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A study of spatial elements and teaching environments in the design of art healing courses for university students on mental health promotion and emotional regulation

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Abstract In recent years, such as depression, anxiety and other psychological disorders occur frequently in colleges and universities, how to better ensure the mental health status of students has become an important task in higher education nowadays. This paper explores the relationship between space and human needs and psychological behaviour based on environmental psychology from the perspective of architectural design. It clarifies the spatial structure design of art healing, i.e. spatial experience, spatial environment, spatial function and spatial form, and constructs its relevance with environmental psychology. Combine the art healing architectural space with teaching practice to complete the design of the art healing course for college students, and explore the impact of this innovative course on college students' mental health and emotions. The results of the study showed that among the 42 students who voluntarily participated in the art healing course, the TMD value of the state of mind after the implementation decreased significantly before the intervention, from 111.20±18.72 to 97.30±26.33, which indicated that the art healing course had a positive improvement effect on the state of mind of the students. These findings are expected to improve the psychological and emotional state of college students, promote the overall development of college students, and provide important references and lessons for the design of campus healing architectural spaces.

Index Terms architectural design, spatial structure, healing architectural space, mental health, TMD value

I. Introduction

In recent years, there has been a high incidence of suicide among college students. It is difficult to know in advance whether students will self-harm or harm others, and psychotherapy can often only target problems that have already been exposed [1], [2]. Colleges and universities should understand students' personality, thought dynamics, physical health, etc., before they have problems, and to a certain extent, they should prevent the problem before it occurs [3]. Therefore, the art healing method is integrated into the curriculum design of colleges and universities, with a view to providing a new direction for advancing the reform and development of college and university education.

In the process of art healing, students' expressions are mostly out of intuition, often revealing the subconscious mind, and in the healing process, the person involved can lower his or her defences and allow the subconscious mind to emerge naturally when he or she is invested in the main body of the event [4], [5]. Art healing can be both a way of venting and easing the person's emotions [6]. As a non-pharmacological psychological intervention, art healing has been widely recognised for its role in relieving psychological stress and promoting mental health [7]-[9]. It awakens the aesthetic feelings of the aesthetes with vivid, concrete and distinctive images or forms of beauty, and achieves the purpose of purifying the mind, cultivating the sentiments, stirring up the bosom and stimulating people's progress through the aesthetes' emotional experience [10], [11]. In addition, it also has a positive effect on improving students' aesthetic ability, cultivating students' healthy aesthetic interests and establishing correct aesthetic concepts [12], [13]. The educational work of integrating art healing curriculum design plays an important role in cultivating students' aesthetic interests and improving their comprehensive quality, which helps to improve the comprehensiveness of higher education and promote the mental health of college students [14]-[17]. In addition, due to the significant mental health utility played by environmental factors in the perception of emotion and stress is widely used, as the most direct and frequent space place used by college students, it is of great significance to create a teaching environment that promotes college students' mental health and emotional regulation [18]-[20].

The function and value of spatial elements and teaching environments are fully utilised in art healing courses, which can further alleviate college students' learning pressure and regulate their negative emotions [21].

Compared with existing research, the innovation of this paper lies in the architectural design of art healing spaces, which is integrated into teaching practice. It is analysed from multiple dimensions, including the spatial experience, spatial environment, spatial function and spatial form of art healing. Then, the correlation between environmental psychology and the four dimensions of art healing space is constructed, which lays a solid theoretical foundation for the overall design strategy of college students' healing courses. Through the actual teaching implementation, the effectiveness of the art healing programme in improving the mental health and emotional regulation of college students is verified.

II. Design of spatial elements for art healing programmes for university students

II. A. Art Healing

Art healing is based on psychological theory, and behavioural psychology, psychoanalytic theory, constructive psychology and so on are also included in it, and the therapist can alleviate the problems appearing in college students' psychology through art activities such as painting, sand tray, music, dance and so on, and Fig. 1 shows the process of realising art healing [22]. College students embody their life and inner world in art through creation in art activities, and display the abstracted content of what they think in their mind through art.

