

The Organization and Implementation of a Project-Based Teaching Model for the Experimental Course of *Project Management* Integrated with Mental Health Cultivation

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Abstract: This paper focuses on the experimental course of Project Management and explores the organization and implementation of a project-based teaching model integrated with mental health cultivation, which is divided into three parts: theoretical knowledge learning, application of experimental operation capabilities, and cultivation of comprehensive innovation. It systematically studies the teaching objectives, teaching contents, assessment methods, and precautions for implementation of each part. By constructing a comprehensive index for teaching effect evaluation for quantitative assessment, it is found that this model can effectively improve students' knowledge mastery, operation ability, and psychological adaptability. However, the project setup needs to be optimized to enhance targeted guidance for students with traits such as sensitivity and inferiority. Meanwhile, it explores the integration points between the course and mental health cultivation, and integrates professional knowledge, national strategies, and psychological literacy training through teaching design, aiming to cultivate students' professional spirit, sense of mission, comprehensive literacy, and healthy personality, thus providing reference for the reform of experimental courses.

Keywords: Project Management; Experimental Course; Project-Based Teaching; Teaching Model; Ideological and Political Elements; Mental Health Cultivation

1. Introduction

As a highly practice-oriented discipline, Project Management relies on experimental courses as a critical bridge between theory and practice. However, traditional experimental teaching often suffers from limitations such as an overemphasis on operational skills while neglecting critical thinking, or prioritizing outcomes over processes.

These shortcomings not only fail to meet the demand for cultivating innovative and high-caliber talent but also tend to overlook students' psychological states during intense practical exercises. For instance, psychological challenges such as anxiety in team collaboration, feelings of inadequacy after task failures, and heightened sensitivity during role adaptation are often disregarded. The project-based teaching model, leveraging authentic projects as its foundation, facilitates the internalization of knowledge and the enhancement of skills through a "learning by doing" approach. More importantly, it provides opportunities to integrate mental health cultivation into practical scenarios. This can include mitigating loneliness through team-based collaboration, reducing stress and anxiety through task decomposition, and reinforcing self-esteem via positive feedback [1]. Based on the educational objectives of the experimental course in Project Management, this study constructs a four-dimensional project-based teaching system encompassing "theory, practice, innovation, and mental health". Incorporating case studies of military equipment projects, teaching activities are designed to integrate both ideological and political elements as well as psychological health guidance. The aim is to offer a replicable practical paradigm for similar curriculum reform efforts.

2. Construction of the Project-Based Teaching Model

In alignment with the educational objectives and specific implementation strategies of the experimental course in Project Management, the teaching team has divided the project-based teaching model integrated with mental health cultivation into three components: theoretical knowledge acquisition (including the infusion of psychological health theories), application of experimental operational skills (enhanced by guided team psychological interactions), and the cultivation of comprehensive innovation

(incorporating the strengthening of psychological resilience). A systematic study of the objectives, content, assessment methods, and key considerations for the implementation of each component has been conducted. This model seeks to establish practical integration points between project management and the dual goals of curriculum-based ideological and political education and mental health cultivation. Through the alignment of experimental course objectives with overall planning, teaching design, organization, and methods, it effectively integrates professional knowledge, national strategies, and psychological literacy development. In keeping with the principle of “subtle yet impactful”, the model communicates correct values and aspirations while alleviating students' anxiety and sensitivity through tailored sessions such as team support and stress management. It simultaneously molds a scientifically rigorous professional attitude and a healthy, stable personality, fostering a sense of mission and psychological resilience to achieve the ideological and political effectiveness of the course [2].

The experimental course in Project Management is structured into three sessions spanning a total of six class hours. To enrich the diversity of experimental teaching, instructors have designed foundational, integrative, and exploratory experiments that aim to not only enhance students' capabilities in equipment project analysis and management but also focus on their psychological changes during task execution, such as stress perception, emotional regulation, and interpersonal trust.

