Establishing a School Counseling Community in Collaboration with the Family, School, and Community: A Qualitative Analysis in Ten Primary and Secondary Schools in G Province Using NVivo

Xin Yang[1,*], Meng Jiang[2], Xuejuan Yang[3], Yijing He[4], Yilong Yang[5]

[1]Zhuhai Sports School, Zhuhai, 519000, Guangdong, China
[2]Psychological Education Counseling Center, Beijing Institute of Technology, Zhuhai, 519088, Guangdong, China
[3]School of Marxism, Guangdong University of Education, Guangzhou, 510006, Guangdong, China
[4]College of Physical Education, Jilin University, Changchun, 130015, Jilin, China
[5]College of Intelligent Manufacturing and Electrical Engineering, Guangzhou Institute of Science and Technology, Guangzhou, 510540, Guangdong, China
dengjifu57@gmail.com
*Corresponding author

Abstract: The development of school counseling in China is in the initial stage, and the development of school counseling in the United States provides beneficial inspiration and reference for the construction and development of school counseling in Chinese style transformation. The mental health education in primary and secondary schools being implemented has an inevitable overlap and similar characteristics with school counseling in the United States. Still, there are differences between school counseling and psychological counseling. Based on the interviews with school counseling and the analysis of relevant text data, it is found that the beneficial experiences in the construction and development of school counseling in China include top-level design, school ecology, technology empowerment, etc. Their difficulties include a lack of cognition, family education needs to be optimized, and a lack of teachers, etc. The text provides specific countermeasures. This paper proposes the establishment of a collaborative school counseling community concept, centers on students and their psychological well-being, aims at fostering students' individual and social development, academic advancement, and career growth, through the concerted efforts of family, school, and community.

Keywords: School Counseling; The community; Mental health education in primary and secondary schools

1. Introduction

1.1. The concept of school counseling

School Counseling refers to school counseling workers directly or indirectly for all students. (*All students included in school counseling include students with disabilities, other special education groups, and groups of color. However, this article only discusses the consultation of schools whose schools or sections are elementary and secondary.*)School Counseling refers to the service provided by school counseling workers directly or indirectly to all students to meet their academic, professional, social, and emotional needs.[1][2][3] It specifically refers to the process of providing assistance and guidance in adjustment and academic development, personality and social development, and career development, as well as the diagnosis and treatment of related psychological and behavioral disorders.[4] The fourth edition of The ASCA National Model, developed by the American School Counseling Association (ASCA), requires School counselors to systematically give all students school counseling based on data-informed decision-making, including a developmentally appropriate curriculum that focuses on the mindsets and behaviors all students need to be prepared for and successful in higher education; Narrowing grades and providing more opportunities lead to improved student grades, attendance, and good discipline.[1][5]

1.2. The difference between school counseling and psychological counseling

School Counseling, psychological counseling/Counseling Psychology, and Clinical Psychology(*Clinical psychology focuses on psychological assessment and diagnosis of various mental disorders[6] For disorders that are difficult to correct with general school counseling, referrals to specialized institutions are required for treatment[4] such as a clinical intervention[5] institution: medical system psychiatric department.*)have differences. In the United States, after World War II, military hospitals hired many clinical psychologists to help veterans deal with emotional problems in hospitals and outpatient clinics and many occupational psychologists to provide education and career guidance in college counseling centers and community counseling centers. The decision to reintegrate them into social Life made it clear that counseling psychology was distinct from clinical psychology rather than a branch of it and thus contributed directly to its independence.[6] With the establishment of the Counseling Psychology Section of the American Psychological Association (APA) in 1951, counseling psychology was included as an important subdiscipline of psychology.[6] Given that the earliest role of counseling psychologists was to provide career guidance, this is also the cornerstone of the origin of counseling psychology in the United States.[6] After 1925, both school counseling and counseling shifted to a common historical connection in areas such as mental health promotion, so that the two professions are often connected academically and professionally. However, school counseling emphasizes the academic and career development and mental health promotion of K-12 basic education students in the United States. In contrast, psychological counseling focuses on the general psychological adjustment problems and mental health of college students and adults.[6][7]

