

The role and influence of mental health curriculum on College Students' mental health education

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Abstract: The state of mental health of students in colleges and universities has been paid more and more attention in recent years, and its development has both positive and negative aspects. The purpose of mental health education is not only to help students with psychological problems to solve their psychological problems, but also to guide students' psychological positive tendencies so that all students have a sound personality and good psychological qualities. The traditional mental health education methods can no longer fully meet the growing needs of college students for mental health development. As a new trend in the field of contemporary psychology in the new era, positive psychology has its core concept of focusing on the positive qualities and positive power of people. The views advocated by positive psychology are highly applicable to mental health education in colleges and universities. Nowadays, some universities have applied positive psychology to their mental health education. Nowadays, some universities have applied positive psychology to their mental health education. This paper integrates its successful experiences and summarizes them with the actual situation, aiming to provide experiences and methods that can be taken as a reference for the development of mental health education in colleges and universities. [1]

1. Current situation of mental health of college students

There are two aspects of the current mental health of college students: First, there are many kinds of psychological problems and the detection rate of overall psychological disorders is high. SCL-90 has been used by many scholars to detect the mental health of college students, and the result is that the detection rate of psychological problems is not less than 20%. Thus, it is evident that college students have problems in adaptation, employment stress, low self-esteem, interpersonal and emotional problems.[2] Second, the college students themselves showed a high degree of consistency in their perceptions of positive qualities and believed that such qualities were of great importance. In the survey, it was found that the percentage of higher vocational students who consider positive qualities important was more than 88%. (2) Relevant theories of positive psychology should be introduced in the current mental health education to adapt to the psychological development of college students in the new era.

2. Current situation of mental health education in colleges and universities

After more than thirty years of development, mental health education in China's colleges and universities is generally well developed, its theoretical research is gradually enriched, the development of teaching materials and curriculum is constantly innovated, and teacher training and teaching activities have made great progress. With the continuous development and optimization of mental health education, the mental health of college students has been better maintained.

While fully affirming the achievements, we should also see that there are still some problems in mental health education in colleges and universities: first, the intervention orientation for students with psychological problems is passive. The mental health education in many colleges and universities is only limited to passively solving students' psychological problems, and only when students have psychological problems do they start to intervene. Second, it neglects the cultivation of positive psychological qualities for psychologically healthy students. [3] Many colleges and universities target mental health education at students with "psychological problems" and neglect

the cultivation of positive psychological qualities of most mentally healthy students. It is also necessary for mental health education to help students to continuously explore their potential and to continuously guide and stimulate their positive psychological qualities so that their mental health can attain a higher level.

From the current situation of college students' mental health and mental health education initiatives in colleges and universities, we can see that the current mental health education in colleges and universities cannot fully meet the needs of students to develop their mental health.

3. The significance of positive psychology to the mental health education of college students

The concept of positive psychology was introduced by American psychologist Martin E.P. Seligman. He believed that the positive qualities and positive strengths of people should be focused on together with their mental illness. Human behavior and mental outlook can undergo dramatic changes when people focus on potential, virtues, and positive motivation, and such changes are positive.

As a new trend in the field of contemporary psychology in a new era, positive psychology is of great significance to the practice of mental health education in colleges and universities.[4]

For students with psychological problems, positive psychology can be applied in their psychotherapy to stimulate their innate psychological energy and solve their psychological problems. Positive psychology believes that the positive power of human beings is very powerful, and that mental health care, building of psychological capital and development of psychological energy all fall within the theoretical scope of positive psychology.

For psychologically healthy students, positive psychology can lead to better development of their potential, formation of positive personality and acquisition of more excellent qualities. It is clear that the rational use of positive psychology will contribute to the psychological development of any type of student.

4. Ways to apply positive psychology in mental health education in colleges and universities

The purpose of mental health education in colleges and universities is to make all students have a sound personality and good psychological qualities, not just focusing on students with psychological problems and psychological disorders. Therefore, colleges and universities should increase the positive experience education for students and cultivate their positive qualities in the process of mental health education.

4.1 Establishment of a mental health curriculum oriented to positive psychology

The mental health courses mainly in the form of lectures are the characteristics of mental health education in many colleges and universities. There are more theoretical knowledge and less practical teaching, which makes it more difficult for students in higher vocational education to learn. When they leave the classroom and books and encounter practical problems in life, most of the students do not know how to solve problems with psychological knowledge. Positive psychology health education is highly practical, and it focuses on inspiring and guiding students' positive emotional experiences and shaping positive psychological qualities. Some scholars have researched that the teaching and learning effectiveness of mental health classes oriented to positive psychology is significantly better than that of traditional teaching methods.[5] Among them, interventions on positive qualities such as self-awareness, interpersonal communication, and potential development have had significant effects. (5) It can be seen that the establishment of a mental health course oriented to positive psychology is an effective way to cultivate positive qualities in students in higher vocational education.

4.2 Strengthening group psychological counseling based on positive psychology orientation

Most mental health education in colleges and universities is conducted in the form of public classes, with more lectures and less practice. The approach of group counseling enables students to

learn about psychology through activities. The lively and interesting process not only makes the knowledge three-dimensional and vivid, but can also bring the relationship between students and students, and students and teachers closer. Some researchers have designed three major activity themes based on the three pillars of positive psychology and set up specific activities for each. At the end of the counseling, students' subjective well-being, an important indicator of positive psychological embodiment, increased significantly. And negative psychology, such as hostility, interpersonal sensitivity, depression, anxiety, and paranoia were significantly reduced. (6) It is evident that group counseling with positive psychological orientation is of remarkable help for improving emotions, personality, and social adjustment of students in higher vocational schools.

4.3 Optimizing the heart-to-heart talk model of counselors

In the life of college students, counselors can act as teachers for students to help them solve problems in study and life, and can also be close friends to share students' pains and sorrows. Based on the theory of positive psychology, Guangxi Agricultural Vocational Technology College has creatively proposed the model of "Six Dimensions of Positive Heart Talk" for counselors based on the traditional counselor's heart talk education and the characteristics of college students. The model consists of six dimensions: positive personality, positive ability, positive emotion, positive spirit, positive environment and positive behavior. (7) After practice, the results are positive. It can be seen that optimizing the counselor's heart-to-heart model is also a way to be learned.[6]

4.4 Carrying out peer counseling

Peer counseling is a service that allows peers in need of help to confide in, support, or consult with semi-professionally trained individuals who receive supervision from professionals. (8) Since college students are far from home, their main support force changes from family members to classmates or friends. When a peer mentee wants to get psychological help, the helper can create a positive psychological atmosphere to let out the negative emotions of the mentee, so that the mentee can discover his or her positive strengths and tap his or her potential. At the same time, the relationship and the helping process are also conducive to the self-growth of the helper, the peer counselor.

5. Conclusion

In general, the combination of mental health education and positive psychology in colleges and universities is still in the initial stage, and there are still many shortcomings that need to be further researched and discussed. For example, the mental health education system in colleges and universities has not yet been constructed under the orientation of positive psychology, and more research should be done on the construction of a positive social system compared with positive experience and positive personality. Therefore, there is still much room for research on the application of positive psychology in mental health education in colleges and universities.

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