

Application of Psychological Committee System in College Mental Health Education

Li Bin¹, Qi Xiaodong^{1,2,*}, Wang Xin³

¹Beijing Research Base of Political Civilization Construction, Beijing Union University, Beijing, China

²College of Teacher Education, Shenyang Normal University, Shenyang, China

³School of Special Education, Beijing Union University, Beijing, China

*Corresponding Author.

Abstract: The mental health education in colleges and universities is the main way to guarantee the physical and mental health development of college students. The implementation of the psychological commissioner system can give play to students' subjective initiative, directly play the social learning role of peers, and make up for the lack of full-time mental health education teachers in this work. This article from the psychological committee system of education concept, implementation process, evaluation and sustainable development and other aspects of the discussion, in order to further play the mental health system in the university of mental health education work of the positive role.

Keywords: Psychological Committee System; College Mental Health Education Work

With the deepening of the modern educational thought of individuation, subjectivization and lifelong development, the importance of mental health education in colleges and universities is becoming increasingly prominent and gradually becoming an important link in higher education. The Guiding Outline of college students' Mental Health Education and the Notice on Strengthening Students' mental Health Management issued by the General Office of the Ministry of Education clearly put forward the theoretical framework of college students' mental health education and made clear its value, significance, principles, ways, tasks and methods. At present, mental health education in colleges and universities mainly uses psychological courses, group psychological counseling, case consultation and counseling, activities and publicity, etc. These ways can

help college students establish mental health awareness from different angles, optimize psychological quality, enhance psychological adjustment ability and social life adaptability, prevent and alleviate psychological problems. Psychological committee system refers to the practice and exploration of setting up psychological committee in class cadres to assist the work of mental health education in colleges and universities. Since Tianjin University took the lead in putting forward and implementing the psychological commissariat system in China in 2004, colleges and universities have gradually regarded the psychological commissariat as an important force to carry out mental health education work, constantly strengthen the standardization of the system, and gradually strengthen the research work in this field. Song Ying (2005) discussed the status and role, rights and obligations, achievements and experience of adding psychology commissaries to college classes. Ni Yahong et al. (2022), through interviews with classmates, counselors and psychology commissars, revealed the problems of self-identification of psychology commissars, and put forward countermeasures and suggestions on improving competency. Liu Hui et al. (2024) analyzed the advantages of psychological commissaries in crisis intervention in such aspects as large number, wide scale, strong organization, keen psychological quality and familiarity with psychological resources. Zhan Qisheng (2024) compiled an interpersonal trust questionnaire for psychology commissaries in colleges and universities, which included four factors, namely, the perception of trust in helping ability, the perception of trust in seeking help intention, the trust in sincere cooperation with classmates and the trust in support and

understanding of classmates, and tested its validity and reliability. Liang Shehong et al. (2024) improved the mental health and competence of college psychology commissaries by preparing and implementing a positive psychological group intervention plan with superiority cognition and use as the core elements. Luo Shuhan (2025) designed a positive group counseling program that can improve the mental toughness of psychological commissars from the perspectives of psychological quality, emotional experience, thinking and relationship. Previous studies have gradually deepened from the setting of psychological commissariat, to its function and connotation, and then to competency intervention. After nearly 20 years of development, it is urgent to theoretically construct the application of psychological commissariat system in college mental health education from the aspects of educational concept, implementation and evaluation.

1. The Educational Concept of Psychological Committee System

A clear education concept is the goal and direction of the work, only the right direction, in order to make the follow-up work has a definite boundary, play its due value.

1.1 Prevention and Development are the Goals Set by the Psychological Committee System

Prevention and development are the themes of mental health education, as well as the goals and value orientation set up by the psychological committee system. In mental health education, prevention is the foundation, through early intervention and create a positive psychological environment, reduce the occurrence of psychological problems; Development is the core, through promoting the improvement of individual psychological quality and group psychological construction, to help students achieve self-development. Prevention and development complement each other and together provide support for students' mental health and all-round development. In practice, families, schools, society and medical systems work together to achieve the organic combination of prevention and development goals through a systematic mental health education system and rich educational activities. The psychological

commissariat system, as the most basic and sensitive link in the prevention and development system, plays a key role. The core goal of the psychological committee system is to play the role of "seed" among college students, improve students' attention to their own mental health, and consciously improve mental health literacy through learning and experience. Through the psychological committee system, give play to its subjective initiative, mobilize the enthusiasm of students, promote students to self-awareness, self-experience, self-regulation and other self-mental health education ability, improve the level of self-esteem, so as to improve their own and the whole group of college students mental health.

