

Development of a Mental Health Promotion Activity Model for Vocational Education Students in Wuxi City of Jiangsu Province, People's Republic of China

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Abstract

This study aimed to analyze the components of mental health promotion activities for vocational education students in Wuxi, Jiangsu Province, develop a structured model for these activities, and evaluate its effectiveness. The research was conducted in three stages. In the first stage, key factors influencing mental health promotion activities were analyzed through a survey of 222 administrators and psychology teachers from 10 vocational education colleges. A five-level Likert scale questionnaire with a reliability of 0.988 was used, and data were analyzed using frequency, percentage, mean, and standard deviation. In the second stage, a model was developed through a two-part qualitative approach: semi-structured interviews with administrators from three model vocational colleges and a focus group discussion with seven experts. Content analysis was applied to synthesize findings and construct the model. The third stage involved evaluating the accuracy, feasibility, and practicality of the proposed model and its accompanying manual. Five experts assessed the model's validity, while 30 mental health administrators from vocational colleges evaluated its applicability using a structured questionnaire.

The results showed that the five components of mental health promotion activities—teaching and learning, teaching staff, mental health promotion activities, working conditions, and resource allocation—were rated at a high level. The proposed model included detailed descriptions, development concepts, implementation strategies, and performance indicators. The model and manual received the highest ratings for accuracy and adequacy from experts, while vocational college administrators rated their feasibility and practicality at the highest level. These

findings suggest that the developed model provides a scientifically grounded and practical framework for promoting mental health among vocational education students, ensuring systematic implementation and sustainable development.

Keywords: Mental Health; Health Promotion Activities Model; Vocational Education Students

Introduction

The importance of mental health in education, especially in vocational colleges, has received increasing attention. With the advancement of the “Healthy China” strategy, mental health and mental health issues have become the focus of society. As young intellectuals receiving higher education, college students shoulder the heavy responsibility of being the future builders of the country (Ministry of Education of the People’s Republic of China, 2019). While cultivating professional knowledge, it has become a top priority to shape a sound personality to cope with future challenges (Yuan, 2024). Therefore, mental health has become an indispensable key element in the process of college students’ success (Charlson et al., 2019). In 2021, the “Notice of the General Office of the Ministry of Education on Strengthening the Management of Students’ Mental Health” issued by the Ministry of Education marked that my country’s mental health education has entered a new stage of development, especially in vocational education colleges in Wuxi City, Jiangsu Province, where students’ mental health issues have become increasingly prominent.

In response to this challenge, the Ministry of Education has successively issued the “Notice on Strengthening and Improving the Mental Health Work of Vocational College Students” and the “Notice on the Special Action Plan for Mental Health Work (2023–2025)”, which shows that the country continues to attach importance to mental health education in vocational education colleges (Yuan et al., 2024). These policies have fundamentally changed the status quo of mental health education, transforming it from spontaneous organization by schools to official system guidance, gradually establishing a comprehensive mental health education system, highlighting the core concerns and development trends in this field, and elevating student mental health work to the national strategic level (Xun, 2024). However, as the psychological problems of students in vocational education colleges become increasingly serious, failure to properly handle these problems may lead to serious consequences, and society is paying more and more attention to students’ mental health problems.

At the practical level, students in vocational education colleges face multiple pressures, including academic, employment, self-cognition, interpersonal relationships, and challenges brought about by the rapid development of science and technology (Jing et al., 2022). The intensification of these multiple pressures has increased society's concern about students' mental health problems and promoted vocational education colleges to actively carry out mental health promotion activities. With the support of official policies, various mental health promotion activities have been fully launched. Schools have not only become a key platform for the comprehensive development of students, but have also gradually shifted from problem-oriented to service-oriented (Ministry of Education of the People's Republic of China, 2021). However, in the face of increasingly complex challenges, the mental health promotion activities of vocational education colleges still need to be further strengthened, and it is urgent to establish an efficient system with Chinese characteristics to ensure that students' psychological needs are fully met.

