

Received: October 2023 Accepted: December 2023

DOI: <https://doi.org/10.58262/ks.v12i1.138>

The Impact of Integrating Mandala Art Therapy with Hypnosis Group Counselling on First-Year College Students' Adaptation and Psychological Well-Being

Feifei Li^{1,2}, Syed Mohamad Syed Abdullah^{1*}, Lei Zhang^{1,3*}, Chunrong Zuo⁴

Abstract

This thorough review study analyses the efficacy of hypnotherapy group counselling and Mandala art therapy as an integrated intervention to improve first-year university students' psychological well-being and adaptability after high school. The study uses a multidimensional strategy to analyse PubMed, PsycINFO, and ERIC literature to meet the complex research topic. Each database, focused on biology, psychology, and education, gives essential insights. The systematic review comprises four phases: Identification, Screening, Eligibility, and Analysis. To streamline screening, it uses exclusion criteria and analyses the content of chosen articles. The paper describes how to proportionally include systematic reviews from individual databases, MEDLINE, and reference checking. The intervention appears to improve first-year university students' adaptability and mental health. This study provides evidence-based insights for counselling, university support, and comprehensive initiatives to help first-year students transition. These treatments should be integrated into institutional support systems to increase transitioning students' well-being and success, improving counselling and academic community student welfare.

Keywords: University Freshmen, Mandala Art Therapy, Hypnosis Group Counseling, Adaptability, Mental Health, Integrated Intervention

Introduction

The transition from secondary school to higher education is a pivotal milestone in the lives of incoming students. It introduces students to an environment markedly distinct from the structures they were familiar with in their previous schooling. The challenges faced during this pivotal period extend beyond the demands of academics and encompass all aspects of personal and societal adaptability. First-year students encounter difficulties establishing new social connections, handling academic stressors, and navigating an increased level of autonomy (Eberle & Hobrecht, 2021; Maymon & Hall, 2021). This is because academic life necessitates enhanced self-management skills. The adaptation process, crucial for achieving academic success and maintaining good mental health in the long run, becomes a central focus for academics and educators alike. Despite extensive research on the challenges faced by first-year

¹ School of Educational Studies, Universiti Sains Malaysia (USM), Penang, Malaysia

² School of Art, Shandong Agricultural University, Taian, Shandong, 271000, China

³ School of Education Sciences, Huizhou University, Huizhou, China,

⁴ School of Education, Huainan Normal University, Anhui, 232038, China

*Corresponding Authors Emails: syedmohamad@usm.my and emilyzhang1991@126.com

Funding

This study was supported by the following fundings: the Key Project of Humanities and Social Sciences of Anhui Province's Department of Education (2023AH051513), the General Project of Anhui Province's Education Science Research Project (JK23117).

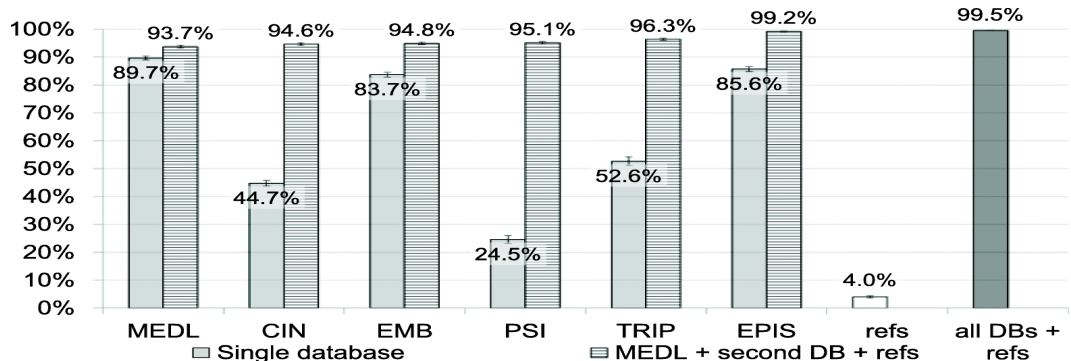
college students in adapting to their new surroundings, there is a growing apprehension about the increasing prevalence of mental health issues among this demographic. The National Mental Health Assessment and Development Centre of the Institute of Psychology, Chinese Academy of Sciences conducted a survey which revealed significant statistical findings. According to the poll conducted by Grineski et al. (2020), around 21.48 per cent of college students are potentially susceptible to experiencing depression, while 45.28 per cent may be prone to acquiring anxiety. This underscores the significance of formulating all-encompassing measures that not only tackle academic and social adjustment but also give precedence to the psychological welfare of new students (Almajali et al., 2023; Dorasamy, 2023; Kayyali, 2023). An all-encompassing intervention would tackle all of these concerns concurrently.