1.2 Psychological Committee Members to be Educated First is the Main Principle of Psychological Committee System Work

The role positioning of the psychological committee member is the bridge and link between college mental health education and students, the disseminator of mental health knowledge, and the observer of students' mental health. These special role positioning requires the psychological committee member to have professional competence different from other student cadres. In the daily work of the psychological committee member, there is a specific scope of work, workflow and basic technology of professional work, so in the psychological committee system, the psychological committee member must first accept mental health education, master the basic mental health knowledge, psychological crisis referral knowledge, school mental health education resources and so on. In the actual work, some students who serve as psychological committee members are interested in psychology itself, some are interested in psychological committee work because they have a certain psychological distress, therefore, increase the mental health education of the psychological committee team, not only can make the psychological committee master the basic working knowledge, but also can make the psychological committee benefit first, first develop, The education mode of appearance can also make the psychological committee member become the "seed player" of students to master and disseminate mental health

knowledge.

1.3 Social Learning is the Main Way for Psychological Committee System to Play its Role

Social learning theory, proposed by Bandura, emphasizes that individuals learn by observing the actions of others and their consequences. In the psychological commissary system, first of all, the commissary becomes a role model for his classmates through his own learning and growth, and plays an exemplary role. For example, the psychological committee member learns the mental health knowledge and skills, such as listening, empathy, etc., will be displayed in the daily interaction with classmates. Students learn how to deal with psychological problems by observing the behavior of the psychological commissars, so as to improve their mental health quality. Secondly, college students deal with psychological troubles through observation, learning and imitation, and the psychological commissaries will show some positive behavior patterns when organizing mental health activities. For example, in the team psychological counseling activities, the psychological commissarians guide students to imitate these behaviors by showing good communication skills and teamwork ability. Third, vicarious reinforcement, when the psychology commissariat sees that classmates receive support and recognition for actively coping with psychological problems, they are motivated and more willing to adopt similar positive behaviors. For example, when a psychological commissary sees a classmate's mood improve after helping them solve their psychological distress, they will increase their willingness to continue helping others. Fourth, enhance the sense of self-efficacy, psychological committee members through training and practice, improve their mental health knowledge and skills, not only help psychological committee members better carry out their work, but also through their own behavior and attitude, encourage students to believe that they can effectively cope with psychological problems.

2. The Implementation Process of Psychological Committee System

Psychological committee for a class cadre management system, from the selection and

appointment, to carry out work, to evaluation and assessment, in practice gradually constructed, improved and mature.

2.1 Selection of Psychological Commissariat

At the beginning of the establishment of the psychological committee system, colleges and universities according to the characteristics of their own mental health education work, by the school mental health education to formulate the responsibilities, obligations and rights of the class psychological committee, in the class cadre to add psychological committee positions. In the actual work, some colleges and universities have added positions of psychological commissars, and some colleges and universities have set up male psychological commissars and female psychological commissars respectively in order to divide gender or carry out dormitory work; Some colleges and universities take the form of the current class cadres concurrently, such as the secretary of the Youth League branch concurrently, or the life committee concurrently.

In the selection procedure, the psychological committee members mostly adopt the combination of self-recommendation and recommendation. In terms of appointment conditions, in the clear psychological committee and other class cadres similar to the basic requirements of class cadres, such as: positive ideological requirements for progress, excellent academic performance, leadership, strong organizational ability, good communication skills, a sense of collective honor, can take the initiative to serve the students, etc., but also put forward such as: Love mental health education work, have a good level of mental health, keen observation ability, continuous participation in professional training, abide by the principle of confidentiality and respect and other professional conditions.

2.2 Training of Psychological Committee Members

In the process of the implementation of the psychological committee system, receiving training is a necessary link and a key link for psychological committee members to carry out their work. The mental health education center of colleges and universities should formulate training plans that meet the characteristics of

students and actual work needs of the school, and be approved and implemented by the school leaders and get the support of the school policy level.