Based on the above background, this study will focus on the key components of mental health promotion activities for students in vocational education colleges in Wuxi City, Jiangsu Province, aiming to build an effective mental health promotion model to promote mental health education in vocational education colleges and improve students' mental health level. Through this study, we hope to provide theoretical guidance and practical suggestions for educational administrators to help achieve the grand goal of a healthy China.

Research Objectives

1. To analyze and study the components of mental health promotion activities for students in vocational education colleges in Wuxi, Jiangsu Province.
2. To formulate a model for mental health promotion activities for students in vocational education colleges in Wuxi, Jiangsu Province.
3. To evaluate mental health promotion activities for students in vocational education colleges in Wuxi, Jiangsu Province A model for Vocational colleges administrators.

Literature Review

In the field of mental health education in vocational education colleges, research in recent years has focused on improving teachers' teaching and psychological counseling abilities, as well as how to better use information technology and on-campus and off-campus resources to support the development of students' mental health. Cai (2012) pointed out that teachers should not only

have the ability to impart mental health knowledge, but also master the skills to deal with practical psychological problems, which puts higher requirements on the professionalization of the teaching staff. Yu (2021) further emphasized that teachers' mental health education and teaching abilities must keep pace with the times, and should innovate curriculum design in combination with students' actual conditions, and make the best use of educational resources to promote students' mental health. In addition, Li (2021) proposed that the staffing of mental health education is crucial, and teachers should have a professional background in psychology and solid professional knowledge, which is directly related to the improvement of education quality and the mental health protection of students. Ma (2021) also emphasized that reasonable staffing of the teaching staff is the basis for the efficient development of educational and teaching activities, and suggested that the overall professional level of teachers should be continuously improved through graded training, special research and other methods.

At the practical level, Jiang (2021) believes that mental health education activities in vocational education colleges should widely carry out group counseling, class activities and cultural construction to promote the deep integration of students' mental health and humanistic care. Group counseling activities are particularly praised by Zhao et al. (2022). They believe that this form is both widely applicable and efficient and effective, and is very suitable for the campus environment. Luo (2022) further explored the application of information technology in mental health education. He pointed out that information technology can not only provide effective support for mental health education, but also help educators better understand and deal with students' psychological problems. In addition, Qian et al. (2021) emphasized the importance of establishing a cooperation mechanism inside and outside the school, and believed that cooperation with professional institutions outside the school can provide more professional support for mental health education and ensure that students can receive timely and effective psychological intervention and treatment when necessary.

In summary, the existing literature provides a theoretical basis and practical guidance for the construction of a model of activities to promote mental health of students in vocational education colleges. The current research focuses on clarifying the important role of teachers in mental health education, using modern information technology to improve the effectiveness of mental health education, and strengthening mental health services through the integration of resources inside and outside the school. These studies provide important references for further

exploration of this paper, and also reveal the shortcomings of the current literature, providing a clear direction for future research.

Through the literature review, a conceptual framework as shown in Figure 1 can be obtained.

Conceptual Framework

The framework of this study is shown in Figure 1.

