

Study on the Cooperative Path Between Psychological Counselling and Student Affairs Management in Chinese Universities -- A Case Study of University B in China

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Abstract: Since the mid-1980s, colleges and universities in China began to establish psychological counseling centers. Based on the experience of the United States and other developed countries, psychological counseling centers have developed rapidly, attracting a large number of college students to take the initiative to examine and strengthen their mental health literacy. The specialization and standardization of psychological counseling in colleges and universities have been significantly improved, and the demand of students continues to grow. The current professional human resources in colleges and universities are difficult to meet students' expectations for services, leading to students' doubts about the ability of psychological intervention. The situation of domestic localization lies in the close connection between psychological counseling and student-industry system. This feature can be fully used to create an atmosphere of psychological education, strengthen the psychological education function of colleges and universities, and provide students with reliable services. The psychology major and mental health education level of University B are both in the forefront of Chinese universities. Besides, psychological counseling and related organizations in University B are abundant and have their own particularities. Therefore, taking University B as an example, based on the interview of teachers in three psychological counseling organizations of different levels and nature. This study explored a more suitable path for the cooperation between psychological counseling and student affairs management with construction of psychological education system, student affairs teachers' psychological training, development of students' psychological organization power.

Keywords: Psychological Counseling, Student Affairs, Mental Health Education, Organizational Structure, Cooperative Path, Crisis Intervention

1. Introduction

Along With the promotion of the popularization of higher education in China, the social attention to the mental health of college students continues to increase. We need to regard students as independent individuals, pay attention to the imbalance and stage of their internal and external development, imminent growth crisis and identity confusion, provide appropriate support and guidance [1]. The 2016 national 22 ministries jointly issued "the guidance on strengthening mental health services". It is suggested to "pay attention to the improvement of college students' psychological adjustment ability, maintain good adaptability,

pay attention to suicide prevention and carry out psychological crisis intervention". It is also the realistic demand of the society to establish and perfect the dynamic psychological intervention mechanism in colleges and universities, strengthen the psychological defense barriers of students, prevent the emergence of psychological problems, or timely find the abnormal psychological state of students, and timely dredging and treatment.

In the absence of external help, students in their 20s often find it difficult to effectively regulate their negative emotions. This continuous state is not conducive to mental health, and even prone to impulsive behavior, endangering life safety. Students only see psychological consultants for one hour a week, students' safety depends on the support of the faculty

during the rest of the time, which is why teachers in student affairs administration need to communicate and cooperate with the psychological counseling center.

Mental health distress is prevalent among students and is a priority health promotion issue for policymakers, stakeholders and university authorities to identify affected students and provide them with potential support programs [2]. With the deepening of education, students often face more pressure events, contemporary college students are in a transition period in life, for their own problems, academic problems, emotional problems, employment problems often exist all kinds of confusion, if the confusion didn't be solved in time, will also affect the subsequent stages [3, 4]. Educators have the obligation to help students get rid of such pressure so that they can have a stable mental health state [5].

2. University B Psychological Counseling Organization

In this study, representative teachers from the three organizations were selected to interview. Based on understanding the basic operation modes of the three organizations, conduct in-depth communication with teachers on cooperation issues, and the feelings and opinions of front-line workers were listened to.

2.1. Psychological Counseling Center

Sample selection: Teacher L is a senior teacher in the center. She has worked in the center for more than 20 years and was a student in University B before her official work. She has witnessed the development process of the Center. Teacher H is the only teacher in charge of management in the center. She is familiar with the affairs of the center and the contact range between the center and the student affairs managers.

The center is a psychological counseling organization at the university level, which is affiliated to the Student Affairs Department of the University Party Committee and only receives visitors on campus. Psychological counseling centers in many Chinese universities are affiliated with student affairs departments, and according to teachers' feedback, there are pros and cons to this jurisdictional relationship.

Benefits: (1) The student affairs department can share routine work for the center, such as daily maintenance, office address migration, consulting room update, etc., to solve the center's worries in the administration, office and other aspects. (2) The student affairs department can act as a link between the center and the faculty, responsible for sending documents and notices, so that the center and the faculty can coordinate more smoothly. (3) The department of student affairs will carry out projects and activities, organize student volunteers, teachers at all levels, university hospitals, off-campus medical institutions and consulting center teachers systematically, and form a complete set of intervention system. (4) The student affairs department of

University B has cooperated with the psychological counseling center for many years, understood the nature of the center's work, and the cooperation was relatively smooth. But in other colleges and universities where mental health education is not so mature, there may be problems.

