

Exploration of the Psychological Health Education Model under the Background of Academy System Education

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Abstract: Under “Education as the foundation, moral education as the priority, personality cultivation and comprehensive development,” universities started to value mental health education for college students. Faced with the severe psychological problems among current college students, utilizing the advantages of academy management to establish more comprehensive psychological health education systems is conducive to the harmonious and stable development of universities and the healthy growth of college students. Strengthening the overall layout of school mental health education, integrating mental health education into college management and cultural creation, creating a dormitory-based mental health education service platform, and constructing a new model of “Dual line and four levels” mental health education can effectively eliminate blind spots in college mental health education and campus crisis intervention work, providing strong guarantees for maintaining campus harmony and stability.

Keywords: Universities; College student; Academy system; Mental health

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1. Introduction

Chinese college students face various pressures in their studies and daily life, such as academic pressure, employment pressure, social pressure, economic pressure, emotional pressure, family pressure, etc. These pressures can easily have a serious impact on the mental health of college students. Research shows that in recent years, the mental health problems of college students in China have become more and more serious. The incidence rate of depression among college students is increasing day by day and self-mutilation and suicide behaviors occur from time to time. As a new type of student management model, the academy system has been introduced to domestic universities relatively quickly. Therefore, when carrying out mental health education, universities should actively explore the integration path of the academy system and explore the mental health education model under the background of academy system education, which has strong practical significance for strengthening the ability of mental health education in universities.

2. The origin and current situation of the academy system at home and abroad

The origin of Western academies dates back to the 12th century when European churches or nobles donated funds to build boarding houses for impoverished students in universities and gradually developed into academies [2]. The academy system originated in England and later spread to the United States. This system model is implemented in world-renowned universities such as Cambridge University, Yale University and Harvard University. Under this system, mentors and students live together in the college community, providing more opportunities for communication between teachers and students. Students can also seek advice from mentors when encountering problems in their studies, and their daily troubles can gradually fade away through sharing [3]. The management model of the academy system has been continuously developed and improved since the early 12th century, providing effective assistance for the development of general education and quality education [4].

In 2019, the Ministry of Education pointed out the need to actively promote the shift of the focus of student management in universities. In 2020, the Ministry of Education required the promotion of “one-stop” student community construction, reform of student organizational forms, management models, and service mechanisms, relying on student living parks such as academies and dormitories. This marks the elevation of the exploration of the management mode of the academy system from the university level to the national policy level, and clarifies the legitimacy and importance of exploring the management mode of the academy system [5].

3. Psychological health of college students and the current situation of psychological health education in universities

Students born in the 21st century generally live a prosperous life. A worry-free life with the constant indulgence of parents will gradually cultivate a self-centered way of thinking in children. In addition, many post-2000s college students lack the concept and ability of independence and autonomy, and their social skills are also insufficient. They do not know how to quickly integrate into the new environment when they first enter and are unable to adapt to the new college life, resulting in poor stress resistance [6].

The gradual popularization of higher education and the highly tense domestic and international economic situation directly led to a comprehensive increase in employment pressure for college students. It is not uncommon for students to engage in self-harm behaviors due to academic, employment, emotional and other issues. In recent years, the incidence rate of depression among college students has been increasing. Therefore, in recent years, universities have maintained a higher level of attention to the mental health education of college students. However, the current mental health status of college students is still not optimistic. More and more universities are realizing that the development of mental health education in universities cannot be separated from the cooperation between families and society. Integrating various educational resources in schools, families, and society creates an educational synergy to promote the balanced development of students' physical and mental health [7]. After investigation, it was found that the implementation effect of home-school collaboration in mental health education in universities is not satisfactory. The main reason is that mental health education work is mainly handled by psychological center teachers, counselors and full-time teachers of mental health education currently. Other teachers who are not from the psychological center do not pay high attention to student mental health education and do not have professional skills in mental health education, which makes it difficult to implement the educational concept of educating all students [8].

4. The current situation of mental health education in universities under the background of the three academies system

In the face of the severe situation of psychological problems among college students, mental health education plays a crucial role in the students' future growth and development by actively exploring and leveraging the institutional advantages of the academy management model and increasing the intensity of mental health education for college students. In addition, it can also help them establish a sound personality, cultivate a good mentality and enhance their ability to withstand setbacks and pressure.

At present, some universities in China have rich experience in applying the academy management model. For example, the Chinese University of Hong Kong fully utilizes various resources of the college and extensively carries out cultural exchange activities and psychological support activities independent of the classroom, creating an open, inclusive, harmonious and interesting learning and living environment for students. The University of Macau regularly holds high-table dinners, inviting experts and scholars from different professional fields to create opportunities for students to engage in direct dialogue with academic frontiers and create a strong learning atmosphere.

However, due to the relatively short time and lack of practical experience in implementing the academy management model in Chinese universities, there are still problems, such as incomplete construction of the academy management system, insufficient understanding, incomplete allocation of mental health education resources, superficial mental health education and relatively single content and methods of mental health education ^[9].

5. Construction of a “Dual-line and four-level” model for mental health education under the background of the four academies system

Psychological health education for college students is a complex and systematic task. Establishing a hierarchical management system can effectively improve the effectiveness of educational management. Currently, many universities in China adopt the traditional single-line hierarchical management system: school, college, class and students. If the hierarchical work system of “School academy dormitory student” is integrated on the basis of the single line work system, and the power and responsibility of each level of work are clarified, various departments are coordinated to carry out mental health education work. At the same time, a new model of “Double line four-level” mental health education is constructed, which is of great significance for the comprehensive implementation of mental health education work ^[10].

