

Collaborative Governance of College Students' Psychological Issues and Campus Safety: Correlation, Causes, and Construction of Response System

Zhuojiang Niu

Hangzhou Dianzi University, Hangzhou 310018, Zhejiang, China

Abstract: *This article systematically explores the intrinsic correlation between psychological issues among college students and campus safety, as well as the multidimensional causes and the construction of a comprehensive prevention and control system. The study points out that psychological issues are the core hidden danger source of campus safety, which not only easily leads to individual emergencies but also may form group safety risks through emotional contagion and network diffusion. The causes of psychological issues cover multiple dimensions such as lack of family support, academic and environmental adaptation pressure, insufficient individual psychological resilience, and social environmental impacts. Therefore, a three-dimensional early warning system that includes dynamic data monitoring, full participation in early warning, and home-school collaboration should be established, and a rapid intervention mechanism that encompasses graded response, multi-departmental linkage, and professional referral should be improved. In terms of long-term construction, it is necessary to strengthen psychological recovery after problems, improve curriculum education and peer support networks, and focus on creating an inclusive campus culture, optimizing the physical environment and evaluation system, thereby forming an integrated working closed loop of "early warning-response-recovery-support" to effectively enhance the level of campus psychological safety.*

Keywords: College Student Psychological Issues, Campus Safety, Early Warning Mechanism, Long-Term Support.

1. Introduction

In the era of parallel popularization of higher education and digital transformation, the mental health of college students has become an important issue related to individual growth, campus stability, and social development. Currently, the intertwined pressures of academics, interpersonal relationships, employment, and environmental adaptation have led to frequent incidents of psychological problems among college students, which not only seriously damage students' physical and mental health but also directly impact campus safety and stability, posing dual challenges to educational management and risk prevention and control. In recent years, the evolution trajectory of psychological issues often lurks behind security incidents in universities, and the proliferation effect of the online environment has further exacerbated the complex correlation between psychological issues and security risks. Against this backdrop, how to scientifically identify the formation mechanism of psychological issues, construct an effective early warning and intervention system, and achieve the collaborative integration of psychological support and campus safety has become a core issue that urgently needs to be addressed in university education and the construction of a safe campus.

This study is grounded in the interdisciplinary perspective of campus safety governance and mental health education. It delves into the intrinsic connection between psychological issues and campus safety, systematically reviews the multidimensional causes of psychological problems among college students, and, based on this, attempts to construct a comprehensive prevention and control system encompassing early warning and identification, rapid response, recovery support, and long-term safeguards. The aim is to provide

theoretical references and practical pathways for the systematic, scientific, and humane implementation of psychological safety work in universities.

2. Analysis of the Intrinsic Link Between Psychological Issues and Campus Safety

2.1 Psychological Issues as the Core Source Threat to Campus Safety

The college student population is in a critical period of psychological maturity development, where multiple pressures such as academic competition, interpersonal adaptation, and independent living can easily lead to psychological imbalance. Wang Jianguo (2007) pointed out in his research that students with psychological issues have weaker emotional management abilities, which can easily lead to behavioral outbursts, subsequently triggering safety incidents. Ji Hong (1999) conducted a survey of 1,378 freshmen at Beijing Normal University, revealing that 24.62% of them exhibited severe psychological disorders. The incidence of psychological issues among this group was higher than the average level in ordinary universities, confirming the high prevalence of psychological problems among college students.

2.2 The Transmission Effect of Psychological Issues Exacerbates Safety Risks

If a single psychological issue is not handled properly, it can easily lead to a group psychological contagion effect, triggering imitative behaviors and posing a cascading threat to campus safety. Bai Yunge (2010) found in the practice of campus safety incident intervention that psychological issues

that are not intervened in a timely manner may lead to the spread of emotions such as panic and anxiety among student groups. At the same time, cognitive biases caused by psychological issues may lead students to misunderstand the intentions of others' behaviors, triggering interpersonal conflicts (Fang Yiquan, 2012). Moreover, hidden safety hazards on campus can themselves exacerbate students' psychological burden. Students who are exposed to unsafe environments for a long time are more prone to developing psychological issues, forming a vicious cycle of "psychological issues - safety incidents" (Gao Caizhi, 2025).

2.3 Online Environments Amplify the Link Between Psychological Issues and Safety

The advent of the internet era has made psychological issues spread faster and have a wider impact. Wang Xunbing et al. (2011) pointed out that digital security issues such as the spread of harmful information are prone to cause psychological trauma among students, which in turn can trigger security incidents. At the same time, students with psychological issues may also post negative comments or plans online, expanding the scope of security risks. Data from Tencent Security Lab shows that establishing an AI monitoring system for harmful online comments can reduce the incidence of online psychological issues among teenagers by 27%, confirming the moderating effect of the internet environment on the correlation between psychological issues and campus safety.