Disadvantages: (1) Low professional, most of the teachers of the university work system have not undergone systematic psychological training. With limited understanding of psychological knowledge and psychological counseling skills, psychological adjustment methods and so on, in solving students' psychological problems prone to deviation. (2) Some teachers do not understand the nature of psychological counseling and often ask if there are any of their students to do psychological counseling. Teachers in the center need to repeatedly explain the ethical boundaries of confidentiality, which also causes higher communication costs in daily work.

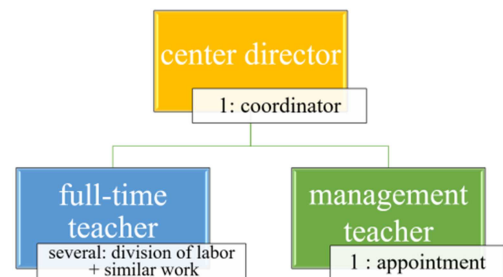


Figure 1. Internal organization structure of the center.

The internal management of the center is flat (as shown in Figure 1). A director of the center is responsible for leadership and coordination. A number of full-time teachers, all with psychology and psychology-related disciplines background, the position is similar to counselors and their entry conditions meet the requirements of college counselors. Full-time teachers have their own division of labor. For example, those who are mainly responsible for courses. There are many overlapping jobs, and all full-time teachers are responsible for consulting, teaching, crisis management and contact faculties. The division of labor is between clear and fuzzy. Another set up a management post, no establishment, recruitment requirements relatively loose. All in-service teachers are masters or above. The management post teacher is responsible for consulting appointment, approval and other related matters.

The psychological counseling center is closely connected with other mental health education forces on campus (as Figure 2). The first is the faculty teachers: (1) When students have problems and find counselors, counselors will bring students to the center for help if psychological factors are involved. (2) Students will sign an informed consent form before consulting with the center, which has a clear clause: if there is a clear and high risk of harming themselves/others, the center will break through the confidentiality and contact relevant personnel. Therefore, when the center finds a psychological crisis, teachers will contact the faculty counselors. In serious cases, the counselors need to contact

the parents and then deal with it. (3) The center will regularly carry out psychological training and lectures for counselors, and the content and forms of training are still being deepened

and broadened. (4) The division of labor among teachers in the center, each teacher is divided into several faculties, daily contact, to help solve psychological crisis.

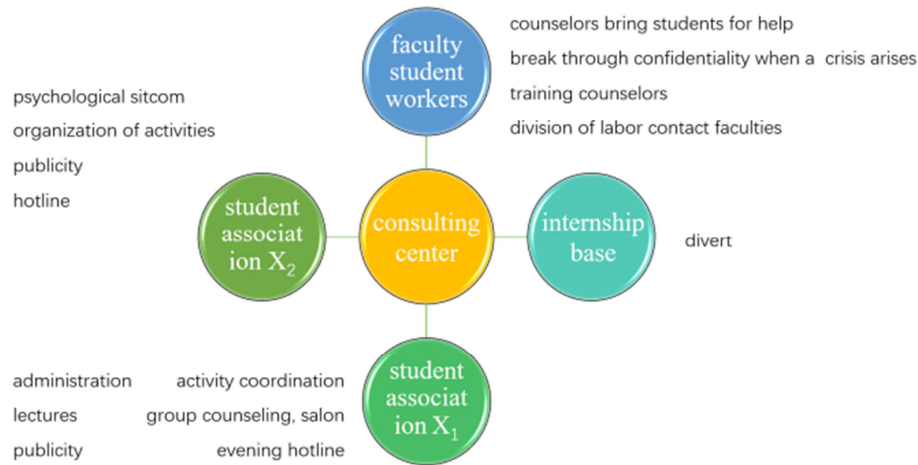


Figure 2. Contact between the center and the outside.

The second is the connection with student associations, two of which are affiliated to the center.

