



Construction of a Three-dimensional Group Psychological Counseling System in Colleges

Yuanwei Li*, Xiuhua Li

State Grid of China Technology College, Jinan, China

*15216441008@163.com

Abstract. Considering the increasing complexity of psychological issues among college students, there is an urgent need to implement innovative counseling models for college psychology education. Based on an analysis of deficiencies in the current practice of mental health education, a three-dimensional group psychological counseling system has been developed by conducting crisis prevention and intervention through group psychological counseling based on life education, addressing students' psychological challenges through the themed single-session group psychological counseling called "Ichigo Ichie" and developing students' positive qualities through the utilization of peer resources. This system provides more comprehensive and flexible psychological support for college students, significantly improving their overall mental well-being, thereby contributing to social stability and long-term talent development.

Keywords: College student; Group psychological counseling; System construction.

1 Introduction

Mental health education, as an integral component of education, is closely intertwined with students' physical and psychological coordination, as well as their personality development. It represents an urgent requirement for comprehensively promoting quality education and cultivating high-quality talents. On May 1, 2013, China officially implemented the Mental Health Law of the People's Republic of China. This law makes detailed provisions on the prevention and treatment of mental disorders and standardizes mental health services, enabling psychological services to be based on laws and effectively safeguarding citizens' mental health^[1]. Furthermore, in 2024, the Ministry of Education, Supreme People's Procuratorate, Central Propaganda Department and 14 other departments jointly issued the Special Action Plan for Comprehensive Strengthening and Enhancement of Students' Mental Health Work in the New Era (2023-2025) in 2024. The objective is to strengthen students' mental health work in order to elevate their literacy regarding mental well-being during this new era.

With rapid economic and social development, along with continuous changes in students' growth environment compounded by the impact of COVID-19 pandemic, issues related to students' mental health have become more prominent^[2]. Promoting students'

mental health and all-round development has emerged as a significant concern for both Party Central Committee members and society at large. Against this backdrop, we have developed a comprehensive three-dimensional group psychological counseling system that applies innovative techniques to mental health education, with the aim of cultivating positive psychological qualities among students while ensuring their mental well-being.

2 Deficiencies in the Current Practice of Mental Health Education

In accordance with the objective laws of educational science, as well as the requirements of relevant national policies and regulations, colleges have established mental health service systems that have had a positive impact on students' mental health and effectively maintained the safety and stability of student groups. However, preliminary research on the actual problems existing in the psychological work of various colleges has revealed areas that still require improvement in mental health education practice. These areas are mainly reflected in the following four aspects:

(1)The effectiveness of follow-up and intervention strategies for students with positive psychological screening results is limited. For students who receive positive psychological screening results, common practice involves conducting individual interviews and reaching out to the dedicated psychologist at the psychological center if necessary. However, this process takes a relatively long time duration, which amplifies potential safety risks.

(2)There is a shortage of well-designed group activities. Most group counseling activities consist of structured series of tasks that pose challenges for class counselors in implementation.

(3)Class psychological commissioners lack relevant experience The psychological commissioners of classes are deficient in professional knowledge and practical experience. Most of them have not yet acquired the necessary skills involved in designing class psychological activities, organizing mobilization efforts, implementing specific plans, or providing feedback on effectiveness. They are in urgent need of professional training and guidance.

Corrective services have been primarily focusing on psychological problems^[3]. Traditional approaches to mental health education mainly rely on psychological counseling and guidance, which are tailored specifically to resolving individual problems. Nevertheless, despite their importance, there is still ample room for improving the effectiveness of crisis intervention and personalized counseling services. Additionally, a significant gap exists in the availability of comprehensive care services aimed at promoting overall well-being among individuals, a dimension that is equally crucial for holistic mental health.

Therefore, based on the analysis of shortcomings encountered in conducting student mental health education activities, we aspire to explore the construction of a three-dimensional group psychological counseling system by implementing a "student-centered" teaching philosophy to support students' healthy growth and development.