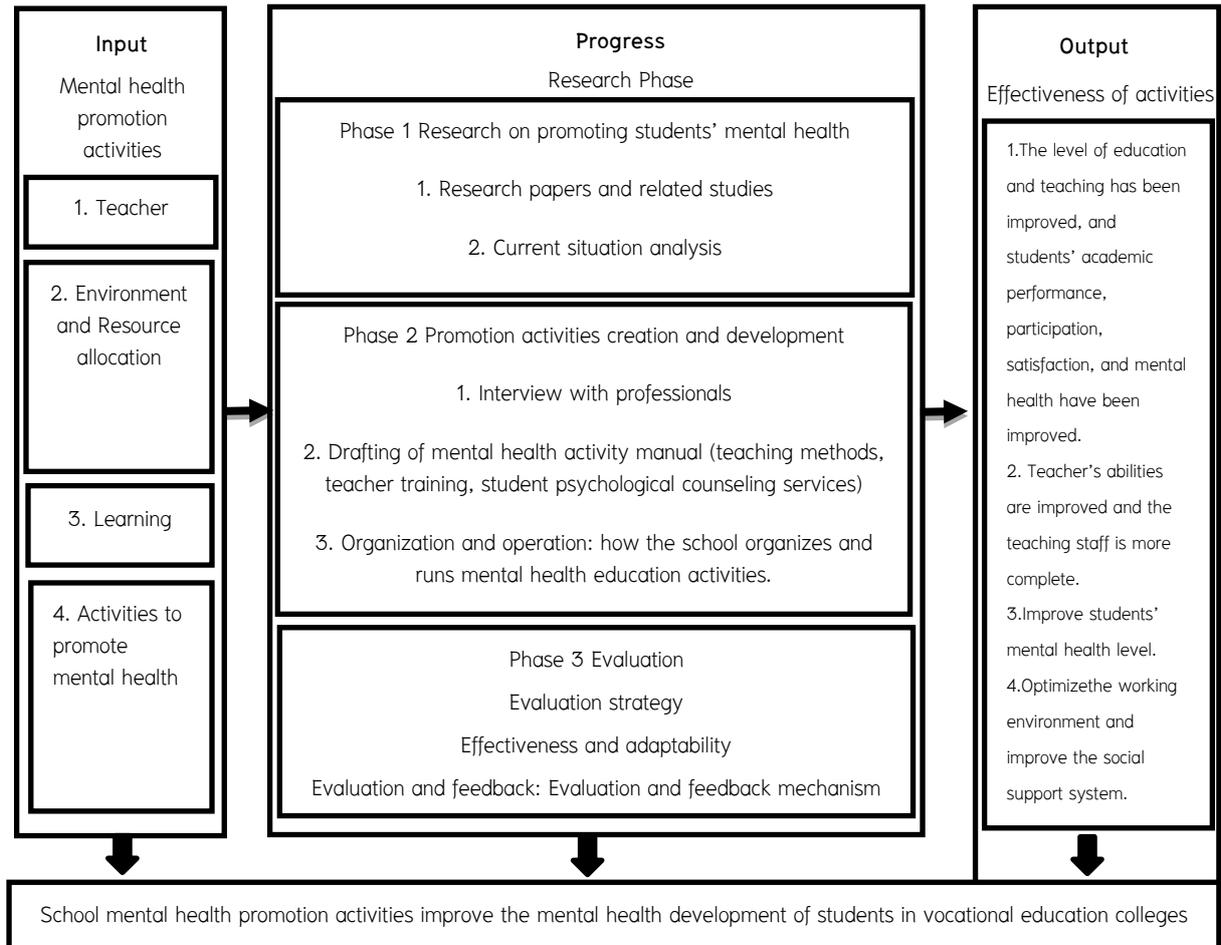


Figure 1 A research framework for developing a model of activities to promote mental health

(Source: Constructed by the author)

Research Methodology

Population and Sample

The population included 503 mental health department heads and mental health teachers from 10 vocational education colleges in Wuxi, Jiangsu Province, the People's Republic of China.

The sample included 222 mental health heads and teachers from 10 vocational education colleges in Wuxi, Jiangsu Province, the People's Republic of China.

Research Instruments

The research instrument was a questionnaire, which was divided into two parts.

Part 1: General information of the respondents, data were collected through a checklist questionnaire.

Part 2: Components of the model of student mental health promotion activities in vocational education colleges in Wuxi, Jiangsu Province, the People's Republic of China, data were collected through a five-level rating scale. The validity of the questionnaire content was assessed using the Item-Objective Congruence Index (IOC) (Rovinelli & Hambleton, 1997), and the overall reliability of the questionnaire was assessed using the Cronbach's alpha coefficient (α -coefficient) (Wiersma & Jurs, 2009). The results showed that the Item-Objective Congruence Index (IOC) of the questionnaire was 0.5–1.00, and the Cronbach's alpha coefficient was .988. Therefore, the questionnaire is a reliable and trustworthy research tool.

Part 3: The model and manual for promoting student mental health activities in vocational education colleges in Wuxi, Jiangsu Province, were evaluated using expert and administrator assessments. Experts assessed the accuracy and adequacy of the model and manual through a structured evaluation form using a five-level rating scale, with results indicating that both aspects were rated at the highest level. Additionally, vocational college administrators evaluated the feasibility and practicality of the model and manual using the same rating scale, and the findings confirmed that both were rated at the highest level.