Although traditional counselling procedures are undeniably advantageous, they may not adequately meet the needs of many incoming students. Individual counselling is labour-intensive and may overlook the critical intervention period required for first-year students to adapt to the university environment effectively. This research explores the capacity of combining Mandala art therapy with hypnotherapy group counselling to address the limitations in present practises. This integrated approach offers a novel perspective on supporting the transition and well-being of first-year college students by combining art therapy with psychological procedures. Prior studies have shown that group psychological counselling activities enhance school adaptability (Bono et al., 2020; Li et al., 2021; Sher, 2019; Wasserman et al., 2020). Empirical research has demonstrated the efficacy of these tactics. Nevertheless, a substantial portion of the unexplored domain exists in exploring innovative and comprehensive remedies surpassing traditional therapeutic methods. Mandala art therapy, originally from Tibet and later popularised by Leeming (2020b) for psychiatric counselling, has recently gained appeal as a method for fostering creative expression and introspection and enhancing mental well-being in individuals (Leeming, 2020a; Orfanidis, 2020). However, hypnosis group therapy provides a fascinating opportunity to investigate therapies surpassing conventional practices (Drigas et al., 2021; Kluff, 2023). Hypnosis group therapy has many uses in managing many medical conditions. This research examines the potential synergistic effects of integrating Mandala art therapy and hypnotherapy group counselling to enhance first-year college student's mental well-being and adaptability in their new environment. This study aims to provide evidence-based insights that may be utilised to inform counselling practises, university support services, and the creation of comprehensive approaches to promote the successful transition and overall well-being of first-year university students. This will be achieved by thoroughly exploring this comprehensive strategy.

Methodology

Three central databases—PubMed, PsycINFO, and ERIC—have been carefully selected to review the available literature thoroughly. The databases were chosen based on their extensive coverage of scientific papers in psychology, education, and health sciences. This selection is specifically suited to the complex and interdisciplinary nature of the research problem being addressed (National Centre for Biotechnology Information, n.d.; American Psychological Association, n.d.; Education Resources Information Centre, 2012). Their distinct advantages highlight the selection of these databases. PubMed, renowned for its emphasis on biomedicine, enhances the comprehension of mental health from several viewpoints (National Centre for Biotechnology Information, n.d.). PsycINFO, a database focused on psychology and behavioural sciences, provides detailed and nuanced information about the psychological aspects of the therapeutic procedures that were studied (American Psychological Association, n.d.). ERIC's focus on educational research provides valuable insights to the study, particularly

regarding academic adjustment (Education Resources Information Centre, 2012). By synthesising information from numerous databases, the study ensures a comprehensive analysis and enhances its multidimensional approach. Table 1 shows the Proportion of SRs included in individual databases and their combination with MEDLINE and reference checking.



I am checking database citations and incorporation rates and integrating them with Medline. Medl Is Medline, Cin Is Cinahl, Emb is Embase, PSI is PsycINFO, EPIS is Epistemology, and DB is database.

Source Goossen et al. (2020).

The systematic review is structured into four phases: Identification, Screening, Eligibility, and Analysis, as seen in Figure 1. During Phase 2, the screening procedure depends on predetermined exclusion criteria, which enables efficient first evaluations. During Phase 3, thoroughly assessing chosen articles requires a detailed content analysis based on preset criteria. The thorough technique is intended to maintain the quality and relevancy of the articles included in the final analysis.

