

# Practice and Reflections on the Construction of Secondary Psychological Counseling Stations in Universities from the Perspective of Holistic Education—A Case Study of the “Xinqing” Psychological Counseling Station of Wenzhou Medical University

Ruxin Wang, Yuan Wen, Yunmao Wang

School of Psychiatry, Wenzhou Medical University, Wenzhou 325000, Zhejiang, China

*\*Author to whom correspondence should be addressed.*

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**Abstract:** Secondary Psychological Counseling Stations are an integral part of the mental health education network in higher education institutions. Taking the current state of secondary psychological counseling stations as a starting point, this paper uses Wenzhou Medical University’s “Xinqing” Psychological Counseling Station as a case study to illustrate its practice under the framework of Five-Domains Education Simultaneousness, and explores future development paths to provide new insights for mental health education.

**Keywords:** Five-domains education simultaneousness, Mental health education, Secondary psychological counseling stations

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## 1. Current status of the development of secondary-level psychological counseling stations in higher education institutions

In the new era, college students’ mental health problems affect talent training and campus stability<sup>[1]</sup>. Building a comprehensive mental health system has become a core task. Policies require extending mental health education to schools and departments, and establishing a secondary-level network<sup>[2]</sup>. As a “bridge” connecting university-level mental health education with the individual psychological needs of students in schools and departments, and as the grassroots nodes of the university mental health service system, the quality of these secondary counseling stations directly determines the coverage, precision and effectiveness of mental health services<sup>[3,4]</sup>.

In recent years, universities have promoted the construction of secondary psychological counseling stations in infrastructure, team building, activity forms, feedback mechanisms, and service models<sup>[4]</sup>. Management approaches exhibit a “diverse and vibrant” landscape, primarily taking the form of psychological education organizations composed of college-level psychological teams and student psychological leaders at the class level, resulting in specialized, diversified,

and distinct development models<sup>[5]</sup>. Many universities have achieved remarkable results, such as integrating Party building and psychological education, using peer mutual aid, big data, regular follow-up surveys and incentive mechanisms<sup>[3,6-9]</sup>. Meanwhile, concepts such as the “Five-Domains Education Simultaneousness” model and the “supply-side structural reform” approach have been integrated into mental health education, providing references for the new era.

However, due to regional resource differences, internal attention, and professional capacity, the development of secondary counseling stations is unbalanced. Furthermore, theoretical research on secondary psychological counseling stations remains underdeveloped, with most studies focusing on practical case studies rather than a systematic theoretical framework<sup>[5,7,10-14]</sup>. There are still problems in basic guarantee, operation mechanism and service effect. Based on this, this paper takes Wenzhou Medical University’s “Xinqing” Station as an example to explain its practice under Five-Domains Education Simultaneousness and explore future paths, so as to optimize station construction and improve education quality.

## **2. Practice of “Xinqing” psychological counseling station under five-domains education simultaneousness**

### **2.1. Cultivating the heart through morality**

Research indicates that moral education and mental health education share commonalities in terms of educational objectives, target audiences, and content<sup>[2]</sup>. Relying on professional advantages, “Xinqing” Station carries out empathy, dedication and gratitude activities. It organizes psychological class meetings, sitcoms and counseling contests to cultivate empathy. It cooperates with volunteer associations to carry out services such as anti-addiction and elderly care. It attaches importance to gratitude education at graduation ceremonies and implements the “Elite Advancement: Senior Mentor Program” to cultivate positive psychological qualities.

### **2.2. Enlightening the heart through wisdom**

The core of intellectual education lies in imparting knowledge and cultivating abilities, and the acquisition of specialized knowledge and skills in psychology is key to enhancing students’ capacity for self-help and helping others. Supported by intellectual education, the “Xinqing” Psychological Counseling Station builds a “theory + practice + integration” system to integrate mental health and professional education. It sets up skill training workshops on cognitive behavioral therapy and assessment tools to improve practical ability. It strengthens teachers’ professional training to help them identify and resolve students’ emotional crises. It integrates mental health knowledge into professional courses and establishes a multi-party mechanism to relieve academic pressure and anxiety.