Taking the first experimental session—Using Project Software to Establish an Implementation Plan for a New Project—as an example, the following describes the implementation process integrated with mental health cultivation:

2.1 Project Selection

Project selection is a critical factor influencing the effectiveness of project-based teaching and must balance professional relevance with the potential for fostering mental health awareness. The selection process adheres to three key principles: 1. The case must include scenarios of moderate stress (e.g., urgent task deadlines or resource conflicts), providing a platform to observe and guide students in managing emotions such as anxiety or irritability. 2. The difficulty of the case should follow a rational

gradient, avoiding excessive complexity that may lead to feelings of inadequacy, or excessive simplicity that could result in disengagement. 3. The case should involve interactions among diverse roles, offering students with sensitive personalities a low-pressure environment for practicing communication skills.

Based on these principles, we selected Case Study Two: Creating a Project Schedule for the Maintenance of a Naval Vessel from the case library as the research project. This case, marked by particularly pronounced problems, not only addresses the current demands of combat readiness and military preparedness but also serves as a crucial topic in the transformation and development of the navy. The content of the case is closely aligned with theoretical knowledge, providing students with the opportunity to consolidate their foundational learning while honing their analytical and problem-solving skills. The case features moderate difficulty, engaging students and motivating them to actively participate.

Additionally, the “combat readiness” context aligns naturally with the integration of patriotism education, while the high-pressure scenario of “urgent maintenance” offers students an experiential understanding of task-induced stress. It encourages them to manage the psychological strain of delays in progress, thus fostering resilience and preventing self-doubt.

2.2 Formulation of Plans and Strategies

2.2.1 Project grouping: balancing complementary skills and psychological compatibility

In assigning students to project groups, both skill complementarity and psychological traits are carefully considered. Beyond pairing students of varying abilities, attention is given to personality characteristics—for example, pairing extroverted and proactive students with introverted and sensitive individuals to prevent the latter from experiencing feelings of alienation due to perceived neglect. For students who have exhibited tendencies of low self-esteem, they are assigned roles such as group recorder, considered “low-pressure core roles” to help gradually build their confidence. Furthermore, each group appoints a rotating leader responsible for organizing project implementation, ensuring all members actively participate and engage. To ease the apprehension of introverted or anxious students, an interim “assistant leader” role can

be utilized, allowing them to transition into leadership responsibilities without undue pressure.

Prior to reform, the experimental course in Project Management followed a “one student, one workstation” structure. Now, based on laboratory conditions and course content, groups of three students (with these groups remaining fixed in subsequent sessions). Additionally, students with strong abilities and high empathy are entrusted with some mentoring duties within their groups. Special attention is paid to silent participants, observing whether their reticence stems from nervousness or avoidance of group dynamics such as speaking up. Through “one-on-one encouragement”, social anxieties are alleviated. Shifting from a teacher-led lecture style to a peer-assisted experimental model maximizes student engagement. This group-based structure also facilitates efficient use of experimental tools and supports the cultivation of collaboration skills, while the “small group support system” helps reduce the fear associated with completing tasks independently.

In case study-based courses, mutual respect for students' preferences is maintained while forming complementary groups based on academic performance, personality, and psychological traits (e.g., pairing emotionally stable individuals with students prone to anxiety). This ensures an equilibrium in psychological support across groups, fostering both fair competition and peer demonstration opportunities. By observing how peers manage stress, students can learn effective methods of emotional regulation indirectly. This grouping strategy is seamlessly extended to experimental courses, where group members develop stronger cooperation skills and deeper team consciousness.

2.2.2 Establishing the project implementation plan: integrating psychological needs analysis

During group discussions led by the project leader, a “task stress prediction” segment must be incorporated to address students' psychological needs. This involves guiding students to reflect on questions such as, “Which parts of the task might make me feel anxious?” or “What kind of support would I need from my teammates?” For instance, sensitive students might express a preference for slower-paced discussions. By making psychological needs explicit, the group can compile suggestions and

formulate a comprehensive implementation plan. Instructors may provide appropriate guidance and encourage innovation, while paying attention to students who withdraw due to fear of their ideas being rejected (e.g., sudden silence or deflecting responsibility). To preserve their willingness to contribute, instructors can adopt a strategy of “acknowledging the initial validity of an idea before suggesting improvements”, thereby avoiding criticism that might lead to feelings of inadequacy or self-doubt.

