Research on the Pathways for Embedding University Mental Health Education Resources into the Social Psychological Service System

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Abstract: *Differentiation of demand for social psychological services needs different forms of resource supply. The resources of university mental health education can meet the basic conditions for entering the field but cannot guarantee effectiveness based on its stock of resources. According to the embeddedness theory, we differentiate the four kinds of elements (knowledge-based, human-resource-based, platform-based, and technological), analyze the transfer condition and constraint mechanism within university resources and cross-comparison with the heterogeneous demand spectrum of the service system. There are concentration of entry points like knowledge translation, technical support, professional guidance and so on. In this paper, we proposed a cross-field translation mechanism for knowledge embedding, a flexible allocation mechanism for human resource embedding, and an interface linkage mechanism for technology embedding. And then we advanced our discussion at the level of order—what roles were played by boundary adjustment, capacity reproduction, and institutional support in embedding resilience? A progressive analytical framework was developed from element adaptation to mechanism operation and finally to order generation.*

Keywords: *university mental health education resources; social psychological service system; embeddedness; cross-field translation; flexible allocation; institutional support*

Introduction

Most of the mental health education resources offered by the university are considered on-campus supplies while the social psychological service system with functional differentiation is gradually developing into an structurally and differently demanded system concerning knowledge products, professional judgment and technical support which provides us a true chance to link up their resources. Most of these studies only focus on the perspective of resource output and supply-demand matching, considering this process as transferring existing resource stock rather than systematic analysis of the matching relationship between resource attributes and field rules, finding difficulty explaining the difference in the release of effectiveness after delivering resources. Here we introduced the concept of embeddedness theory to analyze the relationship between the two: Embeddedness is defined as a selective adaptation process involving resource attributes, field rules and collaborative relationships. This necessity comes from that at the resource level, clarifying the difference among the transfer conditions of the four types of resources; At the mechanism level characterizing the operating logic of knowledge translation, flexible allocation, and interface linkage; At the order level addressing the condition for the generation of collaborative order and maintaining the embedded relationships, making a progressive research structure from elements to mechanisms and then to order.

1. The Embeddability of University Mental Health Education Resources and Their Functional Positioning in Social Psychological Services

1.1 Analysis of the Constituent Elements and Attributes of University Mental Health Education Resources

University's mental health education resources is an aggregate system of knowledge-based, human-resource-based, platform-based, and technological resources interwoven together which has huge differences between resource supply logic and transfer condition. Knowledge-based resources are

carried by curriculum system and knowledge product about psychological literacy, having a relative higher degree of standardization and strong codifiability, satisfying the basic conditions of cross-field transfer while the transfer of knowledge forms will not necessarily lead to that of knowledge effectiveness: after being detached from the original educational context, it needs to transform itself into recontextualization so as to fit the new service scenario. Human-resource-based resources are mostly carried by professional teachers and trained student groups, relationality and contextual dependence are their core characteristics; the generation of professional judgment relies on some interactive relationship and field experience, and its embedding can't complete alone without constructing collaborative relationships. Platform-based resources include counseling space, assessment system, and intervention facility, spatial specificity and capacity constraint become their rigid boundaries. Technological resources include screening tool, digital intervention scheme, and data governance capability, having strong replicability and very sensitive to ethical norm and data rule, and their embedding inevitably involve adapting to usage scenarios and confirming ethical boundary[1].

The differences in transfer conditions, constraints among these four types of resources form the foundation for the embeddability analysis and determining that there cannot exist any universal resource delivery model when embedding pathways. Knowledge- and technology-based resources have high transferability with their embedding dependent mostly on carrier conversion and rule alignment whereas the embedding of human-resource-based and platform-based resources is hindered by the rigidity of relationship construction and spatial allocation making it hard to realize large-scale output through standard processes. Note that embeddability does not refer to labels applied to resources; rather it results from matching resource characteristics and field requirements thus designing embedding pathways requires setting up a selective adaptation mechanism between resource attributes and field rules.

