

# *Application of Music Psychotherapy in College Students' Mental Health Education from the Perspective of Aesthetic Education*

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**Abstract:** In the face of the growing academic stress, job worries, and emotional distress experienced by college students, the existing model of mental health education faces issues like lack of variety in instructional approach, poor emotional penetration, and lack of active student participation, thus failing to cater to the psychological needs of college students. To improve the emotional counseling and aesthetic education effects of college mental health education, this article proposes the use of music therapy in the context of aesthetic education, building up an all-round "psychology course + music experience + campus activities + digital platform" model for college mental health education. By incorporating music listening, emotional relaxation training, music activities, and digital music companionship in the college mental health education system, students' emotional adjustment and psychological support are improved in multiple aspects. The experiment adopted a quasi-experimental research design, involving 90 college students and dividing them into an experimental group and a control group. In the experimental group, a one-semester music therapy was applied. The findings revealed that after the therapy, the anxiety score of the experimental group declined from 10.62 to 6.21, depression score reduced from 9.87 to 5.88, and the academic pressure score dropped from 3.92 to 2.71. At the same time, the psychological adaptability score improved from 3.41 to 4.12, while the emotional stability score improved from 3.36 to 4.08. Overall, all these indices were better than those in the control group ( $p < 0.01$ ). It can be seen that music psychology therapy based on aesthetic education is effective in relieving negative emotions among college students, and can increase their psychological adaptability and emotional stability. Therefore, the study has significance in promoting mental health education among college students and building campus psychological and aesthetic education.

## 1. Introduction

With the increasing academic competition, employment pressure and social adaptation pressure of college students, the problems of anxiety, emotional depression and psychological fatigue among

college students have shown a significant upward trend, and the importance of college mental health education has become increasingly prominent [1]. At present, colleges and universities have gradually established an education system that combines psychological courses, counseling services and psychological activities, but in the actual implementation process, there are still problems such as the education model being too theoretical, insufficient emotional experience and low student participation [2]. Based on this, this paper explores the application path and implementation model of music psychological therapy in college students' mental health education from the perspective of aesthetic education. The study focuses on curriculum integration, activity integration, scenario integration and digital integration, constructs a college music psychological therapy implementation system, and uses a quasi-experimental method to analyze the actual effect of music psychological therapy on students' anxiety relief, stress regulation and psychological adaptation improvement. By combining music aesthetic experience with mental health education, the college mental health education is promoted to shift from single problem intervention to the coordinated development of emotional support and personality nourishment.

## 2. Related Works

In recent years, the application of music therapy in the field of mental health and emotion intervention has gradually expanded from single emotion regulation to multiple scenarios such as medical care, perioperative support and psychological rehabilitation of special groups. Related studies have generally confirmed the positive role of music intervention in relieving anxiety, improving emotional state and enhancing social interaction. Among them, studies on special disease groups have shown that music therapy can not only improve patients' emotional experience, but also promote social participation and psychological support to a certain extent. Reschke-Hernández et al. found through randomized crossover clinical trials that singing music therapy can significantly improve the positive emotions and social interaction levels of patients with Alzheimer's disease and related dementia (ADRD), especially for patients with moderate dementia, indicating that music therapy has important value in activating emotions and social connections in cognitive degeneration groups [3]. This study further shows that there is a strong correlation between the implementation effect of music therapy and patient characteristics and intervention methods, and the intervention design needs to be adjusted according to the differences of the subjects.

In addition to long-term psychological support, music therapy also shows strong application potential in anxiety relief and physiological index regulation. Estrella-Juarez et al. conducted a study on pregnant women and found that music therapy and virtual reality intervention could effectively reduce the anxiety level of pregnant women during stress-free testing and childbirth, while improving physiological indicators such as blood pressure, heart rate and fetal heart rate [4]. Similarly, De Ramón et al. pointed out in a perioperative study that both music therapy and virtual reality can alleviate postoperative anxiety, but music therapy is more effective in reducing pain [5]. These studies show that music therapy can not only act on the emotional level, but also indirectly affect physiological responses by regulating psychological state, demonstrating certain characteristics of mind-body synergistic intervention.

In the field of special care and life health support, the comprehensive intervention value of music therapy has been further demonstrated. Jaschke et al. believed that music therapy has positive health benefits for newborns and their caregivers in brain development and various pathological states such as the nervous, cardiac, pulmonary and digestive systems [6]. At the same time, Jodie et al. conducted a systematic review of palliative and end-of-life care-related studies from 2010 to 2022 and found that music therapy has significant short-term effects in relieving pain and anxiety and improving patients' well-being and quality of life, and the overall acceptance rate of patients is high

[7]. It is evident that music therapy has evolved from a mere supporting therapeutic measure to an all-inclusive therapy involving emotional counseling and improving the quality of life of the individual.

