

# **A Study on the Problems and Countermeasures of Current Psychological Health Education for China's University Students from the Perspective of "Three Comprehensive Education"**

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**Abstract:** "Three comprehensive education" is an important concept that current China's universities must follow to achieve the fundamental task of cultivating virtue and nurturing talents. Meanwhile, psychological health education is also an important part of cultivating virtue and nurturing talents. Based on this, the concept of "three comprehensive education" also has important guiding significance and reference value for the current development of student psychological health education in China's universities. Compared to this concept above-mentioned, there are still some practical problems in the current psychological health education of China's university students. In view of this, in order to provide some theoretical reference for doing well in psychological health education for university students from the perspective of "three comprehensive education", this article has studied the necessity, existing problems and countermeasures of carrying out psychological health education for university students from the perspective of "three comprehensive education".

**Keywords:** Three Comprehensive Education; Psychological Health Education for University Students; Necessity; Problems; Countermeasure

## **1. Introduction**

Current China's universities must follow the important concept of "three comprehensive education" to achieve the fundamental task of cultivating virtue and nurturing talents. Meanwhile, psychological health education is an important part of the process of completing the fundamental task of cultivating virtue and nurturing talents. Based on these discussions above-mentioned, the concept of "three

comprehensive education" also has important guiding significance and reference value for the current development of student psychological health education in China's universities. Compared to this concept above-mentioned, there are still some practical problems in the current psychological health education for China's university students. Concerning this, in order to provide some theoretical reference for doing well in psychological health education for university students from the perspective of "three comprehensive education", this article has studied the necessity, existing problems and countermeasures of carrying out psychological health education for university students from the perspective of "three comprehensive education".

## **2. The Necessity of Strengthening Psychological Health Education for University Students from the Perspective of "Three Comprehensive Education"**

In February 2017, China's two highest authority departments proposed that universities should closely focus on the fundamental task of cultivating virtue and nurturing talents, follow the comprehensive education of all members, all processes and all aspects (hereinafter referred to as "three comprehensive education") and form a long-term mechanism for education [1]. In December of the same year, the highest national education management department proposed the "Main Ten" education system, among which Article 6 is psychological education, requiring the in-depth construction of a "five in one" psychological health education work pattern of education, teaching, practical activities, consulting services, preventive intervention and platform protection [2]. From the above discussion, it

can be seen that psychological education is a practical whole with multiple elements, diverse links. Meanwhile, there are close connections and cooperation between these elements and links above-mentioned. In addition, psychological education is also a work that requires full participation, full process and all-round development. A deep understanding of the concept of “three comprehensive education” and its application to guide the current psychological education work in universities is of great significance for carrying out psychological health education for university students.

### **2.1 The Need for “Cultivating Virtue and Nurturing Talents”**

Carrying out psychological health education for university students from the perspective of “three comprehensive education” is an inevitable requirement for adhering to the principle of “cultivating morality and nurturing talents”. The national education management department pointed out in 2017 that psychological education work should adhere to the combination of cultivating psyche and morality, strengthen humanistic care and psychological counseling [2]. From the above discussion, it can be seen that moral education is closely related to the improvement of students’ psychological quality and the soundness of their personality. Whether psychological health education for university students can be effectively carried out will directly affect the actual effect of moral education to a certain extent.

China’s universities began exploring student psychological health education in the 1980s [3]. It involved the exploration of educational paths and methods as well as the innovation and improvement of educational content and concepts, aiming to cultivate useful talents with psychological health, sound personality and good adaptability to social development. With the proposal of the “three comprehensive education” concept by China’s two highest authority departments, universities have explored new ideas on the issue of “how to cultivate people”. At present, China’s universities have gradually formed an all-member, all-process, and all-aspect system for student psychological health education. At present, “three comprehensive education”, psychological education and moral education

have become important keywords in the talent cultivation work of universities. Carrying out psychological health education for university students from the perspective of “three comprehensive education” as well as promoting the combination of psychological health education for university students and the concept of “three comprehensive education”, which have profound significance for ultimately achieving the overall goal of cultivating virtue and nurturing talents.

