

Research On The Model Construction And Practice Of Interdisciplinary Mental Health Education In Higher Education

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Abstract: With the increasing prominence of mental health problems in higher education, it is urgent to explore an effective mental health education model. This paper proposes an interdisciplinary mental health education model, which aims to improve students' mental health level and comprehensive quality by integrating the knowledge and methods of different disciplines. This paper first expounds the theoretical basis of interdisciplinary mental health education, analyzes the limitations of the existing education model, and puts forward the construction principles and implementation strategies of the new education model. Through empirical analysis and case studies, this paper summarizes the specific application effects of interdisciplinary mental health education in curriculum setting, teaching cooperation and resource integration, and discusses the problems in the implementation of the model and corresponding solutions. This paper summarizes the practical experience and puts forward some suggestions to further promote and optimize the model of interdisciplinary mental health education, aiming at providing theoretical support and practical guidance for mental health education in higher education

Keywords: Interdisciplinary; Mental Health Education; Higher Education; Curriculum

Introduction

With the rapid development of modern society, college students are facing more and more psychological pressure and challenges, and mental health has increasingly become an important issue in higher education. The traditional mental health education model is often based on independent courses or psychological counseling, which lacks effective integration with other disciplines and makes difficult to fully meet the psychological needs of students. By combining the knowledge of mental health with that of other disciplines, interdisciplinary mental health education can help students understand and cope with psychological problems from multiple perspectives and levels, so as to improve the level of mental health and comprehensive quality. This paper proposes and discusses a mental health education model based on an interdisciplinary concept, aiming to provide a new way of thinking and practicing mental health education in higher education.

1. Theoretical Basis Of Interdisciplinary Mental Health Education

1.1 Basic Concept And Development Of Mental Health Education

Mental health education is an educational activity aimed at helping individuals understand, manage and optimize their mental health status. The basic concepts of mental health education include the maintenance and promotion of mental health, the prevention and early intervention of mental problems, and the improvement of individual psychological quality. Mental health is not just the absence of mental illness, but also having a positive mental state, effective coping skills and good relationships. Since the beginning of the 20th century, mental health education has experienced a change from focusing on the prevention and treatment of mental illness to promoting comprehensive mental health, and has gradually become an important part of the modern education system.

The development of mental health education can be traced back to the psychological counseling movement in the early 20th century. With the increase of social change and pressure, mental health problems are becoming more and more prominent, and the importance of mental health education is gradually recognized^[1]. In the 1960s, western countries began to systematize mental health education, mainly focusing on the prevention of psychological problems and the cultivation of psychological quality. Since the 21st century, with the deepening of the understanding of mental health and the progress of psychological research, mental health education has gradually shifted from problem-centered to the development of people themselves, paying more attention to the overall development of individuals and the cultivation of positive psychological quality.

1.2 Definition And Characteristics Of Interdisciplinary Education

Interdisciplinary education is an educational model that combines the knowledge, methods and perspectives of multiple disciplines to solve complex problems or promote the development of specific fields by breaking traditional disciplinary boundaries. Compared with single-discipline education, interdisciplinary education pays more attention to the interaction and integration between disciplines, and cultivates students' comprehensive ability through multi-dimensional knowledge integration. Its characteristics include the diversity of knowledge, the comprehensiveness of methods and the stimulation of students' creative thinking and critical thinking.

One of the main characteristics of interdisciplinary education is its innovation. By integrating knowledge from different disciplines, interdisciplinary education can provide students with a broader perspective and help them understand and solve complex real-world problems. Interdisciplinary education emphasizes cooperation and exchange^[2]. Students in interdisciplinary learning often need to work in teams to explore and solve problems together. Such cooperation is not limited to students, but also includes cooperation between teachers and disciplines. Interdisciplinary education encourages students to actively learn and explore, and develop problem-solving skills and innovative thinking.

1.3 Theoretical framework of interdisciplinary mental health education

The theoretical framework of interdisciplinary mental health education is mainly based on humanistic psychology, system theory and constructivism education theory. Humanistic psychology emphasizes the importance of individual potential, self-realization and mental health, which provides the core concept for interdisciplinary mental health education. System theory emphasizes the interaction between individual mental health, environment and social system, and supports integrated thinking in interdisciplinary education. Constructivism education theory emphasizes the process of learners actively constructing knowledge and understanding the world, which is in line with the inquiry learning mode of interdisciplinary education.

