

Exploration of an Education-Led Mental Health Education Model—with the Enhancement of Positive Psychological Qualities as the Core

Junru Wu^{1,*}, Ruibo Xie²

¹Mental Health Education Center, Zhejiang Industry Polytechnic College, Shaoxing, China

²Parent Education Research Center, Zhejiang Normal University, Jinhua, China

*Corresponding author: 87697307@qq.com

Abstract: Improving positive psychological quality not only can make students gain more happiness, but also can promote students' all-round development, which has become the direction of mental health education in colleges and universities to focus on. As a part of ideological and political education, mental health education should take the initiative to undertake the mission of education and leading of the times, which is both the actual nature of the change of the concept of education in the background of the Great Ideological and Political Science, and the natural nature of the increasing improvement of mental health education mode in the process of practice. The education-led mental health education model should focus on improving students' positive psychological quality, and implement it in the "four-in-one" mental health education pattern, while actively building an internal and external guarantee system to ensure the effective implementation of the model.

Keywords: positive psychological quality, education-led, mental health education model, higher education, development services

1. Introduction

Positive psychology mostly studies psychology-related contents from a positive and positive perspective, believing that playing to the strengths of human character can enhance individual happiness and focusing on the cultivation of positive psychological qualities. In 2005, Wang Xiyong proposed the model of "positive psychological education", weakening the focus on negative qualities of students and suggesting that efforts should be made to enhance positive psychological qualities of students, which started the exploration of mental health education in colleges and universities from focusing on negative issues to enhancing positive psychological qualities (Cheng et al., 2022). In 2021, the minister of the Ministry of Education pointed out in the meeting on the promotion of mental health education in colleges and universities that it is important to "strengthen the treatment at the source and cultivate positive psychological quality of students" as an important measure to "cultivate the new generation of the times who will take up the responsibility of national rejuvenation". The Notice on Strengthening the Management of Students' Mental Health states, "We should vigorously cultivate students' positive psychological qualities and promote their psychological health development in all aspects." In enhancing students' positive psychological quality, the educational leadership of mental health education work will play a crucial role. The Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation states that "the ideological value leadership should be carried through the whole process and all links of education and teaching, strengthen ideological and theoretical education and value leadership, and guide teachers and students to establish correct world view, outlook on life and values." Therefore, the education-led mental health education model that focuses on enhancing students' positive psychological qualities is not only in line with the laws of education, but also coincides with the national education policy and has far-reaching and important significance [1-3].

2. Overview of positive psychological qualities

2.1. Connotation of positive mental qualities

Positive psychological qualities were first introduced by psychologists in 1999, and in 2000, in his

Introduction to Positive Psychology, Seligman used the terms "positive personal traits" and "positive virtues" and later replaced them with "positive He believed that virtue and strength are the core concepts of positive personal qualities, which can not only cushion the damage caused by psychological frustration and crisis, but also help people overcome and conquer mental illness(Li et al., 2017). Chinese scholars believe that the relatively stable psychological traits formed on the basis of the interaction between an individual's intrinsic innate endowment and external environmental education are positive psychological qualities. This trait has positive and positive characteristics, which can influence or determine the positive orientation of individual's thoughts, feelings and behaviors, and lay the foundation for individuals to have a happy life (Hausler et al., 2017).

2.2. Positive psychological quality components

Psychologist Peterson formed a research team to study the classic writings of Chinese and Western sages and philosophers, on the basis of which he summarized more than 200 human virtues that have been highly esteemed in different cultures for nearly 3,000 years. After further refining and summarizing, six virtues were summarized, encompassing 24 character strengths. These six virtues are wisdom, courage, love, justice, temperance, and transcendence. The virtue of "wisdom" includes open-mindedness, creativity, insight, curiosity, and learning. "The virtues of courage include bravery, integrity, perseverance, and vitality." The virtue of benevolence, which includes love, kindness, and social wisdom. The virtue of "justice," which includes citizenship, leadership, and fairness. "The virtues of moderation, including prudence, self-regulation, humility, forgiveness, and compassion. The virtues of "transcendence," including gratitude, faith, hope, appreciation of beauty and excellence, and humor [4-9]. The development of positive psychological qualities can contribute to the enhancement of virtues. The enhancement of virtues, in turn, can lead to positive emotional experiences for the individual, which can lead to increased life satisfaction (Antaramian et al., 2010).

