

Construction of a Mental Health Course Teaching Model from the Perspective of Positive Psychology

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Abstract: Traditional mental health courses are based on the pathological psychology model and aim to prevent and treat problems, but they do not help students achieve psychological flourishing and realise their full potential. Positive psychology has expanded the concept of mental health to include the experience of positive psychological functioning and thus provides a new direction for reforming the course model. The construction of a teaching model based on positive psychology and its system of evaluation will be carried out in this paper. At the theoretical level, it has redefined the concept of mental health, set the cultivation of positive psychological qualities as the goal, and achieved a deep integration of core theories and teaching logic. The purpose of Element Design is to build a stable content system, integrate experiential immersion and interactive generative teaching, and create a good psychological foundation for students in the classroom. There are many development indicators for the assessment system, and it will also have process-oriented and performance-based evaluations, provide specific feedback for improvement, etc. The goal of this model is to change the direction of mental health education from remediation to development, thus providing a foundation for cultivating good qualities in students and promoting their all-round healthy growth.

Keywords: Positive Psychology, Mental Health Course, Teaching Model, Cultivation of Psychological Qualities, Experiential Learning, Developmental Evaluation

Introduction

The first reason for introducing mental health education is to promote the all-around growth of students. The traditional course model is based on the path of illness, so its goals, content and teaching methods often focus on identifying and correcting psychological problems; thus, it does not actively create a good psychological environment or systematically develop people's potential. The first is "deficiency reduction", not "capacity building", so it does not cover people's broad aspirations for meaning in life, emotional fulfilment and a good life. Therefore, it is both necessary in terms of theory and an important way to improve the efficiency and relevance of mental health education to introduce the perspective of positive psychology and systematically reconstruct the existing course model. Based on the scientific results of positive psychology on human strengths, happiness and flourishing, this paper will provide a strong theoretical basis and rich practical suggestions for changing the model of mental health courses from "problem-oriented" to "growth-oriented" and "developmental". The main content of this paper is to build a complete teaching model that covers the theoretical basis, instructional content and assessment; thus, specific aspects and implementation paths for achieving this change in mental health courses will be clarified, and a reasonable, scientific and applicable professional framework for course design and teaching will be established.

1. Theoretical Reconstruction of Mental Health Courses from the Perspective of Positive Psychology

1.1 Positive Psychology's Broadened Concept of the Connotation of Mental Health

The traditional idea of mental health is to prevent the occurrence of mental illness and alleviate its symptoms, and it is based on a pathological model that attributes deviations in people's behaviour from the norm to defects and problems. The first feature of the paradigm for mental health is that it is "free from illness", so the purpose of intervention logic is to find and correct negative psychological experiences. With the rise of positive psychology, a new theoretical basis and extension have been

added to the previous idea; that is to say, good mental health should be regarded as a condition where all aspects of a person's positive emotions and strengths are in bloom, not merely the absence of illness or distress. In this way, subjective well-being, a sense of purpose in life, positive relationships with others, identification and utilisation of one's own strengths are considered to be the basic components of mental health, and an unbroken range from the absence of distress to the achievement of an optimal state is formed^[1].

Based on the above expanded definition, the idea of mental health is no longer a stable state of equilibrium or adaptation but rather a fluctuating condition with positive emotions and good functioning. It can promote the development of a person's inner potential and good qualities, as well as help to foster good mental health, improve the quality of life, and live a good life. Therefore, the main goal of mental health courses is no longer only to build a shield against mental illnesses; rather, it should be extended to create many channels for growth that can systematically provide positive experiences, help people develop healthy cognitive and emotional habits, and enhance their sense of self-worth. The above theoretical reconstruction provides the main academic basis for changing the type of mental health course from remedial to developmental and educational.

