

Innovative Path and Practical Effectiveness Evaluation of Integrating Traditional Culture into College Students' Mental Health Education

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ABSTRACT In the new era, college students' mental health problems show diversified and complex characteristics, while traditional mental health education faces practical difficulties such as content homogenization, single methods, and insufficient cultural adaptability. Excellent traditional Chinese culture contains psychological adjustment wisdom, moral cultivation concepts, and humanistic values that are compatible with the objectives of college students' mental health education. This article takes cultural infiltration, value guidance, and the integration of knowledge and action as core concepts, systematically clarifies the theoretical basis and practical significance of integrating traditional culture into mental health education. It analyzes existing problems, including insufficient cultural exploration, rigid integration forms, lack of curriculum system, and inadequate teacher capacity, and proposes an innovative path from five dimensions: curriculum reconstruction, educational method innovation, practical platform construction, teacher team construction, and evaluation system improvement. From an engineering perspective, digital platforms, wearable biofeedback devices, and wireless sensor systems can support process evaluation and personalized intervention, provided that signal acquisition and electromagnetic communication reliability are guaranteed.

INDEX TERMS mental health education, traditional culture, effectiveness evaluation, wearable biofeedback, digital platform

I. INTRODUCTION

A. RESEARCH BACKGROUND

"With the rapid development of the social economy, the continuous deepening of education reform, and the increasingly accelerated pace of life, contemporary college students—particularly those navigating the intricate technical demands and high-precision standards of the material sciences—are facing multiple practical challenges such as academic pressure, employment competition, interpersonal relationships, emotional distress, and self-awareness. The incidence of mental health problems is on the rise year by year, and the problems are characterized by younger age, diversification, and complexity. According to the "Report on the Development of National Mental Health in China (2023-2024)", the proportion of college students in China who suffer from varying degrees of psychological distress exceeds 30%. Negative emotions such as anxiety, depression, loneliness, and inferiority have become important factors affecting the physical and mental health and comprehensive development of college students. Strengthening and improving the mental

health education of college students—particularly by integrating fiber-based artistic creation and material therapy to enhance their mental health level and cultivate positive psychological qualities—has become an important task of higher education in the new era and a common concern of all sectors of society [1,2].

II. THE THEORETICAL BASIS AND PRACTICAL FIT OF INTEGRATING TRADITIONAL CULTURE INTO COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

A. PSYCHOLOGICAL HEALTH EDUCATION RESOURCES FOR COLLEGE STUDENTS IN TRADITIONAL CULTURE

Confucian culture regards "self-cultivation" as the foundation of one's existence, proposing self-cultivation methods such as "reflecting on oneself three times a day" and "reflecting on oneself when one sees the virtuous, and reflecting on oneself when one sees the unworthy", emphasizing the improvement of self-awareness through self reflection and self-examination; Propose the personality pursuit of "wealth

cannot be indulged, poverty cannot be moved, and power cannot be subdued", cultivate individuals' independent personality and firm will; The Taoist culture proposes that "those who know themselves are wise, and those who win themselves are strong", emphasizing the correct understanding of oneself, surpassing oneself, and achieving harmonious development of body and mind [3,4]. These self-cultivation wisdom can help college students establish correct self-awareness, enhance their self acceptance ability, shape a sound personality, and solve psychological problems such as inferiority, arrogance, and self confusion in selfawareness.

B. CORE OF IDEAL BELIEF AND SPIRITUAL PURSUIT

The core of mental health is the correctness of values, and the root cause of psychological problems among contemporary college students lies in vague ideals and beliefs, as well as distorted values. The excellent traditional Chinese culture contains rich values and concepts, which can provide college students with firm ideals, beliefs, and noble spiritual pursuits. Confucianism proposed the life ideal of "cultivating oneself, unifying the family, governing the country, and pacifying the world", cultivating college students' sense of social responsibility and historical mission [5,6]; The concepts of "individual responsibility for national prosperity" and "for the sake of the country's life and death, one should not avoid it for the sake of good or bad" in patriotic culture cultivate the patriotism of college students; The moral norms of "integrity," "friendliness," "diligence," and "gratitude" in traditional culture help college students establish correct worldviews, outlooks on life, and values, fundamentally solving psychological problems caused by vague values [7-9].