2.3. The function and significance of positive psychological qualities

Seligman believes that there are certain iconic and dominant character traits that exist in every person, calling them character strengths. Utilizing strengths can facilitate an individual's pursuit of self-fulfilling goals and contribute to achieving a good life (Kor et al., 2019). Character strengths can help people achieve higher levels of well-being (Seligman et al., 2004), such as building more harmonious interpersonal relationships and being more respected and liked. Character strengths predict adolescents' performance in school life, and Weber and Ruch (2012) found that the character strengths of curiosity, perseverance, gratitude, and enthusiasm were significantly and positively associated with school satisfaction. Students with character strengths such as love of learning, perseverance, and self-control also performed better academically. When outstanding character strengths are applied to specific jobs, people are more likely to find enjoyment in their work and have increased job satisfaction (Harzer & Ruch, 2012).

3. The education-led mental health education model is real and realistic

3.1. The actuality of education-led mental health education model in the context of the Greater Civic Government

In the context of the Great Ideological and Political Sciences, mental health education as a part of ideological and political education is now generally recognized in the academic community (T. Li et al., 2017). In 2017, the Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under New Situations (hereinafter referred to as "Opinions") issued by the Central Committee of the Communist organization of China and the State Council pointed out that "strengthening ideological and theoretical education and value leadership, putting ideal and belief education in the first place" and "guiding teachers and students to deeply understand The "Opinions" states, "Strengthen ideological and theoretical education and value guidance, put ideals and beliefs education in the first place," and "guide teachers and students to deeply understand the new ideas and strategies of the organization's central government. At the same time, "adhere to the whole staff, the whole process of all-round education. Throughout the whole process and all aspects of education and teaching, teachers and students will be guided to establish a correct world view, outlook on life and values". The Opinion makes a clear statement on the core mission of nurturing work, that is, nurturing work should shoulder the role of education and leading. in December 2017, the implementation outline of the quality improvement

project of ideological and political work in colleges and universities issued by the organization group of the Ministry of Education clearly puts forward the ten nurturing systems of ideological and political education work in colleges and universities, psychological nurturing as one of the ten nurturing systems, psychological nurturing work is bound to take up in its own way The task and mission of ideological education and value guidance. As an important way of psychological education, mental health education should consciously stand in the height of the new era to reposition its own value, and should play the role of education and leadership in a more active way [10-13]. At present, college students' values are not completely set, and many psychological problems are caused by internal conflicts due to blurred value orientation and deviated value judgment. In the face of these students, mental health education should not just wait for students to come to the door and let them choose by themselves with a "value-neutral" attitude, but should learn from the idea of ideological and political education work and adopt the implicit way of mental health education to educate and lead students in a silent way, so as to help them form correct values and establish ambitious ideals (2022). Studies have shown that education on ideals and beliefs can improve students' mental health (Hui, 2022), and college students' spiritual beliefs have a certain predictive effect on mental toughness(Tian et al., 2022).

