

# **A Model of Mental Health Services in Universities Based on Evidence-based Practice (EBP)**

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**Abstract:** Traditional mental health services in universities mainly rely on experience, which hinders the long-term development of mental health. Under the guidance of evidence-based practice, emphasizing the collection and application of research evidence is an important way for mental health services to move towards scientific development. This study starts from the basic concept of "evidence-based" and analyzes the necessity of evidence-based mental health services in universities. At the same time, five key points are proposed, including the entity connotation of "four in one", the hierarchical structure of evidence-based practice, the research on the structure of service system, the logic and workflow of theoretical framework, and the evidence-based evaluation system. It is necessary to organically combine the three aspects of "evidence skills object", scientifically, normatively, and efficiently carry out psychological health service work.

**Keywords:** Evidence Based Practice; Psychological Health; Universities; Services; Mode

## **1. Background**

On November 29, 2021, Minister of Education Huai Jipeng proposed at the National Conference on Promoting Mental Health Education for College Students to comprehensively strengthen and improve student mental health education as an important part of cultivating new generations who shoulder the great responsibility of national rejuvenation. Scientific identification, real-time warning, professional consultation, and proper response are the key to doing a good job. It is necessary to accurately intervene in various psychological problems of students and provide good mental health services.

## **2. Current Situation**

The evidence-based practice movement that has emerged and permeated the field of psychological services in the United States in recent years has provided alternative ways to address this issue. The concept of evidence-based practice originated in evidence-based medicine in the 1980s. It was initially founded in the UK and has since rapidly developed in the United States and globally. In the practical field of psychology, Evidence Based Practice (EBP) refers to the psychological practice in which practitioners search and select the best research evidence related to the practical context based on specific practical situations, and then combine their individual experiences to improve the effectiveness of practice based on the specific characteristics of the target audience [1]. Evidence based practice provides a reference framework for utilizing research in practice. In the field of mental health, there are few themes as important, timely, and provocative as evidence-based practice. Evidence based practice has swept through almost all fields of social science practice and has become a part of popular culture [2]. It is a necessary defense against potentially harmful psychological assessments and treatment methods in pseudoscience [3]. The Evidence Based Practice Working Group of the American Psychological Association believes that psychotherapy has always been at the forefront of evidence-based practice, and evidence-based practice in psychotherapy has gradually become a movement sweeping the world of mental health. Evidence based practice is highly regarded and has gradually played a central role in medicine, education, and professional practice, becoming an important form of "best practice" in schools [4]. Respecting evidence is an inevitable requirement for the development of the spirit of the times. From the perspective of the development of psychological services

themselves, evidence-based practice is an inevitable choice for psychotherapy and also an essential part of mental health services. Psychological health services lack empirical and practical research, and there is a lack of applying research results to actual psychological service guidance and decision-making. Psychological health services lack empirical and practical research, and there is a lack of applying research results to actual psychological service guidance and decision-making. Jiang Guangrong once vividly described this phenomenon: "The current situation in the field of psychological counseling in China is: 1 ton of practice/1 kilogram of theory/1 gram of research. Moreover, even '1 gram of research' may not necessarily be related to '1 ton of practice', and there is an insurmountable gap between research and practice (even between researchers and educators) [5]. "Undoubtedly, in promoting mental health services, it is necessary to emphasize the "effectiveness" of the services and ensure that they provide the "most effective" services. This is also the core goal pursued by the popular evidence-based mental health services in the contemporary West. Evidence based mental health services refer to the mental health service activities in which mental health service providers integrate their professional skills, characteristics of service recipients, research evidence from researchers, and supervision and management by government departments and industry organizations to make service decisions. Its core goal is to pursue the most effective mental health services. As a long-term and professional work, college mental health services should establish more scientific and effective mechanisms. Under the guidance of evidence-based practice, college mental health services should organically combine the three aspects of "evidence skills object", so that psychological research conclusions can be truly combined with mental health service practices, and educational programs and practical processes can truly solve the psychological problems of students in real life. Improve the mental health level of students [6].