### **2.2 The Need for the Transformation of Psychological Health Education Models**

Carrying out psychological health education for university students from the perspective of “three comprehensive education” is the practical need of transforming the current model of psychological health education for university students and promoting their psychological health development. By comparing the concept of “three comprehensive education” with the current situation of psychological health education for China’s university students, it can be found that there are problems in the current work of psychological health education for China’s university students, such as a single education subject, insufficient atmosphere for all-member education, disconnection in the education stage, insufficient grasp of the all-process education, rigid education methods and weak systematic all-aspect education. In view of this, the concept of “three comprehensive education” also has significant guiding significance for carrying out psychological health education for university students.

Psychological health education involves various aspects such as education and teaching, management services and resource integration. For university students born in the new stage under the rapid development of informatization and networking, the traditional psychological health education model has appeared cumbersome, complex and outdated. Therefore, they think that the education model above-mentioned has been unable to meet their personalized needs and let alone their deeper expectations. From the perspective of “three comprehensive education”, constructing a new model of psychological health education as well as leveraging the “three comprehensive education” system of multi-party collaboration,

full-process monitoring, comprehensive innovation and integration of multiple methods, which is not only a practical requirement to solve the problems in students psychological health education in current China's universities, but also an innovative attempt to reform the students psychological health education model in current China's universities.

### **2.3 The Need for Comprehensive Development of Students**

Carrying out psychological health education for university students from the perspective of "three comprehensive education" is an inevitable requirement for cultivating correct worldviews, life views and values among university students as well as promoting their healthy and comprehensive development. However, in terms of the current situation, there are many imbalances and serious gaps in the development of university students. For example, there are the coexistence of multiple employment paths and employment difficulties, the widening gap between academic excellence and academic difficulties as well as the significant differences in student ideological and value orientations under the influence of networking. The above phenomena are not only the difficulties in psychological health education for university students, but also the key points that can be overcome.

As a part of China's education concepts, "three comprehensive education" embodies the student-centered approach. Meanwhile, the connotation of "three comprehensive education" is in line with the current laws of psychological growth and development of university students in China.[4] "Three comprehensive education" is not only a necessary condition to meet students' psychological development needs, but also a necessary path to cultivate students' correct worldview, outlook on life and values. Implementing psychological health education for university students from the perspective of "three comprehensive education" can help create a positive campus atmosphere for students to actively progress as well as promote their healthy and comprehensive development, thus truly achieving extensive and comprehensive development of students.

### **3. Problems in Current Psychological Health Education for China's University**

#### **Students from the Perspective of "Three Comprehensive Education"**

##### **3.1 From the Perspective of all Members, the Current Psychological Health Education for China's University Students has not Achieved Comprehensive Education and Lacks Synergy**

At present, most universities in China have not been able to achieve holistic education in psychological health education. For China's universities here, the narrow definition of all members education refers to the full participation of universities, from management to grassroots faculty, fully participate in the psychological health education of university students and jointly promote the process of psychological education in universities.[5] The synergy of holistic education in psychological health education reflects the participation of all university teachers, including full-time psychological health education teachers, part-time psychological counselors in departments, full-time teachers, homeroom teachers, school administrators, management personnel, student cadres (department staff and psychological commissioners) who assist in psychological health education, dormitory managers, etc. The prerequisite work of psychological health education, namely prevention work, requires the collaborative participation of all members and achieving a combination of prevention and guarantee.

The psychological education team affects the ultimate effectiveness of psychological education work. Currently, many psychological education teams in China's universities mainly consists of psychological counselors, who are arranged by the universities' academic work department and psychological center. Some universities also include part-time psychological teachers and class teachers in the education team. However, due to unclear work allocation and requirements, there is often a problem of dispersed responsibilities. In addition, the recent incidence and severity of psychological problems among university students have been increasing year by year, especially in the spring and autumn seasons as well as the graduation season. The psychological work pressure of universities management departments has doubled. However, the vast majority of the psychological education team

has not received professional psychological counseling or training. For students with psychological problems, especially serious ones, they often have more than enough energy and are unable to carry out targeted work. Faced with a large number of psychological screening interviews, various causes of psychological problems and an increasing number of student consultation appointments, the current number and quality of education teams are still far from enough.

