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On the Structure and Practice of Mental Health Education System in Vocational Colleges' Integration of Five-Domain Education—— Take Shenzhen Polytechnic University as an Example

Hong Chen[1], Jidong Chen[2*], Jingkang Pang[3], Xiaobing Li[4]
[1 2 3 4] School of Civil Engineering and Architecture, Shenzhen Polytechnic University
[*] Corresponding author,E-mail:chenjidong@szpu.edu.cn

Abstract
Mental health education plays a key role in the vocational colleges' talent training system and has become the core of ideological and political work. This study started with the mental health education in secondary colleges of Shenzhen Polytechnic University and discussed the practical way of constructing the five-domain education system. This paper sorted out the unique practices and made an in-depth analysis of the mental health education system of "four-heart education", aiming to implement mental health education, improve the physical and mental health of students, maintain harmony and stability on the campus, and provide a useful reference for the mental health education in colleges and universities in China.

Keywords
Integration of five-domain education; "Four-heart education"; Mental health

1.Introduction

The "2022 China National Mental Health Report" indicates that overall, university students bore good mental health conditions, but there are still some students facing risks of depression and anxiety. A joint "Action Plan" has been issued by the Ministry of Education and 17 other departments, proposing a strategy for comprehensive promotion of mental health through the integration of five domains of education. Mental health work in universities is crucial, and secondary colleges, as core departments, bear the dual mission of talent cultivation and mental health work. However, the effectiveness of mental health education in secondary colleges is limited due to factors such as late start and lack of practical experience. Therefore, exploring new models is the current focus of mental health education in universities. This article takes Shenzhen Polytechnic University as an example to explore its mode of mental health education for university students, including analysis of difficulties, practical paths, and model exploration.

2. Psychological Characteristics of "Post-2000s" University Students in the New Era

2.1 Obvious Awareness and Pragmatism of "Self-Centeredness"

In the process of personal growth of university students, self-awareness, namely the cognition and understand-

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ing of oneself and the surrounding environment, plays an indispensable regulatory role. The contemporary "post-2000s" university students exhibit a self-centered characteristic in self-awareness. They emphasize individual expression and the pursuit of uniqueness. Compared to students born in the mid-1990s, the self-centeredness and interpersonal boundary awareness of "post-2000s" university students are more prominent. In their attitude towards authority and elders, "post-2000s" university students often show weaker obedience and respect and even demonstrate tendencies of challenge to a certain extent.

Meanwhile, their value orientation presents a diversification feature, capable of rationalizing personal development paths based on individual characteristics, era background, and social needs. "Post-2000s" university students pay more attention to personal subjective feelings and emotional experiences in terms of choice and judgment, with "self" as the starting point and "happiness" as the ultimate goal. The concept of collectivism is relatively weakened in this process. At the same time, pragmatism and utilitarianism are particularly evident, which pose new challenges and requirements for the growth and development of university students, requiring joint attention and guidance from various parties such as universities, families, and society.

2.2 Strong Competitive Awareness and Highlighted Psychological Issues

The "post-2000s" generation was born in an era marked by rapid economic growth in China and intensified international competition; their mindset is flexible and versatile, with a broad perspective and outstanding innovative abilities, so they are often unsatisfied with existing achievements. Their parents invest more attention in their education, expecting them to achieve higher accomplishments, which instills in the "post-2000s" a strong desire for success and self-esteem. They are more eager for external recognition, thus facing greater mental pressure. Despite enjoying superior living conditions and a harmonious social atmosphere, first-year college students still feel pressure from survival, academics, and the disparity between ideals and reality.

Growing up in the new media era, the "post-2000s" exhibit unique behavioral traits of the internet age. They are keen to share their viewpoints, insights, and even discontent and anger on social media platforms to express their personalities and emotions. Simultaneously, they are enthusiastic about social interaction through virtual media. It is worth noting that many "post-2000s" university students are only children in their family, lacking parental companionship during their primary and secondary school years. It leads to a decreased trust in friends in real-life interpersonal interactions, thereby experiencing greater pressure and loneliness. Compared to the "post-1990s" generation, the "post-2000s" have relatively lower material pursuits but more prominent spiritual needs. They have vague life goals and feel very lonely.

