education in “Three Comprehensive Education”

With the construction and practical exploration of the “Three Comprehensive Education” mental health education mechanism in our school, the work effectiveness in campus safety, psychological counseling, crisis intervention, curriculum teaching, campus activities, home school communication, collaborative education and other aspects has significantly improved, verifying the scientific and applicability of the “Three Comprehensive Education” mental health education mechanism.

### 5.1. Campus security effectiveness

Through daily education and collaborative education for all staff, all aspects, and the entire process, as



well as attention and prevention for key periods and populations and the work practice of early detection, intervention and referral for students with severe psychological abnormalities, the school has not experienced any safety accidents caused by psychological abnormalities in 2023. Continuously improving the investigation and accuracy of psychological testing and tracking interviews for new students, as well as actively carrying out activities such as “graduation without anxiety, we grow together” allows the alleviate of psychological confusion among graduates and “New era co-growth” theme class meetings for new students to adapt to enrollment, have become important means to reduce psychological safety hazards in schools and kindergartens effectively.

## **5.2. Psychological counseling effectiveness**

In the past three years, the number of individual counseling receptions at our school’s mental health guidance center has been increasing year by year, with an annual reception volume of up to a thousand, providing reliable professional psychological assistance for our university students. In terms of group counseling, efforts are being made to enhance the spontaneous participation of teachers and students and the effectiveness of group counseling through continuous improvement of themes and innovative forms. In addition to the professionally guided conventional group counseling models such as group discussions, group courses, and scenario simulations, the school actively leverages the vividness and auxiliary healing advantages of innovative models such as art, sports, gaming, and socializing. University has successfully launched new types of group counseling, including painting stress relief groups, mandala emotional therapy groups, music therapy groups, dream interpretation groups, hypnosis meditation mindfulness groups, depression rehabilitation treatment groups, DBT emotional awareness groups, etc., which have played a positive role in the physical and mental health and interpersonal harmony of our university students and have received widespread attention and praise from teachers and students.

## **5.3. Crisis intervention effectiveness**

At present, our school has basically established a seven-level crisis response intervention system, which includes the School Mental Health Education Work Leading Group, College Student Mental Health Education Center, Student Counselors, Student Full-time Teachers, Class Mental Safety Committee Members, Dormitory Administrators, and Dormitory Psychological Information Officers. A standardized and scientific crisis management standard process has been established, which includes psychological testing classification screening, dynamic updates of abnormal investigation, invitation and interview for psychological warning, key attention to psychological filing, and continuous tracking and follow-up feedback. A crisis intervention mechanism has been established, which includes linkage between medical schools, communication between families and schools, departmental collaboration, and resource integration. On the one hand, strengthening the connections and cooperation between internal departments, social forces, and families of origin, and on the other hand, paying high attention to the “last mile of campus psychological safety” in dormitories, balancing the breadth from horizontal to edge and the depth from vertical to bottom, has effectively improved the effectiveness of psychological crisis intervention.

## **5.4. Course teaching effectiveness**

Making full use of the annual “College Student Psychological Health and Safety Education” general course platform for all new students in the school can synchronize the construction of online resources and offline teaching reform, and enhance the attractiveness and expansion of the classroom. Online, we mainly rely on platforms such as Learning Connect and the official WeChat account to share online quality courses, mental

health courses and other resources and give full play to the advantages of online teaching that is free from time and space constraints and easy to statistical analysis, so as to do a good job in pre-class questionnaire, classroom interaction and post-class extension. The reform of offline teaching mainly starts with enriching classroom content and innovating classroom forms, sorting out and thematic course knowledge points, achieving one theme for each lesson, and extending and expanding rich and diverse in-class teaching activities on the basis of themes, fully mobilizing students' learning enthusiasm and classroom participation <sup>[12-13]</sup>.

### **5.5. Campus activity effectiveness**

The second classroom is conducive to promoting the occurrence and development of students' positive cognition, positive emotions, and positive behaviors <sup>[14-15]</sup>. In terms of planning and organizing campus activities for mental health, we have innovated and made breakthroughs in the form, theme, and quantity of activities based on the traditional series of characteristic activity months such as "325 (Love Me)", "525 (Love Me)", and "925 (Just Love Me)." In recent years, our university's College Student Mental Health Guidance Center and Psychological Association have greatly improved the enthusiasm of our school's teachers and students to actively participate in activities and the popularization of mental health knowledge through large-scale theme activity months, such as art and natural healing activities, peer lecturer group psychological lectures, and outdoor quality expansion activities.