### **3. Methods**

#### **3.1 The Integration Logic of Aesthetic Education and Music Psychological Therapy**

##### **3.1.1 Expanding the Function of Aesthetic Education in College Mental Health Education**

The essence of aesthetic education lies in the improvement of emotional cognition, personality development, and the spiritual world of individuals through the process of aesthetic experience. It is centered around influencing people emotionally and educating people aesthetically. As opposed to traditional mental health education that stresses problem-solving and psychological counseling, aesthetic education tends to focus on the positive orientation of students' internal emotions and the building of their spiritual world. The introduction of aesthetic education ideas into mental health education in universities will be helpful in surpassing the singular "problem-solving" framework and advancing mental health education from intervention to positive development.

Music, as an effective medium of aesthetic education, is emotionally penetrative and appealing, thus providing an indirect relief from negative emotions like anxiety, loneliness, and depression among others. In addition to relieving emotions through aesthetic experiences, students develop skills of emotional expression and self-expression, hence increasing their psychological strength and social adaptation skills. Consequently, musical psychological therapy in the context of aesthetic education is a process of merging both aesthetic and psychological educations to create a humanistic aspect of mental health education.

##### **3.1.2 The Emotional Regulation and Psychological Support Mechanisms of Music Psychotherapy**

The mechanism of music therapy involves using the factors such as rhythm, melody, timbre, and emotional imagery in the music to control and intervene in the psychological state of an individual. Music can directly influence the emotional state of an individual through auditory stimuli, thus causing emotional resonance and providing psychological buffering for states like tension and anxiety. In university students, the issues of academic pressure, anxiety over interpersonal relationships, and employment are common. Therefore, music therapy will be a relatively mild and acceptable means for regulating students' emotions.

Regarding the mode of operation, the three main aspects involved in music therapy include emotional expression, psychological compensation, and emotional support. First, music can enable the expression of difficult-to-verbalize emotions and thus relieve emotional tension. Secondly, music can create a psychological compensation effect through positive experiences, which will improve negative psychological states. Lastly, the interaction and resonance in the musical experience can increase the feeling of belonging and emotional connection among students, alleviating feelings of loneliness. Thus, music therapy not only has an emotional regulation effect but also a psychological support role and a personality cultivation effect.

##### **3.1.3 The Collaborative Educational Characteristics of Music-Based Psychological Therapy under the Guidance of Aesthetic Education**

Informed by the principles of aesthetic education, music psychotherapy has transcended from being just an ordinary psychological therapy method into a nurturing framework that combines

elements of aesthetic education, emotional education, and psychological education. The uniqueness of this approach is that it not only focuses on "heart nurturing" and "beauty nurturing" but also encourages students' psychological and personality development through aesthetic activities.

For one thing, music psychotherapy is characterized by emotional immersion. Through the music experience, students can gain positive emotions and build healthy emotional cognition. For another, the educational process of music therapy is highly participatory in nature. Different from conventional didactic methods of psychological education, music psychotherapy places great emphasis on the emotional participation and self-experience of students.

In addition, music-based psychological therapy based on aesthetic education possesses another feature which is called environmental synergy. Apart from the application of classroom instruction, it can be applied in the form of campus culture activities, club activities, as well as online media, thereby building a multi-environment, multi-subject system of psychological aesthetic education. Under this collaborative education approach, mental health education in universities will experience a shift from intervention to education.

### **3.2 Analysis of the Needs for Music Therapy in Mental Health Education for College Students**

The university students are faced with various stresses like competitive studies, stress of job, social relations, and identity crises that cause emotional and chronic psychological disorders. Some students tend to be anxious, depressed, lonely, and emotionally sensitive, and they demonstrate psychological exhaustion. In a world characterized by networking and fast-paced life, there is a lack of means for the expression of emotions, which leads to an increasing trend of negative emotion accumulation. On the other hand, today's university students attach great importance to emotions and spiritual identification, and they prefer a gentle and interactive process in their psychological education rather than traditional didactic psychological education. Music, owing to its powerful emotional effect, accessibility, and companionship, meets well the requirements for emotional expression and relaxation of students.