3. Challenges Faced by Secondary Colleges in Mental Health Education

3.1 Lack of Top-Level Design in Psychological Education

It is evident that most secondary colleges currently face issues of insufficient and monotonous content in psychological education programs through analysis, resulting in relatively low student engagement and awareness, which, to some extent, undermines the effectiveness of psychological education. The main rea-

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son for this lies in the inadequate top-level design in psychological education within secondary colleges, indicating a need for increased emphasis. Additionally, there is a necessity to enhance the professionalism of the psychological education workforce. The current psychological education content fails to captivate the interest of university students and requires increased intuitiveness and vividness. Furthermore, secondary colleges have yet to meticulously design and plan psychological education following the characteristics of contemporary university students. Therefore, it is necessary to explore psychological education models further to achieve effective improvements.

3.2 Lack of Long-Term Mechanisms in Institutional Development

Although universities generally recognize the importance of establishing psychological health education institutions within secondary colleges, the implementation process reveals significant shortcomings in work philosophy, institutional frameworks, and management measures, indicating a lack of enduring and stable mechanisms. Influenced by entrenched traditional beliefs, excessive focus on student safety, and constraints on human resources, some secondary colleges overly emphasize problem identification and crisis response in mental health education, neglecting students' overall development and personal growth. The imperfect institutional development leads to management chaos, such as unclear division of responsibilities and unreasonable personnel allocation. Particularly deficient areas include training mechanisms in team building, specific workflow, clear reward and punishment measures, and rational use of funds. These problems significantly undermine the scientific and normative aspects of mental health education, making it difficult to fully deploy and fulfill its intended functions and roles in the new era.

3.3 Lack of Professional Background in the Workforce

Currently, most psychological counselors in secondary colleges lack sufficient background in psychology, and they have relatively few opportunities for professional training, resulting in a pressing need for improvement in their professional competence. Additionally, there is considerable turnover in the counselor workforce at universities, with many counselors being busy handling trivial student matters in their daily work, making it difficult for them to set aside some time to delve into psychology-related knowledge, leading to their relatively limited practical experience. These factors together contribute to the fact that the mental health education work in secondary colleges has not yet reached a thorough and solid level, making it challenging to cultivate high-quality peers in mental health education.

4.Practical Paths of the "Four-Heart Cultivation" System in Secondary Colleges under the Background of Integration of Five Domains

Faced with the challenges encountered in mental health education in secondary colleges, the college firmly regards student mental health education as a core part of talent cultivation. Grounded in the concept of "integrating five domains and nurturing the heart", the college actively promotes the construction of the "Four-Heart Cultivation" system for mental health education (Figure 1), starting from top-level design, continuously enhancing the effectiveness of mental nurturing work.

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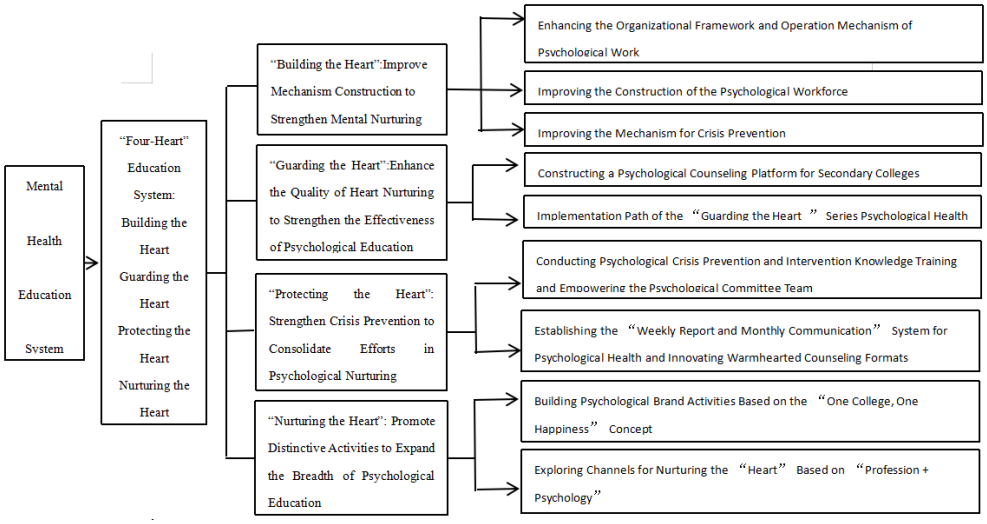