C. REALISTIC FIT OF INTEGRATING TRADITIONAL CULTURE INTO COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

Currently, mental health education in Chinese universities often draws on Western psychological theories and methods. Although this has to some extent promoted the development of mental health education, Western psychology is based on Western cultural backgrounds and values, and there is a certain cultural gap with the thinking patterns, values, and living environment of Chinese university students. Some psychological counseling methods are difficult for students to accept and identify with, which affects the effectiveness of mental health education. The excellent traditional culture of China is the core of China's local culture, which is highly compatible with the cultural background and growth environment of college students. Integrating traditional culture into college students' mental health education can promote the localization and characteristic development of mental health education, make it more down-to-earth and appealing, and enhance the pertinence and effectiveness of education [10,11].

III. ANALYSIS OF THE CURRENT SITUATION AND PROBLEMS OF INTEGRATING TRADITIONAL CULTURE INTO COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

In order to comprehensively understand the actual situation of integrating traditional culture into college students' mental health education, this study selected 1000 college students from 10 different types of universities across the country (including comprehensive, science and engineering, cultural and historical, artistic, and agricultural and forestry universities) and 500 college mental health education workers (including teachers, counselors, and psychology teachers in mental health education centers) to conduct a questionnaire survey. A total of 1000 college student questionnaires were distributed, and 968 valid questionnaires were collected, with an effective response rate of 96.8%; 500 teacher questionnaires were distributed, and 482 valid questionnaires were collected, with an effective response rate of 96.4% [12-14]. This study was approved by the Ethics Committee of Zhangzhou Institute of Technology, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form.

IV. INNOVATIVE PATH OF INTEGRATING TRADITIONAL CULTURE INTO PSYCHOLOGICAL HEALTH EDUCATION FOR COLLEGE STUDENTS

A. REFACTORING THE CURRICULUM SYSTEM: DEVELOPING A STRUCTURED, MULTI-DIMENSIONAL INTEGRATED PEDAGOGICAL FRAMEWORK

Course teaching is the core way to integrate traditional culture into college students' mental health education. It should be based on the psychological development characteristics of college students and the psychological needs of different grades, and construct a systematic and hierarchical integrated curriculum system that combines "compulsory courses+elective courses+general courses" and connects "basic layer+promotion layer+practical layer", to achieve full coverage of the integration of traditional culture and mental health education courses.

Make 'Psychological Health Education for College Students' a compulsory course in universities, systematically integrate the psychological wisdom of excellent traditional Chinese culture into the course content, and reconstruct the teaching content system of the course. According to the logical mainline of "self-awareness emotional management interpersonal relationships setback education value shaping", the traditional cultural contents of self-cultivation, emotional adjustment, ways of dealing with the world, setback grinding, value guidance, etc. are organically integrated with the core knowledge points of mental health education. For example, in the chapter of self-awareness, Confucian concepts such as "I reflect on myself three times a day" and Taoist concepts such as "Those who know themselves are wise" are incorporated; Incorporating Confucian methods such as the "Doctrine of the Mean" and Taoist methods

such as "letting nature take its course" into the chapter on emotional management; Incorporate principles such as "benevolence favors love" and "harmony is precious" into the chapter on interpersonal relationships [15-17]. At the same time, personalized design of course content should be carried out based on the characteristics of students from different majors, such as incorporating logical thinking and practical wisdom from traditional culture for students majoring in science and engineering; For students majoring in literature and history, integrate humanistic spirit and moral cultivation from traditional culture. The Basic Information of the Experimental Subjects is shown in Table 1.

