

Constructing and Implementing a Psychological Health Education System for College Students under the Concept of “Holistic Education”

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Abstract: Constructing and implementing a psychological health education system for college students based on the concept of “holistic education” is of great significance for fulfilling the fundamental requirements of moral education and implementing comprehensive quality education, as well as enhancing students’ harmonious and comprehensive development. In this study, literature analysis and questionnaire surveys were conducted to explore the connotation and implications of psychological health education for college students in the context of “holistic education”. The study also identified the existing issues in psychological health education in current colleges and proposed approaches to constructing a psychological health education system for college students under the concept of “holistic education”. Only through the collective efforts of all members can a strong educational force be formed. This will contribute to improving the quality and effectiveness of psychological health education for college students.

Keywords: Concept of “Holistic Education”; Psychological Health Education for College Students; System Construction

1. The Essence of Psychological Health Education for College Students in the Perspective of “Holistic Education”

The advancement of psychological health education in higher education institutions relies on addressing fundamental questions regarding the kind of individuals to be cultivated, how to nurture them, and whom they are being nurtured for. In conducting psychological health education in colleges, it is imperative to adhere to the centrality of moral education and to achieve comprehensive

and all-encompassing nurturing, endeavoring to create new horizons.

As an important component of ideological work in higher education institutions, the work of psychological health education for college students is a crucial means to fulfill the fundamental task of cultivating moral character and promote their comprehensive and healthy development. It also plays a significant role in improving the quality of ideological education and promoting the development of work connotation [1]. The concept of “holistic education (education for all throughout the process in all aspects)” is not only a philosophy of nurturing individuals but also a practical approach [2]. It provides theoretical guidance and action guidelines for comprehensive and systematic promotion of psychological health education for college students. From the perspective of “holistic education”, the work of psychological health education for college students encompasses the following aspects:

(1). Inclusiveness: All members of the college community are regarded as the nurturing subjects. Emphasizing the inclusiveness and universality of nurturing subjects, all individuals and organizations involved in educational activities in higher education institutions should fulfill their roles and functions in nurturing students. This includes the collaborative efforts of various levels of school and college organizations, full-time teachers, counselors, class advisors, subject teachers, graduate supervisors, administrative staff, and others [3]. (2). Continuity: The entire process of psychological health education is designed to comply with the laws of students’ psychological development and meet their needs for growth and development. It focuses on providing continuity in psychological health education that covers all students, considering their learning and developmental

stages and aspects. (3). Comprehensive Development: Emphasis is placed on creating an educational space and environment that highlights all-round development. This involves promoting active learning and application as well as enhancing students' abilities [4]. By adopting multiple approaches, channels, and domains of psychological health education, it facilitates the harmonious development of students' comprehensive qualities.

2. Current Status of Psychological Health Education for College Students in the Context of "Holistic Education"

2.1 Insufficient Collaborative Efforts among Nurturing Subjects

2.1.1 Inadequacies in the breadth and depth of counselor-led psychological education

Counselors, as the main force in psychological education, face the challenges of heavy workloads, which impede the breadth and depth of their psychological health education efforts. Additionally, many counselors lack a background in psychology and their training may lack systematicity, resulting in a lack of supervision in their psychological intervention work and limited effectiveness.

2.1.2 Weak awareness of psychological education among other subject teachers

While other subject teachers may not be directly involved in psychological health education, their teaching process has a subtle influence on students' psychology. However, their understanding of students' psychological development characteristics and laws is insufficient, and their recognition of the importance of psychological education is inadequate. This results in low levels of involvement and integration of other subject teachers in the "holistic education" approach.

2.1.3 Limited contribution of administrative and logistical personnel in psychological education

"Collaborative efforts among all" emphasize the participation of all faculty and staff. However, administrative and logistical personnel in schools often have limited understanding of their role in psychological education, insufficient concern for students, and a fading emphasis on nurturing concepts [5]. Consequently, their contribution to psychological education is relatively weak,

limiting the depth and breadth of nurturing work.

2.2 Current Challenges in Achieving Comprehensive Coverage in the Entire Process

2.2.1 Inadequate attention to student screening
Many colleges only conduct psychological assessments and screenings for freshmen, neglecting the fact that students' psychological health is a dynamic and evolving process. This oversight prevents the timely identification of students who require intervention and counseling, leading to delayed nurturing outcomes.

