



Paper Type: Original Article

Promoting College Students' Mental Health Education through School-Family Cooperation

Junsheng Yu^{1,2*}

1. Qingdao Film Academy

2. City University Malaysia

Abstract

As the organizers, managers, and guides of student management work in colleges and universities, counselors are at the frontline of student education. Counselors frequently interact with students' parents, leveraging school-family cooperation and their roles as managers to construct a pyramid-like psychological intervention system that progresses through dormitories, classrooms, and schools. This approach allows counselors to stay informed of students' thoughts, provide targeted psychological counseling, and ensure the effective integration of moral education and mental health education, ultimately improving the psychological health education for college students.

Keywords: College students; Mental health education; Counselors; School-family cooperation

Currently, mental health issues among adolescent students are increasingly prominent, and mental health education has become both a focus and a challenge in higher education. Paying attention to the psychological development of young students, understanding their mental states, identifying psychological issues, and guiding students to overcome psychological obstacles and eliminate mental shadows are now the top priorities in education.

1. Common Psychological Issues Among College Students

(1) Psychological Problems Common in Freshmen

For students entering university, they leave behind the intense academic life of high school and step into a new world filled with endless expectations. However, in this new

environment, they may experience confusion or negative emotions. Some students struggle to adapt, with some feeling homesick and unable to attend classes normally. Others, who are living in dormitories for the first time, find it challenging to share a room with several classmates, displaying various signs of discomfort. If not addressed in time, these issues can trigger a series of psychological problems that may negatively affect their university life and studies.

(2) Psychological Problems Common in Sophomores and Juniors

At this stage, students have generally overcome the initial phase of confusion, and their interpersonal relationships are more mature. They are psychologically and physiologically ready to engage in romantic relationships. Curiosity about the opposite sex and mutual attraction are common, making romantic relationships a normal occurrence. However, some students struggle to handle their relationships appropriately and fail to plan for their future, leading to emotional problems. In such cases, some students may become deeply immersed in their pain, unable to move on from a breakup, and even take extreme measures.

(3) Psychological Problems Common in Graduating Students

The biggest concern for students in their final year is employment. As graduation approaches, many students experience varying degrees of anxiety related to job prospects. Some may be uncertain between entering the workforce or pursuing further studies. Many feel overwhelmed by the pressure of finding a job after graduation, and their lack of self-awareness leads to feelings of insecurity. This group of students may feel that their future is bleak, unknowingly adding psychological burden. Additionally, some introverted students, who have limited exposure to the outside world, may struggle to make informed career choices, exhibiting confusion about what they want to do or what jobs they can pursue.

2. Solving the Problems with a School-Guided, Family-Based Approach

(1) Solutions for Psychological Problems in Different Years from the School's Perspective

Freshmen need both physical and mental adjustment to adapt to their new college life. During this period, class teachers should spend more time engaging with students in classrooms and dormitories. Through one-on-one conversations, teachers can better understand the challenges students face and help them adapt more quickly. Teachers should also slow down the pace of lessons in the early stages, allowing students to adjust to the new learning methods of university education, gradually moving away from the rigid, spoon-feeding approach of high school.

Sophomore and junior students, having adapted to university life, are more mature mentally and physically. Some of them may become interested in romantic relationships. In this case, class teachers should pay attention to students' emotional needs, providing correct guidance on relationships. Teachers should also monitor students who are already in relationships, offering support to those who encounter emotional problems to prevent more serious issues from arising.

Finally, for students about to graduate, their main concern is whether to further their studies or enter the job market. These students need guidance on career choices and professional planning to help them gain clarity about their future and reduce the fear of unemployment after graduation.

(2) Exploring Solutions to College Students' Psychological Problems through School-Family Cooperation

First, it is essential to understand the root causes of the psychological problems of "troubled" students. Some students' mental health issues are deeply rooted in their family backgrounds, where a lack of warmth at home may result in problems such as low self-esteem and self-awareness. Through school-family cooperation, schools and teachers can work together to help parents establish good educational practices.

Parents often have high expectations for their children, hoping they will become outstanding individuals. However, this expectation can create immense pressure if expressed improperly. Parents need to manage their expectations in a reasonable and appropriate manner. Expectations should not exceed the child's abilities, as this could lead to significant stress, resulting in a loss of motivation. Even though students spend most of their time at school and interact with their class teachers and counselors, parents' attention and support are still crucial. Parents should emphasize their children's efforts and diligence rather than focusing solely on grades or achievements. For students, the most valuable quality is perseverance and hard work.

The most important role of both family and school education is to help students become independent individuals, capable of survival in society. Many students who develop into "problem" students do so due to overindulgence from their families. Some parents take a highly controlling approach, allowing their children to focus exclusively on their studies.

However, this often leads to a loss of autonomy in learning, independent thinking, and self-care. While parents can participate in their children's education, they should not take over.

3. Conclusion

Regarding mental health education for college students, schools must play a key role in both service and education, especially when it comes to guiding students in self-awareness and self-evaluation. Counselors and class teachers need to help students establish correct and scientific personal orientations. Throughout this process, parents' cooperation is essential. Class teachers and counselors should engage in ongoing communication with parents to ensure that they are well-informed about their children's school life. With the school's assistance, parents can gain a deeper understanding of how school-family cooperation influences their children's development. By sharing methods and strategies for problem-solving, schools and families can collaborate to explore the best practices for supporting college students' mental health education and foster students who are well-rounded and capable of comprehensive development.

References

- [1] Guo Lin. A Brief Discussion on the Methods for College Counselors to Provide Mental Health Education. *Modern Communication*, 2010, Issue 09.
- [2] Tian Rong. Ways for College Counselors to Participate in Mental Health Education Work in Vocational Colleges. *Journal of Hubei Correspondence University*, Vol. 31, Issue 12.
- [3] Zhou Lei. Issues and Countermeasures in College Counselors' Mental Health Education for Students. *Psychological Literacy*, 2018, Issue 12057.
- [4] Zhou Youhuan. Practical Exploration of School-Family Cooperation: A Research on Solutions to College Students' Self-Awareness and Mental Health Issues. 2011, Issue 12.