

Analysis of Application Strategies for College Students' Mental Health Education from the Perspective of New Media

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Abstract: With the rapid development of new media technology, its application value in the field of education models can hardly meet the diverse needs of contemporary college students. How to give full play to the advantages of new college students' mental health education has become increasingly prominent. Facing the new situation and tasks of mental health education in the new media era, traditional mental health media and innovating the content and forms of mental health education have become a major and urgent issue for educators. Based on this, this paper studies the application of college students' mental health education from the perspective of new media, expounds the positive empowering role of college students' mental health education in the new media era, and proposes targeted application strategies, aiming to provide theoretical reference and practical guidance for optimizing the mental health education model for college students in the new media era.

Keywords: New media; College students; Mental health education; Application strategies

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1. Introduction

Nowadays, with the rapid development of new media, its characteristics of real-time interaction, interactivity, and diversity have profoundly changed the way college students live and study. As the main user group of new media, college students' mental health status has become more closely linked to their exposure to new media. Therefore, exploring effective methods to scientifically and efficiently leverage the "therapeutic" effect of new media on college students' mental health not only meets the requirements of the times but also constitutes an indispensable link in safeguarding college students' physical and mental health and cultivating talents ^[1]. This study holds significant social implications for strengthening the in-depth integration of psychological education and new media technology, as well as enhancing the effectiveness of education and teaching.

2. The positive empowerment of college students' mental health education from the perspective of new media

2.1. It is conducive to expanding college students' social networks

Based on the social support theory, good social connections can provide individuals with help from multiple perspectives, such as the spiritual and material levels, which has a positive impact on their mental health. The social circles of college students who use new network tools are not restricted by regions and cultures, and they can find people from all over the world on social media or interest-based groups^[2]. For example, students can use tools like Weibo and Douyin to establish online communities based on their hobbies, share their daily experiences and exchange learning insights. In the process of interacting with each other, they can feel a sense of identity and acceptance, expand their social circles, improve their social skills, and build a strong social support system for their mental health^[3].

2.2. It is conducive to promoting college students' mental health

The use of new media enables college students to actively express their emotions and pour out their hearts. According to the emotional catharsis theory, reasonable expression can relieve psychological tension. By sharing troubles through channels such as anonymous social software or message boards, students can avoid the psychological pressure brought by real-world interpersonal interactions and quickly alleviate negative emotions^[4]. At the same time, through new media resources such as popular science videos on psychological knowledge and mindfulness meditation video tutorials, students can learn methods to deal with psychological problems, improve their psychological resilience, and achieve the goals of self-maintenance and enhanced mental health.

2.3. It is conducive to enriching mental health education resources

With the help of new media technology, various elements such as texts, pictures, and videos are integrated, which greatly expands the scope of teaching and deepens the depth of teaching. Psychology micro-classes collect high-quality courses offered by senior psychologists from all over the world, allowing students to freely learn the basic principles of psychology; in psychology short videos, professional counselors introduce common psychological problems and solutions in simple and vivid ways, visualizing complex psychological knowledge points. This also encourages students to participate in the production and dissemination of content, forming a User-Generated Content (UGC) model, which enriches the diversity of mental health teaching resources and better meets students' personalized learning needs^[5].

3. Application strategies for college students' mental health education from the perspective of new media

3.1. Integrate new media educational resources to enrich students' learning experience

From the perspective of new media, higher vocational colleges should focus on building a scientific and diversified mental health education resource system, integrating new media educational resources oriented by students' needs, constructing a "pyramid-shaped" resource structure, and following the "scenario-based" development principle to comprehensively enrich students' learning experience. This resource structure is designed for students at different growth stages and can meet the learning needs of different students. The bottom layer is the compulsory knowledge section, which includes content such as psychological concepts and analysis of common psychological troubles. The basic knowledge of the course is presented in the form

of interesting videos, and obscure concepts are explained in simple and popular language, enabling students to master knowledge more easily and thus fully arousing their learning enthusiasm ^[6]. The middle layer is the knowledge and skills section, which covers content like “how to regulate emotions by oneself” and “how to release pressure”. It is presented through micro-videos and online classroom videos, with more in-depth content, emphasizing the training of students’ practical skills in dealing with psychological problems. The top layer is the personalized knowledge section, targeting students with a strong interest in psychological knowledge, allowing them to choose different content according to their own needs. For example, students in need of job-seeking psychological counseling can obtain career-related knowledge and special consultations, while those troubled by romantic emotions can receive online Q&A and resource access, thereby effectively regulating their emotional problems and ensuring the accurate delivery of psychological services ^[7].