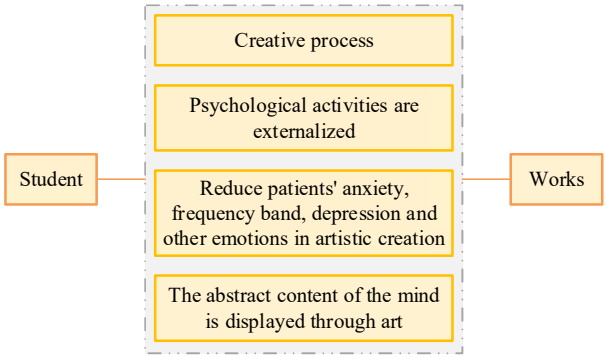

Figure 1: The realization of art healing

The process of art creation can analyse the subconscious thoughts of college students, show the conditions and problems of psychological activities in art form, and express human psychological activities in an externalized way, which on the one hand can slow down the multiple psychological pressures of college students. On the other hand, the therapist can find problems in the paintings and expressions of college students and help them to create art to reduce the feelings of anxiety, irritability and depression. Exercising themselves in art creation promotes the psychological health of college students and helps their life and study.

II. B. Composition of Spatial Elements of Healing for College Students in Higher Education

There are many spatial influence elements of college students' healing space, mainly including by environmental factors, architectural factors, the following for their role on the physical environment [23].

II. B. 1) Factors in the teaching environment

The main environmental factors affecting spatial physics in college student healing spaces are light, sound, colour, and materials.

(1) Light environment

In daily life, people's need for light conditions focuses on covering functional needs, decorative needs, physiological health and mental health needs. Prolonged exposure to dim environments can easily cause visual tension and make a person even feel fatigued. Sunlight overexposure will lead to neurasthenia, let a person worry, emotional depression. The comfort of the space light environment will directly affect the user's health and mood, and natural light has no advantage of artificial lighting, especially in the use of healing space.

(2) Sound environment

Soothing sounds and songs can help prevent and treat depression and other mental illnesses, but also to varying degrees to ease the psychological tension, which is also the basic principle of music therapy. This shows that a benign acoustic environment has a positive effect on stress relief, so the adverse effects of noise should be avoided and a good acoustic environment should be created in the healing space.

(3) Colour

Different colours will have different health care functions. Yellow is better for helping chronic constipation and enhancing self-confidence. Purple is good to help reduce smoking, addiction and migraine. Cyan is good for preventing and controlling joint lesions, and for treating varicose veins. White calms one's mental mood as well as soothes pain in the body. Greens help to relieve tension, eliminate fatigue, and increase stamina and metabolism.

(4) Material

The material of the space is the area of the spatial environment that is most closely connected to the individual. The softness and hardness of the material, the colour and the brightness and purity of the colours will have a direct impact on the thoughts of the users of the space. Based on the characteristics of the healing space, more natural materials should be considered in the design to reduce the distance between people and the environment, so that the physical and mental comfort of users can be improved.

II. B. 2) Architectural factors

Architectural factors are relatively fixed building properties such as the form of the space, the size and scale of the space, and the hierarchy of the space.

(1) Spatial form

Spatial form is a macroscopic level for spatial perception, and to a large extent, it directly affects the users' behavioural choices and psychological feelings, and an artistic spatial pattern will trigger the users' touch and emotional integration.

(2) Spatial scale

Building design requires people-oriented, in the space scale should be based on the standard of human feelings. The ratio relationship between the space width d and the space height h of the large building there, different space height ratio will directly make each person feel differently about the space, and the relationship between the d/h in the building is shown in Table 1. In the design of the healing space environment, if the moderate size and ratio are used, it can bring a suitable and comfortable visual feeling to the healing space. However, when the size of the healing space is too large, it will cause people to feel cold and uneasy. When the dimensions and ratios are too large, people will feel constricted, depressed and crowded.

