

Application of Innovative Psychological Interventions in Preventing Mental Illness among College Students

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Abstract: This research is based on the theory of innovative psychology, aiming at the common problems in contemporary college students' mental illness, including depression, anxiety, fear, paranoia, compulsive symptoms and other psychological problems. The traditional mental health education is problem-oriented, its purpose is to solve the students' psychological problems, and the service object is the college students who already have psychological problems. The research focus of this paper is to intervene and prevent the occurrence of mental health diseases of college students through innovative psychology, so as to cultivate college students to have a positive attitude toward life and study, and have a sound personality, and effectively improve the comprehensive quality of contemporary college students.

1. Introduction

In the current higher education environment, the urgency and complexity of college students' mental health management have become increasingly prominent, and the potential threat brought by psychological crisis cannot be ignored, which has become an urgent challenge in the field of college students' management. At present, the mental health education strategies of most colleges and universities tend to deal with the serious psychological problems that have emerged, that is, the "severe" intervention, which to some extent ignores the group of students in the mental sub-health state, that is, the "no disease" or "mild disease" stage, they are also at risk of developing into more serious psychological conditions. Therefore, moving the focus of mental health work to the prevention stage is the key to reducing "severe" cases and improving the overall level of psychological safety.^[1]

In view of the limitations of the traditional intervention mode of "treating" rather than "preventing", it is particularly important to introduce the perspective of positive psychology. This perspective advocates a shift from focusing on problem symptoms to promoting individual happiness, positive emotional experience, positive personality traits, and the construction of positive social support systems. It emphasizes the use of preventive measures to resist the occurrence of psychological crisis, reflecting the strategic shift from "treatment" to "prevention", and aims to improve the predictability and effectiveness of psychological crisis management. It is similar to the wisdom of traditional Chinese medicine "treating no disease". By constructing a crisis prevention

intervention mode adapted to the characteristics of higher vocational college students, this study strives to realize the transformation from passive response to active prevention, and escort the overall development and healthy growth of students.^[2]

2. Overview of Positive Psychology

The world of psychology took a revolutionary turn in 1998, when Dr. Seligman quietly launched positive psychology at an unusual seminar at Akumar. Two years later, with the publication of *Introduction to Positive Psychology*, the emerging discipline entered the public eye, not only establishing a positive psychology research paradigm, but also clearly defining three key areas of its core exploration: the cultivation of positive emotional experiences, the shaping of positive personality traits, and the construction of positive social relationships. Different from the traditional perspective that focuses on psychopathology, positive psychology is unique. It focuses on the inner positive energy and excellent quality of human beings, and advocates that the field of psychology should turn to exploring the sunny side of the human mind, interpreting psychological phenomena from an optimistic perspective, and extracting the deep value of life from it.^[3]

Positive psychology not only examines human potential, drive and ability, but also strives to embrace each individual with appreciation, acceptance, deep understanding and positive motivation. Its core concept is to reveal the laws that can make ordinary life more fulfilling and happy through scientific research, help human beings master more efficient adaptive skills and learning strategies, and then stimulate individual potential and creativity, so that they can maintain a firm belief in the face of any challenge, and pursue a dignified, purposeful and meaningful life journey. In short, positive psychology is dedicated to guiding people to discover their inner strength, face life with a more positive attitude, and achieve a double leap of personal growth and social harmony.

3. Current Situation of Mental health Education for College Students

3.1. The object and goal of mental health education are limited

At present, mental health education in colleges and universities mostly focuses on the traditional model of "problem-oriented", focusing on the identification, prevention and solution of psychological problems in order to maintain campus safety. This model is often limited to serving students with mental disorders, equating mental health with problem solving, resulting in the service object being narrowed to a specific group, or even labeled as "unhealthy". This model ignores the universal service value of psychology, which is to promote the well-being of all people, and runs counter to the original intention of psychology to improve the quality of life of all people. Psychology should go beyond the problem frame to serve all students and help them pursue a happier life.^[4]

3.2. Formalization of tasks and contents of mental health education

In school practice, mental health education mostly relies on theoretical courses, supplemented by psychological counseling and special activities such as freshman team counseling and mental health month. This structured way of education sometimes inadvertently makes mental health education isolated, resulting in limited content, rigid form, and lack of deep integration with daily life. This not only limits the breadth and depth of education, but also fails to effectively touch the deep soul of students, and it is difficult to realize the prevention and growth promotion value of psychological education. Therefore, it is necessary to explore more close to the reality of students, diverse forms of education mode.

