
APPLICATION OF POSITIVE PSYCHOLOGY IN MENTAL HEALTH EDUCATION

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Abstract

Mental health courses have been adopted in many colleges. However, there are many defects with the current education mode of mental health. This paper aims to develop an easy-to-use and effective mental health teaching model based on group counselling. Two classes were selected from an experimental middle school. One of the class (experimental class) was provided with group counseling on mental health, while the other (control class) did not receive any intervention. The mental health data of the two classes were measured for comparison. The data analysis shows that the mental health of the experimental class was generally improved through the group counselling; the two classes had significant difference in mental health after the experiment; the group counselling significantly boosted the positive emotions, yet only slightly improved the depression and toughness. The research results lay the basis for application of psychological techniques in mental health education.

Key words: Positive Psychology, Mental Health, Group Counselling, Depression.

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INTRODUCTION

Mental Health Education is a course that combines knowledge transfer and psychological experience to teach students professional knowledge and skills. Help them solve psychological confusion in interpersonal, love, school and environmental adaptation (Happell, Byrne, Mcallister et al., 2014; Acharya, Hirachan, Mandel et al., 2016). At present, the teachers of the course use modern teaching methods in the teaching process, and the teaching methods are also rich and colorful. However, the teaching content is still instilled in teaching, the teacher-centered nature has not changed, and the subjective status of students has not been reflected (Schwind, Lindsay, Coffey et al., 2014). Even neglected the cultivation of students' self-

psychological adjustment, self-exploration and self-psychological development. In the organization process of teaching activities, the content and form of mental health education curriculum is far from the logic of students' psychological development. This leads to a sharp contrast between the learning expectations of some students and the content of learning, which affects the intrinsic motivation of students to receive mental health education. In addition, due to the limitations of teachers, teaching conditions and teachers' own teaching philosophy, most colleges and universities use large class teaching, it is difficult to develop new teaching modes and methods, such as group learning, communication, discussion and sharing. Communication between teachers and students, students and students are difficult to penetrate, resulting in low student participation and low enthusiasm (Wilson & Hungerford, 2015).

Positive psychology can inspire some of the actual or potential positive qualities and positive forces inherent in each individual (Donisch, Bray,

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& Gewirtz, 2016; Peek, Richards, Muir et al., 2015). This way everyone can go to find their own happiness. Positive psychology advocates the positive force of human beings, kindness and virtue as the research object, emphasizing that psychology not only helps people to know how to survive and develop under certain adverse conditions (Attoe, Kowalski, Fernando et al., 2016). It also helps those who are in a normal state learn how to build high quality personal and social life. The three themes of positive psychology research include positive emotional experiences, positive personality traits, and positive organizational styles. The middle school stage is a crucial period for student growth and development. In this process, they often appear psychological incompatibility, leading to psychological problems. Traditional mental health education focuses on correcting existing psychological problems. Today's mental health education philosophy focuses on preventing psychological problems. Therefore, the value orientation of positive psychology focuses on building a positive attitude towards students. Positive psychology values the positive aspects of human nature, studies people's strengths and values, and pays attention to the psychological functions of normal people. It has a more scientific understanding of human nature and can promote the healthy development of individuals, families and society (Sandage, Hill, & Vang, 2016; Simmons, Nelson, & Simonsohn, 2014).

Fowers (2018) elaborates on three key aspects of virtue ethics: kindness, unity of character, and type of character. Positive psychologists have not yet formed a concept of what is a good substance, which is essential because virtue is defined as the long-lasting personal qualities necessary to pursue a particular firm. Positive psychologists present virtues in a decentralized manner, focusing on some "significant advantages. while virtue ethicists often emphasize the unity of character and the development of various virtues. Because active psychologists do not recognize four personalities other than good character, many of their descriptions of good life do not distinguish between benign and malignant personality types. Drozd, Mork, Nielsen et al. (2014) builds on the basic characteristics of positive psychology and how to incorporate these features into the school. The emerging leadership role of counselors as agents of change