B. INNOVATIVE EDUCATION METHODS: CREATING AN EXPERIENTIAL AND IMMERSIVE INTEGRATED EDUCATION MODEL

Breaking through traditional classroom teaching and knowledge imparting education methods, combining the cognitive characteristics and interests of college students in the new era, innovating the integration of traditional culture and mental health education, and creating an "experiential, interactive, and immersive" education model, allowing students to experience the charm of traditional culture and enhance their psychological adjustment ability through personal participation and experience.

C. BUILDING A PRACTICE PLATFORM: CONSTRUCTING A DIVERSIFIED AND COLLABORATIVE INTEGRATED PRACTICE SYSTEM

Practice is an important carrier for integrating traditional culture into college students' mental health education. A diversified and collaborative integrated practice platform combining "on campus+off campus", "online+offline", and "individual+group" should be constructed to provide students with diverse practical experience opportunities and achieve the transformation of knowledge into ability.

Strengthen cooperation between universities and social and cultural institutions, mental health service institutions, communities, enterprises, etc., and jointly build off campus practice bases for traditional cultural mental health education. Organize students to conduct research activities at cultural institutions such as museums, cultural centers, and traditional Chinese culture museums to experience the charm of traditional culture; Carry out volunteer services for traditional cultural mental health in the community, such as reciting classics and conducting traditional health training for community residents, to enhance students' sense of social responsibility and psychological adjustment ability through volunteer services; Carry out traditional cultural and occupational psychological adjustment practical activities in enterprises to help students establish a correct career outlook and enhance their ability to adjust their employment psychology [18-20]. Comparison of SCL-90 Factor Scores Between the Two Groups Before and After the Experiment As shown in Table 2.

D. BUILDING A STRONG TEACHER TEAM: CREATING A COMPOSITE AND PROFESSIONAL INTEGRATED TEACHER TEAM

The teaching staff is a key support for the integration of traditional culture into college students' mental health education. We should strengthen the cultivation of traditional cultural literacy and psychological professional abilities of college mental health educators through the approach of "bringing in+going out+mentoring", and create a composite and professional integrated teaching staff team that combines traditional cultural literacy and psychological professional knowledge.

Universities focus on introducing composite talents with both traditional cultural and psychological backgrounds, and enriching the teaching staff of traditional cultural mental health education; At the same time, integrating internal teaching resources, including psychology teachers, traditional culture teachers, counselors, physical education teachers, etc., into the traditional culture mental health education teaching team, forming a well structured and complementary teaching team.

Incorporate traditional culture into the teaching, research, and practical work of mental health education into the assessment system of university mental health educators, and establish a scientific assessment and evaluation mechanism; Commend and reward teachers who have demonstrated outstanding performance in traditional cultural mental health education, and give preferential treatment in professional title evaluation, excellence evaluation, and project application to stimulate teachers' work enthusiasm and creativity.

E. IMPROVING THE SECURITY SYSTEM: ESTABLISHING A SUSTAINABLE AND ROBUST INSTITUTIONAL FRAMEWORK

To promote the normalization and systematic integration of traditional culture into mental health education for college students, a comprehensive and long-term integration guarantee mechanism should be established from the aspects of policies, funding, venues, and systems, providing strong support for integration practice.

1) Strengthen Policy Guidance and Planning

Universities will integrate traditional culture into the mental health education of college students into the overall development plan and moral education system of the school, formulate specialized work plans and implementation rules, clarify the goals, tasks, paths, and guarantee measures of integrated education; At the same time, integrating education work into the work assessment system of various departments in universities, clarifying the division of responsibilities among departments, and promoting the implementation of various work.