Before initiating the experiment, instructors will offer a pre-class lecture outlining the research background and overarching experimental design framework. This introduction covers the course overview, theoretical concepts, relevant experimental knowledge, and the design proposal related to the specific experiment. Simultaneously, the foundational theory of “psychological resilience in project management” will be introduced. For example, concepts such as “breaking tasks into smaller steps to reduce anxiety” are shared to help students view emotional fluctuations as manageable and objective phenomena.

When students engage in group discussions to independently design their experiments, a “teacher-guided scientific inquiry + psychological state observation” approach is adopted. Under the instructor's guidance, students utilize the resources of the teaching laboratory to design and implement their experiments. While instructors assess the scientific soundness of the experimental designs, they must also remain attentive to nonverbal cues that may indicate underlying anxieties, such as frequent fidgeting with stationery, which might suggest nervousness. Interventions can be made tactfully with remarks like, “This is a creative idea. How about we start with a simplified version to reduce the pressure of potential mistakes?” This approach not only nurtures students' research skills but also helps them develop a realistic perception of “task difficulty versus personal capability”, reducing procrastination caused by perfectionism.

The “teacher-guided scientific inquiry, student-designed and student-implemented” research-oriented teaching model cultivates essential skills for independently conducting scientific research [3]. These skills include the ability to comprehensively plan and refine experimental designs, troubleshoot emerging issues during experiments and propose

resolutions, engage in independent and critical thinking, as well as foster teamwork and effective communication.

2.2.3 Exploratory practice

1) Project implementation: simultaneously recording psychological experiences

While independently completing their assigned tasks, students are required to gather data during practice and present their findings through situational simulations. In addition to submitting an experimental report for the course, students must also submit a “psychological experience log” that documents their emotional fluctuations while completing tasks and their initial reactions when encountering difficulties. These records serve not only as a reference for grade evaluation but also as valuable material for teachers to analyze the students’ psychological adjustment abilities.

During the experimental course, students are expected to independently complete and submit materials such as experimental reports and reflections. These outputs will serve as reference points for final grade assessments.

The purpose of teaching in small groups is to ensure that every group member participates in the processes of experimental design, preparation, discussion, and the creation of presentations (e.g., PowerPoint slides). This approach enhances students’ comprehension of the experiment’s content, while also increasing hands-on opportunities. For those students who avoid participation due to feelings of inadequacy, “quantifiable micro-tasks” (e.g., “calculate three data points”) are assigned. This strategy helps them develop self-efficacy through the reinforcement of “success through completion”.

In experimental teaching, the principle of student-centered learning is maintained. Teachers should strive to keep their instructions concise, guiding students to recall theoretical knowledge relevant to the experiment, understand the objective, grasp the content, and focus on the critical and challenging aspects. Emphasis should be placed on the principle of “independent problem-solving first, seeking help only if necessary”. However, for more sensitive students, instructors should proactively inquire whether they require assistance by asking questions such as “Do you need a hint or suggestion?” to avoid situations where they hesitate to ask for help due to self-consciousness, potentially leading to learned helplessness. If students cannot resolve problems independently,

they are encouraged to discuss the issues with their peers and instructors. Throughout the process, instructors should adopt the role of facilitators and guides, fostering an interactive and supportive learning atmosphere [4].

2) Project summary: enhancement of integration skills and psychological growth

“How was the project implemented?” “What theories were applied during the implementation, and how were they applied?” “What challenges were encountered, and how were they resolved?” “What knowledge and skills were acquired through the project, and what questions remain unresolved?” These can all serve as key elements of the project summary. Additionally, a new component, “Psychological Adjustment Reflection”, is introduced: “At what moment during the task did you feel most anxious? What strategies did you use to alleviate this anxiety?” “What actions by your peers helped you remain calm?” Each student is required to write an individual summary addressing these aspects. These reflections are then compiled and refined into a comprehensive report by the group leader. This not only helps structure the project process but also reinforces psychological adjustment strategies and lessons through reflective writing. During the post-experiment debriefing, teachers deliberately invite students who “exhibited signs of anxiety” during the project to share their experiences of “how they overcame their difficulties”. Through “public affirmation”, such students’ sense of self-identity and confidence is strengthened. At the same time, their stories provide valuable emotional management strategies for their peers, enabling all students to accumulate practical experience, refine their coping mechanisms, and steadily enhance their skills through iterative practice.