3. Multidimensional Causes of Psychological Issues Among College Students

3.1 Lack of Support in Family Education

As the primary environment for students' psychological growth, the educational methods and support provided by the family directly impact their psychological state. A case study by Lu Dan (2024) indicates that factors such as absent parent-child communication, excessive emphasis on academic performance, and incomplete family structure can lead to students lacking emotional support, significantly increasing the likelihood of psychological issues. Xu Zhihong (2007) analyzed and pointed out that some parents neglect the cultivation of mental health and only focus on score performance, resulting in students with weak stress resistance. This makes it difficult for them to cope with the challenges of independent living after entering university, and they are prone to adaptation disorders. Xie Nianxiang et al. (2011) supplemented that special family environments such as single-parent families and strained parent-child relationships can leave students feeling insecure, leading to the formation of negative cognitive patterns and laying hidden dangers for psychological issues.

3.2 Dual Pressure from Academics and Environmental Adaptation

The increased academic difficulty and diversified evaluation system at the university level have caused some students to face academic difficulties. There is a bidirectional reinforcement effect between academic lag and psychological issues - psychological problems lead to insufficient

motivation to learn, and declining grades can trigger self-blame and despair, exacerbating psychological imbalance (Wang Lei, 2023). Guo Lan et al.'s (2008) research on early warning indicator systems shows that academic pressure and employment pressure are the external core sources of psychological issues among college students. At the same time, the challenges of life skills brought by independent living for the first time and the integration difficulties caused by the reconstruction of social circles make freshmen more prone to adaptation disorders. If not addressed in a timely manner, these issues may develop into serious psychological problems (Luo Sha, 2020).

3.3 Insufficient Individual Psychological Resilience and Coping Abilities

Psychological resilience, as a core psychological quality for resisting psychological issues, is insufficiently developed, which is a key contributing factor. Xie Nianxiang et al. (2011) pointed out that some students lack experience with setbacks during their growth process, and are prone to feeling helpless when facing pressure; other students lack scientific methods for emotional regulation and tend to isolate themselves rather than actively seek help when encountering problems. According to survey data from Ji Hong (1999), only 44% of college students actively seek help when facing psychological distress, and this low proportion further exacerbates the risk of problem outbreak. Xu Zhihong (2007) analyzed from the perspective of coping mechanisms, stating that although passive defense mechanisms can temporarily alleviate inner tension, they can lay hidden dangers for psychological issues, especially the "focused" negative thinking that occurs when problems arise, which can easily lead to behavioral loss of control.

3.4 External Impacts from Social Environment and Sudden Factors

The "sudden psychological braking" effects, such as social isolation and academic disruption, exacerbate the risk of psychological issues among college students (Cai Zhiyong, 2022). Furthermore, factors like economic pressure, emotional fluctuations, and sleep disorders can directly impact students' mental health status (Xie Nianxiang et al., 2011). Research by Guo Yueyan et al. (2025) indicates a significant co-variation between campus interpersonal conflicts and psychological issues, with the incidence of psychological problems being over seven times higher among students. Macro issues such as global climate change anxiety and intensified social competition further exacerbate the psychological burden on the younger generation, becoming significant external triggers of psychological problems (Luo Sha, 2020).

4. Establishing a Multi-Dimensional Psychological Issues Early Warning and Rapid Response Mechanism

4.1 Building a Three-Dimensional Early Warning System for Precise Identification

Dynamic Data Monitoring Network: Implement regular psychological surveys to ensure that students receive at least

four systematic assessments during their school years. Establish a closed-loop management process of “assessment - classification - interview - assistance - tracking”, and create dynamic psychological profiles through a cloud platform (Wang Xunbing et al., 2011). Wang Lei (2023) suggests combining big data and artificial intelligence technology to deeply mine students’ psychological data and provide technical support for early warning.

Full participation in the human defense network: Promote collaborative participation among leading cadres, counselors, professional teachers, and student leaders, and establish a four-level observation echelon of “school - college - class - dormitory”. Zhan Qisheng et al. (2005) proposed adding psychological committee members to class committees, who, after professional training, would undertake daily observation, information reporting, and other responsibilities. This model has gained the support of 65.7% of students in the practice at Tianjin University.

Home-School Collaboration Information Network: Establish a communication platform between home and school, regularly disseminate psychological knowledge to parents, offer online parent classes, and enhance parents’ awareness of psychological intervention (Lu Dan, 2024). Xu Zhihong (2007) emphasized the establishment of a real-time synchronization mechanism for students’ psychological state, ensuring information exchange and collaborative response between home and school, forming an early warning network with “the school as the leader and the family as the support”.

4.2 Refining Rapid Response Mechanisms to Enhance Handling Efficiency

Establishing a tiered response process: Divide students into three levels of alerts based on the severity of their psychological issues: red, yellow, and blue, and develop differentiated disposal plans. Referring to the experience of Wuhan University, Tian Fang (2006) suggests initiating emergency intervention procedures for students with red alerts, involving psychological teachers, counselors, and security departments for immediate intervention; implementing regular assistance for students with yellow and blue alerts, and conducting regular psychological counseling.