Data Analysis

The statistics of quantitative data analysis are percentage, mean, standard deviation and validity index, and qualitative data are analyzed through content analysis. The data are presented in a table form, and the meaning of the mean is as follows:

4.51 – 5.00 has the highest operability.

3.51 – 4.50 has high operability.

2.51 – 3.50 has medium operability.

1.51 – 2.50 has low operability.

1.00 – 1.50 has the lowest operability.

Research Results

1. Level 1 Indicators of the Components of the Mental Health Promotion Activity Model for Students in Vocational education Colleges and Universities in Wuxi City, Jiangsu Province, People's Republic of China.

Table 1 Mean and standard deviation of the components of the mental health promotion activity model for students in vocational education colleges in Wuxi, Jiangsu Province, People's Republic of China.

| Components of the Mental Health Promotion Activity Model | \bar{X} | S.D. | Interpretation |
|--|-----------|------|----------------|
| 1. Learning and Teaching | 4.12 | 0.66 | High |
| 1.1 Ability to study and teach | 4.16 | 0.67 | High |
| 1.2 Ability to produce research results | 3.98 | 0.65 | High |
| 1.3 Ability to provide psychological counseling | 4.22 | 0.66 | High |
| 2. Teacher | 4.18 | 0.66 | High |
| 2.1 Teacher training | 4.21 | 0.66 | High |
| 2.2 Expertise | 4.15 | 0.67 | High |
| 3. Activities to promote mental health | 4.10 | 0.69 | High |
| 3.1 Group counseling activities | 4.10 | 0.72 | High |
| 3.2 Classroom Activities | 4.09 | 0.66 | High |
| 4. Environment and resource allocation | 4.13 | 0.69 | High |
| 4.1 Social cooperation | 4.15 | 0.69 | High |
| 4.2 Information technology | 4.11 | 0.68 | High |

According to Table 1, it was found that the four first-level indicators and nine second-level indicators of the components of the mental health promotion activity model for students in vocational education colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, were all highly operationalizable. The first-level indicator with the highest operability is Teacher ($\bar{X}=4.18$), and the lowest is Activities to promote mental health ($\bar{X}=4.10$). The secondary indicator with the highest operationalization was Ability to provide psychological counseling ($\bar{X}=4.22$) and the lowest was Ability to produce research results ($\bar{X}=3.98$).

2. Model Development

Based on the above analysis, the research team developed a mental health promotion activity model. The model includes the following components (Figure 2):