Table 1: The relationship between d/h in architecture

d/h value	Spatial perception	Bilateral building connection
<1	Sense of proximity	Close connection
$=1$	Uniform feeling	Look at the details of the building
>1	With a sense of detachment	Observe the building as a whole
>2	Sense of openness	

II. B. 3) Psycho-environmental elements

In the psychological environment a special psychological nature of the influence factors, they can be widely regarded as a kind of therapeutic and inhibitory environmental influences on the development of psychology, these factors are summarised into six categories as shown in Figure 2. These include factors that can dissipate stressors such as noise in the environment, promote exposure to natural elements, enhance the user's sense of control and autonomy of choice, provide social support, distract the user, and stimulate positive mental interactions. This paper distils these into two categories of influences on the psychological environment of students in higher education, including the elements and conditions needed to stimulate positive feelings and realise self-worth.

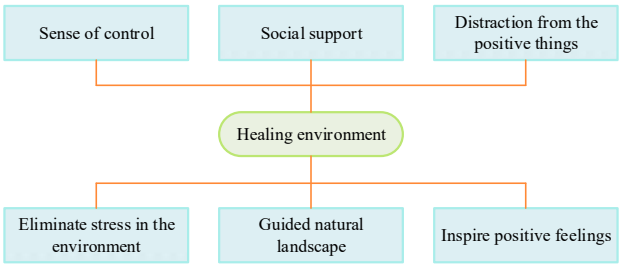

Figure 2: Healing space psychological environment influencing factors

II. C. The construction of correlations between mental health and healing spaces

In the previous two sections, the psychological behavioural needs of college students and the composition of healing space for college students were studied from the perspective of environmental psychology, and the physical and psychological environment influencing elements of healing space were analyzed from the perspective of architectural design theory and psychological needs of college students. In this section, the influence of environmental psychology on college students is combined into the design of healing space, and the extracted physical and psychological environmental influences are used to construct a model of the correlation between environmental psychology and healing space in colleges and universities based on the way they are reflected in the space, as shown in Figure 3. The model integrates the four dimensions of spatial experience, spatial environment, spatial function, and spatial form of college healing space. It also connects it with the psychological and behavioural needs of users, so that environmental psychology can be truly integrated with the design of healing space for college students.

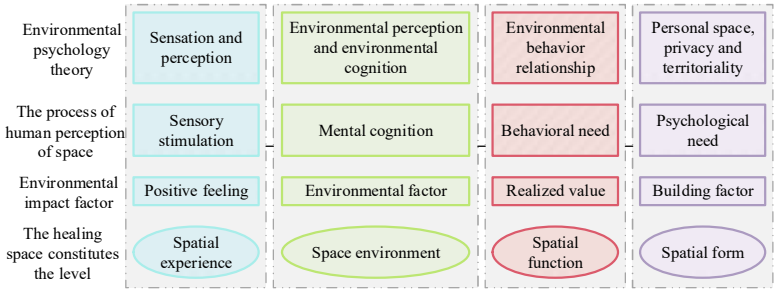

Figure 3: Construction of spatial correlation between environmental psychology and healing

III. Design of architectural spaces for art healing for university students

From a multi-level perspective, the design of college students' healing space should be based on the physical and mental characteristics of the youth group, set up to meet their physiological, spiritual and psychological functions at three levels, and satisfy the interaction and communication between students and different objects, such as human beings, nature and art media. At the same time, the purpose of campus healing space design is to bring positive and optimistic emotions to college students, and self-knowledge through art. Based on this paper, the proposed art healing architectural space for college students includes an art experience area, a nature experience area and an interactive communication area, with the following specific designs and functions.

III. A. Art Experience Area

The main functional division of the art experience area is shown in Figure 4, which provides students with space for painting, music, reading, film watching, etc., to express their negative emotions and find their inner strength in the process of artistic creation and self-expression, and provides students with a space to display their creativity, so that art can become a companion of the soul and a spiritual belonging. By increasing the richness and interest of the venue, more students will be attracted to actively participate in art interactions, enriching their campus life and spiritual world.