In the framework of interdisciplinary mental health education, different disciplines such as psychology, pedagogy, biology and sociology cross each other, providing multiple perspectives to understand and intervene in mental health problems. This framework supports mental health education to adopt comprehensive educational strategies from multiple perspectives, covering cognitive, emotional, behavioral and other levels, and promote the all-round development of students. Interdisciplinary mental health education emphasizes the combination of theory and practice in educational practice, and focuses on cultivating students' mental health literacy and ability to cope with life challenges.

1.4 Necessity And Challenge Of Integration Of Mental Health And Discipline

In modern society, mental health problems have been paid more and more attention, and mental health education has become a key part of the education system at all levels. A single mental health education is often difficult to cope with the diversity and complexity of psychological problems faced by students, so the integration of mental health and other disciplines is particularly necessary. Through interdisciplinary integration, mental health problems can be understood from multiple perspectives and more comprehensive and effective educational intervention strategies can be provided.

Despite the significant advantages of integrating mental health with disciplines, there are still some challenges in practice. Differences in philosophy and methods between different disciplines lead to difficulties in collaboration^[3]. Interdisciplinary education requires teachers to possess multidisciplinary knowledge and skills, which puts forward higher requirements for teachers' professional development. The existing education system and curriculum do not support the implementation of the interdisciplinary education model, which needs corresponding adjustment and support in the system and resource allocation. When constructing and promoting interdisciplinary mental health education model, it is necessary to consider these challenges and adopt corresponding strategies to cope with them.

2. Construction Of Interdisciplinary Mental Health Education Model In Higher Education

2.1 Analysis And Evaluation Of Existing Education Models

The existing mental health education model in higher education usually takes independent courses or psychological counseling as the

main form. Although these models help to improve students' mental health awareness, they are often limited to the field of psychology and lack effective integration with other disciplines, which makes it difficult for students to apply mental health knowledge in different contexts. The traditional mental health education model mainly focuses on problem intervention and crisis management, but ignores the goal of mental health prevention and whole-person development. This problem-oriented education model is not enough to cope with the increasingly complex psychological needs of students.

Through the analysis of the existing education model, we can find that its main problems lie in simplicity, lack of interaction and practice. The single mental health education course can not fully meet the diversified psychological needs of students, and the traditional teaching mode of lecturing makes it difficult to stimulate the enthusiasm and initiative of students^[4]. It is necessary to develop a new mental health education model, which combines mental health education with other subject knowledge to promote students' mental health development in multiple dimensions.

2.2 Design Principles Of Interdisciplinary Mental Health Education Model

When constructing interdisciplinary mental health education model, several basic design principles should be followed. The first is the principle of integration. The principle emphasizes that mental health education should be integrated with other subject knowledge to promote students' comprehensive understanding of mental health. This kind of integration is not only reflected in the setting of course content, but also in teaching methods and evaluation standards. Second is the principle of interactivity. Interdisciplinary mental health education should pay attention to the interaction between teachers and students, students and different disciplines, and enhance students' sense of participation and learning effect through communication and cooperation. The third is the principle of practicality. The education model should encourage students to apply what they have learned to real life, and enhance their understanding and coping ability of mental health through experiential learning and practical activities. The principle of individuation should also be considered, that is, differentiated educational content and support should be provided according to students' psychological needs and learning characteristics^[5]. This requires teachers to pay attention to the individual differences of students in the education process, and provide flexible and diverse learning resources and support services. Finally, the principle of continuity. Mental health education should be a long-term, ongoing process that needs to continue throughout the student's learning period, rather than being limited to a particular period or curriculum.

2.3 Steps And Methods Of Pattern Construction

The construction of interdisciplinary mental health education model can be divided into several steps. The first is a needs analysis to understand the needs of students in terms of mental health, and the perceptions and attitudes of teachers and administrators in different disciplines towards interdisciplinary education. This step can be carried out through questionnaires, interviews and other methods. The second step is to set educational goals and content. According to the results of demand analysis, the overall goal of interdisciplinary mental health education and the specific educational goals of each discipline are clarified, and the corresponding educational content is designed.

