

# **Innovation Path of Psychological Well-Being Education Mode in Universities from the Perspective of Curriculum Ideological and Political Education**

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**Keywords:** Curriculum Ideological and Political Education; Psychological Well-Being Education; Innovation Path; Educational Integration; Personnel Training

**Abstract:** In tertiary education, IPE (ideological and political education) and psychological well-being education are very important for the growth of university students. This article focuses on the innovative path of psychological well-being education model in universities from the perspective of IPE. Through theoretical analysis and other methods, this article deeply analyzes the related concepts and theoretical basis of IPE and psychological well-being education in universities, and discusses the necessity and feasibility of their integration. It is found that innovation in concepts, contents, methods and the construction of teaching staff can effectively realize the integration of the two. Education workers should establish advanced concepts of "ideological and political guidance, peer psychological education"; The curriculum development team needs to systematically integrate ideological elements into the content of mental health education courses; The teaching implementation department can adopt innovative teaching methods such as case-based teaching; The personnel department of the school should focus on building a dual teacher team with professional competence. The research shows that these innovative paths are helpful to improve the quality of psychological well-being education in universities, promote the comprehensive development of university students, and provide new ideas and methods for tertiary education.

## **1. Introduction**

Under the background of educational development in the new era, tertiary education shoulders the important mission of cultivating socialist builders and successors with comprehensive development in morality, intelligence, physique, beauty and labor [1]. As a key part of the tertiary education system, IPE and psychological well-being education in universities are of self-evident importance [2]. Course IPE aims to organically integrate the elements of ideological and political education, such as world outlook, outlook on life and values, into the teaching process of various courses, and realize the fundamental task of cultivating people by virtue [3]. The psychological well-being education in universities is devoted to helping university students shape their sound personality, improve their psychological adjustment ability, and cope with various psychological problems during their growth.

In recent years, university students' psychological well-being problems occur frequently, which has aroused widespread concern from all walks of life [4]. Although the traditional mode of psychological well-being education in universities can solve some problems to some extent, it has been difficult to meet the increasingly complex psychological needs of students with the development of the times [5]. Furthermore, the comprehensive promotion of IPE in tertiary education has brought new opportunities and challenges to psychological well-being education [6]. Under this background, exploring the innovative path of psychological well-being education mode in universities from the perspective of curriculum IPE has become an important topic of current college education research [7]. On the one hand, through the organic integration of the two, we can give full play to the leading role of curriculum IPE and provide a solid ideological foundation for psychological well-being education. On the other hand, psychological well-being education can provide an effective practical carrier for the course IPE and enhance the affinity and effectiveness of ideological and political education.

The purpose of this article is to deeply analyze the necessity and feasibility of the integration of

IPE and psychological well-being education in universities, and to explore practical innovative paths in order to contribute to improving the quality of psychological well-being education in universities and promoting the comprehensive development of university students.

## **2. Related concepts and theoretical basis**

The course IPE is not a specific course, but an educational idea and method. It emphasizes the ingenious integration of ideological and political education into the whole process of various courses teaching, and realizes the organic unity of knowledge imparting, ability training and value shaping. The connotation of course IPE is rich, and its core is to build a whole-staff, whole-course and whole-course education pattern, so that all kinds of courses and ideological and political theory courses go in the same direction and form a synergistic effect. The goal of IPE is to cultivate students' correct world outlook, outlook on life and values, enhance students' sense of social responsibility and mission, and guide students to establish firm ideals and beliefs. Its characteristic lies in hidden education. IPE subtly permeates the ideological elements into the teaching of professional courses, which invisibly affects students' ideological concepts and allows students to receive ideological and political education while learning professional knowledge.

Psychological well-being education in universities refers to an educational activity that helps university students understand psychological well-being knowledge, cultivate good psychological quality, prevent and solve psychological problems and promote their all-round and harmonious development of body and mind through various ways and methods. The tasks of psychological well-being education in universities include popularizing psychological well-being knowledge and improving students' psychological well-being awareness; Help students cope with psychological troubles in study, life and emotion; Prevent and intervene serious psychological problems and safeguard students' psychological well-being. At present, the modes of psychological well-being education in universities mainly include course teaching, psychological consultation, psychological evaluation and psychological well-being activities. With the development of the times, students' psychological problems are diversified and complicated, and the traditional psychological well-being education model needs to be continuously optimized and innovated to better meet the needs of students.

