

# A Study on the Prevention Strategies of Adolescent Depression from the Perspective of Home-School Collaboration

**Li Jiaojiao, Yuan Hailong**

*Guangzhou Huashang College, Guangzhou 511300, Guangdong, China*

**Abstract:** *This article mainly analyzes the mechanism of depression in adolescents, analyzes its impact on depression from the family and school levels. Discusses the prevention strategies for college students' depression from the perspective of home-school collaboration: at the family level, family functions should be improved, and the relationship between school should be improved; At the school level, it is necessary to strengthen mental health education, enhance the level of professional commitment of students and the sense of belonging to the school, in order to provide reference value for the mental health work of colleges and universities.*

**Keywords:** *depression; family-school coordination; prevention strategy*

## 1. Introduction

Depression is a common negative emotional state, which mainly refers to the individual's lack of the ability to experience happiness, manifested in a bad mood, not interested in various things, and often have a sense of worthlessness<sup>[1]</sup>. The World Health Organization had predicted that depression will become the world's second most common disease in 2020, affecting 5%-10% of the global population's health<sup>[2]</sup>. Adolescents have been in a state of depression for a long time, which seriously affects their studies, life and physical and mental health. Some individuals will choose suicide and self-harm to relieve their pain, causing serious losses to the school and the country.

In recent years, the depression of college students has become increasingly common and serious, and they are getting younger and younger, which urgently needs the attention of colleges and universities. Homes and schools are important places for student development, and how their functions are exerted have a great impact on individuals. Studies have found that the higher the family adaptability score of adolescents, the lower the depression level, and the higher the depression level of individuals living in conflict and violent families<sup>[3]</sup>.

At present, researchers at home and abroad have conducted extensive research on depression, most of which are on the mechanism of depression. Few researchers have explored the prevention strategies of depression from the perspective of home-school collaboration. The innovations of this article focus on the prevention strategies of depression in college students. , Not only from the perspective of school or family, but with the joint efforts of school and family, to maintain the mental health of college students and reduce the occurrence of depression and crisis events.

## 2. Current status of research on depression among college students in China

### 2.1 Current status of research on the mechanism of depression in college students

At present, the suicide cases of teenagers due to depression have shown an upward trend. With the improvement of material living standards, people's pursuit of life is different than before. It is no longer a simple problem of food and clothing, which has caused people to become more and more psychologically stressed. Domestic scholars have done many studies on the mechanism of depression. For example, Niu Gengfeng et al. found that negative life events are positively correlated with depression<sup>[4]</sup>; Chen Chunyu et al.'s study found that mobile phone addiction is positively correlated with depression<sup>[5]</sup>. Liang Xiaoyan's research found that the use of short videos can positively predict the depression tendency of college students<sup>[6]</sup>. Research by Qin Hongxia and others found that childhood trauma can significantly predict depression<sup>[7]</sup>. Research by Ye Baojuan and others found that

online game addiction can predict depression in college students<sup>[8]</sup>. Research by Ji Lingkai et al. found that professional identification has a significant negative predictive effect on college students' depression<sup>[9]</sup>. Studies have shown that the level of parental conflict can positively predict adolescent depression and social anxiety<sup>[10]</sup>.

## ***2.2 Current analysis of factors affecting depression in college students***

This study analyzes the influencing factors of college students' depression, and focuses on the common factors of family and school, and explores the prevention methods of college students' depression, aiming to provide reference opinions for the psychological crisis intervention of colleges and universities in our country. A review of previous studies found that the influencing factors of depression are:

One is heredity and family factors: researchers at home and abroad have long considered the influencing factors of heredity. The results show that the probability of depression in the family is 8-10 times that of the normal population, and the closer the blood relationship, the higher the incidence<sup>[11]</sup>. In addition, the parent's childbearing age has an impact on the child's depression. The child is born too early and too late, which will increase the child's risk of depression. Studies have found that childhood experiences (left-behind children, parental disharmony, suicidal or violent behaviors of family members, child abuse, unhappy childhood life) are important factors that cause depression<sup>[12]</sup>.

The second is the school factor: the study found that the school factor has an important influence on adolescent depression. Research by Ren Zhihong and others pointed out that the class environment is an important stress factor for adolescent depression<sup>[13]</sup>. The school atmosphere, including peer relationships, academic performance, teacher-student relationships, and romantic relationships, will have an important impact on the mental health of young people.