The third step is curriculum design and integration. The content of mental health education is integrated into the courses of related subjects to form an interdisciplinary curriculum system. This can be done by working with teachers across disciplines to identify entry points and ways of integrating mental health education. The fourth step is implementation and management. Implement the curriculum design, and carry out mental health education through classroom teaching, seminars, practical activities and other forms. Establish an effective management mechanism to ensure the smooth implementation of interdisciplinary mental health education. The final step is evaluation and improvement. Through a variety of evaluation methods, students' feedback and teaching effect data are collected to evaluate the effect of the education model, and according to the evaluation results, improvement and optimization are made.

2.4 Key Elements And Their Mechanisms

In the interdisciplinary mental health education model, there are several key elements that are critical to the success of the model. The first is the role of the teacher. Teachers are not only the imparts of knowledge, but also the supporters and guides of students' mental health.

Teachers should have interdisciplinary knowledge background and skills related to mental health education, and improve their ability through interdisciplinary cooperation and professional training. The second is the curriculum. The content of the course should be able to reflect the goals of mental health education, integrate multidisciplinary knowledge and methods, and adopt diversified teaching forms to stimulate students' learning interests. Student engagement and interaction is also one of the key elements. Through group discussion, project cooperation, practical activities and other ways to promote the interaction between students, enhance the sense of cooperation and team spirit of students. The support of school administrators and the effective allocation of resources should not be ignored. Administrators should provide necessary policy support, resource allocation and environment construction for interdisciplinary mental health education, and create conditions conducive to the implementation of interdisciplinary education model.

Through the interaction of these key elements, together constitute the action mechanism of the interdisciplinary mental health education model. In this mechanism, teachers' guidance, curriculum design, students' participation and administrators' support work together to promote students' mental health development, improve their comprehensive quality and ability to cope with life challenges.

3. Application Of Interdisciplinary Mental Health Education In Curriculum Setting

3.1 Goals Of Mental Health Education In Curriculum Design

In the course design of interdisciplinary mental health education, clear educational objectives are the key. The goals of mental health education should include the following levels: cognitive goals, emotional goals and behavioral goals. Cognitive goals are designed to give students an understanding of the basic concepts of mental health, common psychological problems and their coping strategies. Through cognitive learning, students can master the knowledge related to mental health and enhance their mental health awareness. The emotional goal is to cultivate students' self-cognition, self-acceptance and emotional regulation ability, and help establish a positive self-image and interpersonal relationship. Behavioral goals focus on the formation and consolidation of students' mental health behaviors, such as stress management, problemsolving, and the ability to seek help.

These goals should be set in accordance with the characteristics of each subject and the needs of students. In medicine or psychology courses, emphasis may be placed on the scientific principles and clinical applications of mental health; In the course of literature, students' emotional resonance and psychological experience can be promoted by analyzing the psychological emotion in literary works. In the physical education course, students' psychological quality and team spirit can be cultivated through physical activities and team cooperation. Through these targeted goal setting, interdisciplinary mental health education can comprehensively promote the development of students' mental health.

3.2 Content Integration Of Mental Health Education In Different Disciplines

Integrating the content of mental health education in different disciplines is the core task of realizing interdisciplinary mental health education. Mental health education can be integrated with various subjects in many ways. In literature courses, students can be helped to understand emotions and psychological conflicts and develop the ability of emotional resonance by reading literary works related to the discussion of psychological topics. In history courses, the psychological motivations of historical figures and their effects can be analyzed to guide students to understand the importance of mental health in the course of social history. In biology courses, the biological basis of mental health can be explained, such as brain function, and the relationship between the nervous system and mental health.

The key to this kind of content integration is to find the intersection point between various subjects and mental health education, so that the content of mental health education can be naturally embedded in subject teaching. In this way, students can naturally come into contact with and understand the relevant knowledge and skills of mental health in the process of learning knowledge of different subjects. This integrated approach not only enriches the subject teaching content, but also enhances students' understanding of mental health problems and improves their ability to cope with mental problems.