2.2.2 Lack of targeted approaches in psychological health education

Psychological health education, as a core component of the construction of a higher education institution's psychological health education system, faces challenges regarding the quality of curriculum and teaching. The knowledge and teaching skills of instructors often fall short of the goals of nurturing and the needs of students [6]. Psychological health education courses are primarily targeted at freshmen and fail to span across all academic stages, particularly in the case of postgraduate students. The lack of specificity in course content, limited teaching methods, failure to meet students' psychological needs, low levels of course engagement, and suboptimal teaching outcomes contribute to this challenge.

2.3 Inadequate Development of an Integrated Work Framework

2.3.1 Insufficient coherence among school-family-community collaborations

(1) Inadequate parental involvement

After students enter college, the communication and connection between schools and parents decrease, resulting in a lower level of cooperation. This, to a significant extent, hinders the implementation of psychological health education for college students [7].

In order to better understand the level of parents' level of concern regarding psychological health education and their perspectives on existing issues in school-family collaboration, a questionnaire survey was conducted, and 71 valid responses were collected. The results are summarized in Table 1.

Table 1. Parents’ level of Concern for Students’ psychological Health and the Necessity of School-family Collaboration

Parents’ level of concern for students’ psychological health			The necessity of parents’ involvement in psychological health education		
	Number	Proportion %		Number	Proportion %
An exceptionally high level of concern	57	80.28	The utmost necessity of parental involvement	62	83.72
Relatively high level of concern	13	18.31	Relatively high necessity of parental involvement	8	11.27
Moderate level of concern	1	1.41	Moderate necessity of parental involvement	1	1.41
Relatively low level of concern	0	0	Relatively low necessity of parental involvement	0	0
Lack of concern	0	0	Lack of necessity for parental involvement	0	0

Based on Table 1, it is evident that parents are highly concerned about the psychological health status of their children and believe that parental involvement in school-based

psychological health education is crucial. Regarding the existing challenges in school-family collaboration, the results are presented in Table 2.

Table 2. Existing Challenges in School-family Collaboration

Existing problems	Number	Proportion %
Insufficient effective means of collaboration between parents and schools	37	52.11
Lack of communication channels with the school.	36	50.70
Inadequate knowledge and techniques for engaging in student psychological health education.	42	59.15
Limited understanding of students’ psychological development characteristics and needs	25	35.21
Insufficient capacity of school teachers in fostering students' mental well-being	3	4.23
Other challenges	3	4.23

According to the results presented in Table 2, over 50% of parents perceive a lack of effective school-family collaboration forms and communication channels with the school. Furthermore, nearly 60% of parents express a need for greater knowledge and skills to actively participate in psychological health education. Additionally, 35.21% of parents reported a lack of familiarity with their child’s psychological development characteristics and needs, which negatively impacts their level of involvement.

(2) Insufficient coherence among social forces
During the implementation of psychological health education in schools, there has been limited collaboration with social forces such as communities and businesses, leading to a lack of social practice experiences for students. The integration between medical institutions and schools is also a weak link in current efforts, as the process of referring students to hospitals

is not smooth, hindering the establishment of effective and efficient connections.

2.3.2 Insufficient development of psychological education space

In terms of cultural space, the campus culture reflects the school’s educational philosophy and spiritual values. It serves as a spiritual environment that binds the emotions between teachers and students and enhances psychological identity. However, the current campus cultural development neglects the exploration of the guiding role of the school’s educational philosophy and school motto in terms of spiritual values. The arrangement and implementation of campus cultural activities also lack systematic planning, failing to highlight the role of psychological education. In terms of environmental space, there are shortcomings in the promotion of psychological health education and the creation of a conducive atmosphere.

Additionally, in the realm of online space, schools lack platforms for information filtering and resource integration. There is a dearth of developed online courses, and the provision of online services is relatively outdated. As a result, the school is unable to fully harness the advantages of the internet to provide personalized psychological health services.