Ideological and political education aims at guiding people to establish correct ideas and codes of conduct, and course IPE is its innovative practice in college curriculum teaching. By exploring the ideological elements in the curriculum, students can receive value education, provide ideological guidance for psychological well-being education, and help them establish positive psychological cognition. Psychological related theories, such as Maslow's hierarchy of needs theory, emphasize the process of satisfying people's needs from low to high, provide a basis for understanding university students' psychological needs at different levels, and help psychological well-being educators to carry out targeted educational activities, meet students' psychological needs and promote psychological well-being.

## **3. Necessity and feasibility of integrating IPE with psychological well-being education in universities**

With the rapid development of society, university students are facing the pressure of study, employment, social interaction and other aspects, and psychological well-being problems are increasingly prominent. The traditional mode of psychological well-being education in universities focuses on solving students' psychological problems, but there are some limitations in prevention and value guidance. However, IPE emphasizes value shaping, so it is necessary to integrate it with psychological well-being education in many aspects.

From the demand of talent training, all-round high-quality talents need not only solid professional knowledge and good psychological quality, but also a correct world outlook, outlook on life and values. Simple psychological health education can not meet the all-round needs of talent training, so it is imperative to integrate IPE with psychological health education to jointly serve the

training of all-round talents. Judging from the development trend of education, the essence of education is educating people, and the integration of IPE and psychological well-being education conforms to the modern educational concept. IPE can provide deeper ideological connotation for psychological well-being education, help students to fundamentally establish a positive attitude towards life and value orientation, and prevent psychological problems. Psychological well-being education can provide strong support for course IPE, and make ideological and political education more targeted and effective by paying attention to students' psychological state. The integration of the two is helpful to form a synergistic educational effect and promote the development of tertiary education. The integration of IPE and psychological well-being education in universities is feasible, as shown in Table 1:

Table 1 Analysis of the Practical Feasibility of Integrating Course IPE with Psychological Well-being Education in Universities

Integration Dimension	Specific Content	Practical Significance	Potential Challenges
Educational Philosophy	Course IPE emphasizes cultivating virtue and nurturing talent, focusing on overall development; psychological well-being education promotes physical and mental harmony and cultivates a positive personality.	Both center on students, with aligned philosophies, laying the foundation for integration and jointly aiding students' growth and success.	Teachers may have differing interpretations of the educational philosophies; integrating educational philosophies with specific teaching practices may be challenging.
Faculty Team	University teachers undertake the responsibility of imparting professional knowledge and nurturing students. Through training, they can enhance their ideological and political literacy and psychological well-being education capabilities.	Integration of the faculty team enables teachers to naturally combine ideological elements with psychological well-being education content, improving teaching quality.	Training resources for teachers may be limited; teachers' enthusiasm for participating in training may be low.
Teaching Resources	Course IPE boasts rich materials covering history, culture, society, and other fields; psychological well-being education offers numerous cases and methods.	Integration of teaching resources enriches teaching content and enhances teaching effectiveness, such as guiding students to analyze psychological states in historical anecdotes and cultivate resilience in the face of setbacks.	Technical difficulties may arise in integrating teaching resources; the development of interdisciplinary teaching cases and methods may be challenging.
Evaluation System	Establish an evaluation system suited to the integration of Course IPE and psychological well-being education.	Ensure the effective implementation and continuous improvement of integration efforts.	Formulating evaluation standards and indicators may be subjective; organizing teaching evaluations and feedback activities may be time-consuming and labor-intensive.
Student Feedback	Collect and analyze students' feedback on the integration of Course IPE and psychological well-being education.	Understand students' needs and expectations, providing directions for improving integration efforts.	Student feedback may be biased or subjective; timely and effective processing and responding to student feedback may be necessary.

## 4. Innovation path of psychological well-being education model in universities from the perspective of curriculum IPE

### 4.1. Concept innovation

From the perspective of IPE, psychological well-being education in universities needs to establish a new concept. Traditional psychological well-being education focuses on solving students' psychological problems, while the new concept should emphasize "ideological and political guidance, psychological education." That is to guide the values contained in ideological and political education into the whole process of psychological well-being education. The goal is to cultivate students' positive psychological quality, so that students not only have good psychological adjustment ability, but also have firm ideals and beliefs and correct value orientation.