X_1 association plays an important role as a bridge to train the psychology committee members of the faculties. On the one hand, the center invites teachers to guide the association members to carry out group assistance and salon activities, which are carried out by the association members for the psychology committee members of the whole university, and these members study and bring them back to the class to carry out activities for the students. On the other hand, teachers from the center and senior teachers invited from outside the university hold lectures to teach members psychological knowledge and adjustment skills, so as to help students around them more effectively. The psychological committee members are evaluated in attendance, knowledge assessment, assignment submission, etc.

Undertake some simple psychological counseling tasks. X_1 association has opened an evening hotline service. Every day, student volunteers receive telephone consultations at night. After certain professional training, these volunteers are regularly supervised by professional psychological consultants to serve visitors inside and outside the university, and there is no limit to the number of calls. The evening hotline is tried out for two types of people. One is emotional problems that do not require psychological counseling and can be solved by calling the evening hotline. The other is the need for psychological counseling, but not scheduled, can suspend the pain.

In addition, X_1 association will also publicize the auxiliary group, salon, lecture hall, evening hotline and activities on the official account in time, and regularly push articles and poems, sharer's explanations, good songs, good books, good plays, health tips, jokes, English quotes, etc., which are helpful for psychological adjustment. During the Mental Health Festival, X_1 association will cooperate with X_2 association to provide activity ideas, organize field activities

and actively interact with teachers and students in the whole university.

X_2 association is responsible for holding a number of students' psychological activities, such as Mental Health Festival series activities, psychological drama competition, a variety of sports activities, etc., which has great influence and can always attract a large number of students to participate. X_2 association also operates a hotline service to supplement the consultation time during the day. The hotline is divided into telephone consultation and WeChat reply. With the consent of visitors, some representative replies will be selected and pushed on the official account, so that other students with similar problems can check them. In terms of publicity, X_2 association official account not only propagandizes activities, but also prefer to popularize psychological knowledge, provide psychological resources in the daily push, enable students to better understand psychological problems and debugging skills.

Third, the connection with the psychology professional master internship base mainly lies in that it can divert some relatively less serious visitors to psychological counseling there, reducing the pressure of queuing in the center and providing more types of visitors for the internship base.

2.2. Psychological Counseling Professional Master Internship Base

Sample selection: Teacher Z and teacher F are subordinate teachers of different departments. Their roles are more compositive, and they are involved in the most affairs. They have the best understanding of the overall situation and contact with relevant personnel inside and outside the base, which can provide comprehensive materials for this study.

The internship base is affiliated to the Faculty of Psychology and receives visitors from both inside and outside the university. This is rare among Chinese universities. Internship students in the base are divided into

two categories: one is professional master of major M, which is oriented towards consulting and clinical direction; The other type is professional master of project N, which is aimed at social people who are approaching middle age, have enough time and strong interest in psychological counseling. This project can provide them with a way to become a professional consultant. After two years of systematic training, both of these two part students are now practicing in the second year of graduate university. Due to the limited level of internship consultants, they only receive developmental problems, and the full-time supervisors are responsible for supervision and correction of every consultation record for students. Most of the supervisors in the internship base have the qualification of registered supervisors, and the rest are on their way to obtain the certification.

Benefits: (1) The superior teachers are from the Faculty of Psychology, high professionalism, saving a lot of communication time and energy, for the overall planning and management of the work at their command. (2) The scope of external services is larger, with fewer policy restrictions, and more activities can be carried out. (3) In the consultation process, students are more neutral, because there is no direct connection between the internship base and faculties, students are more relaxed. (4) More freedom in personnel employment. In addition to full-time supervisors, other teachers in the base are contracted, and some full-time supervisors can also be hired with high salaries. (5) The fund is relatively rich, and the internship professional master is responsible for consulting, saving many personnel costs.

Disadvantage: (1) The restriction of dual relationship, students of the Faculty of Psychology cannot come to the base for consultation. Although the base has broadened the channels for these students by allowing teachers to consult for them, there still exists a certain dual relationship, which is a challenge for both students and consultants. In addition, internship consultants usually participate in various activities of the university as students, and students of other faculties come into contact with internship consultants, which makes it

difficult for these students to come to the internship base for consultation. (2) Teachers are responsible for many things, professional and administrative affairs are parallel, there will be certain conflicts. (3) There are so many students in the two categories that teachers need to allocate a large part of their energy to managing students. (4) The contract system also causes pressure for some teachers who want to have a personnel establishment.