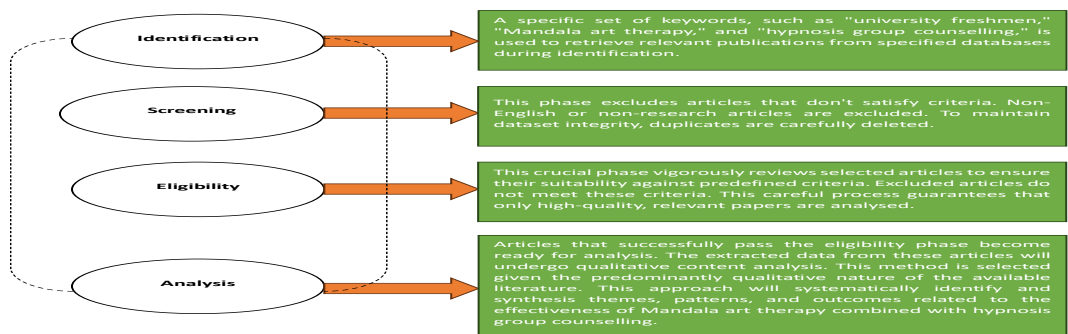
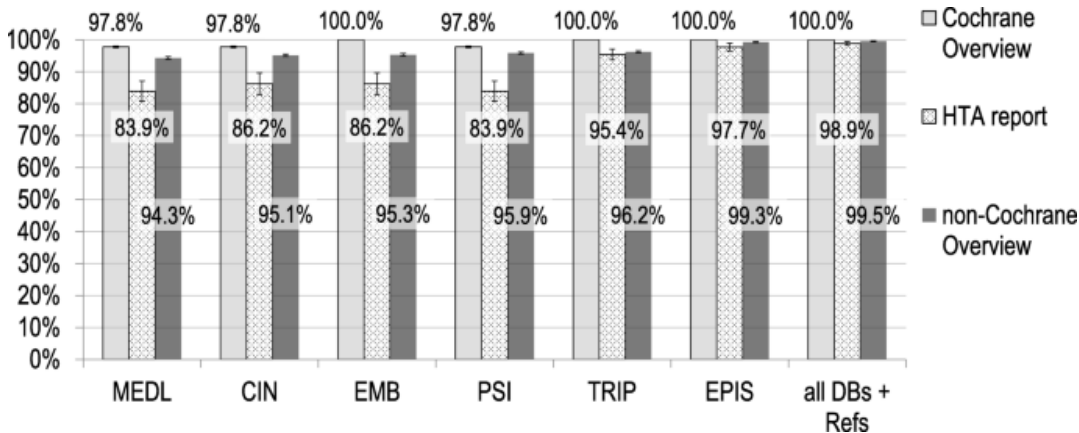


Figure 1 Identification, Screening, Eligibility, and Analysis.

A flow diagram will visually depict the systematic review process to meet the PRISMA criteria for publishing systematic reviews and meta-analyses. The citation "Page et al., 2021" refers to a publication by Page and other authors in 2021. This graphic is an informative and precise tool that elucidates the complexities of choosing and excluding articles throughout the selection process. Given the nature of the literature available, the data analysis employs qualitative content analysis. This technique involves identifying, articulating, and classifying repetitive themes and patterns within the chosen articles. This study aims to thoroughly examine the

effects of integrating Mandala art therapy and hypnotherapy group counselling on the adaptability and mental well-being of first-year college students. Table 3 shows rates in database combinations with MEDLINE and reference checking, stratified by Overview type.



Inclusion rates in database combinations with MEDLINE and reference checking, stratified by Overview type

Source (Goossen et al., 2020).

Results

Upon amalgamating all the data from prior studies, intricate patterns about the mental well-being and adaptability of first-year students in college become evident. An exhaustive literature analysis reveals significant themes and patterns, providing a profound understanding. Table 1 presents a thorough overview of significant findings from prior research to assist readers in comprehension.