3.2. Contingency of education-led mental health education model in practice development

Mental health education in China emerged in the mid to late 1980s, first appeared in hospitals as part of medical psychology and psychiatry, so the early mental health education had a strong medical color and was oriented to patients with psychological disorders. After mental health education entered schools, it was first focused on correcting problematic students and formed a "problem correction" mental health education model with medical overtones for a small number of problematic students. This type of mental health education model can help students with psychological problems in a professional way and plays a role in maintaining campus safety and stability. However, it is controversial because it only focuses on a small number of students with problems and neglects the majority of students in general. Mental health educators are increasingly recognizing that receiving mental health education is a right that every student should enjoy, not the exclusive right of individual students, and that mental health education work should be less medical and more focused on promoting the growth and development of the majority of students, a concept that is now generally recognized by the academic community. This concept is now widely recognized by the academic community. The question of how to implement mental health education with the goal of promoting the growth and development of students has become an urgent issue today. Many scholars have explored it and proposed a "developmental service" mental health education model(Xiao & Liu, 2021; Zhang, 2021). Development is the goal of this model, and service is the way to accomplish the goal. The service-oriented mental health education model aims to meet the real needs of students, expand the types of services, improve the service facilities, and enhance the quality of services as the main means, and take students' satisfaction as the yardstick to measure the effectiveness of mental health education. However, in the process of practice, it is gradually found that there are drawbacks in this model, such as after the quantity and quality of services are improved, it is found that students' needs are increasing, teachers are getting busier and busier, but they cannot find a sense of accomplishment; students are being served more and more thoughtfully, but it is more and more difficult to satisfy them and they lack a sense of happiness; the number of activities and courses are increasing and the patterns are being renovated, but teachers and students cannot find a sense of meaning. The reason behind this is the deviation from the service content and the misunderstanding of development. Development should not be short-term and superficial, but long-term, profound and meaningful, not always with laughter, but with hardship and pain at certain times, a kind of cocoon into a butterfly, a painful and happy process. Service is a means to promote development, its content will not be limited to meeting the actual needs of students. Serving the real needs of students, although it can solve the current problems students encounter and receive certain results, is not conducive to the pursuit of the higher goal - self-actualization. In his hierarchy of needs theory, Maslow pointed out that there is no way to completely satisfy human's real needs, which are endlessly layered. While the satisfaction of lower-level needs can bring short-lived happiness, only the pursuit and satisfaction of higher-level needs - self-actualization - will bring lasting happiness and meaning, and real growth and development. Individuals' pursuit of higher needs is not always spontaneous, but more often requires education and guidance from educators. When individuals shift their pursuit to higher needs, the need for lower needs will be reduced and satisfaction will be easier to obtain. When students pursue a sense of value, morality and noble ideals in their academic life, they can not only stimulate their own potential and deal with difficulties positively and optimistically, but also effectively promote their long-term development and become the builders and successors of the socialist cause. Therefore, on the basis of the "problem correction" model, which focuses on a small number of problem students, and the "development service" model, which serves the real needs of the majority of

students, mental health education should build an "education-led" model. The "education-led" mental health education model should be built on the basis of the "problem correction" model that focuses on a small number of problem students and the "developmental service" model that serves the real needs of the majority of students. The education-led mental health education model strengthens education and guidance for students based on the traditional model, looks at students' problems from a developmental perspective, and helps students solve problems in a developmental way[14-19].

4. Ways to realize the education-led mental health education model with the enhancement of positive psychological qualities as the core

The construction of an education-led mental health education model with the enhancement of positive psychological quality as the core is a systematic and long-term project. To realize the successful construction of this model, we must first establish the enhancement of positive psychological quality as the goal of psychological education. Then, in the process of education practice, the cultivation of positive psychological qualities is implemented in the four major working patterns of mental health education by means of education-led work. Finally, we should build an internal and external guarantee system and gather the strengths of various parties to ensure the completion of the education-led mental health education model with the enhancement of positive psychological quality as the core.

4.1. Establish the goal of psychological education to enhance positive psychological qualities

The role played by mental health education in the education system has received increasing attention. The Opinions on Strengthening and Improving Ideological and Political Work in the New Era and the Conference on Promoting Mental Health Education in Colleges and Universities both point out that the goal of mental health education is to "comprehensively promote students' psychological health development and cultivate new people of the times who will take up the responsibility of national rejuvenation". The goal of mental health education is established at the individual level. From the perspective of positive psychology, psychological health development is not only the absence of mental illness, but also the cultivation of people with positive attitudes, ideal pursuits, social integrity, good interpersonal relationships, and independent personalities. To accomplish this goal, the focus of mental health education should shift from focusing on students' psychological problems to how students' positive psychological qualities should be enhanced. The complete display of the six virtues of positive psychological qualities in a person is the ideal state for a person's overall healthy development. The identification, cultivation and development of an individual's own character strengths is an effective way to achieve this ideal state. Research has shown that the development of positive psychological qualities contributes to an individual's academic, life, work, well-being and future achievements[20-23].