3.3. The cooperation and effect of mental health education are not obvious

The traditional mental health education model focusing on pathology is difficult to win the resonance of the majority of students, and it is difficult to obtain the active cooperation of students with psychological problems and their parents. The negative cognition brought by the label of "psychologically unhealthy" leads to students' psychological resistance and defense to such education, and they avoid psychological counseling and institutions, resulting in idle resources and ineffective education effects. In addition, the coordination mechanism of schools, families, enterprises and all sectors of society is not yet perfect, resulting in a lack of coherence in the education process, and it is difficult to form a strong comprehensive education effect.^[5]

4. Effective Measures

4.1. Broaden the object and goal of mental health education

It is necessary to establish the concept of whole-person education and turn mental health education from "problem-oriented" to "whole-person development". This means that mental health education is no longer only concerned about students with mental problems, but for all students, aiming to promote the mental health and all-round development of each student. Through the popularization of mental health knowledge, students can enhance their cognition and adjustment ability of self-mental state, and cultivate their positive attitude towards life and good mental quality.

According to the different psychological development stages and individual differences of students, hierarchical and personalized education programs are designed. For example, for freshmen, we can focus on adaptive education to help them quickly integrate into college life. For senior students, more attention is paid to career planning, interpersonal communication and other aspects of guidance. At the same time, big data and artificial intelligence technology are used to conduct in-depth analysis of students' psychological data, accurately identify potential psychological risk groups, and provide customized intervention measures.^[6]

4.2. Enrich the content and form of mental health education

The theory of innovative psychology is fully integrated into the curriculum design, breaking the singleness of mental health education curriculum, and organically integrating it with other subject courses. For example, the integration of mental health education elements into humanities and social science courses such as literature and history, and the subtle improvement of students' psychological quality through case analysis, role-playing and other forms. At the same time, modern technologies such as virtual reality (VR) and augmented reality (AR) are used to create immersive learning experiences and enhance the interest and interaction of courses.^[7]

At the same time, we should strengthen diversified practical activities. In addition to traditional psychological counseling and team counseling, we should also carry out a variety of mental health education practice activities. Such as psychological drama performance, mental health knowledge competition, outdoor training, etc., so that students participate in the experience, perception and growth. In addition, students are encouraged to spontaneously organize mental health associations, share experience and exchange ideas through peer assistance, and form a good mental health atmosphere.

4.3. Strengthen the mental health education cooperation mechanism

The intervention of college students' mental illness also needs to build a

home-school-community cooperative education system. They agree to establish a coordinated education system that integrates school, family and society to form a joint educational force. Schools should strengthen communication with parents, regularly hold parent-teacher meetings, mental health education lectures and other activities to improve parents' attention to mental health education and support. At the same time, we actively seek cooperation with communities, enterprises and other social resources to provide students with a broader practice platform and employment channels, and enhance their social adaptability and self-confidence.^[8]

As a university, it is necessary to set up a special psychological crisis intervention team and formulate a detailed emergency plan and disposal process. For students who have suffered a psychological crisis, continuous psychological support and follow-up services are provided to ensure that they can recover and reintegrate into campus life in a timely manner. For example, through happiness classes, gratitude diaries, mindfulness meditation, optimism training and other activities, students are guided to pay attention to their own positive resources, and cultivate positive emotions, positive cognition and positive behavior patterns. At the same time, teachers are encouraged to use positive psychology theory to guide teaching practice and create a positive classroom atmosphere and campus cultural environment.^[9]

5. Conclusion

The application of innovative psychological intervention in the prevention of college students' mental illness is a systematic project, which needs the joint efforts of school, family, society and other aspects. Through the implementation of measures such as expanding the object and goal of education, enriching the content and form of education, and strengthening the cooperation mechanism, the effectiveness and coverage of college students' mental health education can be effectively improved, laying a solid foundation for cultivating high-quality talents with physical and mental health and all-round development.

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