

Significance and Strategies of the Internet Mental Health Education for College Students in the Context of the Internet

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Abstract: With the development of the Internet, the daily study and life of college students have become inextricably linked to the network. Against the backdrop of a complex online environment, mental health education for college students faces new challenges and opportunities. Conducting internet mental health education for college students is an inevitable requirement for adapting to the digital age, a practical need for addressing internet-related mental health issues, and a powerful complement to traditional mental health education. This paper aims to develop a new model for internet mental health education among college students, focusing on aspects such as team building, platform construction, activity forms, and archival management mechanisms, to promote the healthy growth and development of college students.

1. Introduction

The rapid development of the Internet has brought revolutionary changes to the academic research, learning, leisure, and entertainment of college students. Digital information continuously permeates university campuses, profoundly altering the living conditions of the students. Along with the rapid development of the network, the cognitive behaviors and emotional-psychological states of college students have become inextricably linked to the online environment. The psychological distress caused by the Internet constantly impacts their immature values and cognitive abilities, and this influence cannot be ignored. College students now regard going online as an essential channel for academic study, knowledge acquisition, emotional expression, information browsing, and leisure entertainment, making it a crucial part of their daily lives. Furthermore, under the influence of the Internet, new media have broken the temporal and spatial constraints of teaching, and teachers and counselors involved in teaching are showing a trend of weakened influence in college students' mental health education, which is also a challenge that university mental health education needs to address.^[1] In such a context, simply continuing the existing mental health education system and model will inevitably fail to address the new problems

arising under the new situation, and will become disconnected from the contemporary needs of college students' psychological development in the Internet context. Therefore, it is necessary to keep pace with the times and explore new paths suitable for the mental health education of college students in the Internet era.

2. The Significance of Conducting Internet Mental Health Education for College Students in the Internet Context

2.1. Online mental health education is an effective way to address online mental health problems

As the Internet still has many areas that need improvement, and Internet management systems and social ethics are not yet fully developed, these conditions lead to new psychological issues for college students in the online environment. Firstly, self-cognitive abilities can be distorted. The College students are at an essential stage of rapid personality development and increasing maturity. The multitude of values online constantly influences their cognition. Some students with weak self-awareness can easily get lost in the complex information, hindering the development of their self-cognitive abilities. Secondly, interpersonal relationships are becoming increasingly narrow. Although the Internet reduces the distance and cost of communication between people, prolonged immersion in a virtual environment can weaken the ability to communicate face-to-face in reality. Some students lack interpersonal communication skills, develop an aversion to offline activities, struggle to expand their social circles, and do not actively maintain their relationships. Humans are ultimately social beings; narrow social relationships can easily lead students to psychological problems such as annoyance, loneliness, and even depression. Thirdly, emotional management skills are weakened. Stable emotional states and positive emotional management abilities are essential indicators of the college student's mature personality and the key goal of mental health education. In the Internet era, the network has become a new space and place for emotional exchange for students. Emotions that cannot be expressed or vented in reality can be realized in the virtual online environment. While the Internet helps college students alleviate negative emotions and maintain mental health to some extent, it also becomes a shield for students to escape real-world problems. Research shows there is a specific interaction between depressive symptoms and college students' online social activities; students with high depressive symptom scores tend to post more online updates.^[2] The Students who indulge in the Internet for long periods may also experience emotional instability, manifested as large mood swings, unpredictability, restlessness, and difficulty controlling their emotions. In recent years, psychological crisis phenomena have become increasingly severe, particularly those related to the Internet among the college student population. In this context, it is essential to fully leverage the advantages of the Internet to identify and address online psychological barriers among college students promptly.

2.2. The Internet mental health education is a powerful supplement to the traditional mental health education

In terms of educational content, the traditional mental health education primarily focuses on common psychological issues and developmental needs, such as emotions, learning, and interpersonal communication. In contrast, internet health education pays more attention to psychological problems like Internet addiction, cyber violence, cyber bullying, and internet anxiety. Similarly, cultivating college students' awareness of cyber ethics and cybersecurity concepts is also a top priority in internet mental health education. In terms of educational form, the traditional college students' mental health education is often limited to face-to-face classroom teaching and

individual consulting services, which present some problems and challenges. Firstly, traditional models have limited resources and are unable to meet the needs of the college student population. Secondly, students face constraints in terms of spare time and space, making it difficult for them to participate in and benefit from traditional educational forms fully. Additionally, the traditional model struggles to meet the diverse needs of individuals, often unable to provide effective, personalized guidance and support. Integrating the internet mental health education model into the traditional mental health education enriches the methods of mental health education and psychological problem treatment, representing an active innovation and effective supplement to traditional forms. Our universities should utilize internet mental health education to guide students in recognizing the harms that excessive indulgence in the virtual network can bring to their academic life, interpersonal relationships, and emotional well-being. This education should help them understand the manifestations, judgmental basis, causes, prevention methods, and treatment options for internet psychological problems.