3 Measures for Constructing the Three-dimensional Group Psychological Counseling System

By conducting extensive research on student concerns and youth psychology, we aim to develop group counseling activities that not only focus on problem-solving but also promote a positive mindset. These activities will be tailored to address the diverse psychological states of all students. Our innovative system integrates psychological centers, professional counselors, and class representatives in order to provide self-help resources and foster peer support. It offers structured series of group counseling sessions as well as one-off sessions centered around different themes, creating a comprehensive three-dimensional group psychological counseling system specifically designed for college students.

3.1 Conducting Psychological Crisis Prevention and Intervention Through Group Psychological Counseling based on Life Education

Traditionally, individual counseling has been the primary approach for students with positive psychological screening results, which often consumes a substantial amount of time. Furthermore, limited psychological expertise among some counselors hampers problem identification and compromises optimal outcomes. Therefore, in the initial stage, all counselors undergo systematic training on group psychological counseling to enhance their knowledge base. As a result, class counselors conduct the first round of screening for students with positive psychological screening results through group counseling sessions to improve efficiency and mitigate potential crises.

For students with positive psychological screening results, the primary focus of group counseling lies in implementing a structured, closed-ended life education-based model for psychological intervention. Through a series of six weekly sessions, this approach gradually enhances students' sense of group identity and fosters their comprehension and appreciation of the significance and value of life. Consequently, it enables students to embrace life with a positive and optimistic mindset while effectively addressing their psychological needs, thereby reinforcing campus safety measures concerning student well-being (Refer to Table 1 below for details on the specific life education group counseling program).

Table 1. Group Counseling Plan for Life Education Series

Unit	Objective	Activity Flow
1. The Melodious Symphony of Life	To facilitate participants' better integration into the group, establish group norms, and introduce the activity flow.	(1) Introduce group goals and series of activities. (2) Group members jointly establish group norms. (3) Warm-up activity: Singing Riddles. (4) "Tell Me Who You Are".
2. Drawing My Tree of Life	To develop a comprehensive understanding of oneself, help group members discover their own	(1) Warm-up activity: Hearts with a Thousand Knots. (2) Briefly introduce drawing criteria and the metaphor of the life.

	strengths, and evoke love and anticipation for life.	(3) Share and present.
3.Sharing Your Life Story	To find one's uniqueness through sharing one's own story and listening to others' stories.	(1) Warm-up activity: Squirrels and Trees. (2) Prepare a story about oneself based on the previously drawn Tree of Life. (3) Share and summarize.
4.Discussing Life's Losses	To guide participants in correctly facing the ultimate issues of life: death and loss.	(1) Warm-up activity: Blindfold and Cane. (2) "My Epitaph". (3) Watch the film "Coco" (4) Share and summarize.
5.My Future Is Not a Dream	To cultivate participants' positive mindset and encourage members to face the future with greater enthusiasm.	(1) Warm-up Activity: Egg Evolution. (2) Drawing My Future. (3) "You in Their Eyes." (4) Share and summarize.
6.Not Saying Good-bye	To guide participating members to confront the end of the group and express mutual blessings.	(1) Warm-up Activity: Wearing the High Hat. (2) Ordinary Person's Life of Little Joys. (3) Mutual Blessings and Farewell Memories.

3.2 Addressing Students' Psychological Challenges Through the Themed Single-session Group Psychological Counseling Called "Ichigo Ichie"

Currently, approximately 14% of college students in China are experiencing various psychological troubles due to societal transformation and increased life pressure. It is worth noting that there has been a consistent upward trend in the proportion of college students facing psychological problems each year. Therefore, it is essential to adopt appropriate psychological counseling and therapeutic methods to help student groups establish correct worldviews, outlooks on life, and values while reducing their psychological stress and improving their emotional well-being^[4].