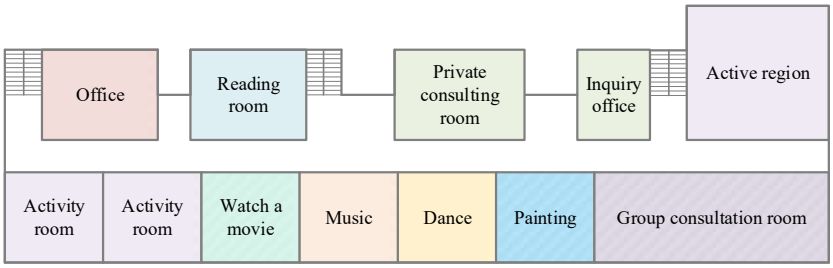

Figure 4: Plan of art experience area

(1) Painting Space

Creators provide a variety of painting materials, through painting, the subconscious repressed emotions will be presented, painting people will release the negative energy in the heart, emotions and thoughts, venting emotions,

adjusting the state, repairing the trauma of the heart, expressing the part of the inner world that can not be expressed in words, obtaining a sense of self-satisfaction, and more self-confidence, in order to achieve a good healing effect.

(2) Music Space

It is mainly for some healing activities based on the concept of music healing, such as receptive music therapy, participatory (re-creation, improvisation) music therapy. Students can share music, feel music, imagine music, explore music, play music and meditate in this space.

(3) Dance Space

Dancing body language is an intermediary for the expression and presentation of the healer's inner activities, which can help people release pressure and relax. Dance space provides a free and open environment for student groups. Through body movements, students are able to perceive the emotions of their own bodies and safely express and release their inner anxiety, sadness, burdens and other undesirable psychological states.

III. B. Nature experience areas

The main functions of the nature experience area include landscape appreciation, meditation, interactive creation and art display, and the main functional divisions are shown in Figure 5. It is divided according to the different behavioural patterns of college students, so that they can choose the activity area according to their personal wishes. For example, college students who are outgoing and have the need to communicate and confide in others can choose the open area that focuses on group activities and collective creation, while college students who like to be quiet and alone can choose the single space for personal healing. The division of the use area increases the inclusiveness of the space, so that the two areas are not affected by each other.

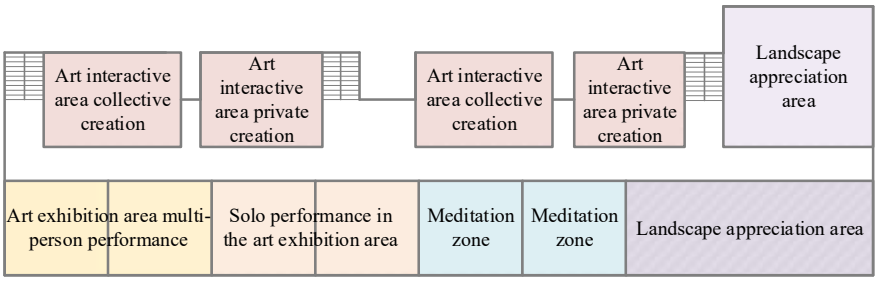

Figure 5: Main functional zones of natural experience area

(1) The meditation area is a relatively simple, relaxing and open natural environment. It is a place where people can sit and think in order to relax their minds and bodies.

(2) The Landscape Appreciation Area is designed to allow students to interact with the landscape in an environment that brings positive sensory experiences, physical and mental well-being, enhances the individual's connection to the environment, promotes beneficial social interactions with other participants, and helps to alleviate stress, which is more conducive to their physical and psychological recovery.

(3) The art display area mainly includes a single-performer stage and a multi-performer stage. The combination of the natural environment and the stage adds attraction to the space, and the rich landscape environment can help students relieve their nervousness and anxiety, build up their self-confidence, open up their hearts and minds, challenge themselves, and communicate and interact with others to achieve a healing effect.

III. C. Interactive communication area

The main functional partition of the interactive communication area is shown in Figure 6, which provides users with more activities and services that encourage group participation, such as providing a dining area and a café. Users are encouraged to enjoy catering services, study together, meet and communicate with their classmates and friends to have more interactive communication space, and the healing space covered in this paper can be felt not only in the form of art healing. In addition, aesthetic and social conditions have been successfully created to diversify other activities.