Burkard A. et al. note that while school counseling and counseling share common values, existing research has revealed differences in curriculum, service delivery, and professional organization involvement. It is believed that there is great potential for cooperation between the two, even if it can only be done within a specific scope, but this is a trend.[7]

1.3. Differences between mental health education in primary and secondary schools in China and school counseling in the United States

In China, the mental health education implemented in primary and secondary schools has an inevitable overlap and similar characteristics with school counseling in the United States.[5] According to the "Guidelines for Mental Health Education in Primary and Secondary Schools (revised in 2012)" issued by the Ministry of Education, the core of school counseling (mental health) is included in mental health education in primary and secondary schools because fundamentally, the core of school counseling is to provide help for the development of mental health of all students.[4] In 2016, 22 ministries of the State jointly issued the Guiding Opinions on Strengthening Mental Health Services, which means that mental health services have been included in the top-level design of the country.[6] Psychological counseling is also widely used during the novel coronavirus pneumonia and infection. However, the number of qualified professionals in the mental health field in China is insufficient.[6] The consultation work of primary and secondary schools in China is mainly carried out by class teachers and full-time and part-time psychological teachers in the way of school moral education and mental health education. The integration degree of mental health education in the education system is low[8]. Forming a mental health education system with two orientations of specialization and integration is necessary.[9]

1.4. The current situation of school counseling in China and the necessity of research

The development of school counseling in China is in the initial stage, and its recognition, value, and acceptance are not widely enough. American school counseling results provide beneficial inspiration and reference for constructing Chinese school counseling transformation. Building a school counseling community with students and their mental health as the core, promoting students' personality and social development, academic development, and career development in collaboration with the family, school, and community will undoubtedly help the mental health education of primary and secondary schools, and will also train socialist builders and successors with all-round development, accelerate the construction of a high-quality education system and develop quality education. Promote equitable empowerment in education. Based on the investigation of school consultation in ten primary and secondary schools in G Province, this paper proposes the idea and specific suggestions of building a school consultation community with the cooperation of family, school, and district, hoping to provide references for the construction of school consultation in primary and secondary schools.

2. Research design and method

Table 1: Code and node summary table

Serial Number	First-level code	Corresponding code	First level node	Second-level code number /Secondary node	Others
1	Beneficial	YY	YY's beneficial experience in promoting the construction and development of school counseling	Top-level design; School ecology; Technology empowerment	In addition to the three main experiences, there are also principal leadership, psychological counseling room, and other hardware facilities and logistics support
2	Hard	KN	Difficulties facing KN school counseling	Cognitive deficiency, Family education needs to be optimized, Lack of teachers	In addition to the three significant difficulties, the school counseling curriculum system has not been established at the national level, and mental health education in primary and secondary schools has not been integrated into the curriculum plan of compulsory education and ordinary senior high schools. Insufficient funding for rural education and private schools; The problem of left-behind children

Given the valuable experience and difficulties in constructing and developing school counseling in primary and secondary schools, this study investigated ten schools in G province. They are two ordinary high schools (1 public and one private) located in the city of Z (which belongs to the economically developed area), one public secondary professional school located in the city of Z (*Because its school attributes include primary school and junior high school stage, it is included in the scope of primary and secondary school research.*), two ordinary high schools located in the city of M (economically underdeveloped areas) (county public) and one junior high school located in the town of M (township public), one primary school in M city (rural populace), one high school (private) and two primary schools (public school) in D city (economically developed area). The selected school samples covered all types of primary and secondary schools, of which the Ministry of Education identified one as the first batch of national primary and secondary school mental health education characteristic schools in 2015. Among them, 42 school administrators (2), class teachers (5), and other teachers who directly or indirectly participated in the school consultation were interviewed (*Here are the teachers who do not serve as class teachers.*)(4 people), parents (13 people), students (15 people), full-time psychology teachers (1 person), other personnel, and other education stakeholders (*This is the school's in-house support staff.*) (2 people) conduct an in-depth interview. (*Respondents were numbered DH1-DH2 according to this type: DH3-DH7; DH8-DH11; DH12-DH24; DH25-DH39; DH40; DH41-DH42.*) Meanwhile, I also consulted the Department of Education, the National Health Commission, and other authoritative departments for school counseling-related policy and regulation documents, school announcements and electronic texts, related education reports, the American School Counseling Association (ASCA) and the National Board for Certified Counselors. The information on the official website of The Professional Counselor TPC, the official journal of NBCC, and the relevant literature collected by SCI, SSCI, and CSSCI in the past ten years were analyzed. The planned interview time for each of the 42 interviewees was 20 minutes. The interview time was 31 minutes and 09 seconds at the longest, 5 minutes and 35 seconds at the shortest, and the average length was 18 minutes and 06 seconds. The interview texts were numbered one by one in the way of "DH+ serial number", and the numbered texts were imported into the qualitative research data analysis tool NVivo12 for analysis. Critical information was encoded in the repeated reading and study of interview texts, and corresponding nodes were established in the analysis software to calculate the coverage rate of encoded content in the text.[10] It is worth noting that most respondents could not clarify the concepts and boundaries of school counseling, mental health education, and psychological counseling in primary and secondary schools. After helping them to describe the three images, the contents of primary and secondary psychological education involved in the interview were included in the coding category, which is also in line with the essence of school counseling. The code number and the name of the corresponding node are shown in Table 1. The source of the interview text is marked by the "First-level code number + Second-level code number +Text number" method.[10]