Figure 1: Mental Health Education System

4.1 "Building the Heart": Improve Mechanism Construction to Strengthen Mental Nurturing Safeguards

4.1.1 Enhancing the Organizational Framework and Operation Mechanism of Psychological Work

Following the requirements and spirit of documents such as the "Action Plan" jointly issued by the Ministry of Education and 17 other departments, the college has established a working group for mental health education and a crisis prevention and intervention working group for college students, forming an organizational framework for mental health education in the college, which ensures clear responsibilities and effective division of labor, enabling the standardized and orderly implementation of various mental health initiatives. The college has formulated the "Secondary Psychological Counseling Station Working System", "Psychological Committee Work Manual", and "Psychological Committee Assessment System", which has been implemented authoritatively. To better serve students, the college gradually improves its mechanisms for mental health work, which involves a school-level full-time psychological counselor providing services, along with a mode of mental health work organized by one psychological counselor and carried out by N full-time counselors. Additionally, the college has established the "1+1+N+X" mental health work team, which supports constructing a comprehensive student mental health protection network. Here, "1" represents one school-level full-time psychological counselor, another "1" indicates one psychological counselor, "N" signifies N full-time counselors, and "X" means the psychological committee within our college. We can better attend to and assist students needing psychological counseling through this team, providing timely and effective support and assistance. Furthermore, the college regularly conducts relevant psychological health activities and training to enhance students' psychological resilience and self-regulation abilities and ensure their physical and mental well-being. By establishing a comprehensive student mental health protection network, the college aims to provide students with holistic mental health services, helping them better cope with various challenges in their studies and lives.

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4.1.2 Improving the Construction of the Psychological Workforce

The college has established a crisis prevention and intervention working group for Mental Health, fully leveraging the professional advantages of the teaching staff. This group, comprised of psychology and grade counselors, collaborates to conduct mental health education, particularly on counseling and intervention for students with special needs. Additionally, the college has formed peer teams with students as the main participants, encouraging active involvement in spreading knowledge of mental health education, which integrates mental health education activities into daily learning and life to stimulate students' self-management, self-education, and self-regulation abilities. The peer teams regularly hold exchanges and reporting sessions on mental health education, where practical issues are discussed, and strategies for problem-solving are proposed and shared. Mental health education work is continuously enhanced through mutual learning and complementing each other's strengths and weaknesses.

Furthermore, the college incorporates mental health education into daily activities to reduce students' sensitivity to mental health issues and increase the popularity of mental health education to achieve the normalization and institutionalization of mental health education work.

4.1.3 Improving the Mechanism for Crisis Prevention

The college adheres to the "one record for one student, one weekly report and one monthly visit" mechanism for psychological crisis prevention to comprehensively understand students' status on campus and monitor their situations. Full coverage monitoring and understanding are achieved through weekly reports from class mental health monitors and monthly interviews with dormitory leaders. These measures demonstrate attention to and emphasize students' mental health and provide a more refined management approach to ensure timely detection and handling of students' psychological states. Regularly holding meetings of the college's psychological committee and thematic sharing sessions enhances students' understanding of mental health and provides a platform for sharing and communication, which contributes to creating a positive campus atmosphere and promoting the holistic development of student's physical and mental health.

4.2 "Guarding the Heart": Enhance the Quality of Heart Nurturing to Strengthen the Effectiveness of Psychological Education

The college adheres to the integration of moral, intellectual, physical, aesthetic, and labor education, continuously enriching the carriers of education, conducting characteristic psychological practice activities that combine attractiveness and infectiousness, and bearing the comprehensive psychological nurturing value of morality establishing knowledge enhancement, body strengthening, aesthetics nurture, and labor promotion, to facilitate students' comprehensive development.

4.2.1 Constructing a Psychological Counseling Platform for Secondary Colleges

The college has established a secondary college psychological counseling station - the "Together With You" secondary psychological counseling station creating a college-level psychological work team. Under the leadership of the school's psychological health center, the station is guided by teachers responsible for psychological education in secondary colleges to carry out specific work. In addition to participating in routine psychological health education at the school level, we also conduct characteristic psychological health education tailored to the characteristics of students in our college.