Table 1 Presents the Main Conclusions of Earlier Research on First-Year University Students' Adaptability and Mental Health.

Title of Article	Authors	Adaptation Strategies Suggested
Patterns of Mental Health among Chinese College Students	Liu et al. (2019)	The acknowledgement of the increasing prevalence of depression and anxiety among Chinese college students has led to a demand for specific mental health support programmes.
2022 Survey Report on the Mental Health Status of University Students	Lipson et al. (2022)	The study reveals a significant occurrence of depression (21.48%) and anxiety (45.28%) among college students aged 15-26, highlighting the immediate requirement for proactive mental health interventions and support networks.
Maladaptation of University Freshmen during the COVID-19 Epidemic	Niu et al. (2022)	An investigation into the prevalent maladaptation issue among Chinese first-year university students amidst the challenging circumstances of the COVID-19 epidemic. Suggestions for customised interventions in times of disaster.
Learning Adaptation Difficulties and Mental Health	Satici et al. (2021)	An inquiry into the effects of learning adaptation challenges on increased academic stress, personal identity, interpersonal communication, and emotional resilience, highlighting the necessity for specific assistance and coping strategies.

The Model for Sustainable Mental Health	Soga et al. (2021)	I am presenting the Model for Sustainable Mental Health, arguing for interventions that address obstacles and assets, highlighting the mutual effects between mental health and effective adjustment.
---	--------------------	---

The synthesised observations underscore the intricate challenges that first-year college students must surmount during the transitional phase. According to the National Mental Health Assessment and Development Centre (2022) and Chen Yumeng et al. (2022), it is crucial to swiftly implement appropriate treatment strategies to tackle the increasing prevalence of anxiety and depression. Cheong et al. (2023) have noted that the COVID-19 pandemic and other environmental events detrimentally affect first-year college students' psychological well-being. This exemplifies the need for assistance techniques that are simultaneously adaptable and customised to particular circumstances in moments of emergency. In addition, the study by al. (2023) on the consequences of challenges in learning adaptation sheds light on the broader implications for emotional stability and self-identity. Vansteenkiste et al. (2021) propose a Model for Sustainable Mental Health that advocates for holistic therapy. This approach prioritises the correlation between mental health and successful adaptation. The following sections will provide a detailed examination of the findings, elucidating the complex patterns and potential development opportunities that have been uncovered. Through further investigation and examination of the data from the selected study, we can enhance our comprehension of the challenges encountered by first-year students as they strive to adapt to the unfamiliar atmosphere of the institution. Dong et al. (2023) conducted a study which revealed a substantial increase in the detection rate of depression and anxiety vulnerability among Chinese college students over eleven years. This discovery emphasises the dynamic nature of mental health issues. To satisfy the ever-changing needs of first-year college students, support systems must possess the attributes of adaptability and responsiveness.

The study conducted by Kuckertz and Brändle (2022) during the COVID-19 pandemic emphasises the specific challenges arising from exogenous calamities. The observed maladaptation phenomena emphasise the need for strategies that improve resilience and therapies designed explicitly for crisis conditions. To effectively address the constantly evolving needs of first-year students, it is imperative to establish a support system that is both proactive and adaptable. This is because questions regarding adaptation are naturally characterised by constant change and activity. Especially during periods of turmoil, this statement remains accurate. Yu et al. (2023) research on learning adaptation elucidates the intricate correlation between mental health and academic challenges. This study examines the interconnected impact of learning difficulties on social communication, emotional resilience, and self-perception. This statistic underscores the importance of schools considering comprehensive solutions incorporating academic and mental health support systems. Recognising the symbiotic connection between these two facets of a student's encounter is crucial. In conclusion, these additional perspectives enhance our comprehension of first-year college students' intricate psychological well-being challenges and adaptation difficulties. The dynamic nature of these challenges, combined with the impact of external factors, underscores the importance of adaptable and all-encompassing support systems to ensure the students' welfare and achievements during the transition from high school to university settings.

