

An Analysis of College Students' Mental Health After "95" and Exploration of Positive Psychological Guidance Strategies

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Abstract: This study used UPI and SCL-90 to test college students after the "95" in a university in Dalian, to understand the current mental health status of the college students after the "95", and to analyze the reasons for the status quo. According to the results of psychological tests, positive psychology theory is introduced and targeted mental health strategies are put forward.

1. Introduction

With the development of the times, after the "95" college students gradually became the main force in the college student group. How to deeply understand the psychological status of this group plays an important role in the security and stability management of colleges and universities and the mental health education of college students. This study attempts to understand the mental health status of college students after "95" through psychological health tests, and adopt targeted mental health interventions based on the test results.

Positive psychology emerged in the United States at the end of the 20th century and is a brand new field in terms of negative psychology. In addition to helping people solve their daily problems and psychological problems, positive psychology is more devoted to the study of positive emotional traits and qualities such as subjective well-being and teamwork^[1].

This study introduces positive psychology theory based on psychological test results, based on the mental health status of college students after "95"; aiming at the positive psychological development of college students after "95"; using positive psychological experience and behavioral training as means; protected by a positive mental health system positive, comprehensively promotes the mental health of college students after "95".

2. Research objects and research methods

2.1 Research object

In this study, the overall sampling method was used to test all the "95" college students in a university in Dalian. A total of 8929 undergraduate test results were valid. There were 5,695 boys and 3,234 girls, and the effective test rate was 99.6%.

2.2 Test tools

Two questionnaires were used in this study, one for the College Student Personality Questionnaire (UPI) and the other for the Symptom Checklist (SCL-90).

The College Student Personality Questionnaire (UPI) is a questionnaire for college students' mental health. The questionnaire has a total of 60 questions with good reliability and validity. It covers aspects such as physical health, emotional reflection, self-awareness, learning psychology and interpersonal communication.

The Symptom Checklist (SCL-90) is divided into 10 factors related to psychiatric symptoms such as somatization, obsessive-compulsive disorder, and interpersonal sensitivity. A total of 90 items are measured. According to the recent situation of the subjects, 1- Level 5 rating^[2].

2.3 Method of measurement

Under the organization of the counselor or the psychological teacher, the collective computer software is measured by the class as the unit, and the questions are answered independently.

3. Analysis and discussion of research results

3.1 Overall psychological analysis

According to UPI's screening and scoring criteria, the following results are obtained: UPI's 25th question is "Want to be light", and there are 217 affirmative answers to this question, including 120 male students and 97 female students, accounting for a proportion of all students' 2.4%, focusing on personnel; UPI and other types of students refer to students with possible psychological problems, a total of 1,100, accounting for 12.3% of the total number of students; UPI second-class questions refer to students who may have psychological confusion or general psychological problems. A total of 2,341 people, accounting for 26.2% of the total number of students; UPI three types of problems for students with good psychological status, or no obvious psychological problems, a total of 5,271 people, accounting for 59.0% of the total number of students.

3.2 Ranking of Positive Detection Rate of College Students' Psychological Problems after "95"

Positive screening, that is, the results of the self-assessment questionnaire, the total score is greater than or equal to 160 points, the number of positive questions is 43 items, or the positive factor is greater than or equal to 2 points, that is, positive screening can be performed. According to the survey, 8929 students were positive for screening, and the top 5 factors were mainly forced, interpersonal, hostile, paranoid, and depressed.

4. Analysis conclusion

4.1 The overall results of this test are as follows: 1100 students may have psychological problems, accounting for 12.3%; 2341 students may have psychological confusion, accounting for 26.2%; students with good mental state or no obvious psychological problems, a total of 5271 Name, accounting for 59.0%.

4.2 After the "95", the top five positive rankings of college students' psychological problems were: forced, interpersonal sensitivity, hostility, paranoia, depression.

5. Analysis of the Causes of College Students' Psychological Status after "95"

5.1 Family reason

After "95", most of the college students are only children, and the family's economic situation is good. Parents may have a love component for their children's education. The management of love may cause children's cognitive bias, and there are problems such as excessive dependence and poor psychological endurance.

