

# Research on the Construction of a Long-Term Mechanism for College Students' Mental Health Education from the Perspective of Home-School-Community Collaboration

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## Abstract:

The purpose of this paper is to explore the construction of a long-term mechanism for college students' mental health education from the perspective of home-school-community collaboration. By analyzing the current situation and challenges of mental health education for college students, this study proposes a set of systematic solutions from the three dimensions of family, school, and society. As the first classroom for individual growth, the education method and atmosphere of the family have a profound impact on the mental health of college students. Schools are responsible for professional education and psychological intervention and need to establish a sound mental health education system and crisis intervention mechanism. At the social level, by strengthening policy guidance, community service, and media publicity, strong support for college students' mental health education can be formed. Through case analysis and empirical research, this study verifies the effectiveness of the home-school-community collaboration model and puts forward specific suggestions on how to further optimize the mechanism and improve the educational effect. The results show that the close cooperation between home, school, and community is the key to building a long-term mechanism for college students' mental health education, which is of great significance for promoting the all-round development of college students and maintaining social stability.

## Keywords:

Home-school-community collaboration  
University student  
Mental health education  
Long-term mechanisms  
Construct your research

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## 1. Introduction

With the increasingly fierce social competition, college students, as important reserve talents of the country and society, are facing many psychological pressures and

challenges, and mental health problems such as anxiety and depression have gradually surfaced, posing a serious threat to their healthy growth. The traditional school-centered mental health education model has indeed

played a certain role in the past, but due to the constraints of limited resources, insufficient professionals, and insufficient coverage, it can no longer meet the actual mental health needs of current college students. In this context, it is particularly urgent and important to construct a long-term mechanism for college students' mental health education from the perspective of home-school-community collaboration.

## **2. The theoretical basis of home-school-community collaborative education**

### **2.1. Definition and development of home-school-community collaborative education**

Home-school-community collaborative education refers to the coordination and cooperation of the family, the school, and society to play a joint role in educating people, and jointly assume educational responsibilities, to promote the all-round development of students. Its definition emphasizes the close integration and synergy of the three aspects of education, intending to make more effective use of educational resources. From the perspective of the development process, home-school-community collaborative education has undergone continuous exploration and improvement in China.

Taking Guangdong Province as an example, as early as 1983, the country's first parent school was established in Guangzhou, marking the real implementation of the concept of home-school co-education. After more than 40 years of development, Guangdong has moved from home-school co-education to home-school-community collaborative education, forming a new pattern of diversified education with high-level government coordination, cooperation between departments, specific leadership of schools, full participation of parents, and active cooperation of society. This development process reflects the continuous expansion and deepening of home-school-community collaborative education in line with the requirements of the new era. In summary, home-school-community collaborative education is an effective education model with a solid theoretical foundation and a clear development process, which provides an important reference for the construction of a long-term mechanism for college students' mental health education.

### **2.2. The relationship between home-school-community collaborative education and mental health education**

Theoretically, home-school-community collaborative education is closely related to mental health education. Ecosystem theory points out that students' mental health development is affected by the school, family, and socio-ecological environment. This theory provides a solid theoretical foundation for home-school-community collaborative education, emphasizing that the three parties should work together to create a rich growth environment for students and pay attention to their individualized development. Sociocultural theory further states that students' learning and growth are not only influenced by educational institutions but also by the socio-cultural environment in an all-round and lasting way<sup>[1]</sup>.

Therefore, in promoting students' mental health, home-school-community collaborative education needs to involve a wide range of participants from all walks of life to form a synergy. Pedagogical theories also guide the combination of home-school-community collaborative education and mental health education. It emphasizes the principle of the social and all-round development of education and requires the three parties of family, school, and society to pay attention not only to the academic performance of students but also to the cultivation of their physical and mental health and comprehensive quality in the process of collaborative education. This educational philosophy is highly consistent with the goal of mental health education and jointly promotes the all-round development of students. To sum up, home-school-community collaborative education and mental health education have theoretical foundation.