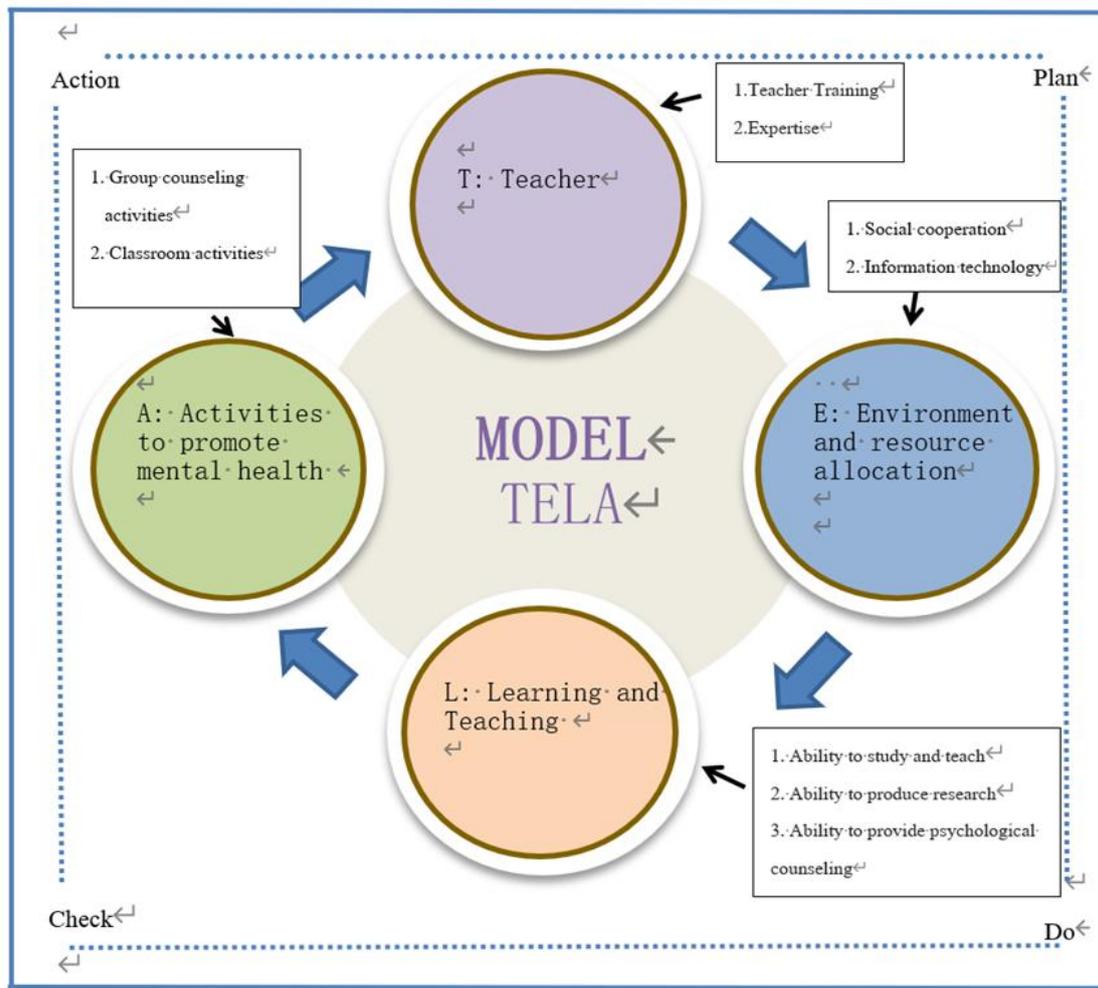


Figure 2 Model components
(Source: Constructed by the author)

The TELA Model is a structured framework designed to promote student mental health in higher vocational education institutions. This model integrates four fundamental components: Teacher (T), Environment and Resource Allocation (E), Learning and Teaching (L), and Activities to Promote Mental Health (A). These components work together to create a comprehensive and sustainable approach to mental health promotion. Additionally, the model operates within the Plan–Do–Check–Action (PDCA) cycle, ensuring a continuous process of planning, implementation, evaluation, and improvement.

1) Teacher (T): The Role of Educators in Mental Health Promotion

Teachers play a crucial role in fostering student well-being by serving as mentors, educators, and facilitators of mental health support. This component focuses on two essential aspects: teacher training and expertise.

Teacher Training ensures that educators acquire the necessary skills to recognize, address, and support students facing mental health challenges. Training programs may include workshops on stress management, psychological first aid, and inclusive teaching strategies that consider students' emotional needs.

Expertise refers to the professional knowledge that teachers must develop to effectively guide students, including an understanding of psychological theories, emotional intelligence, and counseling techniques. Enhancing teacher expertise helps create a learning environment where students feel safe, supported, and motivated.

2) Environment and Resource Allocation (E): Building a Supportive Infrastructure

A well-structured environment and appropriate resource allocation are essential for the effective promotion of mental health in vocational colleges. This component highlights the importance of social cooperation and information technology.

Social Cooperation involves collaboration between educational institutions, local communities, health organizations, and policymakers to create a network of mental health support. Schools can partner with mental health professionals and counseling services to offer students accessible and reliable psychological support.

Information Technology enhances mental health services by providing digital platforms for counseling, online self-assessment tools, and e-learning resources on mental health awareness. Incorporating technology ensures that students have immediate access to professional guidance, even beyond traditional classroom settings.

3) Learning and Teaching (L): Integrating Mental Health into Academics

This component emphasizes the role of education in promoting psychological resilience among students. It identifies three key competencies that contribute to a balanced learning environment:

Ability to study and teach, ensuring that students and educators integrate mental health principles into their academic routines.