In addition, from a broad perspective, for the psychological health education of China's university students, all members education refers to the collaboration and cooperation among families, universities, and society to jointly participate in the psychological health education of university students. However, in terms of the current situation, families have not attached enough importance to and participate in psychological health education for university students, and their roles have not been significant enough. The participation and role of social professional institutions in psychological health education for university students have not been sufficient. Meanwhile, there is a lack of synergy among families, universities and social professional institutions in psychological health education for university students.

### **3.2 From the Perspective of all Processes, the Current Psychological Health Education for China's University Students has not Achieved Full Process Education and Lacks Systematicity**

The general education system in current China's universities is 3-5 years and the arrangement of professional courses is already tight in universities above-mentioned. Therefore, in terms of course arrangement, more theoretical or practical courses related to student professional development will be set up, while the proportion of psychological health courses will be relatively ignored. According to the concept of all processes education, psychological education should run through the entire process of students from entering school to graduation, and provide targeted guidance based on the characteristics of each stage. However, the reality is that due to the limited number of teachers in the field of psychological health education, the teaching of compulsory courses for psychological health

education is not integrated throughout the entire process. The courses are mainly arranged in the first year of university, targeting first-year students, and the form of which is mostly large class teaching with a large number of teachers. The teaching form is single, mostly focused on lectures and less interaction [6]. Course related to psychological health will no longer be arranged in the following academic years. In fact, psychological health education is a process from shallow to deep, and new students tend to focus more on understanding psychological issues. As they encounter more practical problems, they will need more intervention in psychological health education.

Meanwhile, the second classroom curriculum of psychological health education in current China's universities is too fragmented. Meanwhile, the above curriculum lacks systematicity, clear activity objectives or distinctive features and it has not achieved significant positive effects. The compulsory courses of psychological health education have not been integrated throughout the entire university process, nor have they formed a comprehensive and complete psychological health education system.

In addition, for students with mild psychological biases, psychological teachers or counselors often limit themselves to stage tracking and only solve immediate problems. However, students who are prone to psychological biases are more likely to encounter problems than ordinary students when facing various issues such as life or academic development. They need to be given continuous attention instead of intervening only in times of crisis. Psychological health education should focus on prevention.

### **3.3 From the Perspective of all Aspects, the Current Psychological Health Education for China's University Students has not Achieved Comprehensive Education and Lacks Linkage**

At present, some universities lack linkage in psychological health education and have not been able to achieve comprehensive education. On the one hand, there is still a phenomenon of insufficient understanding of psychological health education in universities in society, believing that the above work is only a unilateral responsibility of universities.



However, in reality, the work of psychological health education in universities is not only a unilateral task of the universities, but also requires the linkage of the universities, families and society, all of which are indispensable. On the other hand, the methods and approaches of psychological health education in some universities are relatively traditional, with a single form as well as fewer forms of online education and work using the Internet. Meanwhile, the methods and approaches above-mentioned have not broken through the limitations of space and lack innovation.

The requirement for all aspects education of psychological health among university students is that schools should make full and reasonable use of various carriers or platforms for psychological health education. However, the most common means for universities to carry out psychological health education at present are university student psychological health education courses, psychological counseling led university student psychological testing, psychological crisis screening and a series of psychological activities. These common methods may have been sufficient to do a good job in psychological health education for university students in the past. However, the incidence of psychological problems among university students is increasing. Meanwhile, the causes of psychological problems are becoming increasingly complex. Therefore, it is difficult to achieve good practical results solely through short classroom time or simple stage promotion.