2) Strengthen the Construction of Venues and Facilities

Colleges and universities should strengthen the construction of venues and facilities for traditional cultural mental health

TABLE 1. Basic Information of the Experimental Subjects

Group	Number of Students	Gender (Male/Female)	Major Category (Arts/Science/Engineering/Art)	Average Score of SCL-90 (Pre-test)
Experimental Group	100	49/51	23/27/32/18	1.86 ± 0.52
Control Group	100	49/51	25/26/30/19	1.84 ± 0.55
Note	—	No significant difference ($P > 0.05$)	No significant difference ($P > 0.05$)	No significant difference ($P > 0.05$)

TABLE 2. Comparison of SCL-90 Factor Scores Between the Two Groups Before and After the Experiment

Factor	Experimental Group (Pre-test)	Experimental Group (Post-test)	Control Group (Pre-test)	Control Group (Post-test)
Somatization	1.52 ± 0.41	1.10 ± 0.32**Δ**	1.50 ± 0.43	1.45 ± 0.40
Obsession	1.95 ± 0.58	1.36 ± 0.45**Δ**	1.93 ± 0.56	1.88 ± 0.52
Interpersonal Sensitivity	2.12 ± 0.63	1.51 ± 0.48**Δ**	2.10 ± 0.65	2.02 ± 0.60
Depression	2.05 ± 0.60	1.43 ± 0.46**Δ**	2.03 ± 0.62	1.95 ± 0.58
Anxiety	2.18 ± 0.65	1.51 ± 0.49**Δ**	2.16 ± 0.67	2.08 ± 0.62
Hostility	1.76 ± 0.52	1.28 ± 0.39**Δ**	1.74 ± 0.54	1.68 ± 0.50
Phobic Anxiety	1.45 ± 0.38	1.12 ± 0.30**Δ**	1.43 ± 0.40	1.38 ± 0.36
Paranoid Ideation	1.68 ± 0.49	1.25 ± 0.37**Δ**	1.66 ± 0.51	1.60 ± 0.47
Psychoticism	1.36 ± 0.35	1.05 ± 0.28**Δ**	1.34 ± 0.37	1.30 ± 0.33
Total Score	1.86 ± 0.52	1.29 ± 0.41**Δ**	1.84 ± 0.55	1.76 ± 0.50

Note: Δ $P < 0.01$ compared with the control group after the experiment.

education, such as traditional Chinese culture museums, traditional art healing studios, physical and mental adjustment training rooms, psychological counseling rooms, online education platforms, etc., equipped with professional equipment and facilities, to provide good hardware conditions for integrated education work.

3) Improve Institutional Construction and Management

Establish and improve various management systems for integrating traditional culture into college students' mental health education, including curriculum management system, faculty management system, practical activity management system, effectiveness evaluation system, etc., to achieve standardized and scientific management of integrated education work; At the same time, establish and improve a work coordination mechanism, strengthen communication and coordination among the school's mental health education center, humanities college, student affairs office, youth league committee, academic affairs office and other departments, and form a working force. Comparison of SCL-90 Factor Scores Between the Two Groups Before and After the Experiment As shown in Table 3.

V. CONSTRUCTION OF A PRACTICAL EFFECTIVENESS EVALUATION SYSTEM FOR INTEGRATING TRADITIONAL CULTURE INTO COLLEGE STUDENTS' MENTAL HEALTH EDUCATION

A. BASIC PRINCIPLES FOR BUILDING AN EFFICIENCY EVALUATION SYSTEM

The effectiveness evaluation system should comprehensively reflect the practical effect of integrating traditional culture into college students' mental health education. It should not only evaluate the improvement of students' psychological literacy, but also evaluate the improvement of their cultural literacy and moral cultivation; Not only should the

short-term effects of educational activities be evaluated, but also their long-term effects; Not only should quantitative indicators be evaluated, but qualitative indicators should also be evaluated to achieve comprehensive and systematic evaluation.

The effectiveness evaluation system should balance process evaluation and outcome evaluation, evaluating both the practical process of integrating traditional culture into college students' mental health education, such as course offerings, activity development, and teacher training, as well as the practical results, such as the improvement of students' psychological and cultural literacy, to achieve an organic unity of process and outcome.

B. INDICATOR DESIGN OF EFFICIENCY EVALUATION SYSTEM

This study combines the core concepts, practical paths, and practical goals of integrating traditional culture into college students' mental health education, and constructs a three-dimensional effectiveness evaluation system that includes process indicators, effectiveness indicators, and developmental indicators. A total of 3 primary indicators, 12 secondary indicators, and 36 tertiary indicators are designed to comprehensively evaluate the practical effectiveness of integrated education.

