

Implications and practical paths of mental health education in collaboration with families, schools, and communities in China

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Abstract: With the change in social lifestyle, the psychological problems of children and adolescents are increasingly diversified and complicated, and the incidence of mental disorders is gradually increasing. The mental health of children and adolescents is as important as their physical health. It is necessary to do a good job of mental health education for students, to guide their psychological development in a healthy direction, and to lay a solid foundation for their healthy growth. As places where children live for a long time, families, schools, and communities play different educational roles in different ways in the process of their physical and mental growth. However, at present, there are few cooperative practices among families, schools, and communities in children's mental health education, and the effect is not ideal. It promotes the cooperation and complementarity of schools, families, and communities, forms the collective force of education, and builds an integrated mental health education model, which is an inevitable requirement for the healthy and comprehensive development of children and adolescents.

Keywords: mental health education; collaborative education; children and adolescents

The concept of mental health was first formally put forward at the Third International Mental Health Conference (1946). The so-called mental health refers to the individual's state of mind within the scope of physical, intellectual, and emotional do not conflict with the mental health of others. There is no absolute quantitative standard for mental health, that is, it is impossible to accurately define what kind of situation is healthy or unhealthy. Therefore, one can only differentiate in terms of "normal" or "abnormal" conditions that deviate from the norm. Mental health education is an important symbol of modern schools. The first official use of the term "mental health education" in China was in the "Several Opinions of the Central Committee of the Communist Party of China on Further Strengthening and Improving School Moral Education" issued by the Ministry of Education in 1994. Mental health education and guidance for students of all ages to help students improve their psychological quality enhance their ability to withstand setbacks and adapt to the environment. The "Decision on Deepening Educational Reform and Comprehensively Promoting Quality Education" promulgated in June 1999 clearly stated the importance of strengthening mental health education for primary and middle school students and the main tasks and implementation methods of mental health education in schools. Since then, the term "mental health education" has been gradually used by many schools, conference speeches, and official documents. With the support of national policies, school mental health education has been gradually carried out, and education administrative departments at all levels have also given high priority to mental health education.

1. Guidance of Synergy Theory for Mental Health Education of Students

Synergistic theory, that is, synergetics and concordology, is a comprehensive discipline that spans natural science and social science. Founded in the 1970s by the famous German physicist Hermann-Haken, it originated from the research in the field of laser physics. He found that there is a spontaneous and purposeful "self-organization" process among the subsystems in any system. This process enables the various elements within the system to cooperate with each other through concentric forces to produce a new stable and orderly structure [1]. Haken's definition of synergetics is that various parts of the system cooperate with each other, and as a result, the whole system forms some new structures and characteristics

that do not exist at the micro-level individual level. Synergistics emphasizes that all research objects are regarded as a system composed of components, parts or subsystems. It is believed that under certain conditions, the system will transform from disorder to order, and through mutual cooperation and effective integration of subsystems. Finally, a new structure will be formed, resulting in an overall effect. This has a guiding significance for students' mental health education, which is an open, multi-subsystem, unbalanced, and nonlinear system.