is discussed from a holistic perspective. Ciyin & Erturanllker (2014) uses the principle of autonomy to explore whether physical education teachers' satisfaction with the three basic psychological needs can independently predict happiness. He recruited 267 Turkish physical education teachers to participate in the study and conducted two stepwise multiple regression analyses, each of which returned on three psychological needs measures. The results confirmed the universality of SDT. The satisfaction of the three needs was positively correlated with subjective well-being and negatively correlated with loneliness. Relevance is the strongest predictor of teacher well-being, and autonomy is the strongest predictor of their loneliness. The results are consistent with the SDT principle, and the satisfaction of relevance contributes to the well-being of the individual.

At present, some schools have adopted mental health education courses to improve their mental health, but there are many shortcomings. The purpose of this paper is to explore and construct a group counseling mental health teaching model that is easy to operate and can effectively improve students' mental health, and inject new ways and methods for students' mental health education. This paper selects two classes in the experimental middle school as the research object. At the same time, the experimental group was pre-tested, and the experimental group officially started the psychological health teaching group counseling after the pre-test. The control group will attend classes as usual without any intervention. Immediately after the end of the teaching, the mental health of the students in the two classes was measured. The measurement data is then statistically analyzed and compared to previous measurement data. The data analysis showed that the overall mental health status of the experimental group after the test was improved to some extent. In addition to the significant differences between the two dimensions of interpersonal tension and sensitivity and emotional imbalances, other aspects of mental health are not significant. However, in the experimental group, except for the depression score, the scores of all dimensions decreased, and the scores of the control group increased in the three dimensions of hostility, depression, and imbalance, while the other dimensions decreased.

PROPOSED METHOD

Positive psychology

Research topics of positive psychology

(1) Individual positive experience

Positive emotions and experiences are an important part of positive psychology research. Positive emotions include subjective well-being and satisfaction, optimism and hope. Positive experience refers to a state of mind in which individuals are happy to remember the past and feel happy and hopeful about the future. A positive experience is not only a sensory and pleasant experience, such as food, sleep, etc., but also a psychological enjoyment, such as successfully completing certain things and solving problems. Among the many positive experiences, the most research is subjective well-being, which is the most comprehensive and core experience. A positive emotional experience not only allows individuals to have a sense of well-being, but also contributes to good health. Both positive and negative emotions are associated with changes in the level of immune antibody secretion. Positive emotional states can increase immune system activity, while negative emotions are reversed. Many studies have also shown that positive emotions can also influence people's healthy growth through healthy attribution, good interpersonal relationships and social support systems.

(2) Individual personality traits

Positive psychology believes that personality is formed by the interaction between human internal mechanism, external behavior and social environment. It emphasizes the influence of external environment on personality. It believes that when social influence is internalized as part of personality, social influence plays a mediating role. In personality traits, the most concerned is subjective satisfaction, self-determination and optimism. In order for individuals to form these qualities, they must continually inspire and strengthen the individual's actual ability and intrinsic potential, so that the individual's positive qualities are formed.

(3) Active organizational system

Positive psychology divides the active organizational system into small social systems and small systems such as families, communities and schools. Therefore, parents, society and schools should provide a good environment for

children, build a positive experience for their children, and form a positive personality.

The main points of positive psychology

Positive psychology believes that psychology should help everyone to obtain happiness as their own value. Psychology not only studies mental illnesses and disorders, but also the positive forces and personal potential of human beings. Therefore, psychology should restore its original mission - to make everyone happy; psychology should pay more attention to the cultivation of human positive qualities, so as to give full play to human potential. It regards the active quality of cultivating people as the fundamental goal of research, so that it is consistent with the goal of human nature, and makes people and society live in harmony.