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The college's psychological counseling station attaches great importance to psychological education for college students, clarifying its organizational structure and division of labor. The team is led by a psychological counselor serving as the guiding teacher, with the cooperation of around thirty student members, class psychological committee members, and dormitory leaders. Under the guidance of the psychological counselor, the college relies on this platform to fully empower students' initiative plans and organize various rich and diverse psychological health education activities. The college has chosen the serene and private environment of the Shuimu Academy as the office location for the station. The office has areas for student duty peer and group counseling. It is also adorned with self-help psychological instruments, stress-relief sandbags, dynamic bicycles, and other equipment with support from the school's psychological health education center. The academy also provides a rich collection of psychological counseling books and authoritative psychological health education magazines to serve students better. Additionally, features like the "Book Bar for Soul", tea art room, and peer counseling room provide convenient hardware facilities for students, ensuring the smooth conduct of various stress relief and psychological counseling activities.

4.2.2 Implementation Path of the "Guarding the Heart" Series Psychological Health Education Brand

The college comprehensively strengthens and improves students' psychological health work, focusing on connotation, quality, and vitality. It enhances their mental health literacy guided by moral education and based on intellectual education, with physical education as a guarantee, aesthetic education as sublimation, and labor education as a cornerstone. The college has established a team for psychological preaching, that is the "Dream Building Preaching Team", consisting of psychological committee members and counselors as the core, to carry out psychologically themed activities covering the entire college in a diverse, interesting, and innovative manner. Utilizing the online platform "Building 'Encounter' Mindset", psychological knowledge is regularly disseminated to enhance students' awareness and understanding of their psychological conditions. The college effectively takes advantage of resources from the university's "Leisure Running" extracurricular activities, organizing various sports events such as sports check-ins, glow night runs, funny psychological sports meets, and psychological resilience expansions to encourage students to put down their phones, leave their dormitories, and head to the playground to relax physically and mentally and improve their personality through sports. The college holds a psychological amusement park for college students, allowing them to experience the power of beauty in a relaxed and enjoyable atmosphere, improving their psychological quality and cultivating their artistic appreciation and creativity. Leveraging the advantages of the landscape architecture major, the college organizes seasonal activities such as plant adoption and horticultural sticker activities based on "horticultural therapy," which aims to cultivate students' sense of labor and responsibility, allowing students to comprehend the meaning of life and enhance their sense of life significance.

A total of 2000 people have participated in college practical activities and received comprehensive psychological education. Additionally, the college has conducted more than 40 group counseling sessions, integrating moral, intellectual, physical, aesthetic, and labor education to comprehensively enhance students' mental health literacy, which is not only beneficial for their personal growth and development but also helps to build a more harmonious and positive campus environment.

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4.3 "Protecting the Heart": Strengthen Crisis Prevention to Consolidate Efforts in Psychological Nurturing

In order to effectively prevent and properly handle potential psychological crises caused by students' psychological issues, the college has decided to strengthen the construction of the psychological crisis prevention and intervention system. A practical and efficient psychological crisis prevention and intervention mechanism will be built to better serve students' mental health by improving the three-level psychological health education network of the school, college (department), and class, ensuring clear responsibilities at all levels and smooth workflow.

4.3.1 Conducting Psychological Crisis Prevention and Intervention Knowledge Training and Empowering the Psychological Committee Team

The college has established a three-level training system to strengthen students' psychological health and life education comprehensively. First, the college implements diversified psychological health education and life education activities for all students, popularizing knowledge of psychological crisis prevention and intervention to cultivate their awareness of psychological health and the concept of cherishing life. At the same time, the college pays special attention to training class psychological committee members to enhance their ability in psychological crisis prevention and intervention work. Second, the college provides regular professional training and practical exercises for psychological committee members and dormitory meteorologists to enhance their ability to identify and handle psychological crisis prevention and intervention. Through professional training, psychological committee members and dormitory meteorologists can better play key roles in psychological crisis prevention and intervention work.

In addition, the college also conducts popularization training on psychological crisis prevention and intervention knowledge for college counselors and relevant department staff to strengthen their awareness of caring for students' lives and improve their ability to identify and handle psychological crisis prevention and intervention, which helps enhance the overall level of psychological crisis prevention and intervention in the college. In training psychological committee members, the college has always focused on improving their workability. The college aims to improve the work quality of psychological committee members and care for their physical and mental health through a series of activities such as "Simple Blessings of the Psychological Committee", "Design of the Psychological Committee's Image", and collective lesson preparation for psychology-themed class meetings. Meanwhile, the college integrates psychological committee members into the peer support department of the psychological station to enhance their presence and sense of belonging to facilitate daily management. The college has formulated the "College Psychological Committee Evaluation and Incentive Mechanism" document to stimulate the psychological committee members' enthusiasm further. It combines daily assessment with commendation to standardize psychological committee members' daily work and management and provide strong support to fulfill their responsibilities better.