2. The current situation of schools, families and communities cooperating to carry out students' mental health education

First, the concept of home-school cooperation has gradually changed, and all parties have a strong willingness to cooperate. The researchers found in a survey in Shanxi Province that 88.96% of principals and teachers welcome parents to participate in school affairs, 18.64% of parents expressed their wish to participate in school activities, and 60.76% of students are willing to have regular contact with parents and schools. Parents, schools, and teachers basically formed a consensus on cooperation and showed a strong willingness to cooperate. Second, various forms of cooperation have gradually formed, but the content is single. Schools cooperate with social forces to carry out students' mental health education, which mainly includes prevention of psychological problems, environmental education, publicity of mental health knowledge, intervention and support of mental diseases, and promotion of healthy personality. However, parents pay too much attention to their children's academic performance and have a weak awareness of participating in school and community cooperation, which greatly limits the content of cooperation. Thirdly, cooperation in mental health education for students has been extensively tried in various parts of China, and beneficial experience has been obtained [2]. Since the 1980s, many schools in Beijing, Shanghai, Hebei, Liaoning, and other places have carried out a series of pilot work and practical activities in cooperation among schools, families, and communities to carry out mental health education and strive for the participation of all aspects of family and community forces in students. Mental health education has gained some useful experience. Fourth, the community has generally strengthened the construction of material civilization and spiritual civilization, creating good conditions for primary and middle school students to receive community psychological services and education. Each community publicizes values, new lifestyles, ethical principles, and behavioral orientations through rules and regulations, blackboard newspapers, radio, television, and the Internet, creating conditions for primary and middle school students to grow up healthily and receive good services. Organized a large number of activities together with the school, such as "10,000 students enter the community", "Meeting on Saturdays", "Little Traffic Officer" and other activities organized by the education committees of Jiangsu and Beijing, etc., to develop and improve the healthy personality of primary and middle school students. Mental health conditions have produced good results. Fifth, community health service institutions and rural health service stations have carried out youth mental health services [3]. China has gradually established a provincial, municipal, and community three-level administrative management system for the prevention and rehabilitation of mental illness in developed regions such as Beijing, Shanghai, and Zhejiang, or in large and medium-sized cities. The majority of community health workers understand the local social environment and folk customs and can diagnose and treat patients in the environment of students' study and living places, so they can often find out the abnormal psychological and behavioral problems of students well, so as to achieve early diagnosis and early correction. They often carry out various forms of science popularization activities, introducing some common sense of life hygiene and self-adjustment methods, thus becoming an integral part of the mental health education system for primary and middle school students.

3. Problems of schools, families, and communities cooperation in carrying out students' mental health education

First, the misplaced understanding of roles leads to many obstacles to cooperation. Parents often think that mental health education is a matter of the school. They pay too much attention to the things in their children's lives, and they only care about students' academic performance. Contribute to the healthy growth of students. Teachers think that mental health education is the school's business, and parents only need to educate their children according to their own instructions. Driven by the utilitarian motive of the one-sided pursuit of students' academic performance and enrollment rate, schools are often unwilling to substantively promote the development of home-school cooperative mental health education. Many institutions in the community often pay more attention to immediate interests or personal utilitarianism, and shift the responsibility of education to schools and parents, lacking a sense of service that cares about

the healthy growth of the next generation [4]. Second, there is a lack of theoretical guidance and operational norms, and the level of cooperation is low. On the basis of introducing and assimilating foreign theories, the theoretical research on students' mental health education in China has formed systematic theories that have important guiding significance in practical work, such as psychodynamics, behaviorist psychology, etc., but more remain in the theoretical introduction level, there is a lack of further research and specific guidance. Some problems in the collaborative development of mental health education among schools, families, and communities still need to be clarified, such as which mental health problems of students need to be solved collaboratively? What are the respective responsibilities of the school, family, and community in the mental health education system for students? How to raise awareness of parents' participation in the construction of the collaborative system? Who is responsible for organizing and coordinating work? Who is responsible for accidents in students' mental health education? Third, there is no unified organization and a lack of supervision and guidance. Primary and secondary schools in the United States have established close home-school cooperation organizations, such as early learning project organizations, home-school project organizations, and so on [5]. Although there has also established various parent organizations and carried out activities in China, such as parent meetings, parent schools, etc., once the activities are over, there is basically no contact between parents and schools, and parents cannot effectively participate in school education, not to mention the cooperation in the development of students' mental health education. The community's mental health education for students is spontaneous and lacks organized cooperation with schools and families.