5.2 Personal reasons

Because after the "95" college students are often cared for in the family. Under the care of their parents, they rarely experience setbacks and sufferings. When difficulties and setbacks come, they often cannot bear, and they are discouraged and give up. It can even cause individual cognitive confusion and psychological problems.

5.3 Social Causes

The social pressure and the one-sidedness of social assessment have an important impact on the psychology of college students after the "95". The progress of society and science and technology puts forward higher requirements for the development of college students after the "95". The competition for talents is becoming more and more fierce, which inevitably exerts certain psychological pressure on them. At the same time, the incompleteness of the social assessment system leads to the one-sidedness of the subject's self-cognition, and it is impossible to objectively conduct self-assessment, leading to blind self-confidence or blind inferiority.

5.4 School education reasons

The mental health education of college students is still based on theoretical education. It lacks practicality. The practice of light theory will lead to low operability of students and life. At the same time, the mental health curriculum system of colleges and universities is not rich enough, often only a single mental health basic course, lack of diversity and targeted courses.

6. Positive Psychological Guidance Strategies after "95"

The focus of positive psychology is more on the development of human potential and the cultivation of excellent character, discovering virtues, cultivating virtues, and improving the psychological level and quality of self by sensing happiness. Therefore, the strategy of improving the psychological level of college students after the "95" from the perspective of positive psychology theory is as follows:

6.1 Based on the mental health status of college students after "95", they are targeted

Colleges and universities should conduct psychological surveys on a regular basis to establish and improve dynamic psychological files. Psychological census and the establishment of dynamic psychological files play a vital role in the entrance education of college freshmen and the mental health care of the old students. It is a highly professional and practical work. From the situation in recent years, the psychological effect of students' psychology is obvious, which basically plays the role of "early discovery, early prevention, early help", and has strong practicability, predictability and pertinence for the development of college students' psychological education. Establishing a dynamic mental health record for students not only helps to fully understand the mental health status of students, but also provides a basis for targeted mental health education for college students, and helps to promptly intervene in existing and possible psychological problems.

6.2 Taking the development of the positive personality of college students after the "95" as the goal, to enhance happiness

Positive psychology believes that positive personality is the dynamic system of our personality, not only can prevent the negative effects of negative emotions and negative personality, but also promote the development of positive emotions and healthy personality, and promote mental health. Therefore, the mental health education in colleges and universities should aim at the development of positive personality psychology of college students after the "95", and establish a correct life goal, so that after the "95" college students have a correct understanding and cognition of happiness, give full play to subjective initiative and improve their own effectiveness. Colleges and universities should actively provide positive psychology courses and happiness classes to strengthen the popularization of positive psychological theory.

6.3 Strengthening practice with positive psychological experience and behavioral training

The cultivation of positive psychological quality and personality is a process of psychological behavior experience and reinforcement. At the same time of theoretical class study, we should strengthen the training and experience of happiness behavior, so that students can change from passive acceptance of knowledge to active self-psychological development. Proactively practice. Carry out the training of psychological behaviors to enhance happiness, perceive happiness, experience happiness, and gain the ability to harvest happiness. At the same time, in the psychological counseling and treatment of colleges and universities, college mental health teachers strengthen the attention paid to visiting students' positive quality, establish positive energy, stimulate potential and gain happiness.

6.4 Constructing a three-dimensional mental health prevention system with the support of positive mental health system

In the process of psychological education in colleges and universities, the positive mental health system should be used as a guarantee to deeply construct the mental health education work pattern

of education, practice, counseling, prevention and intervention, and platform guarantee “five in one”
 [3]. Establish a “four-level” early-war prevention and control system for schools, departments, classes, and dormitories to realize timely detection and timely intervention of psychological problems. At the same time, strengthen the cooperation mechanism between home and school, the family and the school work together to create a positive mental health and education environment so that after the "95" college students get more positive experiences and emotions, forming a dynamic, three-dimensional operating system and defense mechanism.

References:

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