Construction and Research on the Ecological Model of "Four in One" Peer Network Mental Health Education

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Abstract

Through investigation, it was found that there are many inequalities between the model of online mental health education in universities and the model of online mental health education that students need in terms of resource allocation, matching, and unity. Therefore, the article proposes to use the growth needs of college students as the starting point of the system, and combine psychological health education with the psychological needs of college students using internet carriers through peers, This provides a new research perspective for online mental health education. At the same time, a healthy ecological field is formed by the subject (student beneficiaries), object (peer helpers), carrier (network), and boundary (online and offline links) of mental health education, and the content and methods of mental health education are designed and implemented comprehensively to effectively promote the psychological education work of "three comprehensive education" in the network era.

Keywords

Four in one, Online, Peer mental health education, Ecological.

1. Introduction

With the rapid development of network technology, college students are more willing to use the internet to solve problems. In psychological research, it can be found that the environment has a direct impact on human mental health. People's mental health status varies depending on their environment. The psychological problems of contemporary college students include being better at human-computer communication, but having a weaker sense of reality and a prominent sense of vulnerability. Due to the fact that the internet is a virtual environment with greater inclusiveness and popularity among college students, the mental health education model in universities has shifted from offline to online in recent years, entering universities in a more diversified way. At the same time, as the core force of peer psychological counseling groups in schools to carry out peer psychological health education, how to use them as educational themes and objects, implant "network genes" into psychological health education, combine "other education+self education"[1], and improve the timeliness of psychological health education in universities, is a topic that universities need to innovate and explore today.

However, there are currently four main problems when using the peer group for online mental health education: firstly, the models of online mental health education mostly focus on the static performance of individual psychological behavior, lacking systematic analysis and processing, and failing to combine mental health education with the psychological needs of college students using the internet, making online mental health education superficial and difficult to form an ecological dynamic structure; Secondly, there is a lack of research on peer education mechanisms in online mental health education, resulting in a disconnect between online background and peer education, which cannot effectively expand the dimensions of online mental health education and supplement the resources of online mental health education; Thirdly, there is a lack of research on the internal driving mechanism of the online mental health

education system, with obvious traces of modularization and inability to form interactive promotion effects, lacking internal logic and unity; Fourthly, there is a lack of emphasis on the development and exploration of potential among peer college students[2], as well as a lack of emphasis on the self growth needs of college students. As a result, it is impossible to truly achieve the "what students need" network mental health education model, and it is not possible to construct an ecological network mental health education model from a macro perspective.

2. The Necessity of Constructing A Network Mental Health Education Model for College Peers

2.1. The practical needs brought about by the changes in the characteristics of the post-2000 college student population

In the "Guidelines for Psychological Health Education for Higher Education Students" issued by the Ministry of Education (Jiao Dang [2018] No. 41), it is particularly mentioned that "innovating propaganda methods, actively occupying new frontiers of online psychological health education, and building a psychological health education website, webpage, and new media platform that integrates ideology, knowledge, interest, and service" is one of the main tasks. The mode of "Internet plus education and teaching" has gradually entered college students' study and life. How to build online mental health education more effectively has become one of the current important topics. The post-2000s college students have characteristics such as personalized value pursuit, autonomous learning methods, networked entertainment life, and emphasis on individual emotional experiences. College students themselves are the theme of health education in universities, and peer psychological assistance is to play the main role of students and promote common development through peer assistance[3].

In summary, on the one hand, the current relatively traditional mental health education model is difficult to match well with the psychological characteristics of post-2000 college students, such as their pursuit of personalization, strong emotional expression, and fragile real interpersonal interaction. At the same time, the traditional top-down mental health education model is also significantly different from their pursuit of autonomous learning methods and fragmented learning time. Therefore, innovative construction has stronger participation With more diverse forms and richer content, and in line with the peer network mental health education model of contemporary college students, it is inevitable for the development of mental health education in universities.

Therefore, the author compared the peer network mental health education model with traditional mental health education methods and found that the ecological model of peer network mental health education is more in line with the needs of contemporary college students in terms of educational carriers, educational functions, teacher-student relationships, student motivation, and learning scale.