3. Experience of school counseling in ten primary and secondary schools in G Province

Using the NVivo12 tool, the node analysis of 42 interviewees involved in promoting the construction and development of school counseling concluded that the main influencing factors include the following aspects. (See Table 2)

Table 2: The coverage rate of the factors that influenced the beneficial experience and difficulties faced by the respondents in promoting the construction and development of school counseling

	Beneficial			Difficult		
	Top-level Design	School ecology	Technical empowerment	Cognitive deficiency	Family education needs to be optimized	Lack of teachers
DH01	27.09%	15.45%	4.02%	1.09%	9.34%	5.59%
DH02	13.74%	33.15%	10.66%	0.10%	10.89%	4.11%
DH03	0.12%	7.50%	—		0.55%	—
DH04	—	—	—	—	10.49%	—
DH05	3.24%	11.23%	—	1.60%	12.22%	2.10%
DH06	3.76%	3.77%	18.31%	—	—	—
DH07	13.67%	5.11%	—	—	17.95%	—
DH08	—	—	—	—	—	—
DH09	—	—	—	—	—	—
DH10	5.54%	—	—	1.09%	—	—
DH11	—	6.72%	0.89%	2.60%	0.56%	2.77%
DH12	1.25%	0.90%	—	—	—	—
DH13	—	—	—	—	—	—
DH14	—	—	1.37%	1.02%	—	—
DH15	8.43%	—	—	—	—	—
DH16	5.67%	19.49%	1.89%	0.44%	3.63%	0.32%
DH17	1.34%	2.67%	—	1.11%	2.76%	—
DH18	5.16%	—	—	—	—	—
DH19	—	—	—	—	—	1.02%
DH20	0.22%	—	—	—	0.88%	—
DH21	9.34%	—	1.22%	—	—	—
DH22	—	5.76%	—	—	10.49%	—
DH23	5.92%	—	—	—	—	—
DH24	—	—	—	—	—	—
DH25	2.92%	9.90%	—	1.54%	—	—
DH26	—	—	—	0.31%	—	—
DH27	—	—	—	—	—	—
DH28	—	2.53%	—	—	—	1.99%
DH29	—	—	—	—	—	—
DH30	—	22.23%	5.50%	0.11%	5.06%	—
DH31	—	—	—	—	—	—
DH32	1.49%	—	—	0.15%	—	—
DH33	—	—	3.64%	—	4.90%	—
DH34	—	3.04%	—	—	—	—
DH35	—	—	—	—	—	11.38%
DH36	—	—	1.65%	—	—	—
DH37	—	—	—	—	—	—
DH38	—	—	—	—	0.77%	—
DH39	—	—	—	—	—	—
DH40	38.11%	18.30%	18.02%	1.43%	12.57%	—
DH41	—	—	—	—	—	—
DH42	1.42%	—	—	—	—	—

Source: Node analysis report of transcribed texts recorded by 42 interviewees using NVivo12

3.1. National top-level design and financial security

When talking about the influencing factors to promote the construction and development of school counseling, respondents generally mentioned the promotion role of national top design and financial security, especially school administrators (YY Top-level Design DH01, YY Top-level Design, DH01, YY Top-level Design, DH02), full-time mental health teacher (YY Top-level Design DH40), class teacher (YY Top-level Design DH07), other teachers (YY Top-level Design DH15). It can also be

confirmed from a student's feedback: "Our school's psychological counseling room (YY Top-level Design DH25) is so excellent".