1) Process Indicators: Evaluate the Implementation of Integrated Education Practices

The process indicators mainly evaluate the practical process and implementation guarantee of integrating traditional culture into college students' mental health education, reflecting the strength and standardization of integrated education work, including 5 secondary indicators of curriculum construction, activity development, faculty team, platform

TABLE 3. Comparison of SCL-90 Factor Scores Between the Two Groups Before and After the Experiment

Evaluation Dimension	Experimental Group	Control Group	T-value	P-value
Psychological Adjustment Ability	7.85 ± 1.26	5.23 ± 1.18	12.86	< 0.01
Emotion Management Ability	7.92 ± 1.19	5.36 ± 1.22	12.54	< 0.01
Frustration Tolerance Ability	7.68 ± 1.32	5.15 ± 1.15	11.98	< 0.01
Interpersonal Communication Ability	7.76 ± 1.28	5.28 ± 1.20	12.35	< 0.01
Cultural Identity	8.26 ± 1.15	5.02 ± 1.08	15.69	< 0.01
Moral Cultivation	7.98 ± 1.21	5.18 ± 1.12	13.02	< 0.01
Average Score	7.91 ± 1.22	5.20 ± 1.16	14.25	< 0.01

construction, and guarantee mechanism, and 15 tertiary indicators.

1. Course construction: The main evaluation is the implementation of integrated courses, including three levels of indicators: coverage of compulsory courses, number of elective courses, general education courses, textbook development, and course teaching quality.

2. Activity implementation: The main evaluation is the implementation of traditional cultural mental health education activities, including three levels of indicators: the frequency of activities, the number of participants, the diversity of activity forms, and the targeted content of activities.

3. Teaching staff: mainly evaluate the construction of integrated teaching staff, including three levels of indicators: the number of composite teachers, the number of teacher training sessions, the professional ability of teachers, and the teaching level of teachers.

4. Platform construction: Mainly evaluate the construction of the integrated practice platform, including three levels of indicators: the construction of on campus practice bases, the number of off campus practice bases, the construction of online platforms, and the construction of clubs.

5. Guarantee mechanism: mainly evaluates the guarantee situation of integrated education, including three-level indicators such as policy support, funding investment, venue and facility construction, and departmental coordination and cooperation.

2) Effectiveness Indicators: Evaluate the Direct Practical Effects of Integrated Education

The effectiveness indicators mainly evaluate the direct impact of integrating traditional culture into college students' mental health education on students, reflecting the actual effects of integrated education in improving students' psychological and cultural literacy, including six secondary indicators of psychological adjustment ability, emotional management ability, interpersonal relationship ability, resilience, cultural identity, and moral cultivation, and 18 tertiary indicators, which are the core indicators of the effectiveness evaluation system.

1. Psychological adjustment ability: mainly evaluates students' abilities in self-awareness, self acceptance, psychological adjustment, etc., including three levels of indicators: accuracy of self-awareness, degree of self acceptance, mas-

tery of psychological adjustment methods, and psychological balance ability.

2. Emotional management ability: It mainly evaluates students' abilities in emotion recognition, expression, and regulation, including three levels of indicators: negative emotion recognition ability, moderate emotion expression, improvement of anxiety and depression, and frequency of positive emotion experience.

3. Interpersonal skills: This mainly evaluates students' abilities in interpersonal communication, cooperation, and conflict resolution, including three levels of indicators: mastery of interpersonal communication skills, teamwork ability, satisfaction with interpersonal relationships, and ability to handle interpersonal conflicts.

4. Resilience to setbacks: This mainly evaluates students' cognitive, coping, and willpower qualities in the face of setbacks, including three levels of indicators: the rationality of their cognitive understanding of setbacks, their mastery of coping methods, their ability to resist setbacks, and their determination to overcome setbacks.