2.2. Peer network mental health education has expanded the thinking of mental health education in universities

The online mental health education for college peers has the characteristics of demonstration, equality, timeliness, and mutual assistance. These characteristics meet the needs of ecological equality, integrity, harmony, and growth, providing a practical basis for the construction of an ecological network for mental health education. Peer based online mental health education has the advantage of expanding the temporal and spatial field of mental health education in universities, providing a fresh carrier for improving the quality of mental health services in universities. The internet, with its characteristics of anonymity, equality, high information density, and rich and diverse content, satisfies the curiosity of college students towards new

things and the pursuit of personalized expression. At the same time, it combines psychological health education with the internal psychological needs of college students using the internet to construct an ecological driving field for online psychological health education. Helping to break the limitations of traditional mental health education and expanding the thinking of mental health education.

3. Building A "Four in One" Ecological Model for Peer Network Mental Health Education in Universities

3.1. Driving the Cycle with Demand

Using Maslow's needs theory as the theoretical background, this study investigates the psychological drive of students to use the internet, analyzes the relationship between traditional mental health education and online culture, combines mental health education with the internal psychological needs of college students to use the internet, and constructs a dynamic field for the ecological development of online mental health education. Driven by the dynamic structure of the system, based on the carrier of mental health education (a popular form of online education for students), inject "network genes" into the subject and object of mental health education, and create a transitional station between online and offline networks and reality[4]. The interaction between the four is to systematically update the ecological cycle, in order to meet the needs of college students and achieve the goal of mental health education.

3.2. Promoting Development through Circulation

By constructing a "four in one" ecological model for peer network mental health education, we can leverage the diversity and richness of the internet to improve the mental health education of college students, systematize, unify, and harmonize peer psychological mutual assistance, form a virtuous cycle system through the interaction of the four in one, create interesting and informative peer network mutual aid boutique activities, and explore effective and useful peer network mutual aid education models, Summarize promotable and replicable examples of online mutual assistance experiences with friends to help students achieve self realization and growth.

4. Specific Classification of The Four in One System

4.1. Targeting the "subject" (student beneficiaries)

(1) Channel of assistance. Through the psychological center panorama guide (electronic), official account tweets, websites and other channels to promote consultation methods, appointment channels, psychological activities, etc., students can fully understand the channels of assistance. At the same time, the use of online carriers facilitates the dissemination and promotion of information, widely aggregates resources, and achieves information sharing[5].

(2) Psychological online courses. Based on online platforms, integrating ideological and political elements into mental health education in universities, guiding students to develop comprehensively through the combination of moral, intellectual, physical, aesthetic, and labor education, and expanding the theme setting, content creation, production and dissemination, management and promotion of psychological online courses. For example, online courses that cultivate the mind through "beauty" are not only aesthetic education, but also emotional and spiritual education. Online courses are conducted through expressive art experiences (such as online OH Oca salons, story creation, iPad painting, etc.) to nourish the soul with beauty.

4.2. Targeting the "object" (peer helpers)

(1) Peer consultation. Provide peer consultation services. Regularly arrange several peer psychological counselors to provide online counseling services, including individual counseling

and group counseling; Universities recruit new students in the new semester of September each year, taking this as an opportunity to cultivate a new group of peer psychological counselors.

(2) Training for peer psychological counselors. Universities regularly organize online special training camps for peer psychological counselors every year. To address the issue of inconsistent course schedules for psychological counselors and difficulty in coordinating unified schedules, online live streaming and recording are arranged, with professional psychological teachers focusing on peer counseling methods and techniques. Case studies, situational reenactments, and online group support are used to enhance the training experience and effectiveness. Online grouping can arrange practical exercises (three people in a group, one of whom is an observer). The advantage of online grouping is that it is the same space and does not interfere with each other. The training can be conducted in a total (overall training) - sub (group exercise) - total (summary review) manner. Through training, peer counselors can master the screening, identification, and assistance abilities of students with psychological hazards, and improve their professional competence.