Ability to conduct research, encouraging studies on student well-being, mental health trends, and effective intervention strategies.

Ability to provide psychological counseling, equipping educators and staff with basic counseling skills to offer initial support to students in distress.

By embedding these competencies into the academic framework, vocational institutions can create a learning atmosphere that prioritizes both intellectual and emotional well-being.

4) Activities to Promote Mental Health (A): Practical Implementation Strategies

Mental health promotion requires direct action through structured activities. This component focuses on group counseling activities and classroom activities.

Group Counseling Activities provide students with a safe space to express concerns, share experiences, and receive guidance from peers and mental health professionals. These activities foster social connection and emotional resilience.

Classroom Activities integrate mental health topics into the curriculum, using discussion-based learning, case studies, and mindfulness exercises to enhance students' awareness and coping mechanisms.

Implementation through the PDCA Cycle

The TELA Model is systematically applied through the Plan-Do-Check-Action (PDCA) cycle, a continuous improvement approach that ensures the effectiveness of mental health initiatives.

Plan: Develop training programs for teachers, allocate resources, and design evidence-based mental health activities.

Do: Implement educational programs, conduct group counseling, and establish institutional collaborations.

Check: Assess the effectiveness of these interventions using student feedback, psychological assessments, and institutional evaluations.

Action: Refine and improve mental health initiatives based on evaluation results, ensuring long-term sustainability.

By integrating these four components and utilizing the PDCA cycle, the TELA Model provides a holistic, evidence-based approach to mental health promotion in vocational education. This structured framework ensures that students receive consistent support, accessible resources, and an inclusive learning environment, ultimately fostering their overall well-being and academic success.

3. Model Evaluation

Table 2 Experts Evaluation of the Model

| Evaluation content | \bar{X} | S.D. | Level | Rank |
|--------------------|-----------|------|-------|------|
| 1.Feasibility | 4.47 | 0.56 | High | 4 |
| 2.Propriety | 4.68 | 0.41 | High | 1 |
| 3.Accuracy | 4.68 | 0.48 | High | 1 |
| 4.Utility | 4.50 | 0.58 | High | 3 |
| Total | 4.58 | 0.50 | High | |

The experts' evaluation of the model based on four key criteria: feasibility, propriety, accuracy, and utility. The evaluation results indicate that all criteria were rated at a high level. The highest mean scores ($\bar{X}=4.68$) were given to propriety and accuracy, both ranking first. Utility received a mean score of 4.50, ranking third, while feasibility had the lowest mean score of 4.47, ranking fourth. The standard deviation (S.D.) values range from 0.41 to 0.58, indicating a relatively low variation in expert assessments. These results suggest that the model is highly suitable and aligns well with the required evaluation standards.

4. Manual Evaluation

Table 3 Experts Evaluation of the Manual

| Evaluation content | \bar{X} | S.D. | Level | Rank |
|--------------------|-----------|------|-------|------|
| 1.Feasibility | 4.50 | 0.57 | High | 3 |
| 2.Propriety | 4.67 | 0.47 | High | 2 |
| 3.Accuracy | 4.78 | 0.42 | High | 1 |
| 4.Utility | 4.50 | 0.57 | High | 3 |
| Total | 4.61 | 0.50 | High | |

The expert evaluation of the manual based on four key criteria: feasibility, propriety, accuracy, and utility. The evaluation results are expressed in terms of mean (\bar{X}) and standard deviation (S.D.), along with the corresponding level and ranking of each criterion. The findings indicate that accuracy received the highest mean score of 4.78 (S.D. = 0.42) and was ranked first, demonstrating that experts considered the manual to be highly accurate and reliable. Following this, propriety received a mean score of 4.67 (S.D. = 0.47) and ranked second, reflecting strong agreement among experts that the manual was appropriate and suitable for use. Meanwhile, feasibility and utility both received a mean score of 4.50 (S.D. = 0.57), placing them

jointly in third place, which suggests that the manual was considered highly feasible and useful, albeit slightly less prominent than the first two criteria. Overall, the total mean score of 4.61 (S.D. = 0.50) confirms that the manual was evaluated at a high level across all dimensions, indicating its overall quality and credibility.