In fact, the division between superiors and subordinates in the center is not obvious (see Figure 3), and the director of the center is the person in charge of major M. A number of full-time supervisors, all with psychology and psychology related disciplines background, are mostly overseas PhD holders. Full-time supervisors have corresponding responsibilities in their respective departments, responsible for operation and professional master teaching, assessment of children and teenagers and some external projects, training of project N and some work related to the group guidance. Each full-time supervisor is responsible for teaching, cultivating students as a tutor, doing scientific research, supervision, consulting, external projects and so on. Teachers attached the department have relatively complicated affairs, but the types of affairs focus on management, consulting and scientific research.

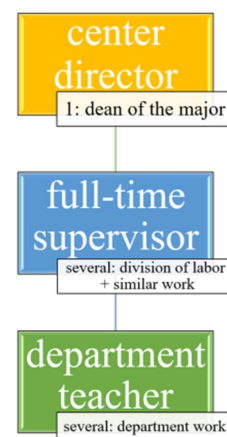


Figure 3. Internal organization structure of internship base.

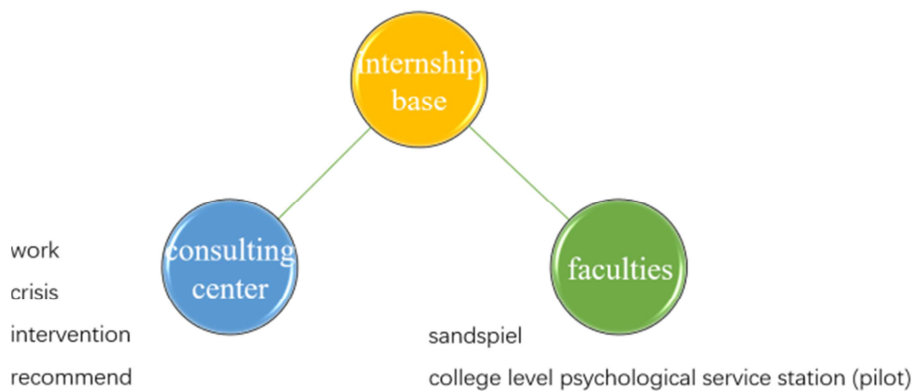


Figure 4. Contact between internship base and the outside.

The internship base has limited connection with other mental health education forces on campus (as Figure 4). With

the consultation center: (1) The outstanding graduates of the internship base will stay in the base, or go to the

psychological consultation center to be a part-time or full-time teacher. (2) Each year, 15%-20% of the visitors to the internship base come from the campus, and most of them come from the diversion of the center. In the consultation process, if a crisis is found, immediately contact the psychological counseling center, and the center will contact the faculty counselors to try to solve it. (3) Students who directly come to the internship base to make an appointment in the university will be screened through a telephone return visit. Psychological problems will be rated for the students, and serious cases will be recommended to the psychological counseling center.

The contact between the base and the faculties' is also through the Student Affairs Department of the University Party Committee, charged by it: (1) The teachers of the base are assigned to each faculty to do sandspiel for students. Due to the limited teaching resources, most faculties adopt appointment system. Individual faculties with large students have fixed time, place and consultant every semester. (2) Try to transfer the mental health service of the base to each faculty, the teachers of the base are assigned to each faculty, funded by the faculty, take an appointment system, and some attempts are made in the middle of psychological counseling and psychological consultation. It is currently being piloted in the faculty that has experienced psychological crisis events, if the result is proved quite effective, faculties may also hire special teachers in the future, by the faculty for position and salary.

2.3. Life Guidance Department

Sample selection: The faculty has one of the largest student bodies in the university, and the psychological health education work more outstanding, with a close link to the Faculty of Psychology, so choose this faculty as a representative, understand psychological counseling and student affairs cooperation at the faculty level. Interviewee Teacher J, the counselor who works for the faculty's mental health, to have an all-around understanding of the faculty's psychological counseling and related work.