Positive psychology emphasizes the study of the positive power of everyone. Specifically, it mainly studies the positive forces of people from three aspects. On a subjective level, study positive subjective experiences, including past happiness and satisfaction, current happiness and happiness, and hope and optimism for the future; at the individual level, study positive personality, especially with regard to positive power in personality and Virtue personality traits, which mainly include love, courage, tolerance, creativity and wisdom, as well as the roots and influences of these qualities; at the group level, research on active social systems, including family, school and social organizations. The establishment of these systems should be conducive to the cultivation and development of people's positive strength and positive qualities.

Positive psychology believes that people should explore the positive meaning of the problem from two aspects, but should find the root cause of the problem. The other is to get a positive experience from the problem itself.

The role of positive psychology in students' mental health education

Can effectively integrate mental health teaching objectives

In traditional psychology, students' mental health education generally takes students' problems as the starting point of education, which leads many teachers to regard students as the root of the problem. Therefore, in order to solve psychological problems, it is usually necessary to find the specific problems generated by the whole school students, and

then use mental health education to solve specific problems. When implementing mental health education for some students, teachers more clearly use the problem as a starting point. At the same time, it has a negative impact on students who have no psychological problems, so they are too worried about their psychological problems. In the long run, many students are prone to negative emotions, focusing only on individual psychological problems, but neglecting their own health qualities. Under the limitations of past psychology, teachers seriously neglected the cultivation of students' psychological quality, and did not really help students fully understand themselves and tap their potential. On the basis of subverting traditional psychology, positive psychology focuses on cultivating positive aspects of individuals and groups, and proposes that individual subjective real feelings should be emphasized. Emphasis is placed on the level of satisfaction experienced by personal experiences and the various good conditions experienced in the past. Develop students to maintain a positive and optimistic attitude in their future work and life, thus promoting the healthy growth of students.

Can effectively deepen the connotation of mental health education

Positive psychology has a positive effect on promoting students' mental health education and other work. It can make its work smoother, and it can effectively deepen the connotation of students' mental health education. Positive psychology should focus on the health experience of students and provide students with a relaxed, comfortable and free environment and atmosphere. In turn, it constitutes a multi-dimensional, multi-directional interactive staggered model that combines the monotonous channels of mental health education with the teaching elements of different disciplines.

Effectively transforming the relationship between subject and object in education

In the past, psychology focused on the mental health education of students. The starting point is good. Under the influence of the conceptual standards of the problem, the equal relationship between teachers and students has not yet been realized. This leads to the equal and reasonable relationship between subject and object in mental health education, and gradually forms a

confrontational situation in actual teaching. From the perspective of positive psychology, in the mental health education of students, teachers and students belong to independent individuals of growth and development, and should not be the relationship between teaching and passive acceptance of knowledge. Positive psychology stipulates that teachers should use equal and stimulating language of instruction to encourage students to develop their intrinsic potential. In the process of implementing mental health education, various viewpoints of positive psychology can change the relationship between teachers and students to a certain extent. It not only enables teachers to recognize that they are an important topic in mental health education. It can also have a positive impact on a student's health psychology. Therefore, on the basis of changing the relationship between subject and object of mental health education, positive psychology has also fully mobilized the initiative of teachers and students and promoted close and friendly relations.

Application of positive psychology in students' mental health education

Integrating positive mental health education into mental health education

Students' mental health education under the positive psychology focuses on explaining the content of positive psychology in daily classroom teaching, and organizes students to explore the unique advantages of individuals. Help them freely express and motivate them so that students can gradually change from cognitive level to action level. This enables them to consciously use the expertise of positive psychology for self-regulation and self-improvement training. In this way, students' healthy personality traits can promote their healthy development. The Student Mental Health Education program is not only a simple explanation of basic mental health knowledge, but also helps students to distinguish and face psychological crisis. Therefore, it can be combined with positive psychology to enrich the content of mental health courses, such as distinguishing positive emotions, feeling and expressing healthy emotions, and actively improving learning enthusiasm. Let students seriously understand and express the joys and excitement experienced in their lives, thus prolonging the longevity of their healthy emotions. Thereby further shaping the positive

personality traits of students.