Discussion

Dynamics of Mental Health and Adaptation

The National Mental Health Assessment and Development Centre (2022) and Chen Yumeng et al. (2022) have documented a rise in the likelihood of experiencing anxiety and depression. This discovery emphasises the intricate correlation between mental well-being and the capacity to adapt to the lifestyle of a university student. This research notably emphasises the need for educational institutions to prioritise mental health programming and integrate it as a crucial component of their comprehensive support systems. Considering the prevalence of mental health challenges, it is imperative to select an approach that is both assertive and nuanced. This holds particularly true when contemplating the present socioeconomic circumstances and unanticipated calamities like the COVID-19 pandemic. Specific mental health interventions can significantly improve first-year university students' overall well-being and adaptability. These initiatives encompass readily accessible counselling services, efforts to promote mental health awareness, and programs to bolster resilience.

Crisis-Responsive Support Systems

The research conducted by Yu et al. (2023) examines the problem of maladaptation in the context of the COVID-19 pandemic. More precisely, it highlights the significance of academic institutions creating support networks that can effectively address crises. Unforeseeable emergencies, like a pandemic, can significantly influence the need for educational institutions to have adaptable policies that can accept change. Unforeseen circumstances necessitate crisis-tailored remedies, such as virtual counselling platforms, precisely focused social outreach initiatives, and remotely administered mental health interventions. By recognising the difficulties posed by crises, institutions can enhance their institutional resilience and provide a superior education to enrolled students. Universities provide students with access to specialised support networks in case of emergencies, thanks to the proactive adoption of this method. This not only tackles the current issues but also enhances the long-term mental well-being of these students.

Holistic Approaches for Sustainable Well-Being

The study by Gueldner et al. (2020) on the influence of learning adaptation issues on several aspects of students' lives underscores the need for holistic strategies that successfully integrate academic and mental health support in university settings. The research undertaken by Zhu took place in 2023. Establishing an environment that fosters a comprehensive approach to students' well-being and contentment is crucial. The creation of a conducive environment that can effectively tackle the various challenges related to college life can be achieved by the joint implementation of several strategies, such as group therapy, psychoeducational initiatives, and mentorship programmes. By adopting a comprehensive approach, educational institutions can empower students to attain academic success while effectively navigating interpersonal dynamics, cultivating a strong sense of self, and maintaining emotional well-being. Overall, this comprehensive technique fosters the ongoing welfare of students throughout their whole educational journey.

Limitations and Recommendations for Future Studies

Methodological Considerations

While this work employed a systematic review strategy to gather insights from existing literature, it is essential to acknowledge the notable limitations of this methodology. Relying on

databases like PubMed, PsycINFO, and ERIC can lead to a potential bias towards research published in English. Future research should explore additional databases in several languages to enhance our understanding of the global impact of mental health therapies on first-year university students. Furthermore, the prevalence of qualitative methodology in the examined papers emphasises the need for future research to integrate a more equitable combination of quantitative and qualitative methodologies. This will enable a more comprehensive examination and integration of the existing data.

Contextual Specificity

An important constraint is the possibility that the findings may only apply in specific contexts. The investigations examined diverse geographical regions with distinct cultural, educational, and social intricacies. Future research should prioritise performing geographically targeted or culturally customised investigations to have a more comprehensive understanding of the contextual variables that impact the efficacy of interventions. This will aid in developing focused initiatives that align with the varied experiences of first-year university students worldwide. Incorporating longitudinal research would provide a more nuanced understanding of the long-term effects of therapies, considering the changing nature of mental health and the obstacles of adapting along the academic journey.

Intervention Diversity and Tailoring

The range of interventions studied in the selected publications presents both an opportunity and a limitation. Despite the abundance of alternatives, the multitude of approaches to the problem makes it challenging to reach definitive conclusions regarding the most effective solutions. Additional research is necessary to comprehensively examine the many components of treatments and elucidate the mechanisms that contribute to their success. Future research should prioritise examining the feasibility and effectiveness of customising therapy to specific subgroups of students, considering variables such as cultural background, academic disciplines, and pre-existing mental health conditions. This task is imperative. If this tailored technique is implemented, the treatments will undoubtedly address the specific issues experienced by different sectors of the university freshmen population. This will lead to enhanced precision and efficacy of the therapies.