The Report of the 20th National Congress of CPC pointed out that it is necessary to fully implement China's educational policy, implement the fundamental task of cultivating morality and cultivating people, and train socialist builders and successors with all-round development. It's important to continue to put the people at the center of education development, accelerate the construction of a high-quality education system, develop quality education, and promote equity in education. The Healthy China Action (2019-2030) issued by the National Health and Health Commission in 2019 has made plans for mental health promotion.[6] The Guidelines for Mental Health Education in Primary and Secondary Schools (2002) and (revised in 2012) issued by the Ministry of Education have clarified the guiding ideology and basic principles of mental health education, the goals and tasks of mental health education, and the main contents of mental health education; The path and method of mental health education are provided. Strengthen the organization and implementation of mental health education. It has played a guiding and promoting role in carrying out mental health education in primary and secondary schools.[11] The Report of the 20th National Congress of CPC proposed "strengthening the construction of family style". The "Family Education Promotion Law of the People's Republic of China (2021)" issued by the Ministry of Education also clearly points out that strengthening school guidance services: All localities should promote schools to incorporate family education guidance services into school work plans and establish and improve family education steering committees, parent schools, family committees, school open days, parents' meetings, home visits, and other working mechanisms.[12] This further optimizes the development of family education.

Chinese school counseling has not set up a particular curriculum system. Although mental health education runs through the whole process of education and teaching in schools, the curriculum standards in compulsory education and ordinary high schools are not coordinated at the national level. Still, local education administrative departments and schools carry out mental health education scientifically and systematically by using local curriculum or school (school-based) curriculum. (*Basis: Ministry of Education on the issuance of Compulsory Education Curriculum Plans and Curriculum Standards (2022 edition), Curriculum plans and subject Curriculum Standards for Senior High Schools (2017 edition, 2020 revision).*) The professional psychology teachers interviewed said: "We do not have a unified mental health education material" (KN Others DH40). Secondary vocational schools include mental health as an elective course in the curriculum system of moral education (generally no less than 10 class hours per semester) and three types of compulsory education courses in special education schools, namely, adaptation to Life in Schools for Blind students (forming positive social emotions; Improving essential social adaptability; Active participation in social Life), adaptation to school life (learn to live and integrate into society), deaf school communication and communication improve communication skills; All these provide references for the construction of consultation curriculum and the curriculum setting of health education in primary and secondary schools in China. (*Basis: Guidelines on Mental Health Education for Students in Secondary Vocational Schools (2004), Opinions of the Ministry of Education on the Curriculum Setting and Teaching Arrangement of Moral Education in Secondary Vocational Schools (2008), Curriculum Standards for Compulsory Education in Schools for the Blind (2016 edition), Curriculum Standards for Compulsory Education in Schools for the Deaf (2016 edition), Curriculum Standards for Compulsory Education in Schools for the Mentally Educated (2016 edition) 6 years edition).*)Suppose mental health education in primary and secondary schools is integrated into compulsory and ordinary high school curricula. In that case, it will be more conducive to the construction and development of mental health education and school counseling in the form of a single-subject curriculum standard national curriculum.