Despite the establishment of a basic framework for mental health education at universities which incorporates curriculum education, psychological counseling, and campus activities, there are also practical issues that need to be addressed, including the monotonous educational approach, lack of emotional influence, and low participation rate among students. Some courses related to mental health place emphasis on the transmission of knowledge but not much on emotional and aesthetic experiences, thus leading to low participation rates from students. There are also some students who have reservations about psychological counseling and refuse to actively seek professional assistance, which negatively impacts the effectiveness of mental health education. Moreover, mental health education at universities is still not sufficient in terms of integration into daily life; some activities are geared more towards publicity and crisis intervention but fail to take note of students' ongoing emotional adjustments. As compared to conventional psychological interventions, music therapy has the advantage of being non-invasive, having low psychological defenses, and continuous penetration.

Regarding the needs of students, music therapy exercises have great acceptability. First, music has a lot to do with the daily life of college students; thus, it will be easy for students to feel an emotional connection to music. Second, music activities have strong participatory and social elements that will help in easing isolation feelings among students and strengthen their sense of belonging to a group. At present, the demands of students in relation to music therapy do not only involve emotional release but also aesthetic enjoyment, self-expression, and stress relief. In this light, universities must take into account the importance of diversification and contextualization of

music therapy exercises along with classroom instruction, campus culture activities, and online channels.

### **3.3 Implementation Model of Music Psychological Therapy from the Perspective of Aesthetic Education**

#### **3.3.1 Curriculum Integration: Music Therapy Design in Mental Health Courses**

For mental health classes taught at the university level, music therapy could become a crucial part of the class content in terms of regulating emotions and experiencing psychology, rather than just providing supplementary knowledge about music. Music lessons could be incorporated into the class with activities such as "music listening + emotion expression + feedback," involving topics like stress reduction, emotion identification, and interpersonal relationships. In a stress management class, for instance, soothing instrumental music could be used for a few minutes of relaxation exercises, during which students would have to document their emotions and physical reactions.

In practice, there should be no bias towards too specialized an approach to teaching music theory and instead a concentration on hands-on and participative approaches. The choice of music should take into account the age features of children and their emotional needs, with emphasis on rhythm stability and emotional guidance. In addition, the use of approaches like lyric analysis, music association writing, and group music sharing will facilitate classroom participation.

#### **3.3.2 Activity-based integration: Combining campus aesthetic education activities with music therapy**

Universities can incorporate music therapy into their university aesthetics education activities to create a systematic emotional therapy channel. For instance, during times of psychological stress, such as Mental Health Month, graduation period, and exam week, universities can hold events like "Stress Release Night Through Music," "Playlist Sharing of Emotions," and "Immersion Experience with Gentle Music" to relieve the mental pressure on students through live performances, gentle music experience, and exchanges.

Unlike traditional lectures, music-related events tend to have higher student participation rates; hence, event design needs to consider being lightweight and closely related to everyday life. Collaboration with student organizations, art societies, and psychology associations can be utilized, enabling students to contribute ideas and create content for events, increasing emotional relevance. Moreover, universities can establish small interactive music spaces in dormitories, libraries, and squares of universities, using measures such as playing music during lunchtime and holding open-air performances to increase the gentleness and companionship of the campus environment.

#### **3.3.3 Contextual Integration: Constructing the Musical Atmosphere in Campus Psychological Spaces**

The application of music therapy not only requires courses and activities but also depends on the stability of the campus environment for emotional support. Universities can establish music relaxation zones in the counseling center, stress reduction zone, and public rest zone, using background music, natural sound effects, and audio environmental immersion to relieve the psychological tension of college students. For instance, the use of relaxing music in the counseling center waiting room can alleviate the psychological anxiety of students before going to the counseling room; the installation of music meditation equipment in the stress reduction zone can provide a temporary relief place for students.

In scenario-based construction, attention should be paid to practicality and economy without blindly pursuing complicated equipment. The existing campus environment can be reasonably utilized, such as establishing music relaxation corners in the reading room and providing headphones and music QR code in the common areas of dormitories, so that students can regulate their emotions anytime. Through the integration of music into the campus environment, psychological support can be transformed from "phased intervention" to "companionship throughout."

### **3.3.4 Digital Integration: Music-Based Psychological Support Methods on New Media Platforms**

With respect to digital media, universities could take advantage of new media to promote the effectiveness of music-based psychological treatment. University psychological departments can use WeChat public account, school applications, or short video websites to push soothing music, sleep music, and music that relieves stress, allowing the students to regulate their mental state through fragmented time.