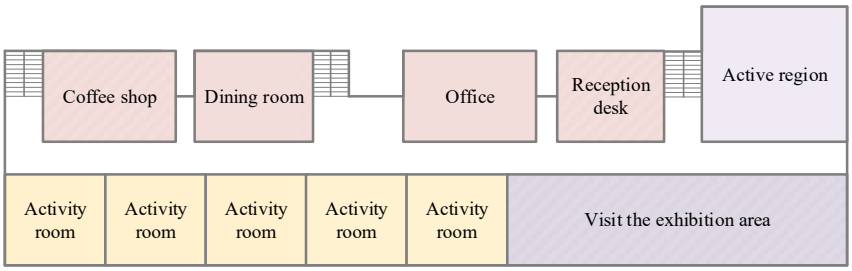

Figure 6: The main functional area of the interactive exchange area

The activity room provides a space for students to create their own activities, giving them a strong sense of control over the space and encouraging them to organise meaningful art healing activities on their own. Students will realise that the process of organising activities is also a process of healing, develop their initiative, increase their interest in participating, feel a special connection with the outside world, and form a wide range of interactions and exchanges.

IV. The impact of art healing on the mental health of university students

This paper is an experiment at a teacher training university, which is completing the construction of an art healing space and its programmes in 2023. A questionnaire study was conducted with 582 students and teachers of the university. There were 556 students and 26 teachers, with a male to female ratio of almost 1:1. After the questionnaires were collected, the initial screening and coding of invalid questionnaires was carried out using an Excel spreadsheet in order to make it more reliable, and the collected data were processed and scored by the researcher and entered into the SPSS software for a descriptive analysis of the obtained data.

IV. A. Demand Preference Analysis for Art Healing Spaces

In view of the uniqueness of the users of the healing space on the campus of a teacher training centre, it is necessary to conduct a survey on the basic situation of university students and the current situation of the healing space on campus, in order to understand the real needs of students on contemporary university campuses. First of all, more than half of the students and teachers expressed that they felt that they were under a lot of stress, especially fatigue and anxiety, lack of concentration in class, and poor quality of sleep. When surveyed about the level of satisfaction of campus users with the current campus healing space, there was equal praise and dissatisfaction. The reasons for dissatisfaction with the campus art and healing space environment and the results of the survey are shown in Figure 7. The main reasons for dissatisfaction were the inconvenience of the campus roads (137 people, 23.54%) and the outdated facilities (116 people, 19.93%), as well as the homogeneity of the campus space and the lack of public space. When it comes to the role of art healing space, beautifying the environment (439 people, 75.43%) and providing open space (425 people, 73.02%) are more popular, followed by the ability to conduct public activities and communication.

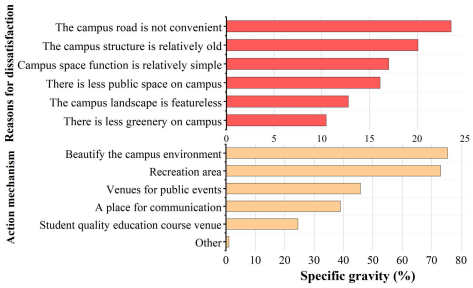

Figure 7: Causes and functions of dissatisfaction in art healing space

When college students were specifically asked about their preference for healing places and the results of the survey on the healing factors for choosing the place are shown in Figure 8. Among the places that college students tend to go to when they want to relax and relieve stress, quiet resting places such as pavilions and under trees (157 people, 26.96%) and places close to greenery and nature (156 people, 26.80%) are the top choices. After that, lively public interaction spaces such as fitness and activity grounds and walking school paths were most avoided. Natural elements such as aromatic smells and fresh air (258, 44.33%), plants and natural elements (236, 40.56%),

good views (228, 39.18), and relaxing sounds (168, 28.87%) were also the top choices. Functional elements such as the availability of seating sitting facilities, or space to meet activity needs were secondary. More surprisingly, college students did not have a high need for a fun and attractive environment in healing spaces.