1.2 Structural Characteristics of the Social Psychological Service System and Its Resource Demand Spectrum

Stratifications exist within the functional structure of the social psychological service system: Different functional links have significantly varied demand types and forms (heterogeneous demand spectrum): The psychological promotion link for the whole population focuses on providing knowledge-based resources continuously with relatively high standards and accessibility; Early identification link for at-risk populations relies upon the support from technological resources and screening tools but also has rigid demands for judgmental intervention by professional human resources; Support linkage link for key groups has higher demands on professional depth of human-resource-based resources and receiving capacity of platform-based resources. Structural difference in the demand spectrum indicates that the absorption of university resources into the social psychological service system is not a holistic and homogeneous reception anymore, creating a selectivity of resource invocation based on the differentiated requirements of functional links.

The cross comparison between demand spectrum and resource attributes indicates that the comparative advantage of universities lies in knowledge production and professional training; the transferability of knowledge-based and technological resources are relatively high with a priority direction for embedding; the flexible output of human-resource-based resources is constrained by the ambiguity of role boundaries and responsibility agreements while the external extension of platform-based resources faces two constraints: spatial specificity and service continuity which constitutes structural limitations on embedding. The judgment of concentration of embedding entry points lies in some links such as knowledge translation, technical support, and professional guidance gives demand-side constraints on designing embedding pathways.

1.3 Functional Repositioning of University Resources from the Perspective of Embeddedness

Embeddedness theory has given us an analysis about the relationship between university resources and the social psychological service system. It suggests that the functional performance of resources is independent of its stock and quality but dependent on the position allocation and relational configuration of resources within a certain relational network and institution structure. Structural embeddedness emphasizes the position arrangement and institutional linkage of resources in the service network meaning that resources must be included in the organizational architecture and processing nodes of the service system to obtain the institutional conditions for its functional release; relational embeddedness emphasizes the formation of professional trust, conversion of knowledge forms, and cultivating collaborative habits, which mean that realizing the effectiveness of resources depends on the

quality and continuity of the interactive relationships. Both logic of embeddedness have pointed out our analytical judgment: changing the functional positioning of university resources from single perspective of on-campus educational supply to composite perspective of cross-field service elements[2].

Embeddedness resides on a selective adaptation from resource attributes, field rules, and collaboration relations (this judgment is the basis of functional repositioning). The functions of university resources are no longer presumed to be the external product of existing resources – rather it acquires its new function through positioning allocation and relationship construction within embedded relationships; its effectiveness depends on setting up an adaptation mechanism instead of just transferring resource stock. Repositioning establishes the theoretical boundary for subsequent mechanisms analysis: what does the research object of embedding pathways mean other than providing resources, under which relational structure and institutional condition do resources become service effectiveness.

2. Multidimensional Mechanisms for Embedding University Mental Health Education Resources into the Social Psychological Service System

2.1 Knowledge Embedding and the Cross-Field Translation Mechanism of Curriculum Resources

How does university mental health curriculum system and knowledge product migrate to social psychological service scenario? Not only transfer existing content, transform the forms of knowledge by means of recontextualization. Systematic education knowledge for students are based on disciplinary logic and the laws of cognitive development: when it transforms into psychological promotion scheme for community and organization scenario, there should have a translation link of knowledge screening, module reorganization, and carrier adaptation. Knowledge screening arranges curriculum content in priority according to functional requirement of service scenarios; Module reorganization makes discipline-oriented knowledge unit become problem-oriented service unit; Carrier adaptation changes knowledge product's form from classroom lecture form to various forms like popular science products, self-help tool, and training package. Essence of the translation process is adjustment structure between logic of knowledge production and logic of service supply rather than simplify or delete knowledge content.

The effectiveness of knowledge embedding depends upon realizing the operability of service scenarios by professional accuracy. It does not imply effective services merely because universities have a comparative advantage in the production of knowledge; the grasp of knowledge granularity during translation is an important variable. If too coarse, it will be difficult to embed into specific service processes while if too fine, there may be compromise of professional integrity. The conditions for knowledge embedding are stable translation rules and quality verification mechanisms so that the cross-field flow of curriculum resources shifts from sporadic individualized behavior to predictable institutionalized translation. Limitation is that transferring knowledge forms cannot replace the professional judgment of interpersonal interaction in service scenarios, therefore knowledge embedding is only the knowledge basis of the embedding mechanism rather than all of it.