Additionally, online music therapy mini-games can be designed according to the online habit of the students. For instance, music recommendation games such as "Mood Music Recommendation Every Day" and "Check-in and Music Therapy Plan" can be created, which may attract the interest of the students and enhance their participation. In addition, in some special seasons, such as exam weeks and graduation season, themed music accompaniment activities can also be carried out to better accompany the students.

When implementing digital media, it is important to pay attention to the conciseness and emotionality of the content, and not fall into formal propaganda. The content of the platform should not be too theoretical, but focus on companionship and practicality, so that the students can unconsciously receive psychological support with less psychological burden.

## **3.4 Enhancing the Value of Music Therapy in College Mental Health Education**

### **3.4.1 Student Emotional Guidance and Stress Relief**

Music therapy has a direct effect on the emotions of students by means of melody, rhythm, and emotional image, and it plays a very important role in helping students relieve their anxiety and tension. Currently, the pressures faced by college students include academic competition, employment pressures, and interpersonal relations. Under conditions of prolonged high pressure, people may become emotionally depressed and psychologically imbalanced. In contrast to conventional didactic psychotherapy, music therapy has an emotional appeal that is less forceful, which makes it easier for students to lower their psychological defenses and express their feelings during the process.

In actual use, music therapy techniques such as listening to gentle music, music interaction activities, and music relaxation can allow students to relieve themselves of tension and stress. Moreover, music therapy has a companion quality, and it can provide ongoing emotional support to students during their everyday academic life. The introduction of music therapy into the education of college mental health can change its orientation from "problem solving" to "adjustment."

### **3.4.2 Synergistic Promotion of Aesthetic Experience and Personality Development**

Music therapy not only has the function of emotional regulation, but also contributes to the development of students' personalities and psychological development through the experience of aesthetics. Under the theory of aesthetic education, music is not only a means of expressing

emotions, but also an important medium of emotional cognition and spiritual experience. With the help of music appreciation and emotion experience, students will gradually build up the reflection on emotion, values, and themselves, thus enabling them to regulate themselves psychologically.

In addition, the principle of activity and emotion experience in music therapy makes it easier to arouse the recognition of emotions from within students rather than teaching them through theories only. The music interaction and emotion expression will help students not only understand themselves but also become more empathic and aware of interpersonal communication. With the psychological development motivated by the experience of aesthetics, the formation of good personality traits of students can be achieved.

### **3.4.3 Optimization of Campus Psychological Culture and Aesthetic Education Ecosystem**

The continuous promotion of music therapy can promote the optimization of the psychological culture atmosphere of universities and colleges and the integration of mental health education with the campus aesthetic education ecosystem. Conventional mental health education usually includes classroom education and counseling, which restricts the involvement of students. However, integrating music therapy into campus culture activities will enable students to feel emotionally supported while participating in mental health education.

Integrating music therapy into campus culture activities, public space, and social media can help construct an emotional support-oriented campus culture environment. Examples of such actions include holding music therapy-related stress relief activities before examinations, creating music relaxation zones in psychological spaces, and promoting soothing music through social media. This can improve the acceptance of mental health education among students. In addition, combining music therapy with aesthetic education activities can enrich the humanistic atmosphere of campus culture, allowing mental health education to not only solve problems but also develop into a complete educational ecosystem.

## **3.5 Development and Optimization Path of Music Psychological Therapy in Higher Education under the Perspective of Aesthetic Education**

### **3.5.1 Construction of a multi-stakeholder collaborative mechanism for psychological aesthetic education**

To implement music-based psychological therapy in universities effectively, there should be a cooperative system including the psychological centers, music teachers, counselors, and student groups. There exist some universities where the separation of psychological education and aesthetic education leads to the inefficient use of resources. In this case, it becomes necessary to foster the integrated development of mental health education and aesthetic education systems and to integrate music-based psychological therapy into the whole education program on campus.

Specifically, psychology teachers are supposed to analyze students' psychological requirements and offer them activity guidance, music teachers to design musical content and provide aesthetic guidance, while counselors can organize students and give feedback on a daily basis, creating a model of cooperation with a clear division of labor. Meanwhile, student associations can be encouraged to join in the design of music therapy activities, thus fostering the feeling of involvement. It will be beneficial for universities to develop an interdepartmental communication system that ensures information exchange and cooperation between the psychology center, arts education department, and campus culture department for the purpose of the sustainable development of music-based psychological therapy.