In line with this resource structure, teachers should focus on integrating relevant resources and make full use of the advantage of integrating resources related to common situations around students to help them adjust to psychological problems. For instance, regarding the university dormitory scenario, teachers can integrate teaching resources on psychological adaptation in interpersonal relationships and design relevant teaching content to help students correctly handle interpersonal relationships. In response to students’ anxiety before final exams, teachers can integrate resources related to students’ test anxiety and record video lectures on “Practical Methods to Relieve Pre-Exam Anxiety” to help students alleviate pre-exam pressure. For the employment anxiety of many college students before graduation, teachers can integrate resources on job hunting and career planning and produce teaching videos on “Psychological Issues Needing Attention in College Students’ Career Planning” to help students clarify their future development paths ^[8]. Under such reforms, mental health education is no longer an empty theoretical explanation, but has become an accessible and operable life experience, which attracts students, greatly enhances the pertinence of teaching resources, and effectively improves students’ cognitive level of mental health.

3.2. Organizing diversified educational activities to promote students’ healthy development

To effectively improve teaching outcomes, teachers should focus on organizing a variety of teaching activities, using interesting activities to attract students, enabling them to gain positive energy through participation and achieve healthy development. The first type is online competition activities. These activities are mainly carried out on new media platforms, featuring strong convenience and interactivity, which can arouse students’ interest in participation and help them accumulate psychological knowledge in the process. Teachers use video open course websites to share short videos on psychological popularization, explaining psychological principles through vivid and interesting animations, feature films and other forms, breaking the boring traditional teaching model ^[9]. In apps, sections such as psychological assessment, online consultation and anonymous communication are designed to facilitate students to obtain psychological counseling services through mobile devices. Online psychological theme discussions and check-in contests are held via WeChat and Weibo, such as the “21-day good habit cultivation” activity, to guide students to share their daily emotions, answer questions for each other, and create a positive online psychological atmosphere.

The second type is immersive experience activities. Through forms such as psychological sitcom performances, psychological group counseling and outdoor development activities, teachers help students relax in role-playing and role interaction scenarios and improve their mental health capabilities. For example, the “Wisdom Theater” is held to encourage students to create their own works and perform reproductions of moods encountered in school life on stage, deepening their understanding of psychological troubles and enhancing their

empathy and self-awareness in the process. In addition, regular mental health lectures are held, where experts and outstanding seniors and sisters share popular online cases to teach about troubles such as love and interpersonal communication, enhancing the interest and effectiveness of teaching content ^[10].

The third type is online-offline hybrid activities. Teachers integrate digital and traditional teaching resources to plan and implement periodic theme education activities, such as the “Spiritual Growth Theme Month”, which organically combines special reports and interactive experiences in physical classrooms with real-time communication and topic discussions on online platforms, creating a multi-dimensional education system. They guide students to form psychological mutual aid groups and carry out peer support projects through social media, including compiling mental health electronic journals and managing campus psychological self-media accounts, to fully mobilize students’ enthusiasm and enhance the interactivity and sense of belonging of educational practices. Through various forms of educational activities, a comprehensive and three-dimensional mental health promotion mechanism is established to provide strong support for the physical and mental development of young students ^[11].