The specific content of the training mainly includes three aspects of content, first, work training, the basic knowledge of mental health, the work content of the psychological committee, the method of carrying out the work, the basic principle and common methods of peer psychological counseling; Second, resource training, crisis intervention knowledge popularization, inside and outside the school mental health education work resources, school mental health education center to provide service content and access, referral resources and contact information; Third, personal growth, how to communicate with students with psychological distress, how to carry out basic support work, how to maintain their own mental health and so on. In practice, some colleges and universities require psychology commissioners to choose at least one public elective course of mental health education or to include training in the elective course series for teaching management. They are encouraged to take elective courses in school mental health, such as school psychology, health psychology, and group counseling.

2.3 Platform for Psychological Committee Members to Carry out Their Work

The psychological committee system is carried out on the basis of a normal working platform. Publicity and education, peer counseling and crisis warning are the three main ways of work.

2.3.1 Daily publicity and education activities

Relying on the main class group meeting and other carriers, through role play, psychodrama, group discussion, special report, behavior training, games, visits, film and television viewing, etc., organize effective and diverse forms of mental health education activities to promote the formation of a good psychological atmosphere and healthy interpersonal relations among the classes. For example, after the first grade report, the group psychological activities with the theme of adaptation will be organized; The sophomore year organized interpersonal communication and sharing activities; The junior year organized a face-to-face meeting with senior students on the theme of career

development, and the senior year organized lectures on coping with pressure and challenges.

2.3.2 Thematic publicity and education activities

On May 25 every year, colleges and universities carry out the "I Love Me" mental health Festival, during which they will organize a variety of mental health knowledge competition, speech contest, warmth transmission, mental health works collection and other activities popular with college students. As the commissary in charge of psychology, we should be the propagandist, organizer, participant and executor of the activity to bring the students into a positive atmosphere of caring about their own mental health, and gain their own psychological growth in the participation experience. Every year on October 10, is the world Mental Health Day, colleges and universities will take this opportunity to carry out psychological knowledge lectures, understanding of mental illness and its response to health education publicity and popular science activities, psychological committee members should also actively participate in the organization and publicity work.

2.3.3 Peer education and peer counseling

The psychological commissaries system sets up psychological commissaries who can communicate and communicate within the nearest distance from classmates, and provides psychological comfort, encouragement, persuasion and basic support for classmates through communication among peers. Psychological committee members play a peer effect, and the classmates contact frequency is higher, easier to communicate with classmates, facing similar learning and living environment, have similar values and life experience, but also easier to understand each other with classmates. Some psychological commissarians with excellent performance in their work, through selection and training, have certain psychological counseling ability, enthusiasm and cheerfulness, strong sense of responsibility, and are ready to help others. They use peer counseling as a special form of psychological counseling to provide services for students, especially senior psychological commissarians serving lower grade students, which is a better working mode.

2.3.4 Feedback of students' psychological state

and warning of psychological crisis

Finding problems and early warning are the key links of psychological crisis intervention system. The psychological committee system penetrates early warning into students and improves the rapid early warning system. As one of the students, the psychological committee member has mastered the basic knowledge of crisis intervention, and can timely find students with serious psychological problems in the dormitory and other daily life environments, respond and report quickly, and cooperate with the relevant departments of the school to carry out crisis intervention in time. In daily study and life, regulate students' emotions, resolve students' psychological confusion, coordinate class relations, use psychological tests and school students' psychological files to establish class students with poor psychological quality, care about and pay attention to the study and life of psychologically unhealthy students, and create a warm and harmonious environment around psychologically unhealthy students. Make them adjust their own psychological state in a good environment.

3. Evaluation of Psychological Committee System

Evaluation, assessment and feedback are the important links for the psychological committee system to play its role and improve the effectiveness of the work. The basic situation of the psychological committee system to play its effectiveness can be outlined from three aspects: individual psychological committee members, the effect of carrying out activities and the effectiveness of crisis intervention.

3.1 Job Satisfaction and Support Rate of Psychological Committee Members

Students' satisfaction with and support rate for the work of psychological committee members reflect the effectiveness of the psychological committee system. The class carries out the assessment of outstanding student leaders every year, and the student leaders summarize the work of the year, and all the students evaluate the work of the class leaders by voting, etc. Colleges and universities also carry out the selection activities of "excellent psychological committee members" and "sunshine messengers" every year. The results

of the selection, from a side reflects whether the psychological committee work has been recognized by the students. In the annual assessment of the class work, and even the assessment of the department's student work, the psychological atmosphere of the college and the class is also evaluated. Those positive, striving and united collective stand out, also reflect the results of the collective psychological atmosphere.