### **5.6. Effectiveness of home-school communication**

Home-school communication is a two-way information guarantee for teachers to understand students' growth experiences and family environment and for parents to understand their children's learning, life, and school situation. It is also beneficial for both parties to jointly pay attention to the physical and mental health development of students. On the one hand, through the "Letter to Parents" sent with the admission notice, parents are introduced to the characteristics of the university environment and the common knowledge of psychological difficulties that students may face during the initial enrollment stage. On the other hand, seize the opportunity of the new student parents' meeting and the new student enrollment education in the beginning of the school season, actively promote the popularization of college students' mental health knowledge, publicize the official account and psychological hotline of our mental health guidance center, realize the transformation of offline single communication into online long-term communication, improve parents' awareness of mental health, provide stable emotional support for students, and build a good home school communication platform for our college students' psychological crisis intervention.

### **5.7. Collaborative education effectiveness**

To ensure the feasibility and professionalism of psychological education for all students in our school, the Mental Health Guidance Center continues to strengthen the professional training of its own full-time teachers and improve their professional abilities. In addition, the Mental Health Guidance Center will continuously introduce part-time psychological counselors with clinical experience from social institutions to strengthen team strength and widely carry out cooperation and co-construction with Yichang Youfu Hospital and the Psychological Center of Three Gorges University to enhance academic exchanges and gradually implement training for counselors, full-time teachers, logistics personnel, and other teaching staff to establish a solid foundation for collaboration (Refer to **Table 2**).



**Table 2** Psychological training for all staff in the last three years

Training time	Training targets	Number of trainees	Training content
March 9, 2021	Full-time teacher at the psychological center	1	Theory and Practice of Object Relationship Therapy
2021–2022	psychological center	1	Satya Continuous Training Program
2022–2024	Full-time teacher at the psychological center	1	The Second Central European Symposium on Basic Psychoanalysis
September 2022	psychological center	1	Psychoanalysis
January 2023	Full-time teacher at the psychological center	1	Special Seminar on College Psychological Survey and High-Quality Interviews
February 2023	psychological center	1	High-Quality Interviews
March 5, 2021	Full-time teacher at the psychological center	40	Gestalt psychotherapy continuous training course
	psychological center		Cultivate confident, capable, and harmonious counselors who apply the Satya model
	Full-time teacher at the psychological center		Construction of a campus four-level targeted support system; Dealing with common psychological problems among students in spring
	Full-time teacher at the psychological center		
	All counselors		
August 30, 2021	All counselors	40	Collaborating with school doctors to facilitate smooth communication
September 7, 2021	Full time and part-time consultants	13	Psychological counseling group supervision
September 17, 2021	All counselors	35	How to conduct heart to heart talks and on-site simulation exercises with students
December 7, 2021	All counselors	12	Counselor’s Heart to Heart Conversation Skills
April 15, 2022	All counselors	40	Common psychological problems among college students: depression
April 20, 2022	Teacher of Civil Engineering and Hydropower Department	15	What can we do? (Part 1): Common Psychological Problems and Countermeasures for College Students
May 30, 2022	Logistics and Security Department staff	80	Stress and emotional management and communication skills
July 4, 2022	New counselor	10	How to carry out group tutoring
August 20, 2022	Logistics and Security Department staff	75	Psychological health and stress management of newly recruited teachers
September 7, 2022	Teacher of Civil Engineering and Hydropower Department	15	What can we do? (Below): Psychological Crisis Intervention for College Students
October 11, 2022	Logistics and Security Department staff	120	How logistics support service personnel communicate with young college students
March 2, 2023	All counselors	25	Discussion on Counselor’s Work Skills for Heart to Heart Conversation and Live Simulation Exercise
July 4, 2023	New counselor	26	New counselor onboarding ceremony and pre job training
July 7, 2023	All counselors	40	Focus on student education management
August 31, 2023	All counselors	40	Common psychological problems and countermeasures in autumn semester
Long duration	High synergy	Wide coverage	Highly targeted

## 6. Summary and future perspective

The mental health of college students is an important component of the work of the university’s moral education center. It is the guarantee for the physical and mental development, talent and employment of college students, and the cornerstone of campus safety and stability and long-term social stability. The construction of the “Three Comprehensive Education System” for mental health education in our school and the innovative education in three classrooms have achieved significant work results and rich research results. In the new era, under the

requirements of the country's deepening implementation of the strategy of revitalizing the country through science and education and strengthening high-quality development based on existing theoretical research and work practice, the school will further strengthen the construction of the teaching staff, improve the quality and quantity of full-time teachers, and standardize the management of part-time teachers. This will further promote collaboration among departments within the school and the co-construction of social medical schools, improve the psychological crisis intervention and campus rehabilitation system, improve the hardware facilities and digital construction of the mental health guidance center and promote artificial intelligence + mental health education. At the same time, the school will also further actively carry out scientific research and teaching reform and cultivate talents for the new era who serve the construction of the Chinese path to modernization.

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## Disclosure statement

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