The school has a particular mental health counseling center and a special psychological teacher who can conduct mental health education more scientifically.[13] This is inseparable from the guarantee of funding; one of the teachers who taught in the first batch of national primary and secondary school mental health education characteristic schools said: "Our school does a good job in consulting and mental health education, the funds are in place (YY Top-level Design DH07), and the principal is strong (YY Others DH07)." It shows that funding plays a vital role in the construction of school counseling. In addition, the Lack of funds for rural education and private schools also restricts the development of school counseling. The rural teachers interviewed said: "Our headmaster said that the fund is not enough" (KN Others DH06), "there are many left-behind children in our school, and it is relatively difficult to consult the school" (KN Others DH11). A teacher said, "Our private school is not the same as your public school, no money" (KN Others DH08). The Report on the Development of Rural Education in China 2020-2022 (2022) points out that many indicators of rural education have made noticeable progress. However, there is still an imbalance in expenditure and other aspects. Under

the classified management of private education, the government needs to change its functions, re-sort out the path and measures of public finance to support the development of private education, and formulate a series of efficient differentiated support policies.[14] By the end of the 13th Five-Year Plan, there were 6.436 million left-behind children in rural areas. (*Based on the 2021 7th National Census findings.*)Caring for left-behind children in rural areas also relies on a system at the top of the country to support the bottom.[15]

3.2. School counseling ecology

The school environment plays a vital role in school consulting teachers.[16] A school administrator said, "Our school does well in this area because we build a warm campus culture; our school organization and management is an incentive and open system rather than a control and closed system." The teachers' satisfaction is very high; they are happy to work and serve the students, and the students also feel the warmth "(YY School ecology DH02). High school counseling teachers' job satisfaction is more likely to make a positive contribution to the school environment. "School Counseling teachers are advocates, leaders, collaborators, and advisors who create systemic change by connecting school counseling programs to school districts' missions and plans for improvement to provide equitable educational access and opportunities for success." School counseling teachers demonstrate their belief that all students are capable of learning by advocating for an education system that provides the best learning environment for all students (ASCA, 2016). Contextual School Counseling CSC, proposed by Baskin T.B. et al., describes a school counseling approach and a comprehensive new application framework that inspires us: It is a context-perspective approach and approach to psychotherapy with understanding as the core and relies on the knowledge and application of school counseling teachers in the school environment. Using CSC will help schools consult teachers to focus on vulnerable and diverse populations.[17] Trust, respect, openness, active listening, clear communication, and taking responsibility for risk are the basic requirements of collaborative efforts, and initiating and striving to maintain collaboration is what schools should do to consult teachers in education reform[3]. Therefore, primary and secondary schools should attach importance to the critical power of the school environment when building a school consultation community coordinated by the family, school, and community, integrate the school's internal and external environmental resources, and create a field community - a virtuous cycle system of two-way environment feeding and understanding, respect, Trust, participation, listening, dialogue, equality, mutual assistance, sharing, encouragement, openness, inclusiveness, and responsibility of the school consultation ecology.

3.3. Technology empowerment

"Online teachers can explain mental health knowledge to children" (YY Technical empowerment DH02), a rural teacher said. At present, in some rural areas, the "double teacher" quality class combining online teachers and offline traditional teachers has been implemented, and the "double teacher mode" + AI technology under the "double reduction" policy enables students to provide after-school services, including the content of school consultation covering mental health education, which effectively helps students to solve the problem of adaptation and development, especially for left-behind children in rural areas.

With the development of the concept and practice of Evidence-Based School Counseling EBSC, which can extend the existing paradigm, ensuring that multiple aspects of student benefits such as mental health and social-emotional learning are fully considered. More attention is given to students' own intersecting identities and complex social contexts, new ideas are proposed about what data to use and how to use it to make decisions and demonstrate its impact, and methods are given to guide schools to consult teachers on how to most effectively implement EBSC.[18]

The Report of the 20th National Congress of CPC proposed "promoting the digitalization of education". Current And Future Information and Communication Technology (ICT) based on the Internet and (big) data[19] has effectively promoted and improved the development and effectiveness of school counseling. Machine learning, artificial intelligence[20], and functional Magnetic Resonance Imaging (fMRI) technology (revealing human brain activity and function) contribute to the development of cognitive neuroscience and neuroimaging.[21] It will also further assist school counseling, and it has had a certain degree of good landing, and it should pay attention to its promoting role.

4. Difficulties and countermeasures faced by ten primary and secondary schools in G Province

After node analysis of the difficulties faced by the respondents in the construction and development of school counseling, it is concluded that the main influencing factors include the following aspects and the coverage of each element in NVivo12 is shown in Table 2.