## **3. Analysis of the current situation of mental health education for college students**

### **3.1. Current mental health status of college students**

According to the "2022 Survey Report on the Mental Health Status of College Students" in the "2022 China National Mental Health Report" jointly released by the Institute of Psychology of the Chinese Academy

of Sciences and the Social Sciences Academic Press, the survey results of nearly 80,000 college students aged 15–26 in 31 provinces (autonomous regions and municipalities directly under the central government) including Shandong and Hebei presents that the current mental health status of college students shows a worrying trend. Among the 80,000 college students nationwide, the risk detection rate of depression is as high as 21.48%, the risk detection rate of anxiety is 45.28%, and more than 70% of college students have mental health problems of varying degrees.

These problems are mainly manifested in depression, anxiety, sleep disorders, and sensitive interpersonal relationships, which seriously affect the learning and quality of life of college students. With the rapid development of economic globalization and informatization, college students are faced with multiple pressures such as academics, employment, and interpersonal relationships, which not only come from academic competition and career planning but also from the conflict between traditional values and modern culture. Additionally, some college students are confused about their self-orientation and lack of willpower and self-control, which leads to frequent mental health problems. Although colleges and universities have made efforts in mental health education, there are still problems such as insufficient educational resources and underqualified teachers, which make it difficult to meet the growing mental health needs of students. Therefore, it is particularly important to construct a long-term mechanism for college students' mental health education with home-school-community coordination.

### **3.2. Problems in the mental health education of college students**

At present, many problems need to be solved urgently in the mental health education of college students. Firstly, the distribution of educational resources is uneven. Some colleges and universities have a low number of mental health education teachers, and the availability of professional psychological counselors is limited, making it difficult to meet the needs of the majority of students. Secondly, the content and methods of education are relatively simple, focusing on the teaching of theoretical knowledge, and lacking practical and

targeted psychological counseling and intervention. Moreover, the coordination mechanism between home, school, and society is not perfect, and the cooperation between families, schools, and society in mental health education is not close enough, and it is difficult to form an effective synergy. Furthermore, college students themselves also have misunderstandings about mental health, often regard psychological problems as personal privacy, avoid medical treatment, and lack the awareness of actively seeking help. These problems not only affect the college students' mental health education, but also harm the healthy growth of students, and it is urgent to take effective measures to solve them to build a perfect long-term mechanism for college students' mental health education.

### **3.3. Current problems in the mental health intervention of college students**

Currently, mental health interventions in colleges and universities have exposed obvious problems in multiple dimensions. In terms of ideology and cognition, some colleges and universities confuse mental health education with ideological and political work, ignoring its unique significance in shaping students' personalities and improving psychological quality, resulting in insufficient attention and resource investment. In terms of the education system, the curriculum lacks a systematic, targeted, and effective curriculum, which cannot meet the diverse needs of students. Moreover, there are great differences in institutional construction, capital investment, and work promotion among universities, and the integration of resources is poor, making it difficult to form a joint force in education. The teaching staff is not optimistic, the number of psychological counselors is insufficient, and the teaching staff of some colleges and universities is unstable. Due to the lack of behavioral norms, some licensed teachers have disrupted the order of education such as abusing test scales in their work. Students do not pay enough attention to mental health, have weak awareness, lack knowledge, and are reluctant to seek help even if they have psychological problems. The intervention mechanism is lagging, and there is a lack of scientific evaluation and individualized programs. There are also problems of poor communication, unclear responsibilities, and inadequate resource integration,

which seriously weaken the effectiveness of education. Solving these problems is crucial to improving the level of mental health interventions in universities.