We have developed themed group psychology elite courses and incorporated them into the teaching tasks of the "second classroom" to explore suitable paths for providing psychological education to students. Through preliminary research on actual student needs, we have gained a deep understanding of contemporary college students' characteristics in terms of emotion management, workplace adaptation, interpersonal relationships, stress coping mechanisms, positive psychology, intimate relationships, family background influence as well as personal growth issues they face. Thematic group counseling activities will be developed and designed accordingly to address these concerns effectively^[5]. Weekly sessions with different themes will be organized in the form of the "second classroom" to attract students with diverse needs. This approach aims to provide opportunities for sharing experiences, fostering cooperation and communication among participants. Active participation will be acknowledged through positive affirmation and encouragement in order to help individuals recognize their strengths and worth while understanding their potential. Ultimately, this initiative seeks to empower students by nurturing an optimistic mindset, enabling them to confidently face challenges they encounter. The curriculum development process will closely align with

talent cultivation programs, professional quality training initiatives as well as lifelong development goals^[6].

We have further integrated the compilation of textbooks with positive psychology, peer psychological mutual aid, and popularization of mental health knowledge to develop a comprehensive loose-leaf textbook for the course of College Students' Mental Health that aligns with the current reality of vocational education innovation and reform. This textbook aims to facilitate students in acquiring and applying mental health-related knowledge, holistically enhancing their psychological literacy, nurturing their psychological potential, and lay a solid foundation for lifelong development. Special emphasis is placed on stimulating students' thoughts and perceptions within group dynamics through engaging activities^[7]. With a generally high sense of participation and achievement, students are more likely to fully express their emotions and acquire new behaviors, thereby promoting mental well-being while cultivating positive psychological qualities.

3.3 Developing Students' Positive Qualities by the Utilization of Peer Resources

The cultivation and development of individual positive strengths and psychological qualities can be enhanced through the utilization of peer resources, thereby maximizing the dissemination of mental health knowledge and promoting students' psychological well-being. By considering students' mental health needs, peers provide a supportive platform for listening and emotional relief, enabling them to effectively cope with challenges encountered in both academic pursuits and daily life. The utilization of peer resources also allows for an expansion in the scope of mental health education by capitalizing on their inherent advantages.

On one hand, we have established a peer counseling team consisting of psychological commissioners. Mentally healthy and emotionally stable students are selected to serve as class psychological commissioners, constituting the third-tier personnel in the four-tier psychological service system. Through regular training sessions on psychological skills, the commissioners should be clear about their defined responsibilities. Their responsibilities encompass three aspects: firstly, disseminating mental health knowledge by introducing the concept of mental health and providing information about mental health education within the college; closely observing classmates' psychological dynamics and attentively monitoring their mental well-being while assisting counselors or psychology teachers in delivering mental health services to the class; secondly, proficiently mastering the scope, principles, skills, and methods of peer counseling to timely provide effective assistance based on scientific norms to classmates with aspirations for personal growth or those requiring psychological support in order to achieve mutual development and progress; thirdly, independently designing group counseling activities tailored to suit specific class circumstances. Psychological commissioners should familiarize themselves with essential requirements as well as implementation steps and precautions associated with organizing peer group counseling activities among students within their respective classes so as to foster a positive atmosphere conducive to good mental health. Additionally, dormitory heads assume fourth-

tier roles within this four-tiered psychological service system whereby they receive training from psychologists/counselors that enables them to assist in conducting routine psychological screenings for members of each class.

On the other hand, a range of mental health promotion and educational activities are organized in conjunction with special occasions such as National Mental Health Awareness Day for College Students on May 25th and National Mental Health Day on October 10th. Class psychological salons are facilitated by class psychological representatives, while monthly psychological theme class meetings encourage greater student participation in the school's unique psychological initiatives. Students are guided to seek scientific help when necessary through various forms of activities that combine fun and professionalism, such as the "Psychological Cultural and Creative Contest," psychological situational drama competitions, psychological cartoon contests, and outdoor team quality development exercises. Additionally, online broadcasts of documentaries such as "Depression" and offline expert supervision promote awareness about common emotional distresses like depression and mental illnesses among key student groups who require psychological assistance, while also helping individuals with suboptimal mental health conditions or those who are otherwise healthy.