3.2 Participation, Breadth and Effectiveness of Mental Health Education Activities

In the process of organizing activities, whether the students participate actively or not, and whether the number of participants is large or not, also reflects the effectiveness of the implementation of the psychological committee system. In various publicity and education activities, active participation, can get some awards, is the affirmation of the participating students, for his psychological growth, at the same time, but also for the psychological committee system to play a role of extra points.

3.3 Precision of Crisis Management

If there is a crisis among the students, whether it can give early warning in advance, and whether it can assist the teacher to carry out follow-up psychological counseling for the students involved and the class after the crisis occurs, is also a powerful school standard for the psychological committee system to play its role. Only when the preliminary work is in place, can it be properly dealt with when there is an emergency and the basic interests of students can be protected to the greatest extent.

4. Sustainable Development of Psychological Committee System

The psychological committee has achieved initial results, to a certain extent, to make up for the existing mental health education model in the lack of teachers, different degrees of understanding and other problems, the establishment of a sound grass-roots mental health education network, can improve the sensitivity of college students psychological crisis warning mechanism, enhance the effectiveness of prevention and development. However, in the process of implementation, there are some problems, such as: psychological commissars helping skills are

limited; Mental health education team teachers can not achieve the expected effect of psychological committee training series, firmly integrate mental health education into the whole process of ideological and political education, give play to students' subjective initiative, strengthen the professional construction of college mental health education center is to ensure the sustainable development of psychological committee system elements.

4.1 The Psychological Committee System is an Important Starting Point for the Integration of Mental Health Education Into the Daily Ideological and Political Education

Psychological committee system will mental health education into the whole process of daily ideological and political education, psychological committee like learning committee, sports committee, is an important component of class work, which from the grassroots to avoid mental health education to detailed professional applied psychology, clinical psychology path, and mental health education into all aspects of student growth.

4.2 The Psychological Committee System Should Give Play to the Subjective Initiative of Students Themselves

The psychological commissaries system is an effective way to bring the competent, enthusiastic and energetic commissaries into the mental health education team of colleges and universities. Psychological commissary in direct contact with students, can find out the psychological problems of students in time, and feedback these problems to the school psychological counseling center or relevant teachers. For example, when there are classmates in the class mood, anxiety and other psychological problems, the psychological committee can be the first time to detect and seek professional help. The commissary in charge of psychology is the first contact when students encounter psychological problems. They can provide initial psychological support to help students ease their emotions and prevent problems from getting worse. For example, when classmates feel anxious because of exam pressure, the psychological commissary can help them adjust their mentality by listening and comforting them.

The commissary in charge of psychology is responsible for popularizing mental health knowledge in the class and helping students establish correct psychological concepts. For example, through the organization of mental health theme class meetings, sharing emotional management, stress coping and other knowledge, enhance the psychological quality of students.

4.3 The Professional Development of Mental Health Education Centers in Colleges and Universities is the Guarantee for the Psychological Committee System to Play Its Role

The mental health education center in colleges and universities should strengthen professional research on issues such as the characteristics of students' mental health, the critical period of psychological growth, and the characteristics of psychological crisis, master the law of students' growth, follow the law of psychological development, and guide the psychological committee to carry out targeted and accurate mental health education at the grassroots level. In the training of psychological committee members, in a limited time, in-depth and thorough analysis of the cognitive attitude and behavior characteristics of students in the school, grasp the development trend and dynamics of the objective environment, so as to keenly perceive various changes in the environment, ensure that when there are adverse factors, evaluate the severity of the crisis, determine whether to conduct crisis warning. For the students who need to accept psychological counseling, encourage them to take the initiative to accept psychological counseling, only professional services in place, in order to let students feel cared for, be helped, be respected, be understood, to be able to connect the college mental health education center with students, so that the school's various mental health education work better close to every student.

Psychological committee system is an indispensable carrier and work channel in college mental health work, college mental health education work, adhering to the "would like everyone to become the messenger of the sunshine of the soul" of the beginning, there will be a group of first contact with mental health knowledge, spread positive mental

health concept, identify the psychological committee of psychological crisis first try first, To influence, drive and serve the majority of college students, jointly build a positive, rational and peaceful campus atmosphere, and promote the healthy development of college students.

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