1.2 Goal Orientation of the Course Based on Cultivation of Psychological Qualities

With the expansion of connotation mentioned above, the goal of the mental health course should be changed; it will no longer be problem reduction and crisis handling, but rather the systematic cultivation of good psychological habits. The goals of the previous courses were often in the form of a linear "problem-solution", so both the organisation of teaching content and the design of instructional activities aimed to help students identify risks and learn coping skills. In order to promote a positive psychological attitude, the course system should directly cultivate malleable positive qualities such as self-direction, optimism, resilience, gratitude, concentration (flow), and interpersonal and emotional intelligence; thus, it will provide students with rich material for psychological growth during their studies.

With this change in focus, the purpose of the course is now to inspire students to achieve success and learn from failure; it has moved away from the fear of failure and also expanded from how to face life's difficulties to how to live a good life. Therefore, in course construction, we need to determine which positive psychological qualities are necessary for the all-round development of contemporary students, decide on the required and developmental order of these qualities, and design specific teaching methods that can help students internalize and apply them. The specification of goals will directly lead to changes in course content, moving from knowledge transmission to experience creation and quality cultivation; thus, the teaching model needs to create learning situations that continuously inspire positive emotions, interest, meaning and a sense of achievement, so that students can learn about health cognitively and also experience and develop it emotionally and behaviourally.

1.3 The Integration Path of Core Theories of Positive Psychology and Teaching Logic

In order to change the direction of teaching, we need to creatively transform the basic theoretical propositions of positive psychology into an internal logic for teaching. Therefore, the teaching of logic should be based on general educational ideas and also integrate specific results from positive psychology on human strengths and well-being. Seligman's PERMA theory of well-being offers some basic directions for course construction, so teaching logic should be employed to systematically present learning content that can evoke positive emotions, inspire deep interest in learning, cultivate good relationships with others, create a sense of purpose, and motivate feelings of achievement. Therefore, the Strengths Theory proposes that the teaching logic should be based on the "discovery-application-cultivation" model of one's own strengths and not solely focus on weaknesses^[2].

The integration path of teaching logic should also consider the combined effect of theories and the pedagogical sequence further. The first is to develop a growth mindset and be willing to face difficulties and learn from mistakes. Based on the above, an optimistic explanatory style and the theory of hope can be employed to foster positive motivation for the future. At the same time, gratitude exercises and acts of kindness can strengthen social cohesion and a sense of purpose. The above theories are not to be listed but should be integrated to form a harmonious system of teaching activities that puts students' all-round development first, and each theoretical link should support the next in an orderly manner. It is the teaching activities themselves that need to provide a positive psychological experience and thus enable good psychological qualities to spontaneously arise and develop in the

learning process; in this way, the internal unity of concepts and practice can be achieved at the operational level of positive psychology and mental health education.

2. Design of Teaching Model Elements for Mental Health Courses Based on Positive Psychology

2.1 Construction of a Strength-oriented and Growth-oriented Content System

The content of the traditional mental health courses is often organised according to "problem domains", such as stress management, recognising emotional distress, coping with interpersonal conflicts, etc., and their internal logic is to deal with potential or actual psychological problems. A positive psychology approach should build a new content system, and its basic logic will be to promote strengths rather than to solve problems. The first step of this system is to identify, develop and use people's own strengths and virtues, and the content modules are based on explanations and experiences of character strengths such as curiosity, love of learning, insight, bravery, kindness and justice. The standard for selecting content is not how well it addresses psychological problems, but rather how much it can help people thrive and live fully.

To build a growth-oriented content system, one should have a sense of change and development in the content. It is not a set of fixed knowledge points, but rather an open system that inspires students to keep exploring and creating positively. The content of the modules has a spiral shape and is interconnected; for example, the Design moves from cognition and experience of positive emotions to the use of strengths to create flow experiences, then to the cultivation of psychological resilience through the application of strengths in adversity, and finally to the exploration of life meaning and purpose. The main research directions of positive psychology, such as the broaden-and-build theory of positive emotions, flow experiences, interpersonal relationships, meaning and achievement, will be added to the learning topics with continuous development, and thus the course content itself will become an ongoing source of inspiration for students' positive psychological growth^[3].