3.3. Building an online education platform to provide diverse psychological services

From the perspective of new media, constructing an integrated mental health service platform is a key measure to improve the quality of mental health education services for college students. By integrating functional modules such as psychological assessment, knowledge popularization, interactive Q&A, and course learning, it gives full play to the digital and intelligent advantages of new media to provide students with comprehensive and personalized psychological services. The psychological assessment module relies on big data and artificial intelligence technologies to support the accurate evaluation of students’ mental health status. The platform can introduce standardized psychological assessment scales, such as the Symptom Checklist 90 (SCL-90) and Self-Rating Depression Scale (SDS). Students complete the assessment through online questionnaires, and the system automatically analyzes the data and generates personalized reports, intuitively presenting students’ mental health levels in terms of emotion, cognition, and behavior. Meanwhile, based on the assessment results, the platform can intelligently push corresponding mental health intervention plans or resource recommendations, realizing the early screening and early warning of psychological problems ^[12].

The knowledge popularization module uses the rich communication forms of new media to build a diversified communication matrix for mental health knowledge. It transforms obscure psychological theories into easy-to-understand popular science content in the form of graphics, short videos, and animations, covering basic mental health knowledge, identification of common psychological problems, psychological adjustment skills, etc. Through platform homepage recommendations, special column displays, and personalized pushes, students can conveniently obtain mental health knowledge and enhance their awareness of mental health care. The interactive Q&A module breaks the time and space limitations of traditional psychological counseling and builds a convenient communication bridge. The platform sets up sections such as online expert Q&A and student mutual assistance communication. Students can not only put forward their puzzles to professional psychological counselors and get one-on-one professional answers, but also share experiences and exchange insights in the student community, gaining emotional support through group interaction. In addition, intelligent customer service responds to common questions in real time to improve service efficiency ^[13].

3.4. Establishing a grid management mechanism to promote home-school-society collaborative education

In response to the development requirements of the new media era, schools should focus on building a more

comprehensive and grid-based educational management system, strengthen the integration of family and social forces, leverage the guiding advantages of schools, and encourage multiple subjects to play their roles in addressing the limitations and shortcomings of traditional education. In the actual implementation process, schools should improve relevant management mechanisms, invite parents and communities to participate in mental health education, jointly guide students' development, and form a dynamic educational system to effectively enhance the effectiveness of education.

First, implement a hierarchical response intelligent intervention mechanism and grasp the core of grid-based management. Based on the risk levels fed back by the monitoring network, formulate differentiated intervention strategies. For low-risk students, push personalized psychological adjustment resources through new media platforms, such as meditation audios and popular science short videos on emotion management, to guide them in self-regulation; for medium-risk students, professional psychological counselors should intervene to provide counseling through online one-on-one consultations and group guidance; for high-risk students, an emergency intervention process should be initiated, and comprehensive support should be provided in collaboration with school hospitals and external professional institutions^[14]. In addition, the intelligent intervention mechanism can also utilize the interactive characteristics of new media to continuously track changes in students' psychological states and dynamically adjust intervention plans to ensure the effectiveness of intervention measures.

Second, improve the grid-based educational ecology of school-family-community collaboration and create a closed loop for mental health education. Schools can use new media to build a communication bridge between schools, families, and communities, breaking down information barriers. Schools regularly provide feedback on students' psychological dynamics to parents through parent groups and exclusive APPs, and provide family education guidance suggestions; invite parents to participate in online mental health education activities to enhance their awareness of family mental health education. Schools should establish cooperative relationships with communities and psychological service institutions to share students' psychological data and resources, forming a joint educational force. For example, communities can carry out public welfare mental health activities through new media platforms, psychological service institutions can provide professional training support, and medical institutions can open green referral channels, jointly providing solid guarantees for students' mental health^[15]. Through the effective operation of the grid-based management mechanism, the precision, collaboration, and long-term effectiveness of college students' mental health education in the new media era can be achieved.

4. Conclusion

In summary, new media have brought new opportunities and challenges to college students' mental health education. Schools should focus on optimizing mental health education, promoting the in-depth integration of technology and education, enhancing the adaptability of college students' mental health education to the times, and cultivating new-era college students with sound psychological qualities. In the specific implementation process, schools should give full play to the positive empowering role of new media, integrate educational resources, organize diversified activities, build online platforms, and improve management mechanisms, to effectively enhance the quality and level of college students' mental health education. With the continuous innovation of new media technology, college students' mental health education should further keep pace with the times, deepen its integration with new media, and safeguard the mental health of college students.

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