

Empirical Study on the Relief of College Students' Depressive Emotions by Peer Support Model Oriented by Positive Psychology

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Abstract: Depressive mood is relatively common among college students, posing challenges to their mental health and academic development. The positive psychology-oriented peer support model, as an emerging support method, aims to help college students alleviate depressive mood through mutual support among peers and positive psychological interventions. This paper explores five aspects of the positive psychology-oriented peer support model: its theoretical foundation, implementation strategies, effectiveness evaluation, long-term mechanisms, and future prospects. It aims to provide effective support strategies for college students' mental health education, promoting their mental health and overall development.

Keywords: Positive psychology orientation; Peer support; College students; Depressive mood; Alleviation

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Introduction

In today's society, college students face pressures from various aspects such as academics, employment, and interpersonal relationships, which may lead to the emergence of depressive mood. Depressive mood not only affects college students' mental health but may also negatively impact their academic performance, social skills, and future career development. Therefore, how to effectively alleviate college students' depressive mood has become an important issue in university mental health education. The positive psychology-oriented peer support model, as an intervention method based on peer support, provides new ideas and methods for alleviating depressive mood by cultivating college students' positive psychological qualities and providing emotional support. This paper will explore the impact of this model on alleviating college students' depressive mood and its long-term mechanisms from both theoretical and practical perspectives, providing references for university mental health education.

1 Theoretical Basis of the Positive Psychology-Oriented Peer Support Model

1.1 Positive Psychology Theory

Positive psychology emphasizes focusing on individuals' strengths and virtues to promote positive development. Its core idea is to help individuals achieve happiness and fulfillment by cultivating positive emotions, positive interpersonal relationships, and positive lifestyles. In alleviating college students' depressive mood, positive psychology theory provides important guidance for the peer support model. By focusing on college students' positive traits and strengths, such as optimism, resilience, and creativity, peer support can more effectively help them cope with depressive mood, enhancing psychological resilience and coping abilities. Positive psychology not only focuses on individuals' internal strengths but also emphasizes helping individuals utilize these strengths through external environmental support and guidance to achieve comprehensive development. For example, by designing positive educational environments and activities, college students' inner potential can be stimulated, enhancing their psychological resilience, enabling them to maintain a positive mindset and behavior when facing depressive mood.

1.2 Peer Support Theory

Peer support theory posits that support and understanding among peers have a significant impact on individuals' mental

health. Peer support can provide emotional comfort, informational assistance, and behavioral role models, helping individuals alleviate stress and enhance coping abilities. In alleviating college students' depressive mood, peer support is an important source of social support. Through the positive psychology-oriented peer support model, college students can obtain emotional support and understanding among peers, reducing feelings of loneliness and helplessness. Specific measures include organizing peer support groups, conducting peer counseling activities, and providing peer support training. Through these measures, college students' social support systems can be strengthened, helping them better cope with depressive mood.

1.3 Social Learning Theory

Social learning theory emphasizes that individuals learn and adapt to social environments by observing and imitating others' behaviors. In alleviating college students' depressive mood, social learning theory provides theoretical support for the peer support model. By observing and imitating positive peer behaviors, college students can learn effective coping strategies and positive psychological qualities, thereby alleviating depressive mood. For example, by organizing peer counseling activities, college students with positive psychological qualities can serve as counselors, providing support and guidance to other students. Through these activities, college students can observe positive coping methods and psychological qualities, thereby learning and imitating these behaviors, enhancing their own psychological resilience and coping abilities. Social learning theory not only emphasizes individuals' learning processes but also the influence of the environment on individual behavior.

2 Implementation Strategies of the Positive Psychology-Oriented Peer Support Model

2.1 Establishing Peer Support Organizations

Establishing peer support organizations is the foundation for implementing the positive psychology-oriented peer support model. Universities can establish specialized peer support organizations through student unions, clubs, and other forms, responsible for organizing and conducting peer support activities. Peer support organizations can recruit college students with positive psychological qualities and a willingness to help others to serve as peer counselors, providing support and assistance to other students. For example, through student union organizations, establishing mental health service departments responsible for conducting peer support activities and providing psychological support services. Peer support organizations can regularly conduct training and activities to improve the professional level and helping abilities of peer counselors, ensuring the quality and effectiveness of peer support activities.