(3) Senior students talk about their careers. Breaking geographical restrictions, inviting outstanding senior students from all over the country to share their spiritual growth stories, and organizing "Senior Sister Talk Career" activities in different communities and majors to help freshmen adapt to college life as soon as possible and learn to plan their own college life. The theme mainly revolves around university academic planning, time management, and life management.

(4) Self growth of Party members, students, and cadres. Social practice is an important part of higher education education, serving as an important carrier for ideological and political education, cultivating innovative spirit, sense of responsibility, and practical ability among college students. It can fully utilize the group of party members and peer psychological counselors to cultivate various abilities in practice, enabling students to grow through peer psychological counseling services and theoretical learning, and helping others to help themselves[6].

4.3. Targeting "carriers" (online media)

In school mental health education, the internet is a new tool and means. Various new technologies of the internet provide many ways and means for mental health education, and also create a virtual society different from the real world. This virtual society not only builds a platform and environment for mental health education, provides rich information resources, but also highlights the individual centered position of students, and enhances their subject consciousness. The use of the internet as a carrier to achieve mental health education should fully consider the preferences and habits of students using the internet.

(1) Fun, professional, positive, and close

Close to the daily needs of students in terms of clothing, food, housing, and transportation, with key elements of fun, professionalism, and positivity, such as the "Online Hometown Cloud Tourism" activity, which aims to reminisce about one's hometown and reflect on one's emotions. Experience the local customs and traditions of our hometown, cultivate students' sense of gratitude, cultivate hometown sentiment, national pride, and share the joy brought by the beautiful food and scenery of our hometown.

(2) Competition mechanism, challenge mechanism, and upgrade mechanism

Competitions, levels, and upgrades can all provide participants with a continuous and fulfilling psychological experience. In college mental health education, it is suitable to use the internet as a carrier to carry out online "soul reader" check-in, "sports and fitness promote physical and mental development" check-in, "romantic house full - dormitory relationship comic competition" PK, etc., breaking down traditional barriers offline, freely sharing online, and nourishing more students.

(3) Caring mode, Joyful mode, and Quiet mode

The main theme is to care for the mental health of students, combining movement and stillness, and carrying out different forms of online education for students with different personalities. For students with introverted personalities[7], activities such as self-examination and introspection in static music meditation and career fantasy tours will be carried out, while for students with extroverted personalities, activities such as lively dance and dynamic human-machine interaction with the heart will follow me will be carried out.

4.4. Regarding the "boundary body" (the connection between the network and reality)

The interconnectivity between reality and the internet, fully utilizing media platforms and channels such as radio, television, and the internet, extensively carrying out popularization of knowledge on student mental health and prevention of psychological problems, widely gathering forces towards truth, goodness, beauty, and progress, shaping and purifying cyberspace with the new trend of the times, and jointly building a beautiful spiritual home online.

Gradually forming an ecological system of "online experience+offline topics". In the era of "Internet plus", online universal education is widely used in various courses of colleges and universities. When promoting the reform of mental health education, universities can try to adopt a hybrid model of "online experience+offline topics" to meet the personalized and autonomous learning needs of college students. The so-called online experience refers to the use of devices such as laptops, tablets, and smartphones by college students to learn psychological courses, participate in online activities, and check in online experiences. They collect and download materials from the Internet, and students can choose corresponding resources according to their own needs. Offline topics can be fully participated in through group tutoring, practical activities, special salons, and other forms, experiencing firsthand, filling one's heart, and achieving a complementary system of online and offline benign ecology.

5. Conclusion

In summary, the demand for the internet among college students reflects the inherent needs of contemporary college students. By leveraging the high affinity and integration of peers as educational subjects and objects, we aim to build an educational subject, object, carrier, and boundary that can meet the inherent needs of college students in using online new media. This will enable individuals to connect their growth needs in online scenarios with the "four in one" ecosystem with "network genes", and build a psychological health education ecosystem that integrates systematicity, wholeness, and harmony, promoting the physical and mental health and comprehensive development of students, It is a major issue of concern to the Party Central Committee, the people, and society.

Acknowledgments

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