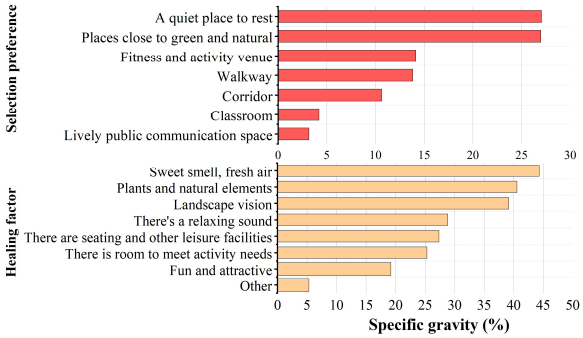

Figure 8: College students' preferences and factors in choosing healing places

IV. B. Overall assessment of the art healing space

The Perceptual Recovery Scale (PRS), a popular psychological assessment method for evaluating environmental attentional recovery benefits, was translated and proofread into easy-to-understand questionnaire items. After a brief explanation of the healing space, respondents imagined being in the current campus healing space and rated the environmental perceptual recovery benefits, with higher scores indicating better recovery from mental fatigue in the landscape. The scores of each factor were the average of the scores of the question items under each dimension (5-point standardised scale) The results are shown in Table 2. It was found that the mean scores of all the question items were greater than 2.8, indicating that the current healing space on a teacher training campus has an average recovery score. Among them, the environmental characteristic of remoteness (3.832) was rated the highest, coherence (3.514) was the second highest, and the overall ratings of the two environmental characteristics of consistency (3.455) and charm (3.351) were relatively low. That is, campus healing space creation should focus on the two restorative environmental characteristics of remoteness and compatibility, and be designed from the perspective of improving the charisma and coherence of the environment.

Table 2: The average score of each dimension item

Dimension	Item	Mean	
Being away	Q1. Here, I feel away from people's expectations for me.	3.656	3.832
	Q2. It takes me away from a lot of the stress of school life.	3.721	
	Q3. The atmosphere here is different from what I normally encounter in life.	3.860	
	Q4. Here, I can take a break from schoolwork and daily chores.	3.511	
	Q5. Coming here, I feel like I don't have to think about my duties anymore.	4.141	
	Q6. I feel like I can do something here that I can't normally do.	4.103	
Fascination	Q7. When I stay here, I often find something new and unexpected.	3.316	3.351
	Q8. I found a lot of beautiful things here.	3.031	
	Q9. I can see, hear, feel and think many things.	2.851	
	Q10. There's a lot I want to know.	3.662	
	Q11. Here my attention is drawn to many interesting things.	3.483	
	Q12. I felt myself immersed in this environment.	3.761	
Extent	Q13. The scenery here harmonizes with each other.	3.725	3.514
	Q14. This is in harmony with the surrounding environment.	2.945	
	Q15. Everything in this environment forms a whole.	4.112	
	Q16. Everything feels like it belongs here.	3.272	
Compatibility	Q17. I can do my favorite activities.	3.185	3.455
	Q18. I can handle the problems that arise here.	4.216	
	Q19. I can handle the problems that arise here.	3.143	
	Q20. It's a great environment to do what I love to do.	3.275	

Based on the summary of the above 20 research elements and principles, the campus healing space is studied with the thinking of system theory, and the degree of influence of spatial elements in the design of art healing courses for college students is used to elaborate, trying to gain a deeper understanding of the nature and law of the creation of healing space. And based on the user needs and design elements of the art healing space in this

university and the research results, five improvement principles are proposed for the planning and design of art healing space in universities as shown in Figure 9:

(1) Environmental safety, to ensure a safe and comfortable environment.
(2) Ecological friendliness, to create a natural and friendly green habitat.
(3) Perceptual diversity, to strengthen the sensory experience of the space.
(4) Functional compatibility, taking into account private shelter and interaction.
(5) Emotional support, shaping the sense of belonging and cultural resonance.