Establishing a multi-departmental collaboration mechanism: A consultation and assessment mechanism led by the Student Affairs Office and involving multiple departments such as the Mental Health Center, Security Office, secondary colleges, and the university hospital is established. Through monthly meetings, bi-weekly assessment meetings, and other forms, the work of handling issues is coordinated and promoted (Gao Caizhi, 2025). Zhang Hong (2025) proposed deepening cooperation between medical institutions and schools, establishing a green referral pathway with professional mental health institutions, and ensuring that problematic students receive professional medical intervention within 48 hours.

Smooth professional referral channels: Cai Zhiyong (2022) emphasized the need for professional division of labor in problem intervention. For students with severe psychological disorders, they should be promptly referred to mental health institutions to avoid the expansion of risks caused by

insufficient intervention capacity within the school. Tian Fang (2006) suggested establishing a problem intervention hotline and online counseling platform to ensure 24-hour response to students’ help-seeking needs.

5. Campus Psychological Issues Recovery and Long-Term Support System Development

5.1 Strengthening Post-issues Recovery Interventions

For students experiencing psychological issues, a “one-person-one-plan” rehabilitation program is formulated to assist them in healing psychological trauma through individual counseling, group counseling, and other methods (Bai Yunge, 2010). Luo Sha (2020) proposed that intervention should last for 4-6 weeks, with a focus on students’ cognitive reconstruction and social function recovery. Psychological counseling should be provided to teachers and students within the scope of the problematic event to prevent the spread of collective psychological trauma. At the same time, an evaluation mechanism for returning to school should be established to ensure that students’ psychological state is stable before gradually returning to normal learning and life (Zhang Hong, 2025).

5.2 Building a Diversified Psychological Support Network

Improve the curriculum education system: Incorporate mental health education into talent cultivation programs, offer courses such as mindfulness education and emotional management, and adopt interactive teaching methods such as situational simulation and case analysis (Wang Lei, 2023). Xie Nianxiang et al. (2011) suggest that the curriculum content should focus on cultivating positive psychological qualities rather than solely focusing on correcting psychological issues, and enhance students’ psychological resilience through positive guidance.

Strengthen peer support system: Establish student psychological mutual aid clubs, conduct activities such as role-playing and psychological salons, and leverage the emotional support role of peer groups (Xie Nianxiang et al., 2011). The practice of Zhan Qisheng et al. (2005) shows that professionally trained psychological committee members can effectively build a bridge between teachers and students, promptly detect psychological abnormalities among classmates, and buy time for problem intervention.

Expanding psychological service channels: Opening a 24-hour psychological help hotline, posting psychological care reminders in dormitories, teaching buildings, and other places, and creating a “spiritual gas station” within easy reach (Tian Fang, 2006). Wang Xunbing et al. (2011) suggested utilizing online platforms to conduct online counseling, lowering the threshold for students to seek help, and scientifically grasping students’ psychological characteristics through psychological testing software to provide personalized services.

5.3 Optimizing the Integration of Campus Safety and Psychological Support

Fostering an inclusive and accepting campus culture: Promote mental health awareness through channels such as campus

broadcasting and new media platforms, eliminate the stigma associated with mental health issues, and encourage students to actively seek help (Xie Nianxiang et al., 2011). Organize events like Mental Health Month and psychological drama performances to create a positive environment that values mental health and alleviates students' psychological stress (Wang Lei, 2023).

Improve the campus physical environment: Optimize the campus space design based on environmental psychology principles, control lighting intensity and noise levels, and alleviate students' psychological burden through a comfortable physical environment (Xie Nianxiang et al., 2011). At the same time, strengthen the construction of campus safety facilities, eliminate potential safety hazards, and provide physical guarantees for students' psychological sense of security (Fang Yiquan, 2012).

Establish a scientific evaluation system: Introduce multiple intelligence assessments, shift away from a singular focus on academic evaluation, alleviate psychological pressure stemming from academic competition, and guide students towards comprehensive development (Luo Sha, 2020). Guo Lan et al. (2008) propose incorporating mental health indicators into students' comprehensive quality evaluation to reinforce students' awareness of the importance of mental health.

6. Conclusion

Psychological issues among college students are closely related to campus safety, and their triggering factors exhibit multidimensional and complex characteristics, necessitating the establishment of a comprehensive and systematic collaborative governance system. Universities should base themselves on the entire chain of "prevention - early warning - intervention - support", achieve precise identification of psychological issues through a multidimensional early warning mechanism, enhance disposal efficiency through a rapid response mechanism, and build a solid psychological defense barrier with a long-term support system. As frontline work forces, counselors should fully leverage their advantages of close contact with students and collaboration with multiple departments, combine rich practical cases and data accumulation, continuously optimize intervention strategies for psychological issues, promote the deep integration of mental health education and campus safety management, and provide a solid guarantee for the healthy growth of college students and the harmony and stability of the campus.

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