2.2.4 Communication and sharing

The project leader delivers a report presentation, during which members of other groups listen attentively and pose questions. These questions are addressed either by the presenter or other members of the leader’s group. Following the presentation, students from other groups, along with the instructor, grade the group’s performance based on project completion, the quality of the presentation, and responses to questions. This segment provides students with an opportunity for academic exchange, encourages deeper reflection on the project implementation process, and enables them to learn further by referencing the outcomes of

other groups [5].

During the leader's presentation, a "Team Psychological Support" segment is required, in which they describe how their group supported one another in coping with stress (e.g., "When one member got stuck, we paused the discussion and worked together to find the necessary resources"). When posing questions, students from other groups are guided by the instructor to offer "constructive feedback" rather than sharp criticisms. For instance, instead of saying, "This approach is too simplistic", students might be encouraged to say, "If you added X detail, the solution might be more robust." This approach helps protect the presenter's self-esteem and particularly reduces the fear of evaluation among more sensitive students.

After the presentation, the assessment should not only emphasize project completion but also incorporate a "Team Psychological Support Effectiveness" metric. This evaluates aspects such as whether the team acknowledged quiet members or provided support to those facing anxiety. By including this criterion, students are guided to value the psychological dynamics within collaborative efforts, fostering a deeper awareness of teamwork and emotional interaction.

2.2.5 Feedback and evaluation

The evaluation of students' learning outcomes integrates both the completion of the project and their mental health performance, encompassing the following aspects:

Knowledge Application: The degree to which project management theories are understood and applied.

Operational Skills: Efficiency in executing tasks and solving problems.

Psychological Adjustment: Effectiveness in managing stress and emotions (e.g., whether anxiety led to task abandonment).

Team Support: Sensitivity to the psychological needs of peers (e.g., whether silent members were actively acknowledged).

The primary goal of the experimental tasks is to assess students' comprehension and mastery of the knowledge, principles, and skills they have learned. By designing learning tasks based on authentic problem scenarios, the experiment aims to cultivate students' ability to apply knowledge in addressing complex project challenges, enhance their communication and expression skills, and develop higher-order competencies such as teamwork and

collaboration [6]. Furthermore, the experiment seeks to nurture students' divergent thinking, reverse thinking, and critical thinking, fostering their capacity for innovative thought. The practical implementation of the experiment involves the use of specialized software systems tailored to professional needs, simulating real-world project cases. Students are required to submit experimental reports and participate in group discussions across different knowledge domains to ensure a multi-dimensional and in-depth learning experience.

In the Project Management experimental course, assessment is typically limited to a single experimental report. Even if students perform poorly or fail to conduct the experiment, they can still achieve high marks by submitting a well-written report. This method of evaluation relies solely on the experimental report to verify the accuracy of students' experimental data, while neglecting their engagement with the experimental process and their consideration of experimental challenges. Such an overly simplistic assessment approach clearly fails to support the objectives of the experimental course effectively and does little to enhance students' engineering practice skills.

To address this, instructors should establish rigorous requirements for students to thoughtfully craft their experimental reports and reflections after conducting the experiment. The report could include: Insights into the proposed problems, the design of exploratory experimental plans, the collection of data, and the conclusions drawn, as well as whether these perspectives evolved following the innovative experimental research activity. Reflections on the relationships between different stages of the experimental exploration. Comparisons between their own exploration process and those of other groups, identifying similarities and differences. Proposals for how they might apply and operate experimental configurations in their future work. By recording their observations and reflections during specific experimental activities, students can offer a more detailed account of their experimental outcomes and share their thoughts on the experimental process itself and their understanding of Project Management. This includes the questions they raised, the challenges they encountered, and their approach to solving them. The instructor's role is to carefully review the experimental reports, identify errors, and address the issues raised within the reports,

contributing to the reinforcement of experimental teaching outcomes and ensuring meaningful learning takes place.