### **3. A Model of Mental Health Services in Universities Based on Evidence-based Practice (EBP)**

#### **3.1 The Substantive Connotation of the "Four in One" Evidence-based Practice of Mental Health Services in Universities**

The evidence-based practice of mental health services in universities is a practical activity in which psychological teachers integrate their professional skills, student characteristics, the best research evidence from researchers, and the supervision and management of government departments and industry organizations to make efficient decisions on mental health services. The main execution subjects include the following four aspects, namely the "four in one". One is the researcher, two is the psychological teacher, three is the student, and four is the manager of the education administrative department. Four parties work together to fulfill their respective responsibilities and jointly build a standardized, standardized, and actionable practical framework.

The research objective of researchers is to study evidence, including systematic literature review, data meta-analysis, randomized controlled trials, quasi experimental studies, related research, and argumentation. Psychological teachers mainly focus on improving their professional skills, including the ability to evaluate and diagnose psychological problems, search for and evaluate corresponding evidence, attempt to interpret laws and policies, and interpersonal skills. For students, their personality, education level, family situation, beliefs, and values need to be understood and understood. The psychological needs behind the resulting psychological problems can be seen, and psychological counseling services can develop in a positive direction. The managers of the education administration department need to provide policy support and assistance for the evidence-based system of mental health services, develop reasonable manuals, guidelines, norms, and procedural documents, and play an important role in guidance, supervision, and adjustment. Only by cooperating and collaborating with each other can we achieve the physical connotation of the "four in one" evidence-based practice of mental health services in universities.

#### **3.2 The Hierarchical Structure of Evidence-based Practice in Mental Health Services in Universities**

The evidence-based practice of mental health services in universities is a multi-party collaborative framework. It is not just a unilateral task for mental health service providers. Structurally, managers, psychological teachers, researchers, and students should jointly build a standardized, operable, efficient, and scientific practical framework.

Researchers need to collect research data, research plans, research results, and other materials related to foreign and domestic fields. Through theoretical, empirical, comparative, and hierarchical methods, they need to search for different research evidence and consider reasonable evaluation criteria for research evidence. After sorting out various materials, they need to form standardized documents of different levels, such as plans, specifications, and guidelines. Researchers bear the responsibility of establishing an evidence-based practice system for mental health services, providing valuable and actionable research ideas and evidence that are beneficial to mental health services. Combining their professional knowledge, practical experience, and best evidence, they achieve efficient decision-making for mental health services. Psychological teachers are professionals who can provide psychological services and should have professional skills in psychological services. Firstly, they should understand relevant policies, laws and regulations. Secondly, they should have the ability to conduct psychological assessments and diagnosis, search for applied evidence, interpersonal communication and empathy, etc. They should be able to solve practical problems for their clients in the actual service process. Furthermore, the service situation, service process, and the cultivation of service providers are all important issues to consider. Students are objects in need of psychological services, such as those with psychological problems and those who want to improve their mental health. They have their own ideas, beliefs, personality characteristics, and life experience, which determine their cognitive and behavioral patterns. They are the direct beneficiaries of evidence-based practice. The managers of the education administration department, as the authorities, play an important and decisive role in policy formulation, resource provision, program

implementation, and service promotion. The top-down policy orientation often determines the speed, efficiency, and effectiveness of practical research implementation, and also becomes an important carrier for guiding, supervising, and regulating the development of practical research, as shown in Figure 1.