4.1. Lack of awareness and neglect of the value of school counseling

Most respondents could not clarify the nature, concept, and boundaries of school counseling. "School counseling is not psychological counseling, this directly with the psychological teacher on the line, this is her thing" (KN Cognitive deficiency DH02), "I don't know what is school counseling" (KN Cognitive deficiency DH20), "what is school counseling" (KN Cognitive deficiency DH32). The primary content of building a school consultation community is clarifying the essence of school consultation and attaching importance to its value. School counseling can promote students' personality and social development, academic development, and career development, which the understanding of the ASCA national model and the cutting-edge clinical research in the world can also prove. Compared with the third edition of the ASCA national model, the model theme ranges from peripheral to interwoven. In the fourth edition of the ASCA National Model, the four themes identified (Define, manage, implement, evaluate) are not just peripheral to the model framework. Still, they must deliver a comprehensive school consulting program to help every student succeed through systemic change outcomes. ASCA 2019 notes that "the four themes of leadership, advocacy, collaboration, and systemic change no longer appear on the fringes of the ASCA National Model Diamond, but are woven throughout the ASCA National Model to show that they are integral to a comprehensive school advisory program". This further emphasizes the importance of these topics, as well as advocacy skills development and social justice, being interwoven into school counseling.[3] Loscalzo Y. points out that school counseling also has practical implications from a clinical perspective: counseling services should be implemented in all schools worldwide and at all levels to promote mental health and to spread a culture of willingness to seek help.[22] It is essential to raise the awareness and value of school counseling.

In essence, school consultation is to improve the core quality of students' development, build an ideological and political community with ideological and political leadership, moral education as the first, moral education, intellectual education, physical education, aesthetic education, labor education, and five kinds of education work together, so as to better implement the fundamental task of moral education and cultivate people, adhere to the people's position of education, and constantly promote more and more fair education development results to benefit all people, and promote social equity and justice with educational equity[23] compatible.

4.2. Family education needs to be optimized

Family education is the first level of youth education. The example of parents, the idea of family education, and the mode of education all play a crucial role in children's mental health development. The unity and cooperation of family education and school education can combine the educational power of parents and schools to fully develop the mental health of teenagers.[13]

Respondents generally believe that family education is closely related to students' personality, social development, academic development, and career development: "Family education is critical" (KN Family education needs to be optimized DH01, DH02), "Many students' family (education) problems, the quality of parents is not high (KN Family education needs to be optimized DH05)", "I do not get along with children very well (KN Family education needs to be optimized DH22)", "I do not like my parents, I prefer my grandparents," I feel that they love me more, I think my parents do not love me (KN Family education needs to be optimized DH30)", "some of the migrant children's family education is not very good, parents are busy with livelihood, lack of companionship and guidance" (KN Family education needs to be optimized DH04). Quantitative studies by Donaldson C. D. and others have also shown that high supervision is a protective factor for adolescents only when combined with high caring. Low parental affection and high parental monitoring were associated with higher psychological resistance responses in adolescents, predisposing children to stronger preventive communication. School counseling can provide parents with helpful methodological guidance and suggestions for interventions.[24] This kind of research also confirms the necessity of Makarenko's educational principle of "the combination of respect, trust (high care) and strict requirements", and the unique value of looking at family education issues from a sociological perspective (especially group socialization and

social exchange theory) in school counseling.[25][26]

4.3. Lack of teachers and professional quality

"Our private school teacher flow is huge (KN Lack of teachers DH08)", "We do not have a full-time psychological teacher (KN Lack of teachers DH35)", "The school's teachers in the level of guidance of children is not enough, need to be improved ah (KN Lack of teachers DH19)", "the school canteen staff has no quality, Last time, he shouted at me, which seriously affected my mood, I was furious, feel that he is very disrespectful to me "(KN Lack of teachers DH35)", from these conversations can reflect the Lack of teachers and professional quality in school counseling problems.