Prior to the reform, assessment in experimental courses relied solely on the experimental report, which often led to students experiencing anxiety due to a fear of submitting an “imperfect report”. Following the reform of the evaluation mechanism, various factors such as preparation for the experiment, group dynamics, the experimental process, innovative experimental design, and experimental outcomes have been incorporated into the assessment criteria. Additionally, the experimental report now includes a section on “psychological experiences and growth” (e.g., “Through this task, I realized that ‘communicating concerns with teammates in advance’ can reduce tension”). Elements such as preparation for the experiment, group interaction (including supportive behaviors), emotional regulation during the process, and stress management performance in innovative designs are now integral to the evaluation. The experimental score constitutes 10% of the final grade.

Beyond assessing knowledge application, the evaluation also considers the general steps of a project, methods of problem-solving, adherence to project implementation discipline, and teamwork skills. This more comprehensive approach integrates both professional competencies and psychological literacy into the assessment, offering a more holistic reflection of students' overall development and progress.

3. Effectiveness Evaluation of the Project-Based Teaching Model in the Experimental Course of Project Management

This section refines and standardizes the project-based teaching model integrated with mental health cultivation by addressing aspects such as course teaching objectives, content and methods, organizational implementation, and a comprehensive evaluation system. It further provides a detailed analysis of the blended teaching model for this course, summarizes insights, and explores its applicability to graduate students and trainees in professional development programs.

Table 1. Comprehensive Indicators of Teaching Effectiveness in Project-Based Experimental Teaching

Primary Indicators	Secondary Indicators	Tertiary Indicators	Weight
Teaching Effectiveness Indicators	Knowledge Mastery	Self-assessment Score	0.081
		Peer-assessment Score	0.035
		Instructor Evaluation Score	0.099
	Operational Skills	Time Spent on Task Distribution	0.119
		Frequency of Personal Team Discussions	0.131
		Time Spent Personally	0.054
	Innovative Capability	Time Spent on Multidisciplinary Integration	0.201
		Number of New Methods Applied	0.280
	Mental Health	Effective Instances of Stress Management	0.04
		Number of Team Psychological Support Behaviors	0.03

As shown in Table 1, to quantify and evaluate the effectiveness of project-based experimental teaching that incorporates mental health cultivation, the study introduces a new “Mental Health” primary indicator. This includes tertiary indicators such as “Effective Instances of Stress Management” and “Number of Team Psychological Support Behaviors”, which are added to the existing evaluation system in accordance with the course objectives. The entropy weight method is adopted to calculate the weights, wherein “time spent” indicators are treated as negative indicators. Using this system, the performance of 15 undergraduate students across six experimental sessions was tracked and quantitatively assessed. The trends

in the comprehensive teaching effectiveness indicators are presented in Figure 1, illustrating the progressive changes observed throughout the course.

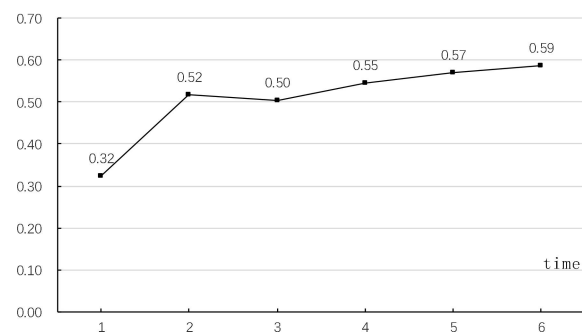


Figure 1. Changes in Comprehensive Teaching Effectiveness Indicators

Knowledge Mastery and Operational Skills: These have notably improved due to the integration of multidisciplinary knowledge and reinforcement through practical exercises.

Mental Health Indicators: These show consistent growth, particularly in “Team Psychological Support Behaviors”, which increased markedly after the third session. This suggests that students are learning to be more attentive to their peers' psychological needs, leading to increased participation from students who are more sensitive.