5. Cultural identity: mainly evaluates students' cognition and identification with excellent traditional Chinese culture. This indicator acts as a psychological buffer; a strong 'willingness to inherit traditional culture' provides students with a stable sense of ontological security and existential meaning. By anchoring individual identity within a multi-generational cultural lineage, the cognitive dissonance and 'rootlessness' often found in high-anxiety cohorts are mitigated. Consequently, this enhanced cultural belonging translates into lower clinical scores on the SCL-90 by providing a consistent framework for value-based coping and emotional regulation.

6. Moral cultivation: mainly evaluates students' moral cognition, moral emotions, moral behavior, and other aspects, including three levels of indicators: degree of recognition of traditional moral concepts, moral emotional experience, performance of honest and friendly behavior, and sense of social responsibility.

3) Developmental Indicators: Evaluating the Long term Development Effectiveness of Inclusive Education

The developmental indicators mainly evaluate the long-term development effect and social impact of integrating traditional culture into college students' mental health education, reflecting the promoting role of integrated education in students' long-term development and the development of

college mental health education, including four secondary indicators of students' personality development, students' social adaptation ability, college mental health education development, and social and cultural impact, and three tertiary indicators.

1. Student personality development: This mainly evaluates the long-term impact of inclusive education on the improvement of students' personality, including three levels of indicators such as the degree of personality soundness and the cultivation of positive psychological qualities.

2. Student social adaptation ability: mainly evaluates the long-term impact of inclusive education on students' social adaptation ability, including three levels of indicators: vocational adaptation ability, life adaptation ability, and social communication ability.

3. Development of mental health education in universities: This mainly evaluates the promoting role of integrated education in the development of mental health education in universities, including three levels of indicators: the level of localization of mental health education, the degree of improvement of the mental health education curriculum system, and the effectiveness of mental health education work.

C. DETERMINATION OF WEIGHT FOR EFFICIENCY EVALUATION INDICATORS

1) Building a Hierarchical Structure Model

Based on the indicator design of the effectiveness evaluation system, a hierarchical structure model of the target layer, criterion layer, and indicator layer is constructed: the target layer is the practical effectiveness of integrating traditional culture into college students' mental health education; The criteria layer consists of three primary indicators: process indicators, effectiveness indicators, and development indicators; The indicator layer consists of 12 secondary indicators and 36 tertiary indicators.

2) Constructing a Judgment Matrix

Invite a total of 20 experts in psychology, traditional culture research, and frontline teachers of mental health education in universities. Use a 1-9 scale to score the relative importance of indicators at each level and construct a judgment matrix. The meaning of the 1-9 scale method is: 1 indicates that two indicators are equally important, 3 indicates that one indicator is slightly more important than the other, 5 indicates that one indicator is significantly more important than the other, 7 indicates that one indicator is strongly important than the other, 9 indicates that one indicator is extremely important than the other, 2, 4, 6, and 8 are intermediate scales, indicating that the importance level is between adjacent scales.

3) Calculate Eigenvectors and Weights

By calculating the maximum eigenvalue and eigenvector of the judgment matrix, the weight vectors of each indicator are

obtained, and the weight vectors are normalized to obtain the weights of each indicator.

4) Consistency Check

To ensure the consistency of the judgment matrix, the consistency index CI and the random consistency ratio CR are calculated. When $CR < 0.1$, the judgment matrix is considered to have satisfactory consistency and the weight allocation is reasonable; When $CR \geq 0.1$, it is necessary to readjust the judgment matrix until satisfactory consistency is achieved.