2.2 Integration of Teaching Methods with Experiential Immersion and Interactive Generation

The old way of teaching is too much about presenting knowledge; thus, it cannot achieve the goal of cultivating good moral character in students. The Teaching Model of Positive Psychology aims to create positive emotions for students in the teaching process and, through group interaction, help them develop a sense of purpose in this endeavor. Therefore, the two traits of experience and interaction should be combined in the teaching methods. Organise good organisation and structure activities that allow students to directly experience and feel the desired changes in their psychological state or behaviour, such as strengths-assessment feedback, mindfulness meditation exercises, gratitude visits, practice of acts of kindness, goal-visualisation training, etc. The above activities are the foundation for students' positive cognition and emotion development.

Interactive construction is the process of acquiring knowledge more deeply and internalising values through interaction with others, cooperation and reflection in a learning community. Small-group discussions on stories of personal strength, narrative sharing of successful coping with difficulties, and collaborative design and implementation of a micro-project to improve class well-being are all ways to promote diversity of perspectives, emotional resonance and negotiation of meaning through interaction. The three parts of the cycle are "experience", "sharing" and "reflection"; in short, this is the application of constructivist learning theory to foster good psychological qualities. It can be seen that the learning process is a social construction of meaning; students are both the recipients of good experiences and witnesses to and supporters of others' good development.

2.3 Principles for Creating a Supportive Classroom Psychological Environment

The actual effect of a teaching model depends on its immediate environment; therefore, in order to implement a model based on positive psychology, one must first create a favourable psychological environment in the classroom that is fully in line with the goals of positive psychology. The environment is not only about the organisation of physical space but also includes the micro-social system and the particular psychological atmosphere created by teachers and students together. The first is to create a sense of psychological safety and trust, so students feel that they will not be judged, teased or hurt for showing their true selves, sharing their lives, or trying new things. A Sense of security will make people more willing to express themselves and think^[4].

Secondly, the environment should be full of a culture of unconditional positive regard and growth-oriented feedback. The teacher will change from being a judge to caring for the students' emotions and discovering what motivates them; feedback will be about the process of trying hard, the students' own reasons for learning, and their progress, rather than just praising good grades or comparing with other students. Norms of classroom interaction should promote appreciative inquiry, the use of strengths-based language and solution-oriented discussion. Finally, the environment itself should be a model for good psychological qualities; it needs to show respect, kindness, cooperation and justice, so that students can learn about positive psychology and continuously immerse themselves in and experience a supportive interpersonal relationship and a sense of community. This psychological environment is the place for teaching activities and also a necessary motivation for them; continuous provision of social-emotional support and behavioural permission for students can help them make positive changes.

3. Construction of a Teaching Evaluation System Based on Positive Psychology

3.1 Assessment Framework for Multidimensional Indicators of Psychological Development

The main feature of teaching evaluation oriented towards positive psychology is that the assessment indicators are no longer single-dimensional pathological symptom screening or knowledge mastery tests, but rather all-encompassing evaluations of all aspects of a person's positive psychological growth. Based on the theoretical concept of "all-encompassing psychological health" in positive psychology, the dimensions of the index system should include all kinds of levels, such as emotions, cognition, behaviour and social relationships. Specifically, the assessment indicators will systematically cover the following related dimensions: subjective well-being, a sense of purpose in life, psychological resilience, the degree of a growth mindset, how often one uses core strengths, satisfaction with relationships, and the level of participation in study and life. Together, these indicators show that a person is always changing and developing in life; they are not just a picture of "having no problems".

All parts of the construction should be expressed as visible and measurable indicators of behaviour and personal experience by replacing abstract theoretical concepts. Psychological resilience can be observed indirectly by noting whether students are still trying to cope with difficulties in class, and it can also be assessed through analysis of how they talk about problems they have experienced. Strengths can be shown in the behaviour of the students when facing problems, or in the attitude and character traits exhibited in the results of their projects. Therefore, the framework will be hierarchical and integrated; both periodic observations of stable traits and immediate observations of dynamic processes and specific performances will be collected to find out all possible influence paths and effect ranges of course interventions on learners' overall psychological functioning and quality of life^[5].