The major of school counseling in China is in the initial and exploratory stage, and the training mode and system of school counseling teachers still need some time to be formed. To train school consulting teachers, we also need to constantly reflect and learn from and create a school consulting system and teacher training model with Chinese characteristics to serve the all-around development of students.[5]

5. Establish a school consultation community with the cooperation of the family, school and community

The Report of the 20th National Congress of CPC proposed to "improve the School family social education mechanism", and in January 2023, 13 departments, including the Ministry of Education, jointly issued the "Opinions on improving the School family social Cooperative Education Mechanism". In May 2023, to earnestly implement the spirit of the 20th National Congress of CPC, implement "China's Education Modernization 2035" and the "Opinions of The State Council on Implementing Healthy China Actions", comprehensively strengthen and improve the mental health work of students in the new era, and enhance the mental health literacy of students, The Ministry of Education and other 17 departments jointly issued the "Comprehensive strengthening and improving the New era of student mental health work special action Plan (2023-2025)" also pointed out that it is necessary to "improve the multi-sectoral linkage and school, family, and social, collaborative education mechanism, focus on the core elements, key areas and key links affecting students' mental health, and make up for weaknesses and strengths". The aim is to systematically strengthen students' mental health work.

Systemic change occurs through the ongoing engagement of all key players (ASCA, 2012), and meeting students' diverse needs is not the schools' sole responsibility to consult teachers. In providing services, the school counselors need the support and assistance of the entire school field as well as the community outside the school. Collaboration is a necessary practice in the field of school counseling. The American School Counseling Association stated in its 2019 Standards of Conduct that school counseling teachers work with parents, other teachers, administrators, other school staff, and education stakeholders to promote student achievement and success.[3] In the LISREL structural equation statistical analysis of the independent variables that affect the effectiveness of school counseling, Fye H. J. et al. found that role ambiguity and incoordination are important mediating variables. Role conflict is not an essential mediating variable.[2] The quantitative research also provides a basis for the school counseling teachers to cooperate with parents, other teachers, administrators, other school staff, and education stakeholders to form a school counseling community.

6. Conclusion

Although there are role conflicts among members of the field of the whole school, as long as the nature of school counseling can be clarified and role ambiguity and role incoordination can be avoided, a school counseling community with students and their mental health as the core can be better built to promote the coordination of students' personality, social development, academic development, and career development (as shown in Figure 1). To create a school consultation community coordinated by the family, school, and community, we should also actively explore and practice, accumulate beneficial experience including top-level design, school ecology, technology empowerment, etc., and better solve the difficulties we face, including insufficient cognition, family education needs to be optimized, and a lack of teachers, etc.
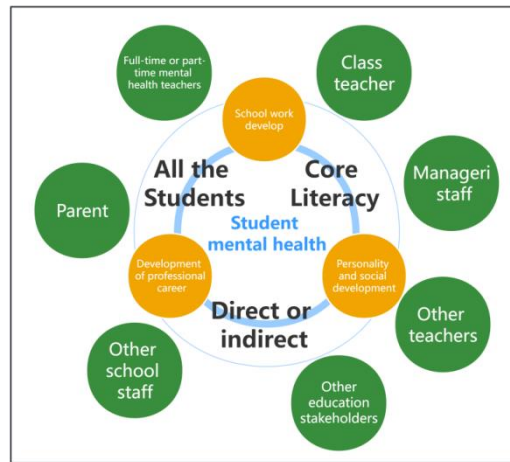
Figure 1: The framework of the school counseling community with students and their mental health as the core

Acknowledgments

References

[1] ASCA (2022) ASCA National Model [Online]. Available from: https://www.schoolcounselor. org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs [Accessed: 2-Sep-2022].

[2] Fye, H.J., Schumacker, R.E., Rainey, J.S., et al. (2022) ASCA National Model implementation predicting school counselors' job satisfaction with role stress mediating variables. Journal of Employment Counseling, 59, 3, 111-119.

[3] Reese, D.M. (2021) School Counselor Preparation to Support Inclusivity, Equity and Access for Students of Color with Disabilities. Frontiers in Education, 6, 588528.

[4] Huang, J., Lao, K. and Tan, C. (2007) Elementary Education Studies. People's Education Press, Beijing, 2nd ed.

[5] Su, L. (2013) Implications of the Training and Certification System for School Counseling Professionals in the United States. Teacher Education Research, 25, 91-96.