3.3 Interdisciplinary Cooperation Mechanism In Curriculum Implementation

The interdisciplinary cooperation mechanism in curriculum implementation is the key to ensuring the effective integration of mental health education. Interdisciplinary cooperation can be realized through joint curriculum design, joint teaching and team teaching. In the course, joint design, teachers from different disciplines participate in the design and development of the course content to ensure the effective integration of mental health education content in various disciplines. Through this cooperation, teachers can provide rich teaching resources and methods from different disciplinary perspectives, so as to make mental health education more diversified and in-depth.

Co-teaching and team teaching are another effective way to collaborate across disciplines. Joint teaching can be achieved by arranging for multiple teachers to participate in the same course at the same time, or by bringing in the perspectives and knowledge of teachers from other disciplines in specific teaching sessions. Team teaching is the teaching of one or more courses through a teaching team composed of teachers from different disciplines. Under this cooperative mechanism, teachers can support each other, share experiences, and promote the effective implementation of mental health education. Regular organization of interdisciplinary teaching seminars and training to encourage communication and cooperation among teachers is also an important means to promote interdisciplinary cooperation mechanisms.

3.4 Integration And Optimization Of Teaching Resources

In the implementation of interdisciplinary mental health education, the integration and optimization of teaching resources are very important. This process is not only the basis for ensuring the effectiveness of mental health education, but also an important means to promote the organic integration of various disciplines. The integration and optimization of teaching resources means the systematic combination of teaching materials, cases, videos, practical activities and other resources related to mental health education to form a logical and hierarchical education resource system. According to the characteristics and needs of different subjects, teachers can flexibly adjust the use of these resources. In medical courses, for example, a focus on the biological case studies of mental health could be used; In the literature course, the appreciation and analysis of literature works related to mental health can help students understand the concept of mental health from the perspective of emotion and cognition. Teachers can also develop special mental health education videos with vivid visual content to attract students' attention and stimulate their interest in learning. Through interdisciplinary project work, students are encouraged to apply mental health knowledge to practical problems in different disciplines, so as to realize knowledge transfer and integration between disciplines.

With the support of modern information technology, the integration and optimization of teaching resources can be applied and promoted more widely. Online learning platforms and digital resource libraries can provide a wealth of mental health education resources for teachers and students to consult and use at any time. This flexibility not only helps to expand the depth and breadth of mental health education, but also increases students' sense of learning autonomy and participation. For example, students can access course videos, reading materials and case studies of mental health education through online platforms, and conduct self-study and self-assessment. The online learning platform can support interactive learning methods, such as online discussion, interactive testing and virtual case simulation, etc., to enhance students' understanding and application of mental health knowledge. By establishing a resource sharing mechanism inside and outside the school, such as cooperation with mental health service agencies and professional psychological counselors, more professional and abundant mental health education resources can be introduced. This cooperation can not only provide schools with the latest mental health education information, but also provide students with professional psychological support and counseling services to help them better cope with psychological challenges. Through the integration and optimization of teaching resources, the quality of mental health education can be effectively improved, and students' mental health and all-round development can be promoted.

4. Implementation Strategy Of Interdisciplinary Mental Health Education Model

4.1 Overall Framework Of The Implementation Strategy

The implementation strategy of interdisciplinary mental health education model needs a systematic overall framework. This framework includes six core links: goal setting, resource integration, curriculum design, teacher training, student participation and evaluation feedback.

Clarify the overall goal of mental health education and the specific goals of each discipline. Integrate educational resources inside and outside the school to ensure that all disciplines can receive the support needed for mental health education. In terms of curriculum design, it is necessary to develop an interdisciplinary curriculum system that can integrate the content of mental health to ensure that the teaching content of each discipline is consistent with the goal of mental health education.

Teacher training is a key link in the implementation strategy. Enhance teachers' knowledge and skills in interdisciplinary mental health education through a systematic training program. In terms of student engagement, diverse learning activities need to be designed to stimulate students' interest and motivation, and encourage students to apply mental health knowledge in different disciplines. By establishing an effective evaluation feedback mechanism, monitoring and evaluating the implementation effect of the education model, and constantly optimizing and adjusting strategies to ensure the sustainable development and effectiveness of the education model.