The goal of mental health education is to cultivate new generations who will take up the responsibility of national rejuvenation. Mencius said, "Therefore, if the sky is going to send a great responsibility to the people, we must first suffer their hearts and minds, labor their muscles and bones, starve their bodies, empty their bodies, and do what they do, so move their hearts and endure their natures, and have benefited from what they cannot." This means that those who take on great responsibilities should have the perseverance to persevere to the end, to have the courage to be righteous, to have a loving heart to endure what others cannot, to have the adversity to be more and more frustrated, to have faith to be indomitable these valuable qualities, is an important part of positive mental qualities and efforts to cultivate and enhance the content. Therefore, to cultivate the new man of the times to take on the responsibility of national rejuvenation, we must start by enhancing the positive psychological qualities of students. "Only when personal qualities and abilities are improved can we have the possibility to take on the great responsibilities of the times.

Therefore, schools should make the improvement of students' positive psychological quality as the goal of psychological education and incorporate it into the school's talent training program, and implement it in the whole process of school education. In terms of management, an inspection and incentive mechanism should be established. Through supervision, we will ensure the implementation of positive psychological quality as the goal of psychological education in each functional department and each teaching unit; through motivation, we will enhance personnel at all levels to creatively carry out work in various fields that is conducive to improving positive psychological quality of students. In education and teaching, we should take the initiative to integrate the improvement of positive psychological quality of students into all subjects, discover the factors that can influence positive psychological quality of students contained in each subject, and make full use of these factors to improve

positive psychological quality of students from different perspectives. In terms of teachers, new teachers should be made aware of the importance of positive psychological quality as a goal of psychological education in schools during their induction training, so that they can consciously design and build their teaching content and system around positive psychological quality from the beginning of their teaching work. For veteran teachers, training, preaching, and supervision can be used to change the educational philosophy that focuses on the elimination of negative qualities in students and to increase awareness of the need to develop positive psychological qualities in students. Through the above measures, we can ensure that the promotion of positive psychological qualities is implemented as the goal of psychological education in the whole school.

4.2. Concrete implementation in the "four-in-one" mental health education work pattern

The Guideline of Mental Health Education for Students in Higher Education suggests that "the 'four-in-one' mental health education work pattern of education and teaching, practical activities, counseling service and preventive intervention has basically been formed." The education-led mental health education model should actively play the role of education and leadership in the four working patterns of mental health education, and carry out the cultivation of students' positive psychological qualities throughout all the work [24-26].

4.2.1. Positive Mental Health Education Program

At present, mental health education courses are still stuck in the traditional problem-based, pathological, remedial and didactic teaching, often focusing on the negative side of the problem, which is not conducive to "curing the disease and saving the person"(2022a). The mental health education curriculum, which focuses on enhancing students' positive psychological qualities, is different from the previous mental health education classes that start with "problems". It draws on the Chinese medicine idea of "helping the righteous and eliminating the evil", and emphasizes stimulating and nurturing the internal yang and righteous energy. When there is enough Yang energy, "the evil will not be able to attack". The first step in the mental health education curriculum is to help the righteous, that is, teachers should establish the goal of the curriculum to enhance the positive psychological qualities of students, and offer courses related to positive psychology. In teaching, the traditional teaching model of teaching psychological problems and problem solving is changed, and students are led to discover their strengths of character and find ways to improve them, so that they can enjoy self-exploration, self-affirmation and self-actualization. Then comes the exorcism, a mental health education program that targets positive psychological qualities and does not exclude or avoid psychological problems, but uses them as an important resource to enhance students' positive psychological qualities. The Chinese taiji diagram demonstrates the transformation and development of things within yin and yang. In the case of psychological problems, teachers should guide students to see the positive aspects embedded in psychological problems and use them as a ladder for students to ascend to the top, not as an obstacle in the way forward. Finally, there is consolidation. Mental health education classes should develop a positive evaluation and assessment system, with the improvement of students' positive qualities as an important part of the evaluation and assessment. At the beginning of the course, teachers lead students to discover their character strengths, guide them in formulating strategies to improve them, and at the end of the final assessment, have students share and demonstrate the gains and changes they have made as a result of improving their character strengths. A self-assessment and mutual assessment mechanism is established to encourage students to evaluate themselves and others with a positive perspective.