### 4.2. Content innovation

It is very important to organically integrate ideological elements into the curriculum content of psychological well-being education. Teachers can dig deep into ideological and political materials and combine them with psychological well-being knowledge. For example, when explaining the content of emotional management, introduce the deeds of revolutionary ancestors who maintained an optimistic attitude in a difficult environment, and analyze how they overcame negative emotions and strengthened their revolutionary beliefs. Furthermore, combined with the current social hot events, it is analyzed from the dual perspectives of ideology and politics, guiding students to treat social phenomena correctly and enhancing their sense of social responsibility. Table 2 shows the integration methods of some specific contents:

Table 2 Psychological Well-being Education Course Content Incorporating Ideological elements

Psychological Well-being Education Theme	Integration Point of Ideological elements	Teaching Objectives
Interpersonal Communication	Taking the friendly value in the core socialist values as the starting point, narrate the importance of being friendly in interpersonal communication.	Cultivate students' friendly and mutually supportive attitudes in interpersonal communication, enhancing their interpersonal skills.
Stress Management	Introduce the spirit of the Long March, elaborating on the Red Army soldiers' perseverance and wisdom in the face of immense pressure.	Help students establish a correct view of stress and learn positive methods for coping with it.
Self-Awareness	Combine the relationship between personal growth and national development, guiding students to recognize their self-worth in the context of the times.	Enable students to understand that personal development is closely linked with the nation's destiny and establish a correct self-awareness.

### 4.3. Method innovation

In order to enhance the attraction and effectiveness of psychological well-being education, various innovative teaching methods can be adopted. Case teaching method is an effective way. Teachers select psychological cases with ideological elements and organize students to discuss and analyze them. Experiential teaching method is also worth popularizing. Students can feel the integration of ideological and political education and psychological well-being education in their personal experience by carrying out theme class meetings and psychological expansion activities. For example, the "Red Tour" psychological expansion activities are held, so that students can exercise their will quality and cultivate teamwork spirit and patriotic feelings in activities that simulate revolutionary scenes.

### 4.4. Teaching staff construction innovation

It is the key to build a double-qualified teaching team with ideological and psychological

qualities qualities. Universities should strengthen teacher training and organize teachers to participate in training courses and academic seminars related to ideological and political theory and psychological well-being education on a regular basis. For example, a week-long special training on "Integration of IPE and Psychological Well-being Education" was held, and experts were invited to give theoretical explanations and share cases, so as to improve teachers' integrated teaching ability. Furthermore, teachers are encouraged to carry out research on related topics and explore the effective mode and method of integrating IPE with psychological well-being education. In addition, the exchange and cooperation mechanism between teachers should be established to promote the experience sharing and mutual learning among teachers with different academic backgrounds, so as to jointly improve the teaching level and provide a strong guarantee for teachers to innovate the psychological well-being education model.

## 5. Conclusions

This article focuses on the innovation path of psychological well-being education model in universities from the perspective of curriculum IPE. By combing the related concepts and theoretical basis, the connotation of IPE and psychological well-being education in universities and the theoretical support for their integration are clarified. Furthermore, it is concluded that the integration of the two is both necessary and feasible. From the necessity point of view, both the demand of talent training and the development trend of education urgently require the deep integration of IPE and psychological well-being education to meet the comprehensive development needs of students and conform to the change of educational concept. In terms of feasibility, the two are connected in educational concept, and teachers and teaching resources have the conditions for integration.

On this basis, this article puts forward the path of innovation from four aspects: concept, content, method and teacher team construction. Conceptually, it emphasizes "ideological and political guidance and mental education", which points out the direction for psychological well-being education. The content is organically integrated with ideological elements to enrich the connotation of psychological well-being education. Methods Case teaching method and experiential teaching method were used to enhance the effectiveness. In the construction of teaching staff, we should build a double-qualified team to provide a strong guarantee for innovation. These innovative paths help to solve the limitations of traditional psychological well-being education, improve the quality of education, and promote the coordinated development of knowledge, psychology and values of university students.

## Acknowledgements

2025 Research Project of Liaoning Private Education Association-" Practical Research on Integrating Ideological and Political Education into Students' Mental Health Education".

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