3. “Exploration of the Paths to Constructing a Psychological Health Education System for College Students from the Perspective of “Holistic Education”

3.1 Consolidating the Role of Higher Education Institutions in Psychological Health Education through Comprehensive Participation

(1) It is advisable to enhance the establishment of institutional frameworks and create mechanisms and systems that foster holistic education. The roles and responsibilities of all parties involved in psychological education should be clearly delineated, and operational regulations should be refined accordingly. It is recommended to develop evaluative criteria specific to each department and incorporate psychological education components into the educational process across various disciplines. Efforts should be made to create an educational environment that cultivates the formation of a sound worldview and values for students [8]. In addition, within the administrative and logistical domains, it is advisable to elaborate upon assessment indicators for psychological education and motivate the entire faculty and staff to actively engage in the pursuit of nurturing students' psychological health.

(2) Efforts should be made to strengthen the professional capacity of the counseling team by providing well-designed training programs. These programs should aim to deepen counselors' understanding of psychological health education and enhance their abilities to respond to psychological crises. Regular supervision of counselors' psychological education work should be conducted, offering guidance and feedback on any issues that arise. This support would assist counselors in clarifying their work direction and increasing their sense of effectiveness in their roles.

3.2 Integration throughout the Entire

Process to Support Student Growth and Development at All Stages

(1) It is recommended to regularly conduct comprehensive surveys on the psychological health of all students in the school, establishing a “one student, one case, one strategy” file system. This approach aims to thoroughly understand the psychological statuses of students at different stages. Utilizing online information platforms, student psychological data can be analyzed, and consultations at the department and institutional levels can be conducted to address the needs of students who require particular attention.

(2) A reform of the teaching model is suggested, considering the psychological growth patterns and developmental needs of students. This includes enriching the elective course system and building an integrated curriculum framework that incorporates mandatory courses, elective courses, special lectures, and extracurricular practical activities [9]. Moreover, it is advisable to optimize educational ideologies and teaching methods by conducting student questionnaires and interviews to understand their needs. With this information, adjustments can be made to the teaching content, enriching teaching approaches to enhance students' interest and engagement in the courses.

3.3 Comprehensive Penetration to Construct a New Paradigm of Psychological Health Education

3.3.1 Establishing tripartite collaboration between schools, families, and community

The school should regularly schedule parent-school communication days and organize parent lectures to disseminate knowledge about psychological health, mental health laws, and family education laws. These sessions can also focus on explaining the characteristic psychological development of college students and how parents can effectively communicate and engage with them. Establishing an online platform for parent-school communication will facilitate smooth communication channels and enhance information feedback efficiency. Furthermore, the school should establish a department for psychological health within the school hospital and collaborate with external mental health departments to provide medical services. This

collaboration can create a “green channel” for crisis intervention and treatment ^[10], offering scientifically accurate services to those in need. To integrate the social psychological service system with school-based psychological education, the school can collaborate with community organizations and enterprises to establish practical bases for psychological health education. This cooperation will provide students with opportunities for social practice and help them enhance their psychological health through practical experiences.

3.3.2 Creating a cultural-environmental-online space for psychological education

Expanding the educational scope of psychological health education involves integrating the school’s educational philosophy into the activities and initiatives. This can be achieved through systematic planning of campus cultural events and extending the reach of psychological health education into various student learning and living spaces such as dormitories, dining halls, and libraries. Publicizing the content of psychological health education through mediums like posters and display boards helps create a positive and harmonious psychological atmosphere. Furthermore, bringing psychological health services to residential buildings facilitates the effective extension of psychological health education.

It is essential to strengthen the development of network information technology and build a platform for psychological health education. This platform should offer online courses for students to independently choose relevant content based on their individual needs, filling the gaps in after-school services. By establishing online counseling services and providing online appointments and consultations, the platform breaks the limitations of time and geographical space, granting students convenient access to support services.

4. Conclusion

In conclusion, under the concept of “holistic education”, promoting psychological health education for college students poses both challenges and difficulties. It requires all faculty and staff to enhance their awareness of education, improve their skills in nurturing students, and establish a comprehensive,

continuous, and all-encompassing pattern of education. By constructing a diverse system of psychological health education, we can comprehensively enhance students’ psychological health and effectively promote the high-quality development of psychological health education in schools.

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