3.2 General Application of Process-Oriented and Performance-Based Assessment Methods

To obtain a full picture of the nonlinear development and all kinds of circumstances of various indicators in multidimensional psychological growth, assessment should change from summative end-of-term tests to process-oriented and performance-oriented evaluations. At any time during the teaching process, all kinds of process-oriented assessments are carried out in various forms, such as organised learning portfolios, continuous observation records, reflective journals, brief periodic measurements of psychological experience, and collection of qualitative feedback in the classroom. Thus, one can focus on the small changes, trial efforts and cognitive-emotional paths of students in their learning process, such as strength exploration, positive emotion regulation and meaning construction; it is possible to show the dynamic process of development and personalised patterns of growth.

Performance-based assessment is the extent to which students can apply the ideas of positive psychology in their work, solve problems and achieve results in simulated or real situations. Students can create an action plan to improve their own or their group's well-being, make an artistic work based on their strengths and life ideas, or lead a discussion on positive reframing for dealing with a certain problem. The above assessments have given the students all sorts of tasks that require them to use all their knowledge, skills and attitudes; therefore, the focus of evaluation has shifted from "what they know" to "what they can do" and "in what state they can do it". By combining process-oriented and performance-based assessments, many kinds of evidence can be collected to evaluate the results of learning; at the same time, the assessment process can be integrated with the learning process itself, and

assessment activities can also be turned into a form of learning that fosters students' self-awareness, reflection and goal-setting.

3.3 Evaluation and Feedback Mechanism for Promotion of Development

The ultimate aim of establishing an evaluation system is to help people improve their work through feedback. The first goal of evaluative feedback in positive psychology is to motivate students to improve; it is not to grade them or point out faults. The main attribute of an empowering feedback mechanism is that it can help students strengthen their sense of self-worth, autonomy and confidence in learning in the future. The content of the feedback should point out behavioural strengths, cognitive progress, or signs of emotional development that students have shown in the cultivation of positive psychological qualities; it should connect these with their own goals and development potential and avoid using only norm-referenced comparisons with other students.

Thus, the mode of feedback will be more talkative and constructive. Teachers' feedback is meant to help students evaluate themselves and plan their own studies; for example, teachers can ask questions such as, "What strengths did you use most in your work today?", "How has this lesson changed the way you think?", and "What part of the class are you interested in exploring more deeply next time?". Therefore, this type of feedback can help students be more proactive in learning and use assessment information to better manage their own studies. Regarding when to provide feedback and how often, it will be supportive so that students can continue to learn actively and improve based on timely information. Feedback on the development of empowerment and teaching evaluation will be collected and combined to promote all-round development of students and create a virtuous cycle in the teaching model.

Conclusion

In line with the trend of positive psychology, this paper will provide theoretical support and put forward a practical plan to improve students' mental health in the classroom. First, construct a theoretical basis for the concept of courses to define mental health as a state of good functioning and set a development goal of nurturing positive psychological qualities. Therefore, the model will construct a system of teaching materials based on a strength-oriented content system, experience-generating teaching methods and a supportive environment to ensure that teaching practice is in line with the goals of positive psychology.

Finally, the model puts forward a teaching evaluation system based on all kinds of development indicators, process-oriented and performance-oriented assessment methods, feedback, etc., with the goal of guiding student growth through assessment. The above framework can be used to change the direction of mental health education from deficiency correction to potential development. In the future, we will investigate how this model can be applied in different stages of education and various cultural contexts, track its long-term impact on the mental health and study habits of students, research how to further enhance personalised learning and interactive generation through modern educational technology, and continuously strengthen and expand the scope of positive psychology application in education.

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