3. The Strategies for Conducting Internet Mental Health Education for College Students in the Internet Context

3.1. Building a Teaching Team for Internet Mental Health Education

Establishing and optimizing the team for internet mental health education work is an essential guarantee for ideological and political education in universities. A professional internet mental health education work system can truly improve the quality of college student mental health education. First, it is essential to establish a comprehensive mental health education work system, utilizing the Internet as a tool to enhance collaboration among the teaching team. For universities, establishing an online service center for mental health education will help coordinate the university's online mental health education efforts.^[3] For departments, we need to build a team of student affairs, to leverage the roles of counselors, ideological and political teachers, psychology teachers, and other educational staff. For our class, we appointed psychological committee members to act as a bridge between students and teachers, providing timely feedback to the school on students' psychological issues related to the internet. Second, our school need to conduct supervisory training for teachers to improve the professional quality of the teaching team. Some teachers have difficulty recognizing the negative costs the online environment imposes on students' mental health and lack the cognition and ability to formulate effective psychological counseling plans, leading to difficulties in resolving college students' internet psychological problems. Teachers should actively engage with the online environment, update traditional concepts and thinking promptly, understand current social issues, maintain a close relationship with students, and encourage students to share their emotions willingly. Universities should prioritize the development of internet mental health education courses, place excellent case studies online for study and discussion, and enhance the attractiveness and impact of mental health education. Simultaneously, attention should also be paid to skill training in the application of various information technologies and multimedia equipment, enabling teachers to adapt to the changes and developments brought by mental health education in the Internet era.

3.2. Improving the Management Mechanism for College Students' Internet Mental Health Records

Universities need to establish completely internet mental health records, to grasp the trajectory of students' psychological changes. Establishing a dynamic monitoring system is a crucial foundation for universities to deliver effective internet mental health education. At the same time, the

establishment of a psychological crisis prevention system also requires a comprehensive online database of students' psychological records.^[4] By establishing an online mental health record mechanism, our university can understand the mental health status of students, promptly identify students with unstable mental health conditions, and conduct scientific management. The online psychological record details the mental health status of students at various stages and provides professional suggestions, helping students recognize their own psychological state, identify psychological problems early, and prevent them, thereby enhancing their self-awareness and personality development. The college students' internet mental health records should be established upon each student's enrollment. In addition to the student's basic information, it should include personal dynamic mental health assessment data and records of mental health education activities. The university should organize psychological assessments for students each semester to update their mental health records. Furthermore, when using mental health records, universities must prioritize protecting students' personal privacy, establish strict confidentiality and penalty systems, and ensure that sensitive information related to students' psychological aspects is not disclosed.

3.3. Innovating the Forms of Internet Mental Health Education Activities

Firstly, to carry out online peer psychological counseling. The emergence of the Internet has greatly shortened the distance and cost of communication between people. Universities need to use the network as a tool fully, to leverage its advantages of anonymity and interactivity, to create self-help and mutual-aid platforms, to establish connection channels between peers currently troubled by psychological problems and those who have experienced similar issues in the past, to help them communicate together, which aids in achieving the goal of helping others to help themselves. Universities should pay attention to students' psychological states. Constantly, regularly post mental health topics of interest to students on the platform, stimulate discussion among students and peers, and gain solutions through exchange. This not only allows students to receive support and help but also enables them to acquire problem-solving methods through thinking and discussion.

Secondly, to develop online psychological club activities. In recent years, with the development of new media technology, online clubs primarily led by college students have emerged nationwide. These are social groups formed by college students in virtual cyberspace based on common interests, hobbies, or needs.^[5] Against this background, online psychological clubs have also been born. Online psychological clubs primarily serve to meet the needs of college students for self-identity, social activities, and emotional release, providing a space and organizational framework for equal and free communication among students. Universities should strive to deeply understand the development trends of college students' online psychological clubs, to construct and improve the autonomy and supervision system of online psychological clubs, to accelerate the cultural construction of these clubs, to implement real-name authentication and responsible person systems for online psychological clubs, and to endeavor to build them into a second classroom for the growth and development of college students' mental health education.

3.4. Building an Internet Mental Health Education Platform

Universities can build internal online communication platforms. To link various modules within the psychological education system, to construct efficient and timely communication mechanisms, and to enhance communication efficiency between students and teachers, and among teachers themselves.^[6] Universities can fully leverage the advantages of new media, such as websites, official accounts, and Weibo, to establish comprehensive internet mental health education platforms. These platforms should include functions such as the dissemination of psychological knowledge,

mental health assessment, consultation and assistance for psychological problems, and active mental health education work. Psychological knowledge dissemination should not only include text and image forms, such as popular science articles, but also incorporate emerging media tools, including psychological lectures, live streams, and micro-lessons, to stimulate students' interest in autonomous learning, rather than treating the acquisition of psychological knowledge as a burden. Internet mental health assessments can help students understand their current psychological state online, allow them to address problems appropriately, and seek professional help promptly when encountering psychological issues. Universities should utilize students' psychological assessment results as a crucial basis for conducting mental health education, tracking and recording students' psychological dynamics, and implementing preventive interventions. Online counseling can protect the personal privacy of counselees, reduce psychological pressure and burden, and also lower the communication costs for both parties, encouraging students to seek help when facing psychological problems. On the other hand, universities can also use the online platform to establish contact channels with off-campus professional psychologists. Colleges and universities can utilize online platforms to establish connections with off-campus professional psychologists, thereby providing assistance to students facing severe psychological issues. By optimizing the communication mechanism between the university and its external stakeholders, the effectiveness and professionalism of mental health education work can be strengthened.

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