D. EMPIRICAL ANALYSIS OF EFFICIENCY EVALUATION

Before the experiment, the Symptom Checklist-90 (SCL-90), Self Rating Anxiety Scale (SAS), and Self Rating Depression Scale (SDS) were used to conduct psychological tests on two groups of students. The results showed that there was no significant difference in the scores of SCL-90 factors such as somatization, obsessive-compulsive disorder, interpersonal sensitivity, anxiety, and depression, as well as SAS and SDS scores between the experimental group and the control group ($P > 0.05$), indicating that the mental health status of the two groups of students was at the same level and comparable. The observed improvements in factors like 'Somatization' and 'Psychoticism' in the experimental group are attributed to the holistic nature of traditional Chinese wisdom, which emphasizes the 'unity of body and mind.' Unlike western symptomatic counseling, traditional cultural practices such as mindfulness, calligraphy, and Confucian 'inner reflection' provide a stabilization mechanism that reduces physiological manifestations of stress and strengthens the sense of reality and social belonging, thereby addressing psychoticism-related isolation more effectively.

VI. PRACTICAL OPTIMIZATION STRATEGIES FOR INTEGRATING TRADITIONAL CULTURE INTO MENTAL HEALTH EDUCATION FOR COLLEGE STUDENTS

A. DEEPEN CULTURAL EXCAVATION, ACHIEVE MODERNIZATION TRANSFORMATION AND INNOVATIVE DEVELOPMENT OF TRADITIONAL CULTURE

Deeply tap the mental health education resources in China's excellent traditional culture, adhere to the principle of "taking its essence, eliminating its dross, bringing forth the new through the old, and making the past serve the present", realize the modern transformation and innovative development of traditional culture, make the traditional culture match the psychological development needs and life reality of contemporary college students, and improve the pertinence and effectiveness of integrated education.

B. OPTIMIZE TEACHING PRACTICE TO ENHANCE THE FUN AND EXPERIENTIAL ASPECTS OF INTEGRATED EDUCATION

Taking students as the center, combining the cognitive characteristics and interests of college students in the new era, optimizing the integration of traditional culture into

the teaching practice of mental health education for college students, innovating educational methods and integration forms, breaking the teaching difficulties of "emphasizing form over connotation" and "emphasizing indoctrination over experience", enhancing the fun and experiential nature of integrated education, and stimulating students' active participation.

C. STRENGTHEN THE CONSTRUCTION OF TEACHING STAFF AND CREATE A COMPOSITE AND PROFESSIONAL INTEGRATED TEACHING TEAM

Introducing composite professional talents: Universities will increase their efforts in talent introduction, focusing on introducing composite talents with both traditional cultural backgrounds (such as Chinese language and literature, history, philosophy, etc.) and psychological backgrounds, and enriching the teaching staff of traditional cultural mental health education; At the same time, external experts in traditional culture and psychological counseling will be hired as part-time teachers to participate in course teaching, activity guidance, and teacher training, in order to enhance the overall level of the teaching staff.

Establish a scientific teacher assessment and incentive mechanism: integrate traditional culture into the teaching, research, and practical work of mental health education into the assessment system of university mental health education workers, clarify assessment indicators and evaluation standards; For teachers who have demonstrated outstanding performance in integrated education, they will be given preferential treatment in terms of professional title evaluation, excellence evaluation, project application, and funding support, in order to stimulate their work enthusiasm and creativity, and create a good atmosphere for teacher development.

D. IMPROVE PLATFORM CONSTRUCTION AND BUILD A DIVERSIFIED AND INTEGRATED INTEGRATED PRACTICE SYSTEM

Further improve the practical platform for integrating traditional culture into college students' mental health education, integrate various resources both on and off campus, online and offline, and build a diversified and integrated practice system that integrates on campus practice platform, off campus practice base, and online education platform. Provide students with diverse practical experience opportunities and achieve the organic combination of classroom teaching and extracurricular practice.

Upgrading the campus characteristic practice platform: Universities further integrate campus resources, upgrade traditional cultural mental health education practice bases, improve facilities such as classic study rooms, traditional art healing studios, physical and mental adjustment training rooms, psychological counseling rooms, etc., equipped with professional guidance teachers and equipment, and provide students with normalized and professional practical experience services; Enrich the forms of campus cultural activities,

integrate traditional culture and mental health education into the entire process of campus cultural construction, create a campus cultural brand of "traditional culture+mental health", and create a strong cultural immersion atmosphere.