The mental health education of the faculty is mainly reflected in the life guidance department. One part is the one-to-one consultation, which is voluntarily signed up by teachers of the faculty. Most of them are head teachers, they provide certain suggestions for students. Students can ask questions about their studies, employment, emotions, mentoring relationships, essay writing, life and finances. The other part is the sandspiel tutoring, which is a project coordinated by the Student Affairs Department of the University Party Committee. It has a fixed morning every week and can do sandspiel tutoring for 3 students. This semester, Teacher J is trying to get the other teacher for the faculty, so teachers can tutor 6 students every week. Life guidance department adopts official account and notification, students take the initiative to sign up, first come, first served, places were filled up quickly every time. According to a survey of American teens, today's youth spend less time socializing outdoors. They are less likely to get a driver's

license or date with peer. Instead, they spend six to eight hours a day surfing the Internet, browsing social media or texting, and their social skills are declining [6].

In addition, the faculty is also doing other mental health work: (1) To develop students' strength, mobilize the activity of psychological committee members, on the one hand, call on them to pay attention to mental health resources and transfer them to the class, on the other hand, encourage the organization of activities, activities can be initiated by students, the student affairs office for guidance; members can also actively participate in lectures and other activities initiated by the student affairs office, or apply for the university mental health education fund to carry out activities. (2) Group sandspiel, currently in the trial stage, a small number of developments, and strive to expand the radiation range. (3) The peer psychological counseling room is temporarily carried out among undergraduates, Senior students answer questions and doubts for junior students. In the life guidance department, some students will have a sense of alienation when communicating with teachers, while in the peer psychological counseling room, the sense of distance can be greatly reduced. At the same time, it has also developed a public communication channel for students of different grades, which may be extended to master and doctoral programs in the future.

The life guidance department and other mental health work are supervised by the student affairs office of the faculty. The student management of the university is divided into teaching affairs and student affairs. Teaching affairs workers are busy with discipline teaching, so the life guidance department is managed in the student affairs office, which is a help for organizing activities with all the forces. At the beginning and end of each semester, the student affairs office will conduct psychological counseling skills training for head teachers and counselors to promote the efficient development of mental health education in the faculty.

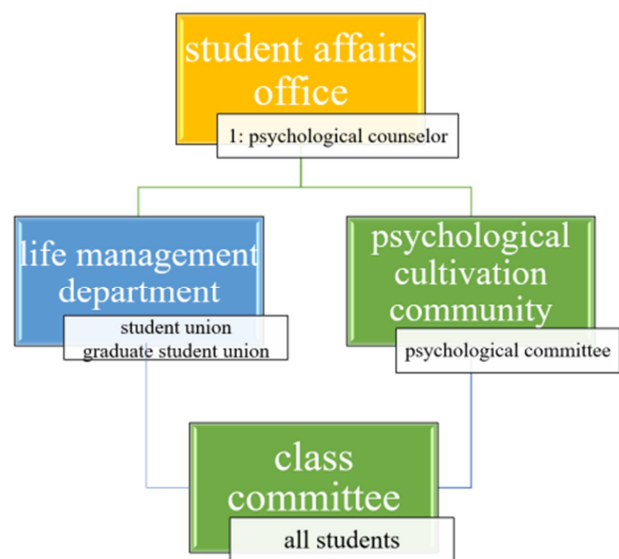


Figure 5. Internal organization structure of faculty psychological work.

The psychological work of the faculty is under the guidance

of the counselors in charge of psychological education of the student affairs office (as Figure 5), the life management department and the psychological cultivation community are managed by the counselor, Teacher J. The life department of the student union and the graduate student union is responsible for organizing activities, assisting counselors to strengthen dormitory construction, sending official account articles and notification, and managing appointments of the life guidance department. The psychological cultivation community is

composed of each class's psychological committee members, is an important bridge of communicating the student affairs office and class committee. The student affairs office initiated some of the psychological activity and psychological measurement and feedback, etc., need psychological committee members in the first place to convey and discuss how to invite class students to join in the form of the most attractive with the class committee, make mental health activities radiate more students.

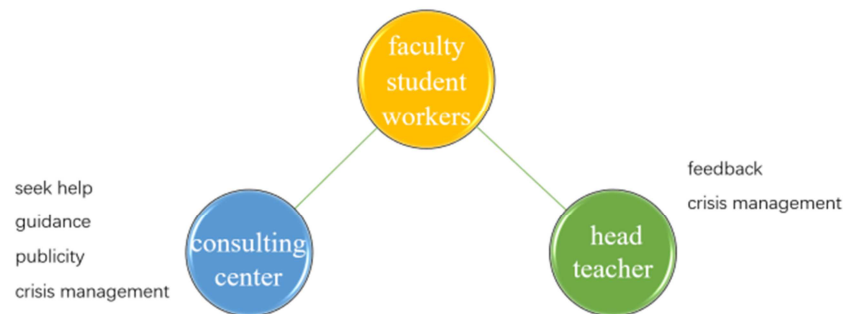


Figure 6. Contact between faculty psychological work and the outside.