4.2.2. Positive Mental Health Education Activities

Positive psychological experiences help to enhance positive psychological qualities. Mental health education should focus on carrying out experiential activities, with students as the main body, so that they can get full process experience and full organizational experience in the activities. Process experience, that is, students as participants, and mental health education activities should be designed in such a way that students can fully participate in the activities, experience the whole process of the activities, and gain positive emotions. The fundamental purpose of organizational experience is to allow students to get to know themselves comprehensively, discover their strengths and weaknesses, and find directions for future improvement during the process of organizing activities. Therefore, when organizing mental health education activities, schools should proactively educate and guide students so that they can change from a passive recipient of information and guidance to an active participant and organizer. At the same time, building activity platforms creates opportunities for students to engage in activities and organize them. Research shows that group activities are effective in stimulating psychological potential (Xu et al., 2021). Schools can offer group psychological counseling activities on different topics, such as

interpersonal communication (Xiao & Liu, 2021; H. Zhang, 2021), self-awareness (Wang et al., 2020), and leadership enhancement (Tagay, 2020), etc. First, teachers lead students in activities that allow students to gain process experience and experience positive emotions through role playing, scenario reenactment, and simulation drills. Then, teachers share with students how to organize and conduct group psychological activities, teaching and rehearsing, and students learn and comprehend until they master the process of conducting activities at the cognitive level. Finally, these students are allowed to go back to their branches and classes to organize and carry out the group psychological activities they have learned, with the teacher first guiding them from the sidelines, and in the process of longing for the good and saving the bad, and finally letting go of them completely, so that the students gradually become a qualified organizer and gain positive organizational experiences. Students gain positive emotions through positive experiences, which not only increase their self-efficacy, but also enhance their courage and enthusiasm to explore their character strengths, which is conducive to the enhancement of positive psychological qualities.

4.2.3. Positive Psychological Counseling Services

The Guideline of Mental Health Education for Students in Higher Education states that we should "actively build a mental health education and counseling system that closely integrates education and guidance, counseling and self-help, and self-help and other help" and "combine solving mental problems and psychological problems with solving practical problems, and carry out education and guidance in caring and warm-hearted help. And warm-hearted support in education and guidance." This provides policy support for the creation of a positive psychological counseling service system. First, the positive counseling system should shift from a passive waiting mode to a proactive approach to educating and guiding students so that they understand that the goal of positive counseling is to help them learn specific, applicable, and personally relevant skills that will maximize their strengths and enable them to seek a fulfilling, satisfying, and meaningful life. This will not only transform students' misconceptions about counseling, but also enable counseling to serve a wider range of students and promote their development. Second, positive counseling should take a positive view of students' problems. Rather than negating traditional counseling, positive counseling combines symptoms and strengths, risks and resources, weaknesses and values, regrets and hopes, and uses a balanced approach to understand the problems students face. Finally, positive counseling seeks to enhance students' character strengths by fostering positive emotions and helping them pursue meaning in their lives. In a study that controlled for negative traits, it was found that people without positive traits had two times the risk of depression than the average person (Tehranchi et al., 2018). Hope and optimism, as well as gratitude, have been shown to reduce stress and depression levels in patients (Xie et al., 2020; Zhao et al., 2019).

4.2.4. Positive Psychological Prevention Intervention

Nes and his colleagues(2011)suggest that focusing on the patient's positive factors should be as important as understanding and treating clinical distress, and that personal strengths can buffer the distressing effects of negative life events and potentially prevent the development of psychological disorders(Marques et al., 2011). Almost all character strengths were correlated with the presence of academic satisfaction (Weber & Harzer, 2022), GPA (Bang et al., 2021), and mental health(Ahrnberg et al., 2021), and the ability of character strengths to predict psychological disorders exceeded the predictive power of negative traits or symptoms. Therefore, when universities rank students suspected of having psychological crises, they should focus on selecting scales for psychological screening that can measure students' positive psychological qualities, happiness, satisfaction, and optimism, combined with scales that focus on symptoms, so that students with potential psychological crises can be more accurately identified. In the face of students in potential psychological crisis, positive psychological prevention intervention can do more than prevent the further development of students' symptoms; it can also intervene in a more positive way, such as cultivating and enhancing students' positive psychological qualities such as hope, optimism and gratitude, so that students can gradually learn to "help themselves" on the basis of "other help", "self-help".