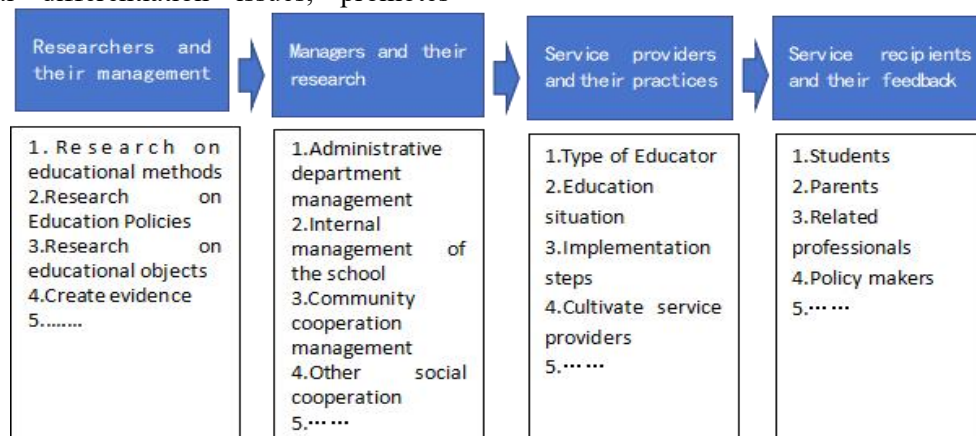
This hierarchical structure addresses several core issues in the past: firstly, the personal limitations of mental health service providers. In the past, the effectiveness of mental health services was often limited to personal factors such as the personal experience, years of employment, education level, and professional level of mental health service providers. If evidence-based methods are used, the role of personal factors can be diluted, and problems can be solved from the perspective of "the most effective evidence", ensuring the maximization of the interests of service providers. The second is to break the situation of mental health services fighting alone. In the past, there was a lack of communication, fragmentation, and even mutual blame among the managers, service providers, service recipients, and researchers involved. Evidence based practice suggests that when making practical decisions in mental health services, it is necessary to integrate the perspectives and evidence of the managers, service providers, service recipients, and researchers, and make the most appropriate judgments before making service decisions. The third is to truly integrate managers into the evidence-based practice system. In the past, managers were often independent of the other three parties and only evaluated and supervised based on post event effects, without truly integrating into the system to play a role. Within the evidence-based practice system, managers are required to understand and delve into the entire service process, promote and build a standardized evidence database, and standardize the entire service process and effectiveness.

### **3.3 Research on the Architecture of Evidence Based Mental Health Services in Universities**

From its connotation, evidence-based practice is defined as an intervention practice where the therapist values the visitor's culture, personality, and preferences, applies the necessary clinical judgments and professional knowledge, and is supported by rigorous

scientific research. Evidence based practice emphasizes the close integration between theory and practice, evidence and decision-making, and individuals and society. Through humanized means, it pays attention to individual differentiation issues, promotes

research on research paradigms, theoretical connotations, and implementation paths of mental health services in universities, and develops towards a more scientific, professional, and efficient direction.



**Figure 1. The Hierarchical Structure of the Evidence-based Practice Model for Mental Health Services**

(1) Research on Service Paradigm: Paradigm Based on Theory and Practice, Paradigm Based on Evidence and Decision, Paradigm Based on Individuals and Society

Based on the paradigm of theory and practice: Theoretical research on mental health education in universities is difficult to guide practical activities, and the practice of mental health services lacks theoretical depth, which restricts the long-term development of mental health services. A paradigm based on theory and practice should be formed to better expand the development perspective of mental health services.

The paradigm based on evidence and decision-making: Psychological teachers will handle students' psychological problems based on their own knowledge, skills, and experience, which can easily lead to a passive situation lacking scientific evidence; However, it is difficult to determine which is the "best evidence" at present, because the effectiveness needs to be evaluated by combining the implementation of both, which is also a contradiction. Under the guidance of manuals, guidelines, procedures, and norms, psychological teachers should be mobilized to pay attention to the awareness and ability of evidence, combine personal abilities with decision-making abilities, and provide maximum assistance in solving problems.

Based on the paradigm of individuals and society: College mental health services are

often a demand activity between psychological teachers and students, while researchers and educational managers are almost completely detached, forming an awkward situation of "two-person transfer" [7]. Building a comprehensive system based on individuals (students), schools (school mental health centers, departmental mental health counseling rooms, class psychological meteorologists), and society (relevant management agencies, public opinion, media, networks, etc.), integrating resources from all parties, and playing a synergistic role, can establish a long-term and effective mechanism for mental health education.