Improve mental health education institutions

In the current colleges and universities in China, the development of students' mental health education must not only set related mental health courses, but also strengthen mental health education and counseling institutions, and implement students' mental health education. Personnel at all levels are the backbone of students' mental health education, and mental health education and consulting institutions are important managers. Care should be taken to design, manage concepts, work patterns, work content and assessments to implement operations. In addition, to build a scientific mental health education system, positive psychology must be used to enrich students' mental health education. Specifically, we can start from the following two aspects.

First, organize various activity courses and experience courses. One of the main tasks of using positive psychology to carry out students' mental health education is to comprehensively shape students' healthy personality traits. The key behavior of perfect personality traits is the process of shaping sustainability. A large number of related researches show that the activity curriculum and the experience curriculum can effectively make up for many shortcomings in the traditional classroom teaching, which is conducive to improving the teaching effect. Creating healthy personality traits requires mental health education institutions to organize a variety of activity and experience courses under the guidance of positive psychology. Fully respect the students' hobbies and interests, pay attention to the active energy of students, close to the students' real life and psychological feelings, to improve students' enthusiasm for learning, stimulate their subjective initiative, and emphasize the important role of activity courses and experience courses. For example, special mental health education practice activities such as special lectures, panel discussions, group training, how to create happiness, and peer counseling can be conducted. Let students get inspiration for lifelong development from activities, feelings and reflections, deeply reflect on themselves, and objectively and reasonably look at various difficulties and psychological problems in daily life.

Second, implement positive psychotherapy

and evaluation education. In active psychotherapy, the therapist will establish a friendly relationship with the patient, focus on the patient's problems and use a positive psychological assessment to explore the patient's health. Try to stimulate the patient's own inner potential, so as to better courageously face their own psychological problems and help patients re-establish confidence. Receiving counselors is a vital daily task in student mental health education and counseling. This can help students solve problems temporarily, but they cannot be completely cured. If the school's counselor can use positive psychotherapy and psychological assessment techniques to treat students who come to counsel and engage in a degree of positive psychological intervention. On the basis of effectively solving the students' own problems, they can also enable students to better understand their strengths and weaknesses, so that they can self-adjust and repair in the future when they encounter difficulties, and truly do psychological counseling and treatment work to help people.

Improve the education and teaching level of teachers

Incorporating positive psychology into students' mental health education and offering elective courses related to positive psychology requires the support of a professional team of teachers. Therefore, it is important to improve the overall quality of the mental health teaching team. Specifically, first of all, mental health teachers should actively participate in professional and continuing education activities, especially those related to positive psychology and in-depth learning. Secondly, mental health curriculum teachers should put forward their own requirements and give full play to their positive guidance and demonstration role. We must always adhere to and implement the concept of lifelong learning and constantly explore new educational models and methods. Teachers should influence students through personal education and care for students, and share personal positive emotional experiences as much as possible. Let students consciously explore mental health knowledge and enhance their interest and enthusiasm for mental health courses by appreciating the personal charm of teachers. In turn, students' mental health literacy will gradually increase, and students will be able to use their positive energy to shape

healthy personality traits.

METHODS OF APPLYING POSITIVE PSYCHOLOGY TO MENTAL HEALTH EDUCATION

Positive psychometric techniques

Subjective well-being measurement

"Happiness" is a mysterious and fascinating concept in the hearts of contemporary students. Everyone has different definitions of happiness, but in general, the original meaning of happiness refers to a state of emotional comfort and healthy mental life. Pursuit of happiness is the gift of mankind, and happiness is the ultimate goal of life. The happiness of students is to some extent an expression of happiness. And there is no scientific comprehensive summary of what is happiness.