4.3. Build internal peripheral protection system

Positive psychology believes that the formation and development of positive psychological qualities not only has its own causes, but also is inseparable from the influence of the environment and social context, which has a shaping effect on people. Behaviorist psychology focuses on the influence of the external environment on people. A bad environment can cause individuals to develop negative coping styles and personality traits, while a good environment can help individuals develop positive qualities. In a culture dominated by collectivism, individuals are more likely to be influenced by their external

environment to make judgments and actions that conform to social norms, even those that are subjective to individual assumptions such as happiness, joy, and satisfaction. Therefore, it is more and more important to build a positive, healthy and harmonious internal peripheral guarantee system. For colleges and universities, it is necessary to unify the leadership, cooperate with multiple departments, take campus culture construction as the grip, use various mental health education activities as the carrier, and involve all staff to create a positive campus psychological atmosphere, so that students can obtain positive emotions in a good atmosphere, have positive experiences in various activities, and then improve their own positive psychological quality. At the same time, it is important to strengthen the positive contact and deep cooperation between the school and the family, community and society, and to work together to create a positive and excellent peripheral nurturing environment. Schools should educate and guide students, encourage them to go into the community, and take a positive perspective on people and things outside of school (Green, 2021). We also integrate resources from outside the school to help create opportunities for students to serve the community and to get involved and experience. Hire outstanding people outside of school to serve as mentors for students outside of school to educate and guide them so that they can do things with a positive attitude, have positive experiences, and enhance their positive mental qualities.

5. Conclusion

To sum up, the improvement of positive psychological quality is not only a necessary requirement for a person's all-round development, but also an important measure to cultivate "new people of the times who will take up the responsibility of national rejuvenation". As one of the ten education systems, psychological education work should consciously take the enhancement of students' positive psychological quality as the core of education, and when carrying out mental health education work, we should fulfill our responsibility of education, change our passive way of working, and play a more active role in the "problem correction" model and the "service development" model. Based on the "problem correction" model and the "service development" model, we should play a more active role in education, look at students' problems from a positive perspective, meet their needs in a positive way, and lead their development with positive education. The education-led mental health education model with the core of enhancing positive psychological qualities will definitely become a major trend in mental health education.

References

- [1] Ahrnberg, H., Appelqvist-Schmidlechner, K., Mustonen, P., Fröjd, S., & Aktan-Collan, K. (2021). *Determinants of Positive Mental Health in Adolescents—A Cross-Sectional Study on Relationships between Positive Mental Health, Self-Esteem, Character Strengths and Social Inclusion*. *International Journal of Mental Health Promotion*, 23(3), 361–374.
- [2] Antaramian, S. P., Huebner, E. S., Hills, K. J., & Valois, R. F. (2010). *A dual-factor model of mental health: Toward a more comprehensive understanding of youth functioning*. *American Journal of Orthopsychiatry*, 80(4), 462–472.
- [3] Bang, H., Nilsen, F., Boe, O., Eilertsen, D. E., & Lang-Ree, O. C. (2021). *Predicting army cadets' performance: The role of character strengths, GPA and GMA*. *Journal of Military Studies*, 10(1), 139–153.
- [4] Cheng, X., Xu, S., Huang, Y., Qin, C., Liu, K., Tian, M., Liao, X., Zhou, X., Xiang, B., Chen, J., & Lei, W. (2022). *Initial validation of the Chinese version VIA Youth-96 and age-related changes in character strengths among adolescents*. *Frontiers in Psychology*, 13.
- [5] Green, Z. A. (2021). *Character strengths intervention for nurturing well-being among Pakistan's university students: A mixed-method study*. *Applied Psychology: Health and Well-Being*, 14(1), 252–277.
- [6] Harzer, C., & Ruch, W. (2012). *When the job is a calling: The role of applying one's signature strengths at work*. *The Journal of Positive Psychology*, 7(5), 362–371.
- [7] Hausler, M., Strecker, C., Huber, A., Brenner, M., Höge, T., & Höfer, S. (2017). *Distinguishing Relational Aspects of Character Strengths with Subjective and Psychological Well-being*. *Frontiers in Psychology*, 8.
- [8] Hui, D. (2022). *Empirical analysis of the integration mechanism of explicit and implicit education on the ideological and political education and impact on mental health: The perspective of new media*. *Frontiers in Public Health*, 10.
- [9] Kor, A., Pirutinsky, S., Mikulincer, M., Shoshani, A., & Miller, L. (2019). *A Longitudinal Study of Spirituality, Character Strengths, Subjective Well-Being, and Prosociality in Middle School Adolescents*.