### **2.3. Strengthening the heart through physicality**

Research indicates that physical exercise enhances individuals’ self-efficacy in emotional regulation, meaning it helps them actively and proactively manage negative emotions<sup>[15]</sup>. Furthermore, research has found that physical exercise also helps individuals find a sense of meaning in life, and developing this sense of meaning can effectively prevent the onset of psychological issues<sup>[16]</sup>. To promote physical and mental well-being, the Xinqing Psychological Counseling Station carries out mindfulness yoga, dance therapy and outdoor hiking to relieve pressure. It holds sports competitions to enhance collective honor and integrate psychological development. It combines fun sports with ideological education and provides targeted training for students with weak physical foundation to improve physical and psychological resilience.

### **2.4. Nourishing the heart through aesthetics**

Aesthetic education fosters students’ aesthetic perception, appreciation and creative capacities through artistic forms, and facilitates the shaping of sound personality by guiding emotional expression and self-exploration<sup>[17]</sup>. Through artistic creation, students can explore themselves and express their emotions in unique ways, gaining emotional comfort and personal growth in the process. In line with this logic, the college’s secondary psychological counseling station

has implemented art therapy and constructed a specialized music therapy room. It also holds an annual psychological microfilm competition, among which the work *After the Rain* has been shortlisted in the top 100 of the National College Mental Health Microfilm Competition. Meanwhile, regular dance therapy sessions are carried out to support emotional release and the enhancement of self-awareness.

## **2.5. Tempering the heart through labor**

Labor education plays a pivotal role in the mental health education system of higher education institutions; as a proven and effective approach, it promotes the awakening and deep-rooted development of students' awareness of labor through systematic educational interventions<sup>[10]</sup>. Additionally, Labor education not only serves as a means of emotional regulation but also equips students with essential life skills, guiding them toward the formation of positive lifestyles and good behavioral habits. These elements collectively influence students' personal growth and psychological maturation, demonstrating far-reaching positive effects. Accordingly, the station organizes dormitory arrangement and plant-cultivation activities, as well as volunteer services in hospitals, communities and nursing homes, to foster good habits, patience, willpower and social responsibility.

## **3. Reflections on the future development of secondary psychological counseling stations**

### **3.1. Strengthening professional team building**

Talent is the key to high-quality development. Secondary stations should build a "full-time + part-time" talent system. Introduce full-time counselors with professional qualifications, especially psychiatric talents, to improve intervention ability. Strengthen part-time training and absorb outstanding students to form a "professional teacher + counselor + peer volunteer" model. Improve incentive mechanisms and integrate counseling work into evaluation to stimulate initiative.

### **3.2. Building disciplinary-based featured brands**

Students in different colleges have different psychological problems. Stations should abandon the "one-size-fits-all" model and build personalized brands based on disciplinary advantages. Psychiatry colleges can carry out publicity and case analysis; science and engineering colleges can focus on academic pressure; liberal arts colleges can carry out emotional regulation activities. Brand building will make education more targeted and effective.

### **3.3. Weaving the home-school-community-medical network**

Students' mental health needs multi-party cooperation. Stations should build a "government-led, university-coordinated, family-participated, social-supported, hospital-cooperated" network. Strengthen vertical connection with university mental health centers for data and resource sharing. Deepen family communication through lectures and counseling. Cooperate with medical institutions to open green referral channels for professional intervention. Through multi-party collaboration and resource integration, we will establish a comprehensive service system covering "prevention, early warning, intervention, referral, and rehabilitation," thereby building a robust "protective barrier" for students' mental health.

### **3.4. Promoting intelligent digital transformation**

With the rapid development of technologies such as big data and artificial intelligence, intelligent solutions have become a key trend in future mental health services. In the future, secondary-level psychological counseling stations should speed up digital transformation. Build a digital file platform to integrate assessment and counseling data, and realize early crisis intervention through big data. Develop online modules for intelligent assessment and counseling to break time and space limits. Pay attention to data security and ethical norms to ensure standardized development.

### 3.5. Guided by the “five-education integration” approach: Building a collaborative system for psychological education

Five-Domains Education Simultaneousness provides a new perspective. Secondary-level psychological counseling stations must break down barriers between mental health education and the moral, intellectual, physical, aesthetic, and labor education, establishing a collaborative educational model that integrates “psychological education with the Five-Domains Education

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### Disclosure statement

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