The psychological mechanism of college students' happiness:

Psychological comparison of cultural attribution. In the special study of happiness, some studies have shown that the level of happiness of the Eastern and Western cultural groups is different. In terms of happiness, the East and West also show great differences. Western cultural groups tend to regard happiness as an individual's inner experience, such as cognitive evaluation, attitude, and emotional feelings; while the eastern group prefers to evaluate a person's happiness from the external standard of happiness, such as health and behavior.

Psychological comparison of interpersonal respect. The study of happiness and social relations is mainly influenced by social psychology. Researchers rank family relationships, marriage relationships, friend relationships, classmate relationships, and neighbor relationships as one of the factors that influence happiness. Good social relationships can increase people's subjective well-being. The main measure of the quality of social relations is mutual respect in interpersonal relationships. For example, if a person's individual characteristics are gentle, loyal, and caring, then such people are more likely to be respected in interpersonal relationships, and thus their subjective well-being is higher. Studies have shown that good friend relationships help to increase the positive emotions of individuals. A major factor is that they have a common hobby and can participate in things of common interest. Such as playing and singing, and so on,

and when you get along with others, there are very few of these activities. These activities, while seemingly trivial and insignificant, can bring great pleasure to individuals and create a permanent supportive relationship between individuals.

Positive personality strength measurement

From the perspective of mental health, healthy personality has the following basic characteristics: First, all aspects of personality structure have been coordinated and fully developed; second, it can effectively adapt to the changing social living environment and individual physical and mental development; The physical and mental health potential and social life have positive and effective influences; the fourth is to reflect the coordination of the human mind and society and represent the positive direction of human social development. Positive psychology believes that a happy life includes a happy life, a focused life and a meaningful life, all of which depend on how people exert their personality strength and talent. This requires identifying and enhancing personality power. Since traditional psychology has been deeply studied in the measurement of talents and interests, positive psychology has always paid attention to the measurement of personality power.

Experimental subjects

The survey was conducted in the eighth grade of middle school students. A total of 109 questionnaires were distributed, of which 9 were invalid questionnaires. (Invalid questionnaires included more than 3 missed questions, obvious signs of answering questions according to certain rules, and obvious choices. Preference), 100 valid questionnaires, the effective rate of the questionnaire was 91.74%. The age range of the respondents was 14-16 years old, including 49 male students, accounting for 49% of the respondents, and 51 female students, accounting for 51% of the respondents; the distribution of specific demographic variables is shown in Table 1. In the implementation of the curriculum for the eighth grade students of the school, in order to examine the effectiveness of the active psychology group activity class, a questionnaire survey was conducted in two classes of the eighth grade of similar schools as the control group, 50 in the experimental group and 50 in the control group.

Table 1. Descriptive statistics of demographic variables

Category	Gender		Grade			Total
	Male	Female	Seventh grade	Eighth grade	Ninth grade	
Number	98	102	0	200	0	200
Rate	49%	51%	0	100%	0	100%

Table 2. Comparison of pre-test conditions

	Test Group			Control Group		
	N	X	S	N	X	S
Obsessive Symptoms	40	1.91	0.59	47	2.10	0.87
Partial	43	1.61	0.63	45	1.49	0.61
Hostile	40	1.60	0.69	46	1.59	0.79
Depression	41	1.7	0.77	44	1.55	0.55
Anxiety	42	1.83	0.82	41	1.74	0.82
Interpersonal Tension	43	1.77	0.73	45	1.77	0.71

