



# The Practical Approach of Psychological Health Education in Universities from the Perspective of “Three Comprehensive Education”

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**Abstract:** In recent years, mental health education in universities has taken on an increasingly important responsibility in the development of students. In April 2023, the Ministry of Education and seventeen other departments issued the “Special Action Plan for Strengthening and Improving the Mental Health Work of Students in the New Era (2023-2025)”, which clearly pointed out that with a moral education mindset, student mental health education should be integrated into the entire process of moral education and ideological and political work, and integrated into various aspects of education and teaching, management services, and student growth, and included in the overall pattern of “three comprehensive education”. From the perspective of “comprehensive education”, universities should increase their emphasis on mental health education, actively explore innovative paths for mental health education, and promote the physical and mental health development of students.

**Keywords:** Psychological Health Education; Practical Approach; "Three Comprehensive Education"

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## 1.The Basic Concept and Implementation Significance of “Three Comprehensive Education”

### (1) The Basic Connotation of "Three Comprehensive Education"

In 2017, the national “Opinions on Strengthening and Improving Ideological and Political Work in Higher Education Institutions under the New Situation” proposed the concept of “three comprehensive education”, which refers to the education of all staff, the whole process, and all aspects. The connotation of “three comprehensive education” is mainly reflected in: firstly, emphasizing the wholeness of education consciousness, education is the common responsibility of students, families, schools, and society; Secondly, emphasis should be placed on the coherence of the education process, and personalized education should be provided to students with different characteristics and types based on their growth patterns and practical needs; Thirdly, emphasis should be placed on the diversity of educational orientations, and psychological influence should be exerted on students through various media and carriers, with multiple dimensions and channels. The connotation of “three comprehensive education” includes not only the guiding ideology of education, but also the methods and approaches of education, which is of great significance for talent cultivation in universities in the new era.

### (2) The Application Value of the "Three Comprehensive Education" Concept in School Psychological Work

In the new era of rapid social development and high pressure, the detection rate of psychological problems among students is gradually increasing, and the manifestations of psychological problems are becoming more complex. The mental health status of students is receiving attention. The goal of school mental health education is to improve students' psychological quality and cultivate good psychological qualities. The concept of “comprehensive education” has clarified the ideas for school mental health education and provided a new path to further solve the current difficulties in mental health education. School mental health education is not only the responsibility of psychology teachers, but also to exert the collective efforts of all staff to promote it to a greater extent; Psychological health education is not just scattered education at a certain stage, but needs to run through the entire development of students; Psychological health education is not just about imparting knowledge through a single channel and simple means, but also requires infiltration through interaction from multiple aspects and perspectives.

## **2. The Path of Psychological Health Education in Universities under the Concept of “Three Comprehensive Education”**

### **(1) Building a collaborative education model for mental health education and achieving psychological education for all staff**

#### *1) Building a community of psychological education*

College mental health education needs to build a triangular model of family school society collaborative work. Firstly, it is necessary to strengthen communication between parents and schools. Parents can raise their awareness of mental health through parent teacher meetings, parent teacher classes, and other means. They can teach common knowledge about mental health and the ways of parent-child communication. Communication channels between parents and schools can be established through parent mailbox, home school message boards, and parent interviews, in order to build a good home school relationship and timely understand the situation of students; Secondly, schools cooperate with society to provide students with opportunities to hone their character and promote growth through internships, volunteer services, and other means. They strengthen cooperation with mental health institutions to help students detect, diagnose, and prevent problems early.

#### *2) Enhance the ability of the psychological work team*

There is a need to build a sufficient, professional, and part-time psychological work team within universities, with mental health teachers as the main force, college counselors and student mentors as the backbone, and psychological commissioners, dormitory supervisors, and student backbone as supplements. Strengthening the training of psychological counseling knowledge and methods, enhancing psychological work competence, the three forces play different roles through psychological counseling, heart to heart talks, peer counseling, and other methods to enhance the effectiveness of psychological assistance.

#### *3) Create a good campus living atmosphere*

The comprehensive education of mental health in universities requires the participation of all faculty and staff. Professional course teachers who teach students, administrative personnel responsible for student management, and cafeteria and dormitory staff can all play a role in psychological education in their own positions and interact with students, forming an atmosphere of “everyone values mental health, everyone pays attention to mental health” on campus. Professional course teachers observe the basic situation of students during the teaching process, add psychological health education elements to the curriculum, and educate students while teaching professional knowledge; Administrative personnel should have a psychological awareness of work, adhere to student-centered, care for and care for students; Logistics management personnel, especially dormitory related staff, should master relevant psychological knowledge and crisis prevention knowledge, pay attention to the situation of students in the dormitory, and help students in need in a timely manner.

### **(2) Design psychological education programs that meet the needs of students and achieve full process psychological education**

#### *1) Conduct regular research to understand student needs*

Psychological health education is a work related to people, so it should be student-centered. Regular school psychological research, psychological message boards, psychological tree holes, and other methods should be used to understand students’ psychological confusion. Regular teacher-student discussions, afternoon tea, and other activities should be held to create face-to-face communication opportunities and effectively understand students’ spiritual outlook and psychological demands. Based on the research results and practical considerations, carry out targeted educational activities.

#### *2) Carry out activities based on the characteristics of students*

College mental health education should combine generality with particularity. On the one hand, it should target all students and carry out general mental health education; On the other hand, it is necessary to carry out activities that meet the needs of students according to their levels. For example, for students of different grades, freshmen should receive adaptability education, sophomores and juniors should receive interpersonal skills training and mental health education, and seniors should receive career education; For students of different genders, con-

duct male and female lecture halls with different themes; Carry out interpersonal communication education for ethnic minority students; Carry out confidence enhancement education for economically disadvantaged students; Wait a minute.

3) *Design a theme plan based on actual conditions*

Psychological health education in universities should be normalized and run through the entire academic year. Based on the actual situation of the school, different themed education programs will be carried out in different months, such as the academic season education month from February to March, the “5.25” college student mental health month from April to May, the graduation education month in June, the practical education month from July to August, the adaptability education month from September to October, the life education month in November, and the pre exam stress relief month from December to January; And it’s not just about the “5.25 I Love Me” event, making full use of themes such as “3.25 Love Me”, “10.10 Mental Health Day”, and “12.25 Love Me” to design year-round educational activities.

**(3) Carry out multiple approaches of "curriculum activity testing consultation" to achieve comprehensive psychological education**

1) *Provide sufficient psychological education courses*

Universities should make good use of the platform of mental health education courses, which have the widest coverage, longest impact time, and most systematic educational content. For all students, we will provide comprehensive courses on mental health education for college students, integrating the actual situation of the school with psychology, and offering special elective courses on mental health education, such as positive psychology courses, interpersonal communication courses, traditional Chinese culture and psychology courses, etc.

2) *Widely carry out psychological activities*

College students face certain interpersonal, life, and academic pressures. Through psychological activities rather than preaching, participatory education is adopted to relax students’ emotions and cultivate their sentiments. At the same time, thinking about combining psychological education with the five educations, such as psychological fun parks and psychological labor competitions, brand practice activities are designed to enhance the attractiveness of psychological activities and improve the effectiveness of mental health activities.

From the perspective of “comprehensive education”, the development of mental health education has ushered in new opportunities. Universities should actively respond to the call, implement the spirit of relevant education documents, adhere to the importance of the physical and mental health development of students, encourage teachers to design teaching according to the laws of student physical and mental development, truly meet the development requirements of students, and promote their comprehensive development and improvement.

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