The faculty student affairs office has the most direct connection with the head teachers (as Figure 6). If the head teacher finds that the class students have psychological problems, he can give feedback to the psychological education counselor in the first time, and solve the students' confusion in time with a more scientific method. When there is a psychological crisis, the head teacher and the counselor should stand in the front line together, communicate with students, and contact parents to cooperate when necessary.

Faculty student affairs office members who find any student with a difficult psychological situation or who needs psychological support can seek help from the counseling center. The center will guide the psychological work of the faculty when necessary, and the faculty will timely forward the notice of the center, and publicize the psychological counseling center in the daily class meeting and other activities, so that students can better understand the nature of the center and know that they can make an appointment for counseling if they have troubling psychological problems. If a student has a crisis, the center will first contact the counselors, and then deal with it.

3. Problem Summary

3.1. Low Degree of Psychological Understanding

Teachers in the student affairs department system have insufficient understanding of psychology. Although there are no compulsory regulations for these teachers to study psychology and related knowledge, as a group of teachers who have closer contact with students, all the student affairs department teachers should actively study psychological counseling skills, and participate in psychological debugging training, for teachers in the student affairs have always been a very important link in the psychological health education in universities. Therefore, the university level teachers in the

Student Affairs Department of the University Party Committee who in charge of the psychological counseling center and the counselors who can contact the psychological center in each faculty are more necessary to learn psychological knowledge and counseling practice to improve their professionalism in mental health education. At present, teachers related to the student affairs department system allocate too little time and energy to psychological learning, and they are relatively unprofessional, which aggravates the cost of communication with the psychological counseling center and makes it difficult to communicate with students and even their parents smoothly. Meanwhile, college counselors are young and large in number and it is a common phenomenon that the professional title is low and the educational background is high, which also causes a lot of dissatisfaction with the work status of counselors [7].

3.2. Miscellaneous Work

The division of labor of teachers in the psychological counseling center and the internship base is not clear, and the work content is complicated, which is easy to form pressure. Ke Wang and Jie Yin took 409 young teachers from 16 Marine colleges and universities as samples for investigation, and the results showed that teachers' psychology capital appreciation has a significant positive effect on job input [8]. Full-time teachers of two psychological counseling organizations in University Bare facing the same dilemma. First of all, due to the large demand of students, teachers have to work long hours. Furthermore, consultation and supervision are emotional labor, which consumes a lot of energy. Secondly, teachers are not only responsible for supervision and consultation, but also for teaching, research, projects and so on. There are so many things that it is difficult to concentrate. Thirdly, there are many overlapping parts in the work, and some time is spent on communication

and negotiation, which is a waste of human resources.

3.3. Excessive Hierarchies

Faculties and the psychological counseling center have too many management hierarchies and their autonomy are limited. Compared with the independent operation of the internship base, the psychological work organization of the faculty and the psychological counseling center of the university are managed by the superior department of student affairs. In terms of funds, the more layers there are, the more limited the budget will be, because it must conform to the overall budget of the department first. At the same time, limited by the provisions of some student affairs documents, the type, time and number of psychological activities are also limited. At present, allocation of funds is relatively sufficient in university B, but teachers say they want more to expand the number of consulting rooms and consultants. Student activities are also limited under the traditional model of mental health services. Colleges and universities often strictly control peer guidance organizations by means of managing the content of activities and limiting the scope of activities [9].

3.4. Piecemeal Cooperation

Cooperation is fragmented and less systematic. Colleges and universities are important places for students' psychological growth and the formation of values, so the mental health education system should work together to break the predicament. In fact, the situation of teachers "fighting alone" in psychological line still exists to varying degrees [10]. First, the consulting center guided the construction of the two student associations and played an important role, which is worth learning from. Second, the contact between the consulting center and the faculty teachers focuses on crisis management, while the daily help and guidance are still superficial, and the utilization rate is not high. Third, the internship base has little contact with other mental health education forces in the university, and is limited to diverting visitors and providing teachers to faculties. Fourthly, there is a close connection between the office staff and students within the faculty, but less connection with resources outside the faculty. The three psychological counseling organizations have their own systems, the university has not formed an overall psychological education system, and there is no contact with the university hospital.