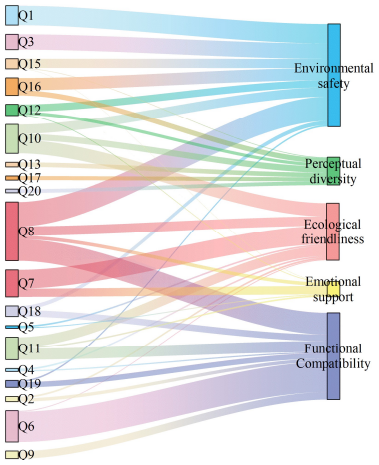

Figure 9: The improvement path of art healing space in universities

The next study is the design of art healing space in colleges and universities, and the study of the role of college students' mental health promotion and emotional regulation, in order to provide effective theoretical support for the study.

IV. C. The psychological and emotional impact of art healing spaces

IV. C. 1) Comparison before and after the implementation of the art healing programme

The State of Mind Scale (POMS) is quantitative data used to assess the effectiveness of the implementation of psychological and emotional intervention research for college students, including negative and positive dimensions. The evaluation index is the Total Mood State Valuation (TMD), i.e., TMD = (Negative Mood State - Positive Mood State) + 100, with a higher score indicating a worse state of mind. In this study, the Cronbach's α coefficient for this scale was 0.898.

Before and after the implementation of art healing course implementation at a teacher training campus, researchers tested 42 college students in a class on the State of Mind Scale respectively. The trend of the TMD values of the pre- and post-tested individuals is shown in Figure 10, which shows that the TMD values of 42 research subjects before and after the implementation of the art healing course in this class changed significantly, and 37 (88.1%) of the research subjects had a decrease in their TMD values after the intervention, which indicates that the state of psychological well-being and emotion regulation was positively improved.

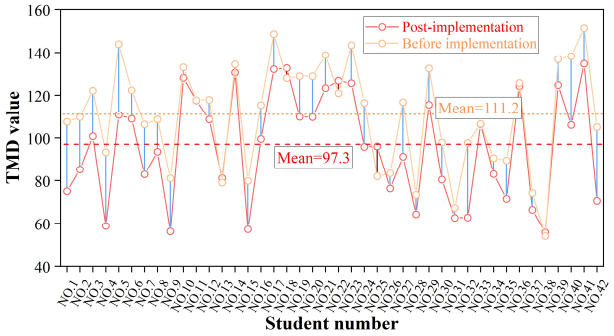

Figure 10: Results of TMD values for pre- and post-tested individuals

The results of the comparison of the students' state of mind results before and after the implementation of the art healing course are shown in Table 3. There was a significant decrease in the TMD value after implementation compared to pre-intervention, from 111.20±18.72 to 97.30±26.33, indicating that the state of mind of the study subjects moved in a positive direction after the teaching intervention of the art healing course. In terms of positive and negative state of mind, the negative state of mind score of the research subjects decreased from 29.42±16.33 to 25.35±10.12 after the intervention, and the positive state of mind score increased from 18.22±7.56 to 28.05±10.58, which indicates that the positive and healthy psychology of the research subjects was more prominently and obviously affected by the intervention of the teaching and learning of the art healing course. Thus, the method is able to obtain a better state of mind by way of dissolving negative emotions.

Table 3: Comparison of the results of pre- and post-tests of state of mind

Item		Pre-test (Mean ± SD)	Post-test (Mean ± SD)
Negative psychology	Strain	6.23 ± 4.05	6.12 ± 2.39
	Anger	5.06 ± 3.22	4.56 ± 2.24
	Fatigued	7.22 ± 4.12	6.20 ± 2.58
	Depressed	4.83 ± 3.21	3.84 ± 2.05
	Flurried	6.08 ± 2.27	4.63 ± 1.92
	Total	29.42 ± 16.33	25.35 ± 10.12
Vigorous psychology	Vigor	10.51 ± 6.08	14.06 ± 6.07
	Emotions related to the self	7.71 ± 2.93	13.99 ± 3.84
	Total	18.22 ± 7.56	28.05 ± 10.58
TMD value		111.20 ± 18.72	97.30 ± 26.33