Frontiers in Psychology, 10.

[10] Li, F., Gu, L., & Xu, H. (2022). *The Mining Method of Ideological and Political Elements in University Public Mental Health Courses Based on Artificial Intelligence Technology*. *Journal of Environmental and Public Health*, 2022, 1–12.

[11] Li, T., Duan, W., & Guo, P. (2017). *Character strengths, social anxiety, and physiological stress reactivity*. *PeerJ*, 5, e3396.

[12] Marques, S. C., Pais-Ribeiro, J. L., & Lopez, S. J. (2011). *The Role of Positive Psychology Constructs in Predicting Mental Health and Academic Achievement in Children and Adolescents: A Two-Year Longitudinal Study*. *Journal of Happiness Studies*, 12(6), 1049–1062.

[13] Nes, L. S., Carlson, C. R., Crofford, L. J., Leeuw, R. de, & Segerstrom, S. C. (2011). *Intididual differences and self-regulatory fatigue: optimism, conscientiousness, and self-consciousness*. *Personality and Intididual Differences*, 50(4), 475–480.

[14] Seligman, M. E. P., Parks, A. C., & Steen, T. (2004). *A balanced psychology and a full life*. *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences*, 359(1449), 1379–1381.

[15] Tagay, Ö. (2020). *Effect of psychological counseling with experiential relational focus group on psychological counselors' self-efficacy and listening skills*. *Current Psychology*, 41(9), 6568–6576.

[16] Tehranchi, A., Doost, H. T. N., Amiri, S., & Power, M. J. (2018). *The Role of Character Strengths in Depression: A Structural Equation Model*. *Frontiers in Psychology*, 9.

[17] Tian, S., Chen, S., & Cui, Y. (2022). *Belief in a Just World and Mental Toughness in Adolescent Athletes: The Mediating Mechanism of Meaning in Life*. *Frontiers in Psychology*, 13.

[18] Wang, K., Zhao, A., Wang, C., Cao, Y., & Liu, X. (2020). *A Study on the Effect of Group Psychological Counseling on Improving College Students' Social Adaptability*. *Proceedings of the 4th International Conference on Culture, Education and Economic Development of Modern Society (ICCESE 2020)*.

[19] Weber, M., & Harzer, C. (2022). *Relations between character strengths, school satisfaction, enjoyment of learning, academic self-efficacy, and school achievement: An examination of various aspects of positive schooling*. *Frontiers in Psychology*, 13.

[20] Weber, M., & Ruch, W. (2012). *The role of character strengths in adolescent romantic relationships: An initial study on partner selection and mates' life satisfaction*. *Journal of Adolescence*, 35(6), 1537–1546.

[21] Xiao, R., & Liu, X. (2021). *Analysis of the Architecture of the Mental Health Education System for College Students Based on the Internet of Things and Privacy Security*. *IEEE Access*, 9, 81089–81096.

[22] Xie, J., Liu, M., Zhong, Z., Zhang, Q., Zhou, J., Wang, L., Ma, K., Ding, S., Zhang, X., Sun, Q., & Cheng, A. S. K. (2020). *Relationships among Character Strengths, Self-efficacy, Social Support, Depression, and Psychological Well-being of Hospital Nurses*. *Asian Nursing Research*, 14(3), 150–157.

[23] Xu, B., Li, S., Bian, W., Wang, M., Lin, Z., & Wang, X. (2021). *Effects of group psychological counselling on transition shock in newly graduated nurses: A quasi-experimental study*. *Journal of Nursing Management*, 30(2), 455–462.

[24] Zhang, H. (2021). *Construction of Mental Health Education Model Based on Computer Multimedia Group Psychological Measurement*. *Advances in Multimedia*, 2021, 1–5.

[25] Zhang, Z., Li, Y., Sun, S., & Tang, Z. (2022). *Intervention Effect of Group Counseling Based on Positive Psychology on Psychological Crisis of College Student*. *Computational Intelligence and Neuroscience*, 2022, 1–5.

[26] Zhao, Y., Yu, F., Wu, Y., Zeng, G., & Peng, K. (2019). *Positive Education Interventions Prevent Depression in Chinese Adolescents*. *Frontiers in Psychology*, 10.