4 Effects of Constructing the Three-dimensional Group Psychological Counseling System

The three-dimensional group psychological counseling system not only achieves seamless integration of mental health education but also precisely addresses students' psychological needs through modular and thematic designs, effectively enhancing their psychological well-being, reducing psychological crises, and contributing to long-term social stability and talent development.

(1) Subtle Implementation of Mental Health Education

The three-dimensional group psychological counseling system emphasizes experiential activities tailored to students' preferences. These activities enable students to unconsciously receive mental health education, fostering deeper understanding and better outcomes through participation and reflection.

(2) Modular and Thematic Group Counseling Topics

Efforts have been made to develop targeted group psychological counseling programs based on students' developmental characteristics and practical concerns, incorporating theories from positive psychology. Modular and thematic topics have been designed encompassing self-exploration, emotion management, interpersonal relationships, intimate relationships, life education, positive orientation, stress management etc., genuinely assisting students in overcoming practical challenges.

(3) Tangible Expected Economic Benefits

The three-dimensional group psychological counseling system offers effective strategies for class management to a wide range of counselors, providing suggestions and references for enhancing students' psychological qualities as well as preventing physical and mental illnesses. Furthermore, this system expands the application scope of

group psychological counseling by addressing internal psychological issues among students, rectifying ideological and behavioral deviations, and promoting socially acceptable lifestyles or behaviors. The intervention aids in reducing suicidal tendencies and self-harming crises while concurrently fostering positive psychological traits in students. Ultimately, this contributes to long-term healthy functioning within society and guarantees a continuous supply of talented individuals.

5 Conclusion

Group psychological counseling should not only focus on individual psychological needs but also emphasize the provision of comprehensive psychological support for all student groups. To address the diverse mental health needs of different student groups, we have developed a comprehensive three-dimensional group counseling system by conducting crisis prevention and intervention through group psychological counseling based on life education, addressing students' psychological challenges through the themed single-session group psychological counseling and developing students' positive qualities through the utilization of peer resources. By offering more comprehensive and flexible psychological support, this system improves the efficiency of psychological crisis prevention and intervention, helps students establish correct values and relieve psychological pressure, and effectively cultivates students' positive psychology to help students better cope with various pressures and challenges in work and life.

References

1. Ma Zhiying. Intimate Life Politics: The Subject of Family Rights and Responsibilities and Mental Health Legislation [J]. *Thinking*, 2014, 40(03): 42-49.
2. Hu Shiqun, Liu Rui. Investigation on Mental Health Status of Police College Students in Post-Epidemic Era[J]. *Psychologies Magazine*, 2023, 18(05): 191-193+197.
3. Liu Hanmei, Zhong Nian, Wang Juan. Exploration and Practice of "Mental Health Education for College Students" Based on the Perspective of Positive Psychology [J]. *Chinese Medical Educational Technology*, 2023, 37(03): 340-345.
4. Zhao J, Yu X. The Application of Group Counseling in College Students' Career Planning[J]. *Applied & Educational Psychology*, 2024, 5(3):
5. Youssef H, Sohom C, James D, et al. A data-driven Simulation Approach to Quantify the Effect of Group Counseling on System Performance of College Counseling Centers[J]. *Journal of American college health: J of ACH*, 2023, 11-15.
6. He Sitong. The Transformation of Mental Health Education Research in Colleges and Universities under the Multicultural Frame [D]. Jilin University, 2018.
7. Deng Yuming. Exploration and Practice of "Potential Ignition Education" in Ordinary High Schools [J]. *Teachers*, 2017, (8): 98-101.3.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