E. PROMOTE COLLABORATIVE EDUCATION AND BUILD A FOUR IN ONE EDUCATIONAL PATTERN OF FAMILY SCHOOL SOCIAL GOVERNANCE

The integration of traditional culture into the mental health education of college students is a systematic project that requires the collaborative cooperation and joint efforts of universities, families, society, and government to break the dilemma of individual education, build a collaborative education pattern of family school social governance, integrate various educational resources, form a joint force for education, and provide comprehensive support for the healthy growth of college students.

1. Strengthen collaboration and cooperation within universities: clarify the division of responsibilities among various departments such as the Psychological Health Education Center, Academic Affairs Office, Student Affairs Office, Youth League Committee, School of Literature, School of History and Culture, and School of Physical Education, establish and improve work coordination and linkage mechanisms, strengthen communication and cooperation between departments, integrate course resources, faculty resources, platform resources, and activity resources, achieve organic integration of various links and elements within universities, and promote the systematic development of integrated education work.

2. Deepen school community collaboration: Universities should strengthen cooperation with social forces such as communities, social organizations, cultural institutions, and mental health service institutions, and fully utilize social resources to carry out integrated education practices. Collaborating with communities to provide volunteer services for traditional cultural mental health, collaborating with cultural institutions to conduct study tours, collaborating with mental health service institutions to provide psychological counseling and teacher training, achieving an organic combination of higher education and social education, and enabling students to enhance their psychological literacy and sense of social responsibility through social practice.

F. ESTABLISH A SOUND GUARANTEE MECHANISM TO PROVIDE COMPREHENSIVE AND LONG-TERM SUPPORT FOR INTEGRATED EDUCATION

A sound and comprehensive guarantee mechanism is an important support for the normalization and systematic integration of traditional culture into college students' mental health education. It is necessary to construct a comprehensive and long-term guarantee mechanism from four aspects: policy, funding, system, and scientific research, to safeguard the high-quality development of integrated education practice.

1. Strengthen policy guidance and planning: Each university will integrate traditional culture into the overall development plan, moral education system, and mental health education work plan of college students' mental health education. Special implementation rules and work plans will be formulated to clarify the development goals, stage tasks, and implementation paths of integrated education; Incorporate integrated education work into the work assessment system of various departments in universities, establish and improve the assessment and evaluation mechanism, and promote the implementation of various work.

2. Increase funding and guarantee: Universities should establish a special fund for integrating traditional culture into college students' mental health education, which will be used exclusively for curriculum construction, textbook writing, teacher training, platform building, activity development, scientific research, and other aspects; Actively strive for government financial support and social capital investment, form a diversified funding mechanism of "independent investment by universities+government financial support+social capital participation", and ensure the smooth implementation of integrated education work.

VII. RESEARCH CONCLUSION

The excellent traditional culture of China is highly compatible with the mental health education of college students, as it offers profound philosophical foundations that foster patience, focus, and emotional resilience. Traditional culture contains rich psychological wisdom in self-cultivation, emotional management, social skills, setback education, and value guidance, providing profound cultural nourishment and practical resources for the mental health education of college students; Integrating traditional culture into the mental health education of college students is an inevitable choice to promote the localization and characteristic development of mental health education, solve the current development dilemma of mental health education in universities, implement the fundamental task of moral education, and inherit and promote excellent traditional Chinese culture.

AUTHOR CONTRIBUTIONS

Conceptualization – Yanyu Chen, Song Liu and Haiyang Zeng; methodology – Yanyu Chen, Song Liu and Haiyang Zeng; investigation – Yanyu Chen, Song Liu and Haiyang Zeng; writing-original draft preparation – Yanyu Chen, Song Liu and Haiyang Zeng. All authors have read and agreed to the published version of the manuscript.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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HUMAN RESEARCH SUBJECTS

This study was approved by the Ethics Committee of Zhangzhou Institute of Technology, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form.

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