4. Cooperation Path Exploration

4.1. Construct Psychological Education System, Maximize Cooperative Effect

First, reduce intermediate hierarchies appropriately. At present, the life guidance department and the psychological counselor of the faculty are managed by the student affairs office, and the psychological counseling center of the university is subject to the arrangement of the university student affairs department, lacking direct connection. We can

learn from the Reporting Through Another Institutional Officer in American universities. This structure is the model commonly adopted by public universities in the United States [11]. Mental health education as a separate item in student affairs, is directly managed by the counterpart vice president who responsible for the psychological counseling center. The psychological counselors of faculties are directly administered by the counseling center, striving to decentralize the autonomy to the maximum extent and promote the development of psychological activities.

Second, the working groups should be clearly defined in the faculties, and the main line of psychological work should be emphasized: psychological counselor, life management department and psychological cultivation community, head of dormitory and class committee. The head teachers should be an important auxiliary force and appear when students need them. Establish working group, form standard working system and clear working context.

Third, other universities and colleges can learn the construction experience from the internship base of University B. The base can not only alleviate the psychological counseling queuing problem widely existing in Chinese universities, but also provide more visitors for the training of consultants, and the outstanding consultants trained can also teach in the consulting center or the internship base. The part that needs to be improved is to strengthen the connection between the internship base and the psychological counseling center, share resources, experience and win-win cooperation. What calls for special attention is that, in addition to improving their ability to make ethical decisions in multi-relational situations, psychological consultants in colleges and universities should pay more attention to their capacity to identify multi-relational situations [12].

Fourth, strengthen contact with university hospital, off-campus hospital and off-campus consulting institution/hotline. Improving daily early warning network and establishing medical cooperation are important parts of psychological crisis intervention [13, 14]. The university hospital has a psychiatric department, and according to the Mental Health Law of the People's Republic of China, psychological consultants are not allowed to engage in psychological treatment or the diagnosis and treatment of mental disorders. The university should evaluate the level of psychological treatment in the university hospital, and accurately recommend students to the university hospital, off-campus hospital or off-campus consulting institution/hotline for help according to the severity when psychological counseling center fails to solve students' problems.

4.2. Increase Psychological Training Efforts, Professionalization of Teachers

First, it is suggested to optimize the treatment of counselors. In terms of domestic colleges and universities teaching management, the high education, high level talented persons reject place jobs in the student affairs administration






system because there are scruples of no subject category, affect their professional development. At the same time, in-service psychological counselors without testing requirements in teaching and scientific research, teachers too busy to deal with the daily affairs, obviously, mental health education without scientific research and teaching support can only be carried out at a low level [15].

Second, strengthen the stability of the counselor team. Many universities counselors implement the post changing system, some counselors transfer to teaching and scientific research after several years of work. It takes time and experience for the counselors to fit in with students and the psychological counseling center, and the change of staff just after the cooperation has improved, so that become an obstacle to the professionalization of student affairs teachers. Under the new situation, to improve the competency of counselors in mental health education is an important link to get through the “last kilometer” of psychological education. Colleges and universities should build a competency guidance system for counselors that take care for students as the internal drive, strengthen the ability to identify psychological problems as the basis, and intensify the psychological effect as the goal [16].

Third, increase psychological training efforts. At present, psychological training for counselors and head teachers is still in the primary form of lectures. In the future, we can try to combine lectures with courses and carry out assessment. When students consult, professional psychological consultants can be invited to supervise to improve teachers' counseling skills in practice. The work of counselors is fragmentary and requires 24-hour mobile phone operation. Therefore, it is suggested to integrate the work content of counselors and carry out regular training. It is urgent to renew teachers' sense of service in student affairs. Traditional teacher-student relationship in China emphasizes students' “respect” and “obedience” to teachers, which may affect the establishment of equal consultation relationship and the autonomy of clients [17]. In view of the high degree and wide range of contact between student affairs teachers and students, it is suggested to cover all student affairs teachers with professional psychological counseling training in the future. For example, in Western Washington University, each department can conduct preliminary screening and referral for psychological problems, and further form a follow-up service mechanism after referral [18].