### **3.5.2 Integration of Music Psychotherapy Faculty and Resources**

At present, one of the most important issues in the promotion of music psychological therapy in universities is the scarcity of professional teachers. Some psychology teachers lack knowledge about music aesthetics, and some music teachers lack psychological counseling skills, making it easy for the activities to stay at the simple stage of music appreciation. Hence, universities should pay attention to strengthening the cultivation of interdisciplinary teachers and achieving the cross-combination between psychological education and music education.

In the aspect of teacher training, the ability of teachers to practice music therapy can be cultivated by means of professional training, exchange visits, and practical seminars, emphasizing the cultivation of teachers' ability to recognize emotions, select music, and guide activities, without being too theory-based. At the same time, universities can combine the arts education and psychological services in universities to build a common music therapy resource library, which includes stress-relief music, mood playlists, activity cases, and relaxation audio resources, ensuring solid support for courses and activities.

Moreover, universities can also incorporate the cultural resources of the local area to carry out music therapy with distinctive regional cultural features.

### **3.5.3 The Long-Term Development Path of Music-Based Psychological Therapy in Higher Education Institutions**

University-level music therapy should no longer stay at the stage of temporary activities, but should gradually evolve into an institutionalized pattern. Nowadays, some university-level music therapy activities have tended to become temporary or holiday-type ones without any follow-up work after activities and without offering psychological support regularly. In this case, music therapy should be incorporated into the mental health education system in universities.

On one hand, an implementation mechanism should be formed, incorporating music therapy into psychological courses, cultural activities, and student management, thereby forming a set of activities. On the other hand, a student feedback mechanism should be emphasized to adjust activities according to the psychology of students from different grades. For instance, when exams come, stress relief is emphasized; and when students graduate, psychological counseling should be strengthened.

In addition, universities should pay attention to constructing digital platforms, promoting the integration of online music-based psychological treatment, and coordinating the development of offline and online activities. By means of continuous musical accompaniment and aesthetic immersion, a psychological and aesthetic education ecological system featuring campus culture can be gradually established.

## **4. Results and Discussion**

### **4.1 Experimental Subjects and Group Design**

The participants for this study are the university students. Both classes of mental health studies or any other major associated with the subject were selected to be the experimental groups. To make sure the effect caused by variations of individuals was kept at a minimum, the whole-class classification approach was selected to classify experimental group and control group under same conditions accordingly.

Before conducting experiments, the basic psychology condition of the students of both classes could be determined first, including things such as emotion, stress and psychological adaptation

ability to ensure both groups were balanced prior to the experiment.

#### 4.2 Intervention Content and Implementation Process

In terms of the experiment group, the idea of music therapy was applied in the existing mental health education program, and hence the full intervention approach of "education course + music experience + emotional reflection" was formed. The approaches include three phases, which can be stated as: First, music relaxation courses and emotional guidance were conducted during classroom teaching courses so that students could easily get into the state of emotional awareness through music; Second, after classroom teaching courses, music relaxation assignments were conducted, for example, the compilation of music playlists for each feeling; Third, music experience sessions were conducted at regular intervals, and group music relaxation and music exchange were conducted.

In terms of the control group, they continued with the traditional teaching methods used in the mental health education course.

#### 4.3 Measurement Indicators and Data Collection Methods

The evaluation of the research is based on three perspectives, which are emotional state, psychological stress state, and psychological adaptability. The emotional state changes are reflected by the change in the states of anxiety and depression. Meanwhile, the psychological stress state is represented by the state of stress in learning and life. On the other hand, the psychological adaptability is associated with interpersonal relationships and self-regulatory ability.

In terms of data collection, not only scales were used, but process data were also collected. The same scales were used for measurements before and after the experiment. Simultaneously, process data were collected from students' classroom behavior during the experiment.

#### 4.4 Experimental Implementation Process

The research project was designed to be conducted within one academic semester and had three phases: preparation, implementation, and evaluation. Preparation involved selecting participants and taking measurements, while the implementation phase included ongoing musical psychology intervention. The evaluation stage involved conducting tests post-intervention.

In the implementation phase, there was uniformity in the class timetable, but all other variables remained constant apart from those in the mental health module.

Furthermore, the content of music activities was adjusted through periodic feedback to ensure the intervention better met students' actual psychological needs.