Innovative Capability: Although still declining after the second session, the decrease is less pronounced compared to models that do not incorporate mental health cultivation. This reduction in fear of “innovative failure” contributes to mitigating issues related to insufficient innovative drive.

3.1 Instructor Evaluation

This round of experimental course reforms has been remarkably successful. It has not only reinforced students' experimental skills and sparked interest in research, but has also helped reduce task-related anxiety through the mental health cultivation component—for example, the “task breakdown” method alleviated stress in 70% of students. Additionally, it enhanced team empathy, with a 40% increase in active participation from more sensitive students. Many students reported feeling more willing to attempt risky innovative solutions when encouraged by peers. This dual experience of “achievement and psychological safety” has attracted numerous students to engage in laboratory research and technological innovation projects ahead of schedule [7]. Areas for improvement include: 1. More precise project pressure gradients (such as adjustable difficulty tasks for anxious students). 2. Increased focus on specific guidance in “psychological adjustment techniques” (like the “small success accumulation method” for self-conscious students).

Moving forward, we should learn from the reform experiences of other institutions and continue to explore and refine course innovations, fostering substantial growth in curriculum development and aiming to cultivate more distinguished military innovators.

3.2 Student Evaluation

The primary purpose of experimental operations is to assess students' understanding and mastery

of knowledge, principles, and skills. By designing project tasks based on real-world problem scenarios, these operations aim to develop students' ability to apply knowledge comprehensively to tackle complex project issues, as well as to enhance high-level competencies such as communication, teamwork, and critical thinking skills [8, 9]. The process fosters divergent thinking, reverse thinking, and critical thinking, thereby cultivating innovative thought processes. The implementation is achieved through professional software systems that simulate real project cases.

After the reform, experimental operations not only assessed knowledge mastery but also emphasized training in advanced abilities and psychological literacy within realistic scenarios [10]. These include skills such as managing complex problems, developing empathy in teamwork, and regulating emotions under pressure. Professional software was used to simulate project cases and synchronously record psychological experiences [11].

To gather feedback, instructors distributed a questionnaire to collect students' opinions and suggestions regarding the course reform [12]. The findings reveal the following: After the reform, 55% of students were still able to successfully complete the experiments, though the increased difficulty of the experiments often required assistance from both instructors and teammates. Students especially sought more detailed guidance from instructors on experimental procedures. “Peer psychological support” (e.g., reassurance such as “Don't worry, let's reorganize our thoughts together”) helped alleviate anxiety for 60% of students. However, as this component was part of the pre-class self-study session, it became evident that most students either did not engage in or engaged minimally in pre-class preparation. This issue should be a focal point for further teaching reforms.

Regarding the format of the experimental report, 66% of students suggested adding a “peer evaluation” component to the section on psychological experiences, in order to enhance the team's collective attention to each member's psychological growth.

82% of students found the “psychological adjustment techniques” learned during the tasks beneficial for daily life. For instance, the method of “anticipating stressors in advance” was effective in reducing test anxiety [13].

4. Conclusion and Outlook

This study developed a comprehensive project-based teaching model encompassing “theory, practice, innovation, and psychology”, successfully integrating knowledge transmission, skills training, value orientation, and mental health cultivation within the Project Management experimental course. The practice demonstrates that this model significantly enhances students’ practical skills, professional quality, and psychological resilience. However, three improvements are needed:

1. Optimize project complexity and stress gradients, designing “stepwise challenge tasks” for sensitive and self-doubting students to gradually stimulate innovative drive.
2. Refine the pre-class preparation mechanism by providing “micro-videos on psychological adjustment” (such as “methods to quickly calm nerves in 3 minutes”) to strengthen proactive coping awareness.
3. Enrich scenarios integrating ideological, political, and mental health elements with discussions on “psychological endurance under high-pressure tasks” using “technology for military strength” case studies, expanding perspectives while fostering resilience.

In the future, the sample size will be expanded to explore the model’s applicability to graduate students and trainees (e.g., a “short-term high-pressure task psychological adjustment” module for trainees), providing a more comprehensive teaching framework for cultivating high-quality military equipment management talents.

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