4.3.2 Establishing the "Weekly Report and Monthly Communication" System for Psychological Health and Innovating Warmhearted Counseling Formats

Psychological committee members in the class are required to strictly adhere to regulations and regularly submit detailed reports on the psychological health status of their classmates to the psychological station

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in the form of a "Class Psychological Barometer". This report comprehensively summarizes the weekly psychological health status of class students, with a focus on identifying key students who require special attention from teachers and detailing the basic situation of problematic students, which aims to ensure that counselors can fully and deeply understand the ideological dynamics and psychological conditions of class students, promote the institutionalization and standardization of the work of psychological committee members, and effectively enhance their influence and responsibilities within the class.

College counselors actively carry out themed activities such as "Cookie Time" and "A Candy for You" to further learn the difficulties encountered by students during their growth process, accurately identify, intervene, and resolve issues. In the former activity, counselors should focus on meal-sharing with students, encouraging them to open up and share their worries and growth dilemmas. Not only can problems be accurately diagnosed and effective solutions provided, but confidentiality can also be ensured to meet the genuine communication needs of students through one-on-one teacher-student communication. The latter activity symbolizes the understanding and trust between counselors and students who are given special attention, consolidating the close connection between teachers and students through daily sharing of "simple blessings" and jointly promoting students' healthy growth.

4.4 "Nurturing the Heart": Promote Distinctive Activities to Expand the Breadth of Psychological Education

4.4.1 Building Psychological Brand Activities Based on the "One College, One Happiness" Concept

A positive campus environment plays a crucial role in shaping the sound character of college students and is also a key factor in stimulating positive experiences based on which our college's "Together With You" second-level psychological counseling station relies on the "One College, One Happiness" concept, follows the theoretical guidance of positive psychology, and plans and implements psychologically branded activities with the unique characteristics of the college, aiming to create a positive campus atmosphere of mutual assistance. For example, "3.20" and "5.25" each year are important times for psychological health education. We have conducted a psychology-themed series of activities such as "Souls' Building and Helping, Planting to Mind-Healing" based on the specific situation of the college. During the first-year orientation period, we also organized psychological adaptation activities for them themed "Breaking the Ice for Freshmen", including rich activities such as psychological scenario drama competitions, psychological speech competitions, psychologically themed class meetings competitions, psychological quality development, psychological lectures, and salons.

4.4.2 Exploring Channels for Nurturing the "Heart" Based on "Profession + Psychology"

Establishing the "Together With You" second-level psychological counseling station, we delve deeply into the elements of professional characteristics in psychological nurturing based on professional expertise, which fully leverages the advantages of professional features in team counseling, closely integrating moral cultivation, professional education, academic education, and psychological health education, and exploring new paths for nurturing. Students' hands-on practice and aesthetic abilities are continuously enhanced based on horticultural therapy and art therapy, from learning about flower planting and grafting to maintenance

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through organizing a series of activities such as "Build and Help Souls", "Weekly Joy in Souls' Building", and "Planting to Mind-Healing". Regular conduction of team counseling activities such as "Life Adoption Through Plant Adoption Therapy", "Hearts Healing Through Flower Arrangement", and "Self-understanding by Observing Flowers" alleviates academic stress, strengthens students' resilience and focus and achieves the goal of psychological adjustment and professional competence enhancement.

5. Conclusion

Strengthening the mental health literacy of college students is of utmost importance for enhancing the overall quality of our country's population. Therefore, constructing a comprehensive and systematic system of psychological nurturing is the core support to ensure the continuous improvement of college student's mental health literacy. The school's psychological health education work should further deepen the theoretical exploration of the inherent connection between "psychological nurturing" and the "five domains" in the process of promoting the integration of the five domains, fully integrating and utilizing various resources, delving deeply into nurturing elements, and form a strong synergy in nurturing, thereby ensuring that college students can grow up in a comprehensive and balanced environment, which is not only a crucial aspect of improving educational quality but also an inevitable choice for society to cultivate future builders who are comprehensive and healthy.

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