Conclusion

This research effort began by thoroughly investigating the difficulties first-year college students face as they adjust to their unfamiliar environment, specifically emphasising their psychological welfare. The introduction illuminates the dynamic nature of mental health concerns and the difficulties associated with adjusting to them. It emphasised the importance of having efficient support systems established. This helped define the structure for the rest of the presentation. This comprehensive review analysed the existing literature. The text consolidated significant discoveries from numerous studies investigating interventions to improve first-year college student's mental well-being and adaptability. This study successfully integrated many findings, clarifying the complex relationships between mental health and adaptation. Throughout the systematic study, a wide array of therapeutic approaches were identified. The treatments included art therapy, psychoeducation, and group psychotherapy. These interventions demonstrate the vast array of approaches utilised to address the intricate difficulties first-year college students encounter. These therapies improve mental health results and facilitate a more

favourable and adaptable transition into university life.

While this study provides a comprehensive analysis, more areas could still be investigated in future research. Due to the ever-changing nature of mental health problems and the difficulties of adapting to new environments, it is crucial to engage in research and develop innovative treatments continuously. Future research should prioritise enhancing intervention options, considering the distinct requirements of diverse student groups and the obstacles presented by external circumstances. Moreover, the limits of the research methods outlined in this study emphasise the necessity for more stringent research designs and a fairer incorporation of qualitative and quantitative methodologies. In essence, this study provides a foundation for a more profound comprehension of the intricate relationship between mental well-being and the process of adapting among first-year college students. Upon analysing the significance of the findings from this study, it is clear that promoting the welfare and satisfaction of first-year college students requires a comprehensive and flexible approach. The trip provides a beginning point for additional inquiries to enhance understanding, improve interventions, and create a supportive and resilient environment for future university students.

References

- Almajali, H. K., Al-Bourini, E. S., Al-Shamaileh, N., & Almajali, A. A. B. (2023). Impact of Psychological Resilience on Bullying Prevention: An Empirical Study in Amman Private Schools. *Migration Letters*, 20(7), 111-126.
- Bono, G., Reil, K., & Hescocox, J. (2020). Stress and well-being in urban College Students in the US during the COVID-19 Pandemic: Can grit and gratitude help? *International Journal of Wellbeing*, 10(3).
- Cheong, Y., Zhu, Q., Wang, C., He, M., & Ye, Y. (2023). COVID-19 Stressful Life Events and Chinese Adolescents' Mental Health: Examining Resilience, Peer Relationship, and Parenting as Moderators. *The Journal of Early Adolescence*, 43(5), 577-602.
- Dong, Q., Yang, Y., Ma, M., Ou, W., Lv, G., Huang, M., . . . Ju, Y. (2023). Posttraumatic stress symptoms in healthcare workers during the COVID-19 pandemic: A four-wave longitudinal study. *Psychiatry Research*, 327, 115406.
- Dorasamy, J. (2023). *Reconstructing wellness among Australian families transitioning through the COVID-19 pandemic*.
- Drigas, A., Mitsea, E., & Skianis, C. (2021). The role of clinical hypnosis and VR in special education. *International Journal of Recent Contributions from Engineering Science & IT (ijES)*, 9(4), 4-17.
- Eberle, J., & Hobrecht, J. (2021). The lonely struggle with autonomy: A case study of first-year university students' experiences during emergency online teaching. *Computers in Human Behavior*, 121, 106804.
- Goossen, K., Hess, S., Lunny, C., & Pieper, D. (2020). Database combinations to retrieve systematic reviews in overviews of reviews: a methodological study. *BMC Medical Research Methodology*, 20(1), 1-15.
- Grineski, S. E., Flores, A. B., Collins, T. W., & Chakraborty, J. (2020). Hurricane Harvey and Greater Houston households: comparing pre-event preparedness with post-event health effects, event exposures, and recovery. *Disasters*, 44(2), 408-432.
- Gueldner, B. A., Feuerborn, L. L., & Merrell, K. W. (2020). *Social and emotional learning in the classroom: Promoting mental health and academic success*. Guilford Publications.
- Kayyali, M. (2023). The Relationship between Rankings and Academic Quality. *International*