Figure 1. Comparison of pretest conditions

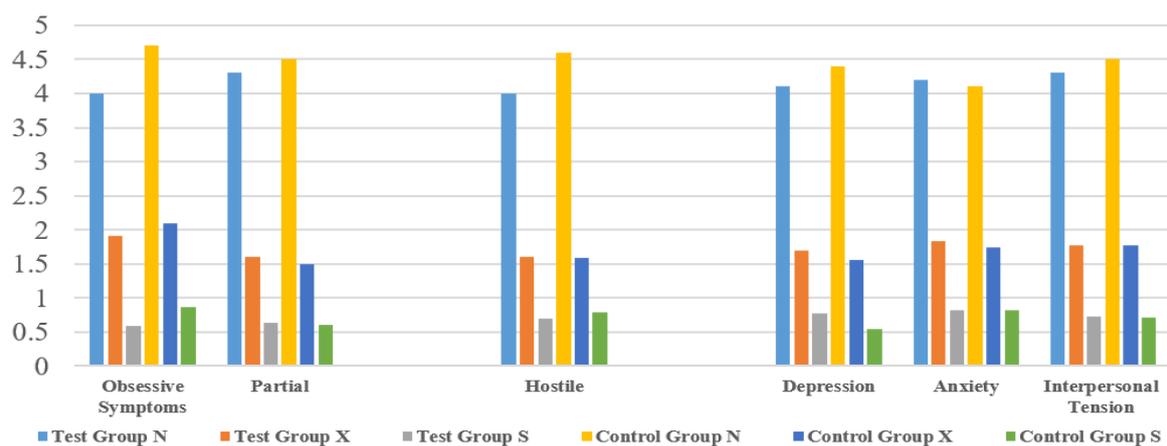


Table 3. Comparison of overall mental health levels

Group	Pretest			Post Test		
	N	X	S	N	X	S
Test Group	28	1.94	0.61	28	1.73	0.62
Control Group	31	1.53	0.36	33	1.49	0.39

DISCUSSION

Comparison of pre-test conditions

The analysis of the pretest data is shown in Table 2 and Figure 1. From the comparison of the pretest results, the experimental group was basically homogenous, so the experiment was designed in the experimental group. From the comparison of the pretest results, the experimental group was basically homogenous, and the control group had no significant

difference except for the difference between the two groups in the depression dimension.

Comparison of the overall level of mental health

As can be seen from Table 3 and Figure 2, the paired sample T test results of the pretest and post-test data of the experimental group showed that the overall mental health level of the experimental group was significantly improved. The overall improvement in mental health status of the control group was not obvious.

Table 4. Comparative analysis of the dimensions of mental health

Group	Pretest			Post Test		
	N	X	S	N	X	S
Test Group	38	1.91	0.59	38	1.83	0.62
Control Group	45	2.31	0.56	45	1.79	0.62

Figure 2. Comparison of overall mental health levels

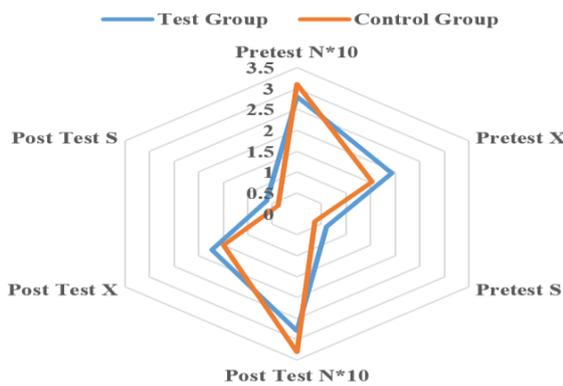
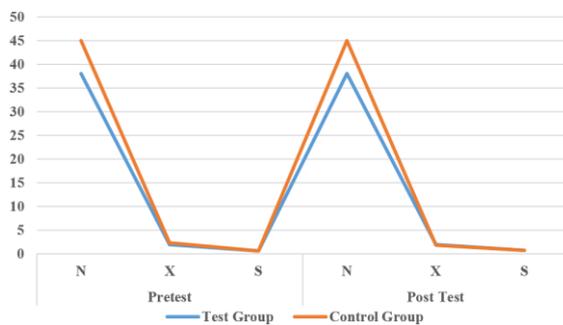