4.3. Mobilize the Students, Overlay the Radiation Range




Table 1. Reference points for the role of student organizations.

material source	reference point	coverage rate
 teacher F (internship base)	1	0.04%
 teacher H (consulting center)	4	6.46%
 teacher J (faculty)	6	4.61%
 teacher L (consulting center)	1	0.62%
 teacher Z (internship base)	3	3.10%

All the interviewed teachers believed that student power was very important and mentioned the work and significance


of student organizations for 15 times in the interview (as Table 1). Therefore, it is suggested to proceed from the following aspects to cultivate core forces, mobilize the enthusiasm of student organizations, and continuously add radiation scope.

Table 2. Word frequency graph of “hotline”.

hotline		
material source	reference point	coverage rate
 teacher H (consulting center)	5	0.25%
 teacher L (consulting center)	2	0.07%
 teacher Z (internship base)	1	0.06%

First, further deepen the professional training of students. On the one hand, colleges and universities across the country should learn from the psychological counseling hotline service of University B (see Table 2), recruit student volunteers, conduct professional training for them, and invite professional supervisors to supervise them regularly to supplement the students who cannot be taken care of by the psychological counseling center. In 2019, AUCCCD survey found that few psychological centers in universities offered online counseling (only 7.6% offered telephone counseling, 3.4% offered video counseling) [19]. However, AUCCCD survey in 2020 found that online counseling provided by university psychological centers increased rapidly [10]. It can be seen that the current situation in China is similar, which is closely related to COVID-19 [20, 21]. Since the end of the epidemic is still unknown, the hotline should be strengthened.

Table 3. Word frequency graph of “peer counseling”.

peer counseling		
material source	reference point	coverage rate
 teacher J (faculty)	3	0.11%

On the other hand, implement knowledge training and regular courses, training of group guidance and salon for psychological committee member to extend group guidance and salon activities to class, expand the peer activities (see Table 3), peer counselling refers to peer educators were trained through recruitment, carry out educational activities among students, that is the education process of using the methods learned to serve classmates, and form a snowball effect [22], strive to cover the whole university students. The stronger the identity of the psychological committee member's role, the higher the enthusiasm and subjective initiative to complete the task, which is an important cornerstone to do a good job in the basic psychological work [23].

Second, strengthen publicity tasks. Mental health resources are increasingly rich, if we can mobilize all the students and pay attention to daily forwarding, it can significantly increase the opportunities for class students to contact mental health and understand mental health, help students to distinguish between psychological problems and no psychological problems, and even teach students to help themselves.

Strengthening the publicity of activities will also attract more students to participate and play a bridge role.

Table 4. Word frequency graph of "association".







association			
	material source	reference point	coverage rate
	teacher F (internship base)	1	0.04%
	teacher H (consulting center)	4	0.20%
	teacher L (consulting center)	3	0.11%
	teacher Z (internship base)	4	0.24%

Table 5. Word frequency graph of "student organization".

student organization			
	material source	reference point	coverage rate
	teacher J (faculty)	4	0.29%
	teacher L (consulting center)	2	0.15%

Third, strengthen the sense of responsibility. Student organization and community members of mental health education (see Tables 4, 5) should have the self-consciousness to always care about the mental health status of classmates around them and have the ability to find students in need of help. This requires ideological education and rendering on the basis of training to enhance the sense of responsibility of the backbone, make contributions to the overall psychological safety of the university.

5. Conclusion

According to the above analysis, it can be seen that the mental health education in the Chinese representative university has developed to a high degree and is highly professional and service-oriented, which also reflects the rapid development and progress of the overall mental health education cooperation system in Chinese universities. However, there are still some problems, such as teachers in the student affairs system lack of understanding of psychology; psychological counseling teachers' work content is disordered; too many management hierarchies; incomplete cooperation. Finally, it is suggested that the cooperation between psychological consultation and student affairs management should be effectively improved from the following aspects: constructing a complete system of psychological education; strengthening the professionalization of student affairs teachers in psychological education, and fully mobilizing the power of student organizations.

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