2.2 Conducting Peer Counseling Activities

Conducting peer counseling activities is an important part of implementing the positive psychology-oriented peer support model. Peer counseling activities can provide psychological support and assistance to college students through individual counseling, group counseling, psychological extension training, and other forms. Individual counseling can provide personalized psychological support and guidance through one-on-one sessions; group counseling can provide collective support and interaction opportunities through group activities; psychological extension training can enhance teamwork skills and psychological resilience through outdoor activities and cooperative projects. For example, by organizing psychological extension training activities, college students can learn techniques and methods for coping with stress through teamwork, enhancing psychological resilience and coping abilities.

2.3 Providing Peer Support Training

Providing peer support training is an important means to improve the professional level of peer counselors. Universities can provide systematic training for peer counselors through mental health education centers, professional training institutions, and other channels. Training content can include positive psychology theory, psychological counseling techniques, communication skills, crisis intervention, etc. Through systematic training, peer counselors can master effective psychological support methods and techniques, improving their helping abilities. For example, through training courses organized by mental health education centers, peer counselors can learn how to identify and respond to college students'

depressive mood, providing effective psychological support. By providing peer support training, the professional level of peer counselors can be improved, ensuring the quality and effectiveness of peer support activities.

3 Effectiveness Evaluation of the Positive Psychology-Oriented Peer Support Model

3.1 Constructing an Evaluation Indicator System

To scientifically evaluate the effectiveness of the positive psychology-oriented peer support model, a comprehensive and scientific evaluation indicator system needs to be constructed. The evaluation indicator system should cover multiple dimensions such as psychological state, academic performance, and coping ability. Psychological state indicators may include depression levels, anxiety levels, self-confidence, optimism, etc.; academic performance indicators may include academic grades, learning motivation, learning interest, etc.; coping ability indicators may include problem-solving skills, emotion regulation ability, psychological resilience, etc. By constructing a scientific evaluation indicator system, the impact of the peer support model on college students can be comprehensively assessed, providing a scientific basis for evaluating intervention effectiveness. The construction of the evaluation indicator system should consider the psychological characteristics and actual needs of college students, ensuring the scientific validity and effectiveness of the indicators, providing more accurate and comprehensive references for evaluating intervention effects.

3.2 Selecting Evaluation Methods

The choice of evaluation methods is crucial for the accuracy and reliability of evaluation results. Common evaluation methods include questionnaires, psychological tests, behavioral observations, and interviews. Questionnaires can collect information on college students' psychological state, academic performance, and coping ability through scientifically designed instruments; psychological tests can assess psychological indicators such as depression levels, anxiety levels, and psychological resilience using standardized tools; behavioral observations can assess coping ability and psychological state by observing college students' behavior in learning and daily life; interviews can provide in-depth understanding of college students' mental health status and intervention effects through discussions with college students and their counselors. By comprehensively using multiple evaluation methods, the accuracy and reliability of evaluation results can be improved, providing a more comprehensive and scientific basis for evaluating intervention effects.

3.3 Analyzing Evaluation Results

The analysis of evaluation results is an important part of the evaluation process. By analyzing the evaluation results, the effectiveness of the positive psychology-oriented peer support model and existing problems can be understood, providing a basis for subsequent intervention measures. The analysis of evaluation results can be conducted through statistical analysis, case studies, etc. Statistical analysis can use data analysis software to perform quantitative analysis of evaluation data, identifying overall trends and significant differences in intervention effects; case studies can explore the impact of interventions on different college students through in-depth analysis of individual cases, revealing problems and deficiencies in the intervention process.

4 Long-Term Mechanisms of the Positive Psychology-Oriented Peer Support Model

4.1 Establishing a Sustained Mental Health Education System

To achieve long-term mechanisms for the positive psychology-oriented peer support model, a sustained mental health education system needs to be established. The mental health education system should span the entire learning stage of college students, from enrollment to graduation, gradually deepening the content of mental health education. The mental health education system can provide systematic mental health education for college students through curriculum design, teacher training, and development of teaching resources. Curriculum design can tailor mental health education courses to the psychological characteristics of different grade levels; teacher training can improve the professional level of mental health education teachers through specialized training and practical guidance; development of teaching resources can enrich the content and forms of mental health education through textbooks, courseware, case studies, etc. By establishing a sustained

mental health education system, long-term psychological support can be provided for college students, enhancing their ability to cope with depressive mood, promoting their mental health and overall development.