4. The role of schools, families, and communities in mental health education for students

4.1 The role of schools in the education of students' mental health

Schools are specialized educational institutions. School education not only reflects the requirements of society, but also reflects the spirit of the times, and at the same time, it has systematic education content in line with the characteristics of students. It not only has sound organizational forms such as sound classes and groups but also has systematic measures to carry out education in a planned way through teaching and various activities. Schools exert purposeful, planned, and organized influence on students, and play a leading role in students' mental health education. First of all, the school environment plays a vital role in the mental health education of students. The school environment includes three main environmental factors: one is the physical environment. Including the location and layout of school buildings, the health status of the school, etc., among which the environment of the psychological consultation room is particularly important. These factors, as the basis of school construction, have a greater impact on students. Optimizing the spiritual environment based on the optimization of the material environment should be the basis for promoting students' mental health. The second is the institutional environment. Strive to create an equal, democratic, lively, and serious school atmosphere, promote the development of students' good behavior habits, and finally establish a good school spirit. The third is the spiritual environment [6]. It refers to an invisible educational environment composed of various social and psychological environmental factors within the school. This spiritual atmosphere affects changes and builds the cognition, emotion, and behavior of school members from different aspects. Some researchers have also specifically revealed that the school environment that is closely related to attention-deficit children mainly involves teachers' perception, class capacity, teachers' intervention strategies, personality characteristics of children and teachers, and whether teachers have special educational practices; The theme implementer who has the most frequent contact with students is the most direct role model for students, which subtly affects the mental health of students.

4.2 The role of the family in the mental health education of students

Families play a fundamental role in students' mental health education. Family education is the foundation. The family is not only the physical residence of the students but also the emotional sustenance. Compared with school, the influence of family on students is often preconceived. Preconceived things are often more likely to be consolidated and accepted. The family's role in students' mental health education starts at an early stage and lasts for a relatively long time. Guided by the ecosystem theory, the family ecosystem includes the parents sub-system, children sub-system, and family environment sub-system. The parental subsystem mainly includes variables such as parental education level, parental occupation, and parenting style; the family environment subsystem includes variables such as family socioeconomic status, family type, and family social and environmental characteristics. The study found that in the healthy group of children, the parenting styles of both fathers and mothers can be

abstracted as "strict" and "loving", while in the problem group of children, both can be abstracted as "warmth-strictness-indifference" and "intervention-protection" [7]. The educational level of the fathers of the healthy group was higher than that of the problem children, and there was no significant difference in the educational level of the mothers, and there was no significant difference in the occupational types of the parents of the two groups. Dividing family types into complete families (both biological parents) and incomplete families (single-parent families and reorganized families), it was found that children from incomplete families had a significantly higher rate of behavioral problems than children from complete families. There are also studies that show that a family environment with prominent intimacy, emotional expression, independence, poor entertainment, contradiction, success, and control is not conducive to the mental health of children; the main influencing factors of different mental health problems have their own different family environments characteristics; family environment has an important influence and effect on children's mental health and personality formation.

4.3 The role of the community in the education of students' mental health

American educators have long pointed out that cultivating a talent requires the joint efforts of a village, referring to the important role of the community in cultivating talents. In recent years, community education has been greatly developed in China. The organizational structure and operating mechanism of community education have been established and improved, the content of community education has been enriched and continuously enriched, and it has played an important role in the development and improvement of the quality of the whole people in the community. But there is a problem that has been neglected all the time, that is, the supplementary and deepening role in community mental health education and community mental health education has not been played well. The community environment is actually the unique social environment of school education. Creating a beautiful, healthy, and beneficial community environment plays an extremely important and positive role in the healthy development of school education, including school psychology and education. The level of community economic development restricts the community's concern and support for school psychological education. A good community culture, like campus culture, is an important environment for cultivating and nourishing students' minds, educating students, promoting their healthy development, and at the same time making up for the deficiencies in school education.