1990 *The Impact of Integrating Mandala Art Therapy with Hypnosis Group Counselling on First-Year College Students' ...*

- Journal of Management, Sciences, Innovation, and Technology IJMSTT*, 4(3), 01-11.
- Kluft, R. P. (2023). Toward the Effective Treatment of Dissociative Symptoms and Dissociative Disorders. *Psychoanalytic Social Work*, 30(1), 3-31.
- Kuckertz, A., & Brändle, L. (2022). Creative reconstruction: A structured literature review of the early empirical research on the COVID-19 crisis and entrepreneurship. *Management Review Quarterly*, 72(2), 281-307.
- Leeming, D. A. (2020a). Modern mythology. In *Encyclopedia of Psychology and Religion* (pp. 1496-1498): Springer.
- Leeming, D. A. (2020b). Monomyth. In *Encyclopedia of psychology and religion* (pp. 1498-1500): Springer.
- Li, F., Luo, S., Mu, W., Li, Y., Ye, L., Zheng, X., . . . Zhou, M. (2021). Effects of Sources of social support and resilience on the mental health of different age groups during the COVID-19 pandemic. *BMC Psychiatry*, 21, 1-14.
- Lipson, S. K., Zhou, S., Abelson, S., Heinze, J., Jirsa, M., Morigney, J., . . . Eisenberg, D. (2022). Trends in college student mental health and help-seeking by race/ethnicity: Findings from the National Healthy Minds study, 2013–2021. *Journal of Affective Disorders*, 306, 138-147.
- Liu, M., Zhang, J., Hu, E., Yang, H., Cheng, C., & Yao, S. (2019). Combined patterns of physical activity and screen-related sedentary behaviour among Chinese adolescents and their correlations with depression, anxiety and self-injurious behaviours. *Psychology research and behavior management*, 1041-1050.
- Maymon, R., & Hall, N. C. (2021). A review of first-year student stress and social support. *Social Sciences*, 10(12), 472.
- Niu, H., Ren, S., & Li, S. (2022). Characteristics of the school adaptation of first-year college students during the COVID-19 epidemic. *Frontiers in Psychology*, 13, 915403.
- Orfanidis, C. (2020). Method in Psychology and Religion. In *Encyclopedia of Psychology and Religion* (pp. 1466-1468): Springer.
- Satici, B., Gocet-Tekin, E., Deniz, M. E., & Satici, S. A. (2021). Adaptation of the Fear of COVID-19 Scale: Its association with psychological distress and life satisfaction in Turkey. *International journal of mental health and addiction*, 19, 1980-1988.
- Sher, L. (2019). Resilience as a focus of suicide research and prevention. *Acta Psychiatrica Scandinavica*, 140(2), 169-180.
- Soga, M., Evans, M. J., Tsuchiya, K., & Fukano, Y. (2021). A room with a green view: the importance of nearby nature for mental health during the COVID-19 pandemic. *Ecological Applications*, 31(2), e2248.
- Vansteenkiste, T., Morrens, M., & Westerhof, G. J. (2021). Images of recovery: A photovoice study on visual narratives of personal recovery in persons with serious mental illness. *Community Mental Health Journal*, 57(6), 1151-1163.
- Wasserman, D., Iosue, M., Wuestefeld, A., & Carli, V. (2020). Adaptation of evidence-based suicide prevention strategies during and after the COVID-19 pandemic. *World psychiatry*, 19(3), 294-306.
- Yu, L., Rahman, M. S., & Li, X. (2023). The effects of academic adaptation on depression of international students in China: A case study on South Asian students of TCSOL teacher program. *International Journal of Intercultural Relations*, 94, 101804.