Many universities often limit student psychological health education to face-to-face lectures by full-time psychological teachers or counselors with classroom teaching and psychological counseling as the main focus, while neglecting the utilization of various online and offline resources. Many universities have indeed established online psychological health platforms. However, most of them are superficial and have not truly played the role of student psychological health education. Offline activities often persist for many years, disregarding the personality and age characteristics of students and being applied in all aspects across multiple grades, resulting in a significant decrease of participation in students, with most of them being forced to

participate.

#### **4. Strategies for Strengthening Psychological Health Education for University Students from the Perspective of “Three Comprehensive Education”**

##### **4.1 From the Perspective of All Members, Families, Universities and Society should Strengthen Their Collaboration in Psychological Health Education for University Students, Gather Joint Efforts, and Establish a Comprehensive Work System for All Members**

Psychological health education for university students is not only the work of the school itself, but also the collaboration and cooperation of the school, family and society.[6] Only by working together with universities, families, and society can we effectively ensure the physical and psychological health growth of university students. Psychological health education for university students should form and promote the linkage between universities, families and society, and give full play to the collaborative role of education and teaching personnel, administrative management personnel, peer students, parents and social professional psychological personnel in nurturing students.

From the universities' perspective, firstly, universities should establish a psychological health education team mainly composed of professional psychological counselors, supplemented by part-time psychological teachers and class teachers. Meanwhile, universities should strengthen training through lectures on psychological health knowledge, case studies on student psychological problems and encourage those members above-mentioned to participate in student psychological abnormality investigations, consultation interviews, group counselings, and other work together, enhancing the participation of psychological teachers (especially homeroom teachers) in psychological health education for students. Secondly, universities should give full play to the positive role of student affairs management personnel, including dormitory administrators, in creating a campus psychological and cultural atmosphere. Finally, universities should fully leverage the role of peer students tutoring platforms [7] and strengthen the

training of psychological commissioners or dormitory psychological meteorologists.

From the families' perspective, parents or other family members are the first teachers of students, and they also belong to educators in a certain sense as well as crucial guiders in student education [8], and their influences on the psychological growth of students are generally the most profound.

School psychological work cannot be separated from the support of families, which should pay attention to the physical and psychological health and comprehensive development of students. Universities should strengthen cooperation between families and schools, accurately identify the underlying causes of students' psychological problems, strengthen the support of families, promote the role of families in the process of psychological education and help students grow up healthy.

From the societal perspective, universities should also fully leverage the role of social professional psychological service teams and efficiently utilize various platforms or shared resources offered by social professional psychological service workers. For students with serious problems, universities should timely referral to professional psychological service institutions in society. Social professional psychological service institutions should actively assist families and universities in carrying out psychological health education for university students. In short, the above three should strengthen the synergy in the psychological health education of university students.

#### **4.2 From the Perspective of All Processes, it is Necessary to Strengthen the Focus and Form a Full Process Work Chain**

The psychological state of students is different when they first enter school and when they are about to graduate [9], psychological health education for university students is never a one size fits all approach, but should run through the all processes from enrollment to graduation. At every stage of the growth of university students, psychological health education should be scientifically carried out based on their grade differences, personality traits, practical problems and practical needs.

For freshmen, their psychological problems generally focus on environmental adaptation, interpersonal relationships (including romantic

relationships), learning motivation and other aspects. Therefore, on the basis of conscientiously conducting psychological surveys for freshmen, timely consultation, interviews and follow-up conversations should be conducted with students with abnormal survey results. Targeted measures should be implemented to address the causes of their problems. Focusing on the common types of psychological problems, to effectively prevent psychological problems, various psychological health themed lectures should be timely conducted, such as how to adapt to college life, how to properly handle interpersonal relationships, love psychology, learning psychology.

In their sophomore and junior years, students have basically adapted to university life, and a large number of students have begun to struggle with the issue of employment or further education. Some students who want to find jobs will relax their learning requirements, while others who hope to further their education will feel confused because they cannot find the focus of their efforts. At this point, it is necessary to help them correct their learning attitude, clarify their learning goals, find their own positioning and avoid accumulating psychological burden and generating psychological problems.