5. Main practice and evaluation of mental health education

5.1 Establish an innovative school mental health education model

Carry out various forms of mental health education models, especially the assessment of mental health integration schools, so that schools can incorporate mental health education into the focus of education and carry out various forms of activities. Not only students, but also teachers and parents can be involved, so as to promote the healthy and happy growth of children. With the "Life Education Week" activities and the evaluation of "qualified schools" for mental health education as a breakthrough, mental health education of different forms and themes is carried out every year, with life as the core, self-improvement, and education as the means, emphasizing life and life, Harmony between individual and society. Establish a student mental health education steering committee to carry out the evaluation of schools qualified for mental health. The evaluation work must be reasonably deployed and the purpose is clear, so that the mental health education work will be further generalized, standardized, and scientific. Schools can demonstrate their mental health education achievements through reporting, defense, and account presentation. In addition to offering relevant mental health education courses, schools can also carry out various and lively activities such as psychological consultation and psychological clubs. Cultivate relevant psychological professional teachers, all staff participate in the training, and infiltrate mental health into all levels, so that every teacher can become a qualified mental health educator. Mental health education should go into the community, and pay attention to schools and parents to create a good mental health education atmosphere.

5.2 Optimizing and Improving the Family Psychological Education Model

The family psychological education model should start by improving the quality of parents and comprehensively promoting family psychological education. With the women's federation as the main body of work, a four-level family psychoeducation working mechanism of the city, district, street, and community can be formed, and a batch of major family psychoeducation work positions can be

established, which can be the family education guidance center in the community. It can be the psychological education guidance center established by the school, and the mental health guidance center can carry out psychological education tour lectures and presentation groups, go into the community, and popularize psychological education.

5.3 Increase the emphasis on the cultivation of community psychology

Social education refers to other educational activities except for school and family education, which is the earliest form of education for human beings. Mental health education can use the power of society and the government to establish relevant mental health service centers, or build psychological counseling websites, and open mental health counseling service platforms. With the help of well-known psychologists and scholars in society, carry out psychological consultation activities and lectures of a public welfare nature, so that more people can understand the importance of mental health, understand correctly, and educate themselves about their own health [8]. Try to establish a psychological file for each student, pay attention to the healthy growth of each student, and make mental health education more participatory and practical through the "trinity" work platform of community, family, and school, and through information collection and feedback.

6. Strategies of mental health education for students based on the integration of families, schools and communities

6.1 Build a good communication channel and platform for families, schools, and communities

Building a good communication channel and platform can promote the close connection between the school, the family, and the society, shorten the distance between each other, enhance mutual understanding and understanding, and improve the synergy. For example, an interactive window is set up on the homepage of the school's website, allowing parents or students, community staff, and other social volunteers to express their ideas at any time, discuss the corresponding activities of relevant organizations, and how to formulate the implementation plan of the activities and its feasibility, including Some of the problems encountered will be resolved through joint consultations.

6.2 Establishment of Educational Interaction and Mutual Aid Committee

In home-school cooperation, students, parents, and schools actively interact and interact to promote the healthy development of students' physical and mental health. The school establishes a parent committee, adhering to the principle of voluntariness, allowing parents to serve as members of the committee. Under the joint cooperation of schools, families, and communities, an educational interaction and mutual aid committee similar to the parent committee is established. Members include the backbone of the parent committee, the backbone of school moral education, and the backbone of community education and student representatives. The Educational Interaction and Mutual Aid Committee should be student-centered, serve students, communicate actively, coordinate the relationship between various subjects, and design and guide the organization and development of various activities.

6.3 Give full play to the leading advantages of the school; carry out activities such as mental health education into families

Some adolescent students gradually showed rebellion, some were irritable, and some were addicted to playing games and surfing the Internet. In China, because parents generally have high expectations for their children, these expectations invariably put pressure on students. Therefore, the level of family education of parents is very important. When parents improve their education level and ability, they will naturally improve the quality of family education, keenly capture and timely discover the psychological problems of students, and provide timely counseling for some superficial psychological problems. Schools can carry out a series of lectures on mental health education into community activities, inviting parents, students, and people from the community to participate. Schools and communities should also set up psychological counseling rooms. Schools can set up special psychological counseling rooms or psychological counseling stations, and hire professional psychological counseling teachers to serve as mental health teachers in the community to help the community to solve some psychological confusion. In schools, teachers can always pay attention to the specific performance of students. After school, parents can consult the students by telephone. When in doubt, they can go to the school's psychological

counseling room or the community's counseling room for on-site consultation at any time, so as to obtain ways to help children solve mental health problems. Especially for some special students, the school should focus on it, and the community and parents should also care and care, such as children from single-parent families, children from families with financial difficulties, and left-behind children.