Discussions

1. Interpretation of the results

The components of the mental health promotion activity model for students in vocational colleges in Wuxi City, Jiangsu Province are generally at a high level. Among them, the teaching aspect scored the highest. This shows that teaching is crucial in the promotion of students' mental health, requiring health education and mental health management personnel with professional knowledge. Therefore, this is consistent with Yu (2021) view that higher vocational education should strengthen teachers' mental health education and teaching ability. In addition, the high score of the teacher also reflects its importance in model development, echoing Hao (2020) suggestion on strengthening teacher training and qualification access system.

The high score in mental health promotion activities shows that this activity type is an important part of model development, which is consistent with Jiang (2021) view on the necessity of designing and implementing mental health education activities for students in vocational education colleges. The diversity of activity design, such as campus group counseling and classroom activities, can create a good learning and mental health environment. The high level of working environment and resource allocation also indicates its importance in the development of the model, which is consistent with the view of using modern information technology and community cooperation to promote mental health proposed by Ye & Ye (2020).

The model of mental health promotion activities for students in vocational education colleges in Wuxi needs to be improved in the following four aspects: 1) Teacher, 2) Environment and Resource allocation, 3) Learning and teaching; 4). Activities to promote mental health. As mental health becomes an important factor in student development, these activities can not only improve the overall quality of students, but also significantly improve the level of education management. The relevant policies issued by the Ministry of Education in 2021 and 2023 show that the country's attention to mental health education in vocational education colleges has gradually deepened, which has laid the foundation for the official guidance and comprehensive development of mental health education.

The accuracy and applicability evaluation of the mental health promotion activity model and its manual for students in vocational colleges in Wuxi City showed that it was at the highest level. This evaluation came from the feedback of 30 vocational education managers with experience in mental health education management, indicating the feasibility and practicality of the model. The manual comprehensively covers the scope and implementation process of mental health education, and is developed based on expert interviews and research processes, in line with the principles of the “Basic Construction Standards for Mental Health Education for Students in Ordinary Higher Education Institutions”.

2. Practical significance

The results of the study emphasize the key role of teachers in promoting students' mental health, and suggest strengthening teachers' professional competence and health education awareness, especially in skills training in identifying students' psychological problems and providing psychological support. At the same time, the establishment of mental health promotion activities needs to be comprehensively promoted from four aspects: Teacher, Environment and resource allocation, Learning and teaching, Activities to promote mental health. Through the improvement of the format manual, it can effectively promote the implementation of mental health promotion activities for students in vocational education colleges in Wuxi City, Jiangsu Province, improve its effectiveness, and thus create a better environment for students' mental health development.

Conclusion

This study systematically analyzed the components and development model of mental health promotion activities for students in vocational colleges in Wuxi, Jiangsu Province, and found that the overall performance of the model was good, and its effectiveness in teaching and teachers was significantly recognized. This shows that mental health promotion activities are of great significance to improving students' mental health levels and the quality of educational management.

The contribution of this study is to establish a scientific and effective mental health promotion activity model for vocational colleges in Wuxi, Jiangsu Province, and propose a corresponding guidance manual. This model not only provides theoretical support for mental health education in vocational colleges, but also provides reference for the practice of mental health education in other regions and types of colleges.

Although this study provides theoretical basis and practical guidance for mental health promotion activities in vocational colleges, there are still some limitations. First, the research is mainly based on the specific case of Wuxi City and may not be fully applicable to vocational colleges in other regions. Secondly, data collection mainly relies on questionnaires and interviews, which may suffer from subjective bias. Future research should consider more diverse data collection methods to enhance the generalizability of conclusions.

Suggestions

Research should be conducted on the adaptation of the mental health promotion activity model in vocational colleges in other areas of China or other countries with similar cultural and social characteristics to examine the flexibility and effectiveness of the model.

Comparative research should be conducted on the results between the mental health promotion activity model used in this study and other models used in vocational colleges to find the most effective approach for promoting mental health.

Research should be conducted to study the cultural factors, traditions or values in different areas that affect the mental health, perception and adjustment of vocational college students.

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