2.2 Human Resource Embedding and the Flexible Allocation Mechanism of Professional Competence

The mode of professional mental health human resources from universities joining the collaborative chain of social psychological services differs from the fixed-post supply mode primarily by the flexible allocation of professional competence: Supervision support, technical guidance or joint evaluation which embeds university's professional judgment into grassroots service links in a part-time and non-onsite way; Output of professional competence does not rely on the spatial transfer of human resources but the intervention of professional judgment at key nodes. By flexible allocation, we can achieve cross-field functional extension of university human resource-based resources without losing their original organizational affiliation and academic rhythm, whose operating basis lies in mutual recognition of professional authority and clear boundaries of collaboration roles.

This flexible allocation mechanism faces a dilemma between continuity and accountability – non-onsite collaborations makes it intermittent due to intervention of professional judgment; the temporal structural mismatch between the need for immediate decisions in service scenarios versus the regularity of availability of university human resources. The ambiguity regarding role boundaries and

agreement on responsibilities aggravates the fragility of collaborative relationships, and the validation of professional judgment across fields needs recognition by collaborators. Deepening human resource embedding depends on instituting supervision relationships, clarifying responsibility allocation, and making professional judgment standards commensurable, turning flexible allocation from loose collaboration according to individual professional reputation towards a stable mechanism based on a rule framework[3].

2.3 Technology Embedding and the Linkage Mechanism of Digital Service Interfaces

Through integrating technological resources such as psychological screening tools, digital intervention schemes, and data platforms into the social psychological service system, we focus on the reorganization at the level of service interface. The crux of technology embedding is not about providing or deploying tools, but interface compatibility between the technical system with existing service processes, mutual adjustment of data rules, and matching of usage scenarios. Interface compatibility means connection of costs between the technical system and information architecture of the service system; data rule adjustment means bridging the difference in data governance standards from different fields; matching of usage scenarios means correspondence between functional presupposition of technical tools and actual needs for service recipients. Technology embedding does not mean unidirectionally implanting technological elements, but mutual reconstruction of technological logic and service logic at the interface level.

The tension between standardization pressure and local adaptation demand in technology embedding as it gets deeper: When university's technological resources extend into other fields, its original standardized architecture will be kept to ensure the replicability of technological effectiveness; however, the service field requires technical tools to adapt to the local service process and resource condition. This conflict hinders technology embedding to move forward from system connection to the deeper structure of service process reengineering. To make technology embedding go further from interface linkage to process integration, we have to have a flexible adjustment space between technical standards and service scenarios so that the standardized architecture keeps the interfaces for localization configuration, yet the adjustment of service processes is based on technological effectiveness rather than being forced by technological logic – technology embedding goes from linkage at the tool level to the deep reorganization of the service organization mode.

3. Order Reconstruction and Sustainability Generation in the Embedding Process

3.1 Boundary Adjustment and the Generation of Collaborative Order in Resource Flow

The organizational logic of university resources follows educational cycles and academic norms whereas the operating logic of social psychological services focuses on demand response and accessibility: There are systematic differences among them with respect to their temporal structure, responsibility attribution and information rules. Cross-boundary resource flow is a process of boundary redrawing and adjustment. The misalignment of temporal structures makes it necessary for collaborating parties to make linkage arrangement between service rhythms and academic rhythms; ambiguity of responsibility attribution needs clarification of the scope of validity and bearer of professional judgment; difference in information rules necessitates mutual confirmation of the sharing scope and usage permission of service data and educational data. Boundary adjustments will never eliminate differences but set up operable linkage rules within the condition of persistence of differences so that resource flow has a stable institutional channel[4].

Collaborative order starts as formal agreements and evolves into tacit rules through repeated interactions—it is the deep part in the process of order production during the embedding process. Although formal agreements provide a first collaborative framework, the emergence of collaborative habits, professional trust, and mutual expectations gradually detached the collaborative relationship away from dependency on textual rules toward self-maintenance based upon interactive experience and relational memory. It seems like a dual process for resource utilization and order production—the release of resource effectiveness relies on supporting collaborative order while the consolidation of collaborative order reduces the transaction costs of resource flow. This dual process implies that when designing embedding pathways we need to consider not only linkage at the resource level and cultivation at the order level, they cannot replace each other.