In their senior year, students enter a career decision-making period and are about to graduate. The fear and anxiety of entering society or being able to enter higher education often cause serious psychological pressures and problems for students. This period is the most worrying for psychological educators and also a period of high incidence of psychological crisis events. Therefore, in order to effectively help students pass through this period smoothly, for students who want to directly find jobs, universities can enhance their employment confidence by organizing employment training guidance meetings, excellent alumni meetings and so on. For students who hope to further their education, universities can invite graduates who have successfully pursued their studies over the years to return to the universities for activities such as experience exchange reports and information sharing salons to help them obtain more information. For students who are unwilling to work or pursue further education, it is necessary to provide timely psychological

counseling, identify the root cause of the problem, then help them adjust their mentality and smoothly enter society.

#### **4.3 From the Perspective of All Aspects, it is Necessary to Integrate Resources and Build a Comprehensive Work Network**

Currently, China's university students have active thinking, strong plasticity and subjective initiative. In addition to fully utilizing the role of classroom education and teaching, it is also necessary to actively integrate the implicit resources around them to achieve a combination of curricular and extracurricular, online and offline psychological health education.

Firstly, combining curricular and extracurricular psychological health education. the current China's universities should leverage the main channel role of psychological health courses, optimize and innovate teaching content and methods. For example, psychological teachers should utilize the big data resources of current new media platforms to combine social current events with theories related to psychological health, guide students to engage in interactive discussions based on their own learning and life experiences, design classroom barrage comments and real-time role-playing activities for teaching content and improve classroom content immersion and student participation. Meanwhile, educators should encourage students to actively organize or participate in various psychological health education activities and enrich the second classroom activity forms of psychological health education in stages, levels and systems. In addition, educators above-mentioned should adopt multiple forms of second classroom activities for different stages, groups, personality problems and common problems [6] and fully leverage the role of the "second classroom", such as the arrangement of microfilms, sign language exercises and situational dramas as well as psychological academic salons and online listening activities for peer assistance, promoting students to enhance their psychological self-help abilities. The teachers in charge of classes should hold themed class meetings, focusing on the pain points and difficulties that university students often encounter in their learning and life, such as targeted discussions on interpersonal

communication, love, adaptation, career planning, etc. In short, the members above-mentioned should work together to create a positive and enterprising campus psychological and cultural atmosphere.

Secondly, combining online and offline psychological health education. In online situations, the current China's universities should make good use of online campus official account platforms such as QQ, WeChat, and microblog to popularize psychological consultation appointment channels. Meanwhile, they should regularly release practical psychological knowledge, psychological tests and survey questionnaires. In addition, they should design anonymous online interactive discussions from time to time. Moreover, they should establish a long-term psychological micro essay section and turn the "official" platform into a "life oriented" platform for students to interact, communicate as well as relieve worries and doubts. In offline situations, psychological health knowledge can be popularized through broadcasting, campus bulletin boards, psychological knowledge manuals, campus psychological journals and other forms. Meanwhile, the current China's universities should regularly conduct psychological lectures, hold psychological symposiums and arrange daily psychological counseling services to promote the formation of a comprehensive and multi-channel campus psychological education atmosphere.

#### **5. Conclusions**

Psychological health education is an important course for China's students. It is the responsibility of all educational organizations and personnel to teach this course above-mentioned well. In the new situation, universities should practice the concept of "three comprehensive education", continuously innovate new models of psychological education, optimize the system of psychological health education in universities and lay a solid foundation for improving the psychological health level of university students, cultivating their sound personality as well as creating a harmonious and healthy campus environment. To provide some theoretical reference for doing well in psychological health education for university students from the perspective of "three comprehensive education", this article has

studied the necessity, existing problems and countermeasures of carrying out psychological health education for university students from the perspective of “three comprehensive education”.

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