The third is self-efficacy. People with low self-efficacy, if they pay too much attention to personal success or failure, demand too much of themselves, and have bad cognitive schemas, they will cause anxiety and depression. In the process of growing up, individuals will experience frustrations and failures in learning, interpersonal, etc. If they are not adjusted properly, coupled with unreasonable cognition, they will lead to low self-efficacy and feel that they are powerless and incompetent, and they feel consciously incapable. And experience coping with life, these are typical manifestations of depression.

## **3. Preventive measures for college students' depression from the perspective of home-school collaboration**

Through the analysis of the influencing mechanism and influencing factors of college students' depression, it can be integrated into two aspects of school and family factors. Based on previous studies, this article explores the prevention strategies for college students' depression from the perspective of home-school collaboration. There are mainly the following methods:

### ***3.1 Family prevention strategies***

#### ***3.1.1 Improve family functions***

At present, most of the research on depression in adolescents starts with parent-child relationships. The more famous is the attachment-based family therapy (ABFT), which suggests repairing the tense parent-child relationship and rebuilding mutual trust. It is recommended that family members increase the time and frequency of communication, buffer conflicts, and improve family support. These are the key factors to prevent depression. From the perspective of parents, it can increase the intimacy between family members and enhance the child's attachment level. A good parent-child relationship is a powerful support for children to cope with difficulties, frustrations, and traumas. At the same time, parents must maintain good communication, bad husband and wife relationship, parental conflict, will bring negative effects to the growing children. From the perspective of children, return to the family when encountering problems, strengthen communication and contact with parents, and seek support from the family.

#### ***3.1.2 Strengthen ties with schools***

In the work of mental health education for college students, parents' participation is very small, and

it is generally only when children have psychological problems that they participate. Parents should care about their children, pay attention to their children's life at school, understand their children's difficulties, and encourage them to actively face them; children should accompany their children more when they return home to reduce their time spent on online games. Parents of students should strengthen exchanges and cooperation with teachers, and through social education of college students, guide them to view social reality from a dialectical point of view in the process of experiencing life, recognize bad phenomena from the viewpoint of discovery, understand society with flexible thinking, and educate them to justify Right and wrong and self-regulation, giving them strong support.

### ***3.2 School-level strategy***

#### ***3.2.1 Strengthen mental health education in schools***

At present, in many primary and secondary schools, mental health education is almost blank. Even if some primary and secondary schools have set up psychological consultation rooms and mental health classes, they are still coping with examinations. The provision of psychology teachers does not meet the requirements. The mental health education of primary and secondary schools is seriously lagging behind the social development, which is not conducive to the development of good psychological quality of students. After arriving at university, some psychological problems have been exposed. For colleges and universities, the state has issued relevant documents that require attention to the mental health education of college students, and schools should actively respond to national policies:

The first is to establish a special institution for mental health education to plan the mental health work of the whole school; set up special funds, strengthen hardware equipment, and allocate psychological full-time and part-time personnel in accordance with the spirit of national documents; the second is to strengthen the training of professionals and enhance business capabilities; The third is to implement the establishment of a five-level protection network of "individual-class-psychological counseling center-school-hospital". The five-level protection network can well prevent the occurrence of crisis events and grasp the psychological dynamics of students in a timely manner. Schools should establish students' psychological files. They can use psychological assessments and psychological committee reporting systems to understand students' psychological conditions, provide timely feedback when problems are found, and provide students with corresponding psychological counseling to prevent depression, anxiety and other emotions from negatively affecting individuals. Fourth, schools should popularize mental health knowledge through courses and activities, and enhance the mental health awareness of college students. Carry out corresponding mental health activities for different annual leave and majors. Train a group of peer psychological counselors so that students can seek help when they encounter difficulties and setbacks. The fifth is to encourage students to interact actively. The school promotes the cultivation of interpersonal skills of college students through various activities. Peer issues, especially dormitory problems, have a great impact on individuals, and are an important interpersonal relationship factor of college students' depression. Therefore, schools should strengthen dormitory management and Education, reduce the mental health problems of college students caused by dormitory problems.

#### ***3.2.2 Enhance the level of professional commitment of students***

College students' professional identity affects college students' sense of self-efficacy. If college students do not agree with their majors, they may invest less, but realistic courses require energy investment, leading to psychological pressure, anxiety, and depression. After the college entrance examination, when students choose a major, schools and parents should consider the students' abilities and interests, rather than simply considering employment prospects. At the same time, after college students enter the school, the relevant departments will further improve the chances of major re-selection, which will help reduce the depression level of college students. In addition, low majors agree with college students. If they cannot change majors, they can set up active and feasible goals during the learning process, and strive to achieve them, stimulate learning enthusiasm, and enhance their sense of academic efficacy.

