

Research on Mental Health Education of College Students under the Cooperation of Family and School

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Abstract: As a key factor for students' personal development and future adaptation to society, mental health has become the focus of family, school and even the whole society. Based on this, this paper conducts research on the mental health education of college students under home-school cooperation, analyzes the significance of mental health education of college students under home-school cooperation, and provides strategies for mental health education of college students under home-school cooperation, aiming to provide valuable reference and guidance for current and future mental health education through the research of this paper.

Keywords: Home-school cooperation; College students; Mental health

1. Introduction

In today's society, with the increasing prominence of mental health problems, college students' mental health education has gradually become the focus of attention in the field of higher education, especially in the context of home-school cooperation, how to more effectively carry out mental health education to cope with the diversified psychological challenges faced by students has become an urgent problem to be solved. The research on college students' mental health education under the cooperation of family and school is not only related to students' individual mental health and physical and mental development, but also related to how to build a supportive and interactive education environment.

2. Significance of mental health education for college students under home-school cooperation

In the current social background, the significance of home-school cooperation in college students' mental health education is particularly important, such cooperation can not only promote the comprehensive development of students, but also effectively prevent and solve mental health problems, and build a more harmonious education ecology. The core of home-school collaboration is to unite the educational resources and efforts of the family and the school to focus on and support the mental health development of students. Home-school cooperation can provide students with more comprehensive and coherent psychological support. As the main place for students to learn and socialize, school has a profound impact on students' mental health. Teachers and school psychological counselors can observe students' behavior and emotions during daily educational activities to detect possible mental health problems in time. At the same time, as the base of students' emotional support and personality formation, parents have a profound understanding and direct influence on children's psychological conditions. Through home-school cooperation, school mental health education can be combined with family education to form a complementary and coordinated support system to provide students with more comprehensive and detailed psychological care. Home-school cooperation can also help improve the effectiveness of mental health education. Through cooperation with parents, schools can gain a deeper understanding of students' family background, growth experience and personal characteristics, which is crucial for designing mental health education courses that meet the actual needs of students. At the same time, parents can learn professional mental health knowledge and educational methods by participating in school mental health education activities, which is of great significance to better support children's mental health development in the family environment.

3. Strategies of mental health education for college students under home-school cooperation

3.1 Build an interactive platform to promote emotional exchange

The purpose of the interactive platform is to build a communication bridge, so that students, parents and teachers can effectively communicate emotions and share information in a shared virtual space. This platform is not only a tool for information transmission, but also a space for emotional support and psychological counseling. Through such a platform, students can express their psychological distress and emotional needs, and parents and teachers can more directly understand the psychological state of students and give timely attention and support. In terms of specific implementation, this platform can contain a variety of functional modules, such as psychological consultation appointment, mental health education resource library, emotional diary plate and so on. The psychological counseling appointment module facilitates students to seek professional psychological counseling, the mental health education resource library provides parents and teachers with mental health knowledge learning, and the emotional diary section is a place for students to freely express their feelings and experiences. Through the organic combination of these functions, the platform can not only improve students' self-awareness of psychological problems, but also enhance parents' and teachers' understanding and empathy for students' psychological state. The platform should also be interactive and easy to use to ensure that all users - whether students, parents or teachers - can easily access and use it. The design of the platform needs to take into account the different needs and habits of users, such as providing students with an easy-to-use interface and instant feedback mechanism, providing parents with a concise introduction of mental health knowledge, and providing teachers with a practical tool to track students' psychological status. The platform should also have good privacy protection functions to ensure that the information security and privacy of all users are strictly protected, which is also the basis for building user trust ^[1].

3.2 Implementing role experience to enhance mutual understanding

The strategy of "Implementing role experience to enhance mutual understanding" aims to deepen the understanding of each other's mental state and life pressure through the role exchange experience among parents, teachers and students, so as to effectively improve the effect of mental health education. The core of role experience is to make participants jump out of their own life frame and feel and think from the standpoint of the other side, which is not only the establishment of emotional resonance, but also a deep psychological cognitive process ^[2]. The implementation of this strategy requires the design of specific role experience activities, such as parents and teachers to experience a day of student life, including attending classes, completing homework, participating in extracurricular activities, etc., while students can try to play parents or teachers to experience the pressure and challenges of teaching or family management. Through such role change, parents and teachers can more truly feel the learning pressure, social challenges and psychological distress faced by students, so as to be closer to the actual needs of students in mental health education, and put forward more targeted support and suggestions. Similarly, after experiencing the role of parents or teachers, students can better understand the expectations of parents and the hard work of teachers, and promote their understanding and respect for the family and school environment. This kind of experience is not limited to the surface role playing, but more importantly, the emotional resonance and psychological cognitive transformation triggered by the role experience, which is crucial to establishing a healthy teacher-student relationship and family environment. In addition to role-playing, health education can also increase the depth and breadth of experience through simulated situational dramas and interactive workshops. For example, simulation situations were set up for participants to face specific mental health problems, such as stress management, interpersonal communication, etc., and they were asked to find ways to solve the problem in a role play. This approach not only allows participants to learn and experience in practice, but also stimulates in-depth thinking and discussion about mental health issues. At these events, it is important to create a safe, supportive environment where each participant is free to express their feelings and thoughts without outside pressure.

3.3 Integrating art therapy to enrich educational means

Art therapy is not only a means of psychological treatment, but also a bridge between school education and family education, promoting in-depth understanding and effective communication between parents, teachers and students through the form of art. In the process of integrating art therapy, schools should work closely with parents to jointly create an inclusive and understanding environment that allows students to freely express their emotions in the creation of art. For example, schools can organize parents to participate in students' artistic creation activities, such as joint art exhibitions, concerts or theater performances, so that parents can experience and understand first-hand the role of art therapy in helping students deal with emotions and stress. This direct participation and experience can not only enhance parents' awareness and support for art therapy, but also enhance parents' understanding of their

children's psychological state, and thus provide more appropriate support and care for their children in the family environment. When designing art therapy courses, educators should take into account the views and suggestions of parents to make the courses more relevant to the actual needs of students^[3]. For example, educators can communicate regularly with parents to understand how students are performing and what they need in their home environment, and then adjust the content and approach of art therapy classes based on this information. This two-way communication and adjustment can not only improve the pertinency and effectiveness of art therapy, but also strengthen the partnership between home and school. Home-school cooperation should also emphasize the joint training of teachers and parents in the implementation of art therapy. Schools can provide training programs on the basics of art therapy, techniques, and how to apply art therapy in the home setting, which can not only enhance the professional competence of teachers and parents, but also help them better understand and support the mental health needs of students. Assessment and adjustment are an integral part of the home-school partnership. Schools and parents should be involved in the evaluation process of art therapy, through regular feedback and discussion, to explore the effects of art therapy and the direction of improvement. Through this continuous evaluation and adjustment, schools and parents can not only ensure the effective application of art therapy in mental health education, but also strengthen the cooperation and trust between families and schools in mental health education.

4. Conclusion

This paper discusses the important role and practical strategies of home-school cooperation in the mental health education of college students, not only expounds the importance of home-school cooperation in improving the effect of mental health education, promoting the all-round development of students and building a supportive education environment, but also provides practical ideas for colleges and families in the implementation of mental health education. With the increasing attention of society to mental health problems and the continuous innovation of education model, the role of home-school cooperation in college students' mental health education will be more significant. Future research needs to further deepen the mechanism and strategy of home-school cooperation, and explore more mental health education methods that meet the needs of contemporary students, so as to adapt to the changing educational needs and social development trends.

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