4.2 Training And Development Of Teachers

The role of teachers in interdisciplinary mental health education is crucial, therefore, the training and development of teachers become an important part of the implementation strategy. The teacher training plan should include the following aspects: First, the training of basic knowledge of mental health, so that teachers can understand the basic concepts of mental health, common psychological problems and their coping strategies. The second is the training of interdisciplinary education methods to help teachers master how to integrate the content of mental health education into the teaching of different disciplines, and how to design and implement interdisciplinary teaching activities. Attention should also be paid to teachers' mental health, and psychological support and counseling training should be provided to help teachers better cope with teaching pressure and psychological challenges. Through regular training, seminars and teaching exchange activities, experience sharing and cooperation among teachers are promoted to improve teachers' professional competence in interdisciplinary mental health education. Establishing teachers' career development plan and guiding teachers' continuous learning and development in the field of interdisciplinary mental health education is also an effective way to improve the quality of education.

4.3 Promotion And Participation Of Students' Mental Health Education

The active participation of students is the key to the success of interdisciplinary mental health education. In order to effectively promote students' mental health education, it is necessary to improve students' awareness of the importance of mental health. This can be done through mental health awareness campaigns, lectures, mental health weeks, etc. Curriculum design should pay attention to students' actual participation and experience, and enhance students' enthusiasm and sense of participation through diverse teaching activities such as group discussion, project cooperation and role-playing.

In addition, the use of modern information technology, such as mental health education online courses, mental health education apps, to provide students with convenient learning channels, so that students can obtain mental health education resources at any time according to their needs. Schools can set up mental health counseling centers to provide personalized psychological counseling and counseling services to help students solve psychological confusion and problems. Through these measures, a good atmosphere for the whole school to participate in and pay attention to mental health is gradually formed, so that students can be influenced and influenced by mental health education in their daily study and life.

4.4 Design Of Evaluation And Feedback Mechanism

Effective evaluation and feedback mechanism is the key to ensuring the quality and effectiveness of the interdisciplinary mental health education model. Evaluation should include process evaluation and result evaluation. Process evaluation focuses on monitoring the implementation of mental health education, such as the setting of curriculum content, teachers' teaching performance, and students' participation. The result evaluation focuses on the realization of educational goals, such as students' mental health level, mastery of mental health knowledge, and improvement of mental health literacy.

In order to ensure the comprehensiveness and scientificity of the assessment, a variety of assessment methods can be adopted, such as

questionnaires, interviews, observations, psychological tests, etc., to collect various data and feedback. Student self-assessment and teacher evaluation are also important means of assessment. Through these evaluation methods, we can understand the actual effect of the education model, and identify the existing problems and room for improvement. Based on the evaluation results, a feedback mechanism should be formed to timely adjust and optimize educational strategies and course design to ensure the continuous improvement and promotion of the interdisciplinary mental health education model.

5. The Practical Effect Of Interdisciplinary Mental Health Education Model In Higher Education

5.1 Evaluation Indicators Of Practical Effects

To evaluate the practical effect of interdisciplinary mental health education model in higher education, it is necessary to establish a scientific and reasonable evaluation index system. The evaluation index can be divided into two categories: process index and result index. Process indicators are mainly used to evaluate the implementation of educational models, such as the rationality of curriculum, teachers' teaching ability, students' participation and classroom interaction. Specifically, it can be carried out by observing classroom teaching, teachers' self-evaluation and students' feedback. The resulting index focuses on measuring the actual impact of education mode on students' mental health, such as the level of students' mental health, the incidence of psychological problems, and the degree of improvement of psychological quality.

The level of mental health can be assessed by standardized psychological assessment tools, such as a mental health scale, psychological stress questionnaire, etc. The improvement of psychological quality can be measured by students' performance in problem-solving, emotion management, self-efficacy and so on. It can also indirectly reflect the improvement of mental health through students' academic performance, interpersonal relationships and behavioral performance. The multi-level and multi-angle evaluation index can fully reflect the practical effect of the interdisciplinary mental health education model, and provide the scientific basis for the improvement and optimization of the model.