IV. C. 2) Follow-up results and their comparison

After the art healing course teaching intervention, the researchers measured the state of mind of the 42 study participants at the 6th and 12th month after the activity, respectively, with the aim of exploring the effect of the art healing course teaching intervention on their subsequent state of mind. The follow-up results are shown in Table 4, with overall TMD values of 98.08±30.56 and 99.83±32.28 after 6 months and 12 months, respectively, and the two TMD values did not differ significantly in the dimensional results. Compared with the pre and post-intervention measures, the overall TMD values and positive mood showed a trend of ‘decreasing first, then increasing’, while the negative mood basically remained balanced. In terms of the dimensions, the changes in the negative mindset dimensions were larger, and most of them showed the trend of ‘decreasing first and then increasing’. Positive state of mind, on the other hand, shows a fluctuating trend of ‘rising, then falling, then rising’.

Table 4: Comparison of the results of the follow-up measure of state of mind

Item		Six months (Mean ± SD)	12 months (Mean ± SD)
Negative psychology	Strain	4.23 ± 2.03	3.31 ± 1.97
	Anger	3.57 ± 1.97	4.21 2.87
	Fatigued	5.05 ± 2.55	4.86 ± 3.53
	Depressed	3.11 ± 2.84	5.06 ± 4.21
	Flurried	2.47 ± 2.16	4.82 ± 5.06
	Total	18.43 ± 7.52	22.26 ± 10.05
Vigorous psychology	Vigor	10.55 ± 4.86	10.75 ± 4.21
	Emotions related to the self	9.8 ± 5.47	11.68 ± 5.55
		20.35 ± 10.25	22.43 ± 10.41
TMD value		98.08 ± 30.56	99.83 ± 32.28

The effect of the teaching intervention of the art healing course on the psychological health promotion of the university students, as well as the regulation of their emotions, is evident in the comparative analyses presented above. After the intervention, the state of mind of most of the study participants improved, and there was a significant decrease in the negative emotional aspect in particular. The sub-dimensional analysis of positive and negative states of mind showed that the art healing sessions had an impact on different dimensions, with the most significant change on the ‘panic’ dimension of negative states of mind. In addition, in the long-term tracking comparison, the change of state of mind showed some fluctuation, but the overall trend was still positive.

In summary, the art healing programme showed positive effects in terms of state of mind interventions. It is able to help students reduce negative emotions and enhance positive mindsets through activity participation and experience, thus improving the overall state of mind. This intervention not only produced positive results in the short term, but also maintained some stability in long-term tracking. Overall, the art healing programme, as an innovative form of psychological intervention, has the potential to promote the mental health of college students, as well as emotional regulation.

V. Conclusion

Campus buildings should not only be concrete forests with teaching functions, but also college spaces that can meet students‘ real needs, promote students’ all-round development, and guarantee students' physical and mental health, and art healing space is the key infrastructure that can meet these needs. Based on environmental psychology, this paper analyses the behavioural and psychological characteristics and needs of contemporary college students, classifies the healing spaces in colleges and universities, proposes the overall design principles of college students’ healing spaces, and completes the design of college students’ art healing courses. The main conclusions are summarised as follows:

(1) Art healing space is a fast-developing form of activity, and its characteristics of good healing effect, safety and wide applicability are getting more and more recognition, and its extensive practical application in colleges and universities provides a new way to solve the mental health problems of college students.

(2) The art healing space takes art experience activities as a form, and through combining national intangible cultural heritage and elegant art works, it plans a series of thematic activities, popularises art education and publicises and promotes art works, so as to improve the aesthetic ability of college students.

(3) With the characteristics of small group, strong interaction, thinking and problem orientation, the Art Healing Space promotes the communication between college students of different disciplines and forms an interactive platform across multiple disciplines, which makes it easier to cultivate college students' sense of innovation, teamwork and co-operation.

It is hoped that in the future, art therapy will become a common household name for relaxation, stress relief, and treatment of physical and mental illness. It is hoped that art therapy will become a popular way to relax, relieve stress and treat physical and mental illnesses, and that it will become a mainstream way to solve psychological problems in colleges and universities, and it is also hoped that more college students and social professionals will pay attention to art therapy.

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