## **4. The role of home-school-community coordination in the mental health education of college students**

### **4.1. The basic role of family in mental health education**

As the primary environment for individual growth, family plays a vital role in the mental health education of college students. The family is not only an emotional harbor but also the primary place for shaping an individual's personality and psychological characteristics. From the perspective of mental health education, the harmony of the family atmosphere and the educational methods and attitudes of parents have a profound impact on the psychological development of college students<sup>[2]</sup>. Through the bits and pieces of daily life, families subtly convey values, emotional expressions, and strategies for coping with stress. A warm, supportive, and understanding family environment helps to cultivate positive self-awareness, good emotional regulation, and mental resilience among college students. On the contrary, undesirable factors such as family conflict, neglect, or overprotection may become potential triggers for psychological problems in college students. Therefore, the role of the family in mental health education cannot be ignored. It is not only an important line of defense to prevent psychological problems, but also a solid backing to promote the mental health growth of college students. To construct a mental health education mechanism for home-school-community coordination, it is necessary to pay full attention to and give full play to the basic role of the family.

### **4.2. The leading role of schools in mental health education**

School is a key place for college students' mental health education, shouldering the important responsibility and leading role of knowledge transfer and cultivating a sound personality. Most of the mental health education work in colleges and universities at the school level is based on the pattern of "big ideology and politics"<sup>[3]</sup>. The

school helps students' mental health through diversified ways, one is to set up a compulsory course titled "Mental Health Course for College Students" to systematically teach mental health knowledge. The second is to set up a psychological counseling center with professional counselors. In particular, it is worth mentioning that Zhejiang Security Vocational and Technical College has a psychological counseling project every Wednesday, and doctors from Wenzhou Seventh People's Hospital are invited to conduct on-campus counseling and answer students' questions promptly. The third is to hold regular lectures and activities, invite experts to popularize scientific knowledge, carry out psychological development, and enhance students' psychological adjustment ability. Lastly, teachers need to pay close attention to students' psychological states in their daily teaching interactions and intervene in time once problems are found. The school also establishes mental health files for students and conducts psychological assessments regularly to dynamically grasp the mental health status of students.

### **4.3. The supporting role of society in mental health education**

Society plays an important supporting role in the mental health education of college students. Firstly, society provides a variety of resources, and various psychological counseling institutions can provide students with professional services, such as mental health lectures, public welfare activities, dissemination of knowledge, and practical opportunities. Secondly, social public opinion and the media have a far-reaching impact, and positive publicity can guide college students to establish a correct concept of mental health and take the initiative to pay attention to their psychological conditions such as the notion that negative information can have a negative impact. Thirdly, social organizations and institutions work closely with schools and families to integrate resources and form a joint force. For example, providing professional training for schools to improve the quality of education and provide guidance to parents to improve their educational capacity. The multi-party collaboration of these societies in mental health education can create a good atmosphere and promote the long-term development of mental health education for

college students.

## **5. The construction of a long-term mechanism for mental health education from the perspective of home-school-community collaboration**

### **5.1. Construct a theoretical framework and stabilize the foundation of a long-term mechanism**

From the perspective of home-school-community collaboration, the construction of a long-term mechanism for college students' mental health education relies on a solid theoretical framework. The framework is student-centered, aims to improve students' mental health literacy, and emphasizes the integration and complementary advantages of multiple resources such as families, schools, medical institutions, and society. By building a platform for information sharing, resource sharing, and responsibility sharing, the optimal allocation and efficient utilization of educational resources can be realized <sup>[4]</sup>. Specifically, the theoretical framework includes the following core elements: first, it is student-centered, focusing on their mental health needs and development; Second, the deep integration and close cooperation of multiple subjects such as families, schools, medical institutions, and society; Third, the establishment of an information sharing platform to ensure that all parties can obtain accurate information promptly; Fourth, strengthen teacher training and professional construction, and improve the quality of mental health education; Fifth, enrich the content and form of education and stimulate students' enthusiasm for participation; Sixth, improve crisis prevention and intervention mechanisms to ensure the safety of students' mental health. This theoretical framework not only provides students with comprehensive, systematic, and professional mental health support but also lays a solid foundation for the in-depth implementation of the home-school-community collaborative education mechanism.