(2) Research on Service Concept: Constructing a Theory System of Mental Health Services with Localized Characteristics

There has not yet been a recognized and feasible operational model for mental health services, nor has a truly locally based theoretical system for mental health been constructed. It is necessary to explore the concept of mental health from excellent traditional culture, integrate information related to mental health from real social activities, and broaden the perspective of mental health services through knowledge accumulation. On the basis of fully understanding the traditional cultural concept of mental health, the existing theoretical system of mental health services can be scientifically revised, adjusted, and improved



to meet the development needs of mental health services in universities.

**(3) Service Path Research: Building a Local Mental Health Service Database**

A very important aspect of evidence-based practice based mental health services in universities is to construct a systematic student psychological database, providing scientific basis for scientific diagnosis, plan formulation, effective intervention, and post evaluation. In the context of big data, psychological data of college students can be obtained and established through various channels, including the organization of data sources (mental health centers, colleges, families), the main body of data sources (psychological counselors, psychological teachers, counselors, students, parents), and the work of data sources (psychological surveys, psychological evaluations, psychological counseling, psychological course teaching, psychological activities). Truly achieving the reliability and validity of data, providing valuable and usable confidence for searching for optimal evidence for retrieval, judgment, analysis, and application [8].

**3.4 Logic and Workflow of the Theoretical Framework of Evidence-based Mental Health Services in Universities**

In the concept of evidence-based practice, establishing an evidence-based mental health service evidence base is the foundation for effective work. According to the various problems in mental health services and the need to establish an evidence base, it should include organizing the direction of mental health services, organizing service methods, evaluating the effectiveness of evidence, and building a database. Based on this framework, there is a corresponding workflow process, and a corresponding evaluation system and standards should be established in the process. What are the solutions or suggestions for existing literature, such as adolescent depression survey data, college student mental health survey data, and self-esteem of children from single parent families? Organize experts and scholars to classify these issues, then conduct meta-analysis on relevant research, identify the best service methods, and input them into a large database. Through the internet, service providers from various regions can access this evidence, making the

psychological services they provide evidence-based, Try to benefit the service recipients as much as possible. For example:

- (1) What kind of mental health service problems are facing ->Fully understand the situation of service providers and recipients
- (2) What is the best service method The best evidence-based service approach is the best
- (3) What is the best evidence After analyzing the evidence, the highest level is the best evidence, etc
- (4) How should evidence be classified Establish a scientific grading system for evidence-based mental health education evidence
- (5) How to find evidence Establish a large-scale evidence-based mental health education database

Psychological health services are a highly professional job that includes how to identify mental health issues? What methods can effectively solve problems? How to use evidence reasonably? How to evaluate and develop one's own knowledge and skills? These all need to be fully considered and evidence obtained to avoid personal factors such as experience and educational background affecting the effectiveness of practice.

**3.5 An Evidence-based Evaluation System for Mental Health Services in Universities**

As a scientific mental health service, people must know for sure whether the educational methods adopted are beneficial or harmful, and if so, to what extent. The criteria for judgment should not only be the opinions of experts or personal experience, but should be demonstrated through large-scale, randomized, high-quality scientific research to demonstrate the effectiveness of mental health services. The evaluation indicators to consider for evidence-based mental health services include efficacy (equivalent to the internal validity of the study), efficacy (equivalent to the external validity of the study), and efficiency (equivalent to the speed at which a certain method works in the actual process) [9-10].

**4. Conclusions**

The evidence-based practice based mental health service model provides a new perspective for integrating research and practice in mental health services. Evidence

based practice leads innovation in the research paradigm of mental health services in universities from the dimensions of theory and practice, evidence and decision-making, individuals and society; From the perspectives of breaking through the dilemma of borrowing, constructing a local mental health theoretical framework, and achieving the integration of theory and practice, we will promote the theoretical innovation of mental health services in universities. By constructing a local mental health database, establishing a local mental health education model, strengthening scientific practice basis, and building a professional and efficient work team, we aim to achieve innovation in the practice path of mental health services in universities. In the future, it is necessary to create a localized evidence database, improve the localized evidence-based management system, disseminate the concept of evidence-based psychotherapy, create a talent training model for evidence-based psychotherapists, and promote the steady development of evidence-based psychotherapy in China.

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