#### ***3.2.3 Enhance the school's sense of belonging***

A sense of belonging is considered one of the basic needs of human beings. Maslow pointed out that gaining belonging and love are basic human needs. When this need cannot be met, the internal balance of the individual will be broken. Negative emotions such as anxiety and tension will occupy a dominant position, and the individual will also produce Mental health issues. School belonging refers to the acceptance, respect and support of teachers and classmates that students subjectively perceive in

the school environment.

The research results show that group psychological counseling and sand table play therapy have a significant intervention effect on the establishment and improvement of college students' collective sense of belonging<sup>[14]</sup>. At the same time, school gratitude diaries and gratitude practical activities can also be used to cultivate students' sense of belonging to school and enhance their level of happiness in school.

#### 4. Conclusion

The prevention of adolescent depression is not only the responsibility of the school and family, but the main role of the student body is the most important. Crisis early warning is also an important task that universities need to pay attention to. The influencing factors of college students' depression are multifaceted. The external factors are mainly the influence of the general environment such as family and school, and the internal factors are mainly the influence of the individual's psychological quality. Therefore, the mental health work of colleges and universities should combine various reasons and considerations to establish a perfect mental health work system. The country must also carry out mental health work for college students from the perspective of family and school collaboration to reduce the occurrence of adverse events such as suicide and self-harm caused by depression.

#### References

- [1] Pan Jianying. *Research on the correlation between depression and interpersonal relationship of medical college students*[D]. Nanchang: Nanchang University, 2012.
- [2] USTUN T B, AYUSO-MATEOS J L, CHATTERJI S, et al. *Global burden of depressive disorders in the year 2000*[J]. *The British Journal of Psychiatry*, 2004, 184(4):386-392.
- [3] Xiao Xue, Liu Lisha, Xu Liangyuan, et al. *The relationship between parental conflict, parent-child relationship and adolescent depression: the moderating effect of only children and non-only children*. *Psychological Development and Education*, 2017, 33(4): 468-476.
- [4] Niu Gengfeng, Hao Enhe, Sun Xiaojun, Zhou Zongkui. *The influence of negative life events on college students' depression: the mediating role of coping styles and the moderating role of gender*. *Chinese Journal of Clinical Psychology*, 2013, 21(3): 1022- 1024.
- [5] Chen Chunyu, Lian Shulei, Yang Chen, Zhou Zongkui. *The relationship between mobile phone addiction and depression in college students: the role of fatigue and ruminating thinking*. *Chinese Journal of Clinical Psychology*, 2019, 27(4): 746-749.
- [6] Liang Xiaoyan, Guo Xiaorong, Zhao Tong. *The influence of short video use on depression in female college students: The chain mediation effect of self-objectification and body satisfaction*. *Psychological Science*, 2020, 43(5): 1220-1226.
- [7] Qin Hongxia, Xu Yan, et al. *The impact of childhood trauma on college students' depression: the role of early maladaptive patterns and negative life events*. *Psychological Research*, 2020, 40(3): 277-282.
- [8] Ye Baojuan, Cheng Kexin, Gao Liang, et al. *The influence of peer attachment on college students' depression: a moderated mediation model*. *Chinese Journal of Clinical Psychology*, 2019, 27(2): 326-329.
- [9] Ji Lingkai, Liu Huashan, Li Chenlu. *Boiling frogs in warm water: the mechanism of professional identification on college students' depression*. *Psychological and Behavioral Research*, 2020, 18(6): 833-838.
- [10] Wang Mingzhong, Fan Cuiying, Zhou Zongkui, et al. *Parental conflict affects adolescent depression and social anxiety-based on cognitive-situation theory and emotional security theory* [J]. *Psychological Bulletin*, 2014, 46(1): 90-100.
- [11] Cheng Wenhong, Wang Zucheng. *Study on family factors of the onset of depression in adolescents* [J]. *Shanghai Psychiatric Medicine*, 2005, 17(1):50- 52.
- [12] Yi Chunli, Qian Mingyi. *The influence of family factors on adolescent depression*[J]. *Chinese Journal of Clinical Rehabilitation*, 2006, 10(1):130- 132.
- [13] Ren Zhihong, Jiang Guangrong, Ye Yiduo. (2011). *The relationship between class environment and adolescent depression: the mediation and moderation of core self-evaluation*. *Psychological Science*, 2011, 34, 1106-1112.
- [14] Yuan Yan. *The Intervention Study of Sand Table Game Therapy on College Students' Sense of Collective Belonging*. *Nanchang College of Education*, 2012, 8:153-154.