5.2 Problems And Solutions In Mode Implementation

There will be some problems when the interdisciplinary mental health education model is implemented in higher education. The collaboration between different disciplines is difficult. There are differences in teaching objectives, contents and methods among different subjects, so how to integrate them effectively becomes a big challenge. In order to solve this problem, interdisciplinary cooperation teams can be established, interdisciplinary teaching seminars can be held regularly, and communication and coordination between disciplines can be strengthened. Teachers' interdisciplinary teaching ability is insufficient. Some teachers lack the professional knowledge and skills of mental health education, so it is necessary to strengthen teacher training and improve their interdisciplinary teaching ability and mental health education level. Student participation is not high. Some students have insufficient interest in mental health education, believing that it has nothing to do with subject expertise. In order to improve the participation of students, we can increase the interest and practicality of the course through case analysis and practical activities, so that students can feel the value of mental health education in the actual experience. The imperfection of the evaluation mechanism also affects the effect of the education model. It is necessary to establish a scientific evaluation system, adopt diversified evaluation methods, obtain feedback information in time and make improvements.

5.3 Experience Summary And Promotion Suggestions

In the process of implementing the interdisciplinary mental health education model in higher education, it is of great significance to summarize the experience and promote effective practices for the continuous improvement and expansion of the model. Successful experience shows that interdisciplinary cooperation is the key to effective mental health education. By establishing interdisciplinary teaching teams and promoting cooperation and exchange among teachers of different disciplines, the superior resources of various disciplines can be effectively integrated and a strong educational force can be formed. The science and innovation of curriculum design are the basis of the success of the model. Curriculum content should be designed according to students' mental health needs and subject characteristics, and enhance

students' learning interest and engagement through diverse teaching methods.

In terms of promotion, it is suggested that universities should pay more attention to the interdisciplinary mental health education model and incorporate it into the overall education development plan of schools. Excellent practical experience in education can be promoted and exchanges and cooperation among universities can be promoted by holding academic seminars and teaching training. Policy support and resource input are also necessary to promote interdisciplinary mental health education models. Colleges and universities should increase the financial support for mental health education, provide necessary teacher training and teaching resources, and ensure the effective implementation of education mode.

5.4 Impact Of Interdisciplinary Mental Health Education Model On Students' Development

The interdisciplinary mental health education model has a positive impact on the overall development of students. In terms of mental health, students can improve their grasp of mental health knowledge, enhance their awareness of mental health, and learn to identify and cope with common mental problems by receiving interdisciplinary mental health education. The psychological support and counseling students receive during the learning process can help better manage stress and regulate emotions, thus reducing the incidence of psychological problems. In terms of comprehensive quality, the interdisciplinary mental health education model has cultivated students' interdisciplinary thinking ability and innovative ability. When students participate in interdisciplinary learning activities, they learn to think about problems from multiple perspectives, broaden their thinking horizons, and improve their problem-solving abilities. Through teamwork and practical activities, students' interpersonal skills and teamwork spirit are also exercised and improved. The interdisciplinary mental health education model also promotes students' academic achievement and career development. Improved mental health makes students more focused and confident in their studies, and their academic performance improves accordingly. The improvement of mental health literacy is also of great significance to students' career development. In the future career, students can better cope with work pressure and challenges and maintain good occupational mental health. Through these multifaceted influences, the interdisciplinary mental health education model lays a solid foundation for students' well-rounded development and future success.

Conclusion:

Through the study of the interdisciplinary mental health education model in higher education, this paper draws the following conclusions: First, the interdisciplinary mental health education model can effectively integrate the knowledge and methods of different disciplines, help students to fully understand and master the mental health knowledge, and improve the level of mental health. Through interdisciplinary cooperation mechanism and diversified curriculum, students' sense of participation and learning effect can be enhanced, and their psychological quality and comprehensive ability can be promoted. Although the implementation of the model encountered coordination difficulties, insufficient teacher capacity and low participation of students, these challenges can be effectively overcome by establishing interdisciplinary cooperation teams, strengthening teacher training and improving evaluation mechanisms. The interdisciplinary mental health education model has a positive impact on students' mental health, interpersonal communication and academic achievement, and provides support for students' all-round development. Further promotion and optimization of this education model will help to improve the level of mental health education in higher education and create a better environment for the growth and development of students.

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