[6] Fan, F., Zhu, X. and He, J. (2022) Counseling Psychology. East China Normal University Press, Shanghai.

[7] Burkard, A., Kruczek, T. and Alexander, C.M. (2020) School Counseling and Counseling Psychology Collaboration: A Cautionary Tale. The Counseling Psychologist, 48, 5, 738-767.

[8] Ye, Z. and Ye, Y. (2020) Thirty Years of School Mental Health Education: Historical Evolution and Future Trends. Journal of Fujian Normal University (Philosophy and Social Sciences Edition), 2, 140-147+171.

[9] Wang, S. and Guo, B. (2021) The Connotation, Logic, and Realization of Integrated Mental Health Education in Primary and Secondary Schools. Educational Research and Experiment, 6, 91-96.

[10] Zhuo, Z. (2018) Whole-School Entrepreneurship Education: A Study of Six American Universities. Educational Research, 39, 142-148.

[11] Ministry of Education (2012) Guideline for Mental Health Education in Primary and Secondary Schools [Online]. Available from: http://www.moe.gov.cn/srcsite/A06/s3325/201212/t20121211_ 145679.html [Accessed: 3-Sep-2022] .

[12] Ministry of Education (2022) Promotion Law of Family Education of the People's Republic of China [Online]. Available from: http://www.moe.gov.cn/srcsite/A06/s7053/202112/t20211214_587194. html[Accessed: 7-Oct-2022].

[13] Li, Y.L. (2022) Adolescent Psychological Assistance Treatment Strategy Integrating Home-School Coordination and Network Information. Occupational Therapy International, 2022, 6393139-6393139.

[14] Wang, S. and He, P. (2018) Shift in Financial Support Policy for Private Education under Categorized Management Background. Educational Development Research, 38, 16-20.

[15] Zhang, J. (2022) Caring for Left-Behind Children in Rural Areas Requires Institutional Support. China Education Daily, sec. 2.

[16] Charmain, B., Nesta, D., Elizabeth D, P., et al. (2022) Strength-based school counsellors' experiences of counselling in New Zealand. British Journal of Guidance & Counselling, 50, 5, 710-731.

[17] Baskin, T.B. and Staten, C.D. (2014) Contextual School Counseling Approach: Linking Contextual Psychotherapy With the School Environment. The Counseling Psychologist, 42, 1, 73-96.

[18] Dimmitt, C. and Zyromski, B. (2020) Evidence-Based School Counseling: Expanding the Existing Paradigm. Professional School Counseling, 23, 1 part 3, 2156759X20904501-2156759X20904501.

[19] Beidoğlu, M., Dinçyürek, S. and Akıntuğ, Y. (2015) The opinions of school counselors on the use of information and communication technologies in school counseling practices: North Cyprus schools. Computers in Human Behavior, 52, 466-471.

[20] Song, Y., Lei, S.W., Hao, T.Y., et al. (2021) Automatic Classification of Semantic Content of Classroom Dialogue. Journal of Educational Computing Research, 59, 3, 496-521.

[21] Gazzaniga, M.S., Ivry, R.B. and Mangun, G.R. (2011) Cognitive Neuroscience: The Biology of the Mind. W. W. Norton & Company, Inc., New York, 3rd ed.

[22] Loscalzo, Y. (2022) Psychological Counseling during the COVID-19 Pandemic: Clinical Thoughts and Implications Arisen from an Experience in Italian Schools. International Journal of Environmental Research and Public Health, 19, 12.

[23] Yang, X., et al. (2020) Annotated Teachings of President Xi on Education. Higher Education Press, Beijing.

[24] Donaldson, C.D., Alvaro, E.M., Siegel, J.T., et al. (2023) Psychological reactance and adolescent cannabis use: The role of parental warmth and monitoring. Addictive Behaviors, 136, 107466.

[25] Liu, L. (2012) Urban Teenagers' Truancy and School Refusal: A Group Socialization Explanation Framework — A Case Study of Guangzhou. Youth Studies, 6, 1-12+92.

[26] Liu, L. (2016) Theoretical Interpretation and Case Analysis of Makarenko's Educational Principles. Modern Educational Forum, 2, 17-24.