4.2 Strengthening Cooperation Between Peers and Professional Teachers

Cooperation between peers and professional teachers is an important guarantee for achieving long-term mechanisms for the positive psychology-oriented peer support model. Peer counselors and professional teachers can strengthen cooperation through regular communication, joint activities, training guidance, etc., to provide psychological support for college students together. Regular communication can occur through regular meetings and exchanges to stay informed about college students' mental health status, providing targeted support and guidance; joint activities can enhance interaction and cooperation between peer counselors and professional teachers through organizing mental health education activities and peer counseling activities; training guidance can improve the professional level and helping abilities of peer counselors through training and guidance from professional teachers. By strengthening cooperation between peers and professional teachers, a synergistic educational force can be formed, providing more comprehensive and effective psychological support for college students, promoting their mental health and overall development.

4.3 Improving the Social Psychological Support Network

A well-developed social psychological support network is crucial for sustaining the positive psychology-oriented peer support model. Society can enhance this network by establishing mental health service platforms, providing psychological assistance hotlines, and conducting mental health awareness campaigns. Mental health service platforms can integrate social psychological resources to offer one-stop psychological support services; psychological assistance hotlines can provide 24/7 online services for timely psychological aid; mental health awareness campaigns can disseminate knowledge through various channels, raising societal awareness of college students' mental health. By improving the social psychological support network, broader and more accessible psychological support can be provided for college students, promoting their mental health and overall development.

5 Future Prospects of the Positive Psychology-Oriented Peer Support Model

5.1 Integration of Technological Innovation and the Peer Support Model

With continuous technological advancement, innovation offers new opportunities for the positive psychology-oriented peer support model. In the future, the peer support model can integrate with technologies like artificial intelligence (AI), virtual reality (VR), and mobile internet to develop more personalized and intelligent peer support tools and platforms. For instance, AI can be used to create intelligent peer counseling systems offering personalized support; VR can create immersive peer support environments to enhance intervention effectiveness; mobile internet platforms can provide convenient peer support services, allowing college students to access support anytime.

5.2 Interdisciplinary Research and the Development of the Peer Support Model

The development of the positive psychology-oriented peer support model requires support from interdisciplinary research. In the future, the peer support model can combine with disciplines such as education, medicine, and sociology to conduct interdisciplinary research, exploring more scientific and effective peer support methods. For example, educational research can optimize the design and implementation of peer support activities; medical research can explore the comprehensive impact of peer support on college students' physical and mental health; sociological research can analyze the influence of the social environment on college students' mental health, proposing corresponding social support strategies. Through interdisciplinary research, more comprehensive and in-depth psychological support can be provided for college students, promoting their mental health and holistic development.

5.3 International Cooperation and Exchange in the Peer Support Model

International cooperation provides a broad perspective and rich experience for the positive psychology-oriented peer support model. In the future, the peer support model can strengthen international cooperation and exchange, learning from

advanced international concepts and methods to enhance the level of college student peer support in China. Cooperation with international organizations and research institutions can involve joint research projects, academic exchanges, and training programs to promote the internationalization of the peer support model. For example, participating in international mental health research projects to share China's experiences and outcomes; hosting international mental health academic conferences inviting international experts to share latest findings; conducting international training programs to enhance the global perspective and professional skills of peer counselors in China. Through international exchange and cooperation, China's college student peer support can align with global standards, providing access to high-quality international resources and support for college students' mental health.

6 Conclusion

The positive psychology-oriented peer support model is highly significant for alleviating college students' depressive mood. The theoretical frameworks of positive psychology, peer support theory, and social learning theory provide a solid foundation for the model. Implementation strategies such as establishing peer support organizations, conducting peer counseling activities, and providing peer support training can offer comprehensive psychological support for college students, helping them better cope with depressive mood. Constructing a scientific evaluation indicator system, selecting appropriate evaluation methods, and analyzing evaluation results can effectively assess the model's effectiveness, providing a basis for optimization. Establishing a sustained mental health education system, strengthening cooperation between peers and professional teachers, and improving the social psychological support network are crucial guarantees for achieving long-term mechanisms. In the future, the integration of technology and the model, the development of interdisciplinary research, and international cooperation and exchange will provide new directions and momentum for college student peer support.

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