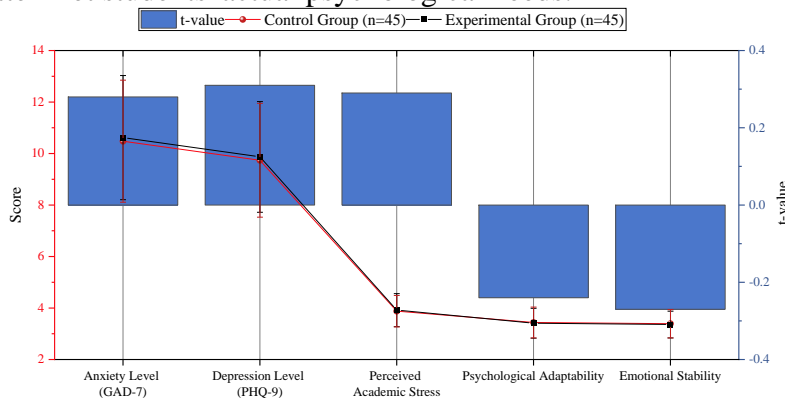


Figure 1. Baseline Comparison of Psychological State between the Two Groups Before the Experiment (M±SD)

As shown in Figure 1, there were no significant differences in any psychological state indicators between the experimental group and the control group before the experiment ( $p>0.05$ ), indicating that the two groups had good homogeneity and comparability before the experiment began. Specifically, the anxiety level in the experimental group was  $10.62\pm 2.41$ , and in the control group it was  $10.48\pm 2.37$ ; the depression levels were  $9.87\pm 2.15$  and  $9.74\pm 2.21$ , respectively, with small differences between the groups. Meanwhile, the t-values for indicators such as perceived academic pressure, psychological adaptability, and emotional stability were all close to 0, not reaching a significant level, indicating that there were no significant differences between the two groups in terms of emotional state, psychological pressure, and psychological adaptability.

Table 1. Comparison of Psychological State between the Two Groups after the Intervention (M±SD)

Indicator	Experimental Group (n=45)	Control Group (n=45)	t-value	p-value
Anxiety Level (GAD-7)	6.21 ±1.98	9.42 ±2.30	-7.18	<0.01
Depression Level (PHQ-9)	5.88 ±1.76	8.91 ±2.05	-7.02	<0.01
Perceived Academic Stress	2.71 ±0.53	3.58 ±0.62	-7.01	<0.01
Psychological Adaptability	4.12 ±0.49	3.55 ±0.57	5.11	<0.01
Emotional Stability	4.08 ±0.46	3.52 ±0.51	5.36	<0.01

Table 1 shows that after one semester of music-based psychological therapy intervention, the experimental group students outperformed the control group in all psychological state indicators, with significant differences ( $p<0.01$ ). This indicates that music-based psychological therapy within the framework of aesthetic education has a significant effect on improving the mental health of college students. Regarding negative emotion indicators, the experimental group's anxiety level decreased from a relatively high level to  $6.21\pm 1.98$ , significantly lower than the control group's  $9.42\pm 2.30$ ; the depression level decreased to  $5.88\pm 1.76$ , also significantly lower than the control group's  $8.91\pm 2.05$ , indicating that music therapy has a positive effect on alleviating students' anxiety, depression, and emotional tension. However, the level of academic stress among participants in the experimental group turned out to be  $2.71\pm 0.53$ , compared to the control group's level, which was  $3.58\pm 0.62$ . This shows that the use of music learning and emotion relaxation can somehow relieve academic stress among the learners. As far as positive psychological aspects go, the score for psychological adaptation among the learners in the experimental group went up to  $4.12\pm 0.49$ , compared to  $3.55\pm 0.57$  in the control group. Moreover, there is also a high score for emotion stability,  $4.08\pm 0.46$ .

## 5. Conclusion

Based on the aesthetics theory of education, the current paper explores the paths for the operation and implementation of music psychotherapy in college mental health education, proposing a mechanism of integration including curriculum, activities, scenarios, and digitalization. According to the results from the quasi-experiment, music psychotherapy plays an essential role in alleviating the anxiety, depression level, and academic pressure experienced by college students and enhancing their psychological adaptability and emotional stability, indicating the practical value of it in mental health education. It is noteworthy that the current study relies heavily on a small sample size, short intervention period, and quantitative method, failing to focus on the individual

differences among college students and their psychological changes after participating in the experiment, resulting in certain limitations in generalizing the research conclusions. In the future, scholars may expand the number of samples, extend the duration of interventions, and employ qualitative methods to explore the psychological adjustment effect of music psychotherapy on various college students. Simultaneously, scholars may further explore the optimization path for the combination of diversified music resources, digital media, and campus culture in mental health education.

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