6.4 Increase the emphasis on family education and achieve in-depth cooperation between home and school

Home-school cooperation can not only improve the growth environment of middle school students in the family, enhance the professional ability of teachers, and help families form a good education atmosphere, but also build a large pattern and environment for education, so as to help and promote high-level primary school students from all aspects. To achieve home-school cooperation, it is necessary to move from superficial cooperation to in-depth cooperation, maintain active communication and close contact, establish two-way communication for mutual exchange, and maintain continuous cooperation, and the content of cooperation must also reflect coherence. The methods are more diverse. One is to communicate and contact with parents at any time. The school should hold regular parent meetings to discuss face-to-face with parents about some students' behaviors or problems at school, communicate in depth, express their opinions, improve the education level of the school and parents, and effectively turn the previous parent notification meetings into a seminar for parents to gather wisdom meeting. The second is to organize and carry out colorful parent-child activities. Now that the pace of life is getting faster, parents are often busy with their own work. Especially after the implementation of the "double reduction" policy, more time is left for parents to communicate with their children. Therefore, in this case, the school organizes a variety of parent-child activities, which can enhance parent-child relationships, and strengthen emotional exchanges. For example, schools can organize reading activities, sports games, and growth ceremonies that parents can also participate in, so that parents and children can cooperate with each other and enhance mutual affection during the participation process, thereby promoting a more harmonious parent-child relationship. The third is to let parents participate in the teaching and management of the school, pool their efforts, offer advice and suggestions, support and cooperate with each other, and promote the common progress of the family and the school. Parents can also understand the school better, follow the rhythm of school education, supervise the standardization of the school's education and teaching process, and put forward some reasonable suggestions and opinions, so as to maximize the benefits of home-school cooperation.

6.5 Make full use of community resources and optimize family education and school education

Community education has become an extension and effective supplement to family and school education. By fully tapping rich community resources, introducing them into school education, continuously expanding education channels, building a broader platform, and incorporating fresh blood, making education more practical Significance, but also to continuously improve the effectiveness of education. One is that the community can carry out forum activities or lectures from time to time. For example, in view of the psychological abnormalities of high-level students, which are mostly manifested in the aspect of disharmony in interpersonal relationships, a community forum is set up to carry out activities around a certain theme, so that high-level students have a heart of gratitude. For example, when Mother's Day is approaching, a community forum will be held with the theme of "Mother's Eternal Love" to allow participants to actively discuss; on the occasion of Teacher's Day, through the activity of selecting "My Favorite Teacher", let students know about teachers and agree with them. The teacher's education is also grateful for the teacher's dedication to him. And around these forums, in order to deepen the education of students' psychology, the community can also invite some professional psychological counselors to conduct small psychological lectures for students, so that this education can be deeply rooted in the hearts of the people. The second is to run a good parent school in the community to improve the quality of education. The establishment of parent schools in the community is also to guide parents to establish a correct, positive, and upward view of family education, improve the education level and quality of parents, so as to create a good family atmosphere, resonate with school education at the same frequency, and form a strong educational synergy. Promote the physical and mental health of students. The establishment of a parent school can be led by the school, and the community can conduct the establishment and daily management. The school selects experienced professional teachers as teachers, or hires psychological experts and lecturers to become consultants of the parent school. Teachers are more professional in teaching content. The third is to provide a base for social practice for middle and senior students. The environment and talents of the community have certain advantages. Using this advantageous resource, we can strengthen the moral education of senior students and guide students to

participate in practical exercises. Love, let students develop good moral qualities in helping others. Or invite personnel from the judicial department to give lectures on the rule of law for students, so that students can learn more about the law, learn to use the law to restrain words and deeds, and protect them. In addition, through some labor practice bases, patriotism bases, popular science bases, etc., students can enhance their social adaptability by visiting, experiencing, and learning these bases, and they can also deeply understand the value and importance of individuals in social practice.

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