5.1. Strengthening the overall layout of school mental health education

At the school level, mental health education for college students should be an important part of talent cultivation, running through the entire process of talent cultivation. Schools should establish a standardized work system and mechanism and a leadership group for mental health special work, with the school-level leaders as the directly responsible persons. The overall design and layout of the school's mental health education work should be unified and coordinated among various departments. The School Mental Health Education Center, as the main functional department, comprehensively plans the focus and goals of the school's mental health education work, organizes and coordinates the mental health work of the whole school, and provides guidance and supervision for the mental health education work of various colleges and academies.

Schools should regularly carry out specialized training and seminars on mental health education, establish corresponding incentive mechanisms, and improve the scientific research level of universities. In addition,

universities can invite experts and scholars in psychological education or outstanding frontline workers in mental health education to give lectures and organize leaders of various colleges and academies, psychological teachers, counselors, class teachers, etc., to participate in learning. Each academy can regularly organize various forms and content of mental health education activities, such as mental health education symposiums, psychological knowledge popularization activities, painting exhibitions, photography exhibitions, tea parties, round table dinners, mask dances, book clubs, singing competitions and other activities. In addition, the academy also encourages mental health educators to rely on psychological counseling stations in schools and academies to conduct scientific research, produce research results, summarize scientific laws in practice and use scientific laws to guide practice ^[11].

Next, a “home + school + medical” linkage intervention system can be built. Students have different family backgrounds and growth environments, leading to certain differences in their psychological qualities and self-coordination abilities. Therefore, when providing mental health education and psychological crisis intervention to students, it is necessary to change parents’ misconceptions and indifferent attitudes so that students can receive more care and warmth after returning to their families. Finally, it is necessary to strengthen communication and cooperation among multiple institutions such as families, schools, and hospitals to ensure smooth and efficient referral and treatment ^[12].

5.2. Integrating mental health education into college management and cultural creation

Under the strategy of building a strong cultural nation, developing a socialist culture with Chinese characteristics is a major historical mission of China’s higher education. Establishing academy culture helps to fully leverage the role of environmental influence in mental health education. The academy can reflect its educational characteristics, humanistic temperament, and spiritual and cultural connotations through its name, song, logo and motto, achieving the goal of cultivating students’ moral character and cultural cultivation.

Under the educational background of the academy system, the education model is no longer the rigid model of the past, and the subject status of students can be fully respected. By creating a learning atmosphere and stimulating learning interest, academies can provide students with comprehensive professional guidance and psychological health protection. In this environment, students are more willing to confide in their teachers when they encounter problems in life or study. Teachers can also better lead by example, using case studies or practical guidance to help students regulate their emotions and improve their willpower ^[13].

The mentor system is implemented based on the academy system, allowing full-time teachers other than counselors and mental health educators to serve as mentors. With guidance through problems, it can strengthen the connection between teachers and students and establish a “comprehensive education” mechanism. In addition to further implementing the dual responsibility system of teaching and educating all teachers, comprehensive care can be provided for students. Through personalized guidance, cultivate students with sound personalities and good qualities of self-reliance and self-improvement. A full-time teacher’s mentor should highlight their professionalism, and achieve “curriculum ideological and political education,” “precise ideological and political education,” and “targeted ideological and political education.”

Create an information platform for cultural education, connect online and offline channels, extend the function of cultural education and enrich cultural education materials. In the era of informatization, universities should fully leverage the main role of online platforms in education, publicity, and value guidance. Based on the college system, they should build a popular information platform for students and combine students’ interests to build an education section with college culture as the core of the information platform. This can ensure that the development of education work can meet students’ current learning and development needs, letting students

enjoy and learn in it ^[14].

5.3. Building a psychological health education service platform based on dormitories

The college-based accommodation model no longer allocates student dormitories based on the natural classes of the college but rather randomly distributes them within each college. The model of not only having students but also teachers and counselors eating and living together in the academy provides more opportunities for face-to-face communication between teachers and students. The role of the dormitory is not limited to rest but truly extends to all aspects of life, and closely integrates life and education, allowing students to immerse themselves in the academy's culture and truly relax physically and mentally.

The dormitory director is at the forefront of the risk monitoring and identification system for psychological problems and crisis events among college students and can grasp the abnormal mental health of students in a timely manner. The academy should provide systematic psychological training to dormitory leaders, guide them in promoting and popularizing mental health knowledge, master scientific methods of leading emotions and psychological adjustment, and have the ability to detect psychological problems and promptly guide them. In addition, the academy should establish a full channel for information feedback to ensure that dormitory leaders can report psychological problems in a timely manner, ensuring that any problems must be reported and there will be a response when reported. Timely reporting by dormitory leaders can effectively nip campus crisis events in the bud. Early detection and intervention to maintain the harmony and stability of the school ^[15].

6. Conclusion

In the "Dual-line and four-level" education mode, the "first line" leads the "second line," and the "second line" supplements the "first line." Although there are practical difficulties such as blurred division of labor boundaries, hidden competition and increased communication costs in dual-line parallel, the advantages are also obvious. The dual parallel model can eliminate blind spots in college mental health education and campus crisis intervention work. A more comprehensive education system, more efficient information feedback mechanism, cultural education closer to life, stronger sense of belonging and deeper connection are all powerful support provided by the new model of "Dual-line and four-level" mental health education for college students and crisis event intervention.

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