Figure 3. Comparative analysis of the dimensions of mental health



Comparative analysis of various dimensions of mental health

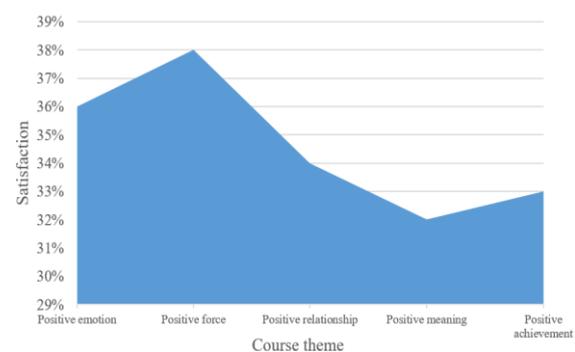
As can be seen from Table 4 and Figure 3, the pretest and post-test scores of the obsessive-compulsive experimental group and the control group were not significant. And the paired sample test results of the pretest and post-test scores of the experimental group and the control group showed that the scores of the two groups of obsessive-compulsive symptoms were reduced but not significant. That is to say, the level of obsessive-compulsive symptoms did not decrease significantly after the experimental group. There was no significant difference between the experimental group and the control group. The scores of the control group and the experimental group increased, the score of the

experimental group decreased, and the score of the control group remained basically unchanged. The main reason may be that the students in the experimental group and the control group have a low paranoid score, and this dimension has a slight psychological problem. The average score of the experimental group and the control group was less than 2 points, indicating that there were no paranoid mental disorders or extremely low levels in the two categories. After the experiment, the malicious score of the experimental group decreased. An average score of less than 2 points for both types of hostility indicates that these two categories have no hostile psychological barriers or to a very low degree. The average scores of the experimental and control groups increased during the post-test period, which may be due to two types of stress in the post-test data. Depression levels in both groups may be improved, but all of this can only be seen as a minor mental health problem that does not constitute a psychological disorder. The anxiety scores of the experimental group were decreased after the test, and the experimental group decreased significantly.

Satisfaction analysis of active psychology group activity class

After the implementation of the course, the students were surveyed on the satisfaction of the active psychology group activity class. The results of the survey are shown in Figure 4:

Figure 4. Satisfaction of active psychology group activity class



As shown in Figure 4, all students believe that the active psychology group activity class is helpful. Specifically, the most selected items for students are to experience and create more positive emotions; become more confident and courageous; You have more to feel the joy and meaning of life, among the five themes, the most impressive theme of students is the positive force. In the recommendation section, students are full of expectations for conducting outdoor activities, using a variety of teaching forms and supplemented with more after-school counseling.

CONCLUSIONS

(1) The core of mental health education in this paper is to promote and realize human development, not just to help a few people solve psychological barriers. More attention should be paid to the development of most students, allowing students to actively accept themselves, others and society; to guide students' positive attitudes and abilities to the environment; to tap the potential of students, to cultivate students' optimistic psychological quality, and to greatly improve students' learning and life satisfaction.

(2) The results of the difference between the experimental group and the control group were significant. The positive psychology group activity class significantly improved the individual's positive emotions, but did not significantly reduce the child's depressive symptoms and the improvement of toughness. From the quantitative research point of view, this positive psychology group counseling class has effectively improved the individual's positive emotions, but did not produce the expected effect in reducing depressive symptoms and improving toughness, but from the qualitative research point of view, this the second course provides students with a degree of help and benefits.

(3) Based on the summary of positive psychology theory, the analysis of the current situation of Chinese students' mental health education, explore the necessity and possibility of implementing positive psychology in school mental health education, explore ways to balance positive psychological quality training and solve psychological problems, and enhance Active psychological experience, integrating the relationship between educators and educational

objects, and establishing a positive and complete mental health education system. Using active measurement techniques, active intervention, positive psychology courses and other methods to effectively develop students' mental health education.

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