### **5.2. Implement practical strategies and promote the operation of long-term mechanisms**

Firstly, it is necessary to establish a regular communication mechanism to ensure that information

is shared among families, schools, and society, and to communicate the dynamics of students' mental health on time. Secondly, we will implement personalized mental health education programs to provide customized counseling and support for different students' psychological characteristics and needs. In addition, it is necessary to strengthen the construction of mental health education teachers, improve teachers' professional quality and psychological counseling ability, and ensure the quality and effectiveness of education. At the same time, promote the socialized sharing of mental health education resources, and use online platforms, community services, and other channels to broaden the channels and coverage of education. Finally, a mental health education effect evaluation system should be established, and the education strategy should be continuously optimized through regular evaluation and feedback to ensure the effective operation and continuous improvement of the long-term mechanism. The implementation of these practical strategies will provide a strong guarantee for the mental health education of college students.

### **5.3. Gain insight into practical challenges and explore long-term mechanisms**

In practical application, the mental health education of college students from the perspective of home-school-community collaboration faces many challenges. First of all, establish a regular communication mechanism between parents and schools, and enhance mutual trust and cooperation between parents and schools through parent-teacher meetings and home-school contact manuals. Second, it is necessary to build a platform for the integration of social resources, introduce professional mental health service institutions, and provide schools with mental health education and training, consulting services, and other support <sup>[5]</sup>. Simultaneously, strengthen the construction of mental health education teachers, improve teachers' professional quality and serviceability, and ensure the effective implementation of mental health education. Through these measures, we aim to promote the formation of a joint force between parents, schools, and communities to jointly build a long-term mechanism for mental health education for college students.

#### **5.4. Improve the development mechanism and promote the professional advancement of the team**

In the mental health education of colleges and universities, it is very important to build a home-school collaborative education team with excellent professional quality. At the moment, there is room for improvement in the professional knowledge reserve, practical operation skills, and home-school communication and collaboration skills. To improve the professional development mechanism, the construction of the teacher training system should be strengthened, professional training courses on mental health education should be carried out regularly, and experts in the industry should be invited to provide guidance. Concurrently, a professional assessment and incentive mechanism for the home-school collaborative education team should be established to enhance the enthusiasm and sense of responsibility of members. In addition, it will build a platform for exchange and learning to promote experience sharing and common growth. By improving these mechanisms, the professional level of the education team can be effectively improved, and a solid human guarantee will be provided for the mental health education of college students.

#### **5.5. Improve assessment feedback and optimize long-term mechanism guarantees**

The evaluation and feedback of the long-term mechanism of mental health education is the key to ensuring its effective operation. The evaluation should cover the comprehensiveness, pertinence, and effectiveness of the implementation of the mechanism, and collect the opinions and suggestions of students, parents, schools, and the community through questionnaires, interviews, data analysis, and other means. The feedback mechanism should be based on the evaluation results, timely and accurately reflect the problems and deficiencies in mental health education activities, and put forward specific

improvement measures. Simultaneously, it is necessary to ensure that the feedback channels are unimpeded and all parties are encouraged to actively participate to form a virtuous circle. In addition, the evaluation and feedback work should also focus on long-term and systematic, regularly review and summarize the operation of the mechanism, and constantly adjust and improve it to adapt to the changes in the mental health needs of college students. Through scientific evaluation and effective feedback, the long-term mechanism of mental health education from the perspective of home-school-community collaboration will be continuously optimized, providing a more solid guarantee for the healthy growth of college students.

## **6. Conclusion**

The mental health of college students is crucial for achieving personal growth and self-worth and influencing the nation's and society's long-term development. In today's increasingly competitive society, coupled with the growing influence of family environments, relying solely on school-based mental health education is insufficient to address the complex and diverse psychological needs of college students. Therefore, it is essential to establish a comprehensive, long-term mental health education mechanism that integrates contributions from families, schools, and society. By leveraging the foundational role of families, the leading role of schools, and the supportive role of society, we can build a strong framework to support the mental health of college students. This approach will foster an environment conducive to their growth, enabling them to maintain a positive and healthy mental state in both learning and life. Ultimately, this will empower college students to contribute their knowledge, skills, and energy to society, injecting vitality into the nation's and society's development.

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### Disclosure statement

The author declares no conflict of interest.

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