3.2 Capacity Reproduction and the Endogenization Mechanism of Embedding Effects

The reverse shaping of their own capacity structures by means of the embedding process is also one aspect of the endogenization of embedding effects. The demand diversity and contextual uncertainty faced by university resources in entering the field of social psychological services generate feedback pressure on its current knowledge system and training model (changes to curriculum content, changing supervision priorities or reset research agenda happens as part of this feedback). Whether it will transform feedback pressure into capacity reproduction depends upon how much universities can integrate experience from external fields into the updating of knowledge and professional training so that scattered collaboration experiences become transferable teaching content and testable professional knowledge. Capacity reproduction enables embedding to transcend linear relationship between resource output and resource use with embedding effects having an endogenization pathway[5].

Endogenization mechanism enables embedding to go beyond one-off resource linkage into becoming an external driver constantly updating university's professional capacity; changes in demand in external fields serve as a frame of reference for universities' knowledge production, while updating their professional capacity enhances the degree of fit of resource embedding forming a cyclic relationship between resource output and capacity updating. This cycle provides embedding dynamics and reflexivity: the research subject of embedding pathways shifts from static resource matching to dynamic capacity evolution, and the sustainability of embedding does not depend on the size of its initial resource stock, it depends on whether the capacity reproduction mechanism can operate under collaborative relationships.

3.3 Institutional Support and the Construction of Resilience in Embedding Relationships

The maintainability of embedding relationships does not depend on temporary arrangements and individual efforts but on the stabilization of rules: Clarification of collaborative responsibilities provides a clear definition for each party's boundary of obligations and authority of judgment; Commensurability of quality standards enables mutual recognition and verification of professional judgments across different fields; Standardizing information sharing balances data flow between security and effectiveness; Proceduralization of conflict resolution provides an institutionalized method to deal with disagreements in collaboration. These rule elements constitute the institutional support of embedding relationships that converts collaboration from personalized trust relationships into a rule-based order structure and reduces the dependence of collaborative relationships on particular individuals or contingent events[6].

The strength of the institutional support decides resilience of the embedding relationships. Resilient means: Collaborative relationships work despite changes outside and emerging internal tensions; this relies upon sufficient inclusiveness and adjustability within the rule framework so that collaborating parties can make adjustments for their relations through established procedures without falling back into a loose state when their needs change. The presence of institutional support enables resource embedding to shift from project- or event-based short term interventions to predictable continuous collaborations, preventing embedding from being loosened after the initial impetus fade. Sustainability of embedding pathways has an institutional level explanation – the deepening of embedding lies not in increasing collaboration frequency, but solidify the rule structure and reproducibility of collaborative order.

Conclusion

From our study about the embedding of university mental health education resources into the social psychological service system, it is found that the essence of embedding is selecting the adaptation between resource attributes, field rules, and collaborative relationships rather than transferring resource stock because knowledge-based and technological resources possess transferable features as their priority for embedding but human-resource-based and platform-based resources are limited by rigid constraint of relationship construction and spatial allocation showing the characteristic of flexible allocation; different attributes among these four kinds of resources need differentiated adaptation mechanism. Knowledge embedding achieves the formal transformation of curriculum resources through recontextualizing translation; Human resource embedding includes non-onsite intervention of professional judgment forming a pattern of flexible allocation; Technology embedding drives the reorganization of service interfaces through interface compatibility and rule adjustment; all three

mechanisms form the process-based foundation of embedding. Sustainability of embedding needs conditions at the order level: Boundary adjustment provides institutional channels for resource flow; Collaborative order evolves from formal agreements toward tacit rules reduce collaboration cost; External feedback reverse-shapes universities' capacity structure, providing an endogenization pathway for embedding effects; Institutional support makes collaboration shift from personalized trust into rule-based order, endowing embedding relationships with resilience. In future studies, there could be some directions such as comparing adaptation difference among resource types, tracking dynamic evolution of embedding relationships, and mechanisms of collaborative order generation to further test and expand the analytical framework of this paper.

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