

Cause Analysis and Adjustment of College Students' Lovelorn Trauma

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Abstract

The trauma of losing love changes the mood, cognition and behavior of college students, affects their normal life and study, and may even lead to extreme behaviors such as self-injury and suicide. This research analyzes the reasons for the loss of love trauma and explores the psychological adjustment of the loss of love trauma through interviews with students who have lost love. The results show that the trauma of college students' lovelorn love is mainly caused by the way of breaking up, family of origin, love attitude and physiological factors. Psychological adjustment of lovelorn trauma needs students' Self-initiative, family support and good mental health education system in colleges and universities.

Keywords

College Students; Lovelorn Trauma; Reason; Adjust to Adapt.

1. Introduction

Love is beautiful, and the emotional experience in love is profound and intense. After entering the university, most students are longing for love, hoping to start a sweet campus love, and college students' love has become a very common thing. When there is love, there is lovelorn. When lovelorn can't cope well with lovelorn and adjust themselves, lovelorn often brings trauma. It is not uncommon for college students to suffer from mental disorders or even suicide due to love-breaking trauma. Some scholars have studied 352 suicides (including suicide attempts) reported on the Internet and found that emotional frustration is the primary cause of suicide among college students, accounting for as high as 31.0% [1]. In November, 2021, Zhang, a female college student, changed her temperament greatly after she lost her love. She was diagnosed as a severe mental illness by medical diagnosis, and then suffered other blows. She suffered from mental breakdown and went to the streets. As a counselor, in practical work, I also come into contact with many cases of emotional breakdown, self-injury or even suicide caused by lovelorn. Therefore, it is very important for the healthy development of college students' mental health and the harmonious and stable development of society to find out the causes of college students' lovelorn trauma and how to make effective adjustment after lovelorn trauma.

2. Definition of College Students' Lovelorn Trauma

Lovelorn: Breaking up means the end of intimate relationship, which can be divided into two types. It is one or two people who gradually realize that it is not appropriate in the process of getting along with each other, reach an agreement and break up peacefully. The other is that one party doesn't want to end this intimate relationship and belongs to the passive party. For either party, breaking up will have an impact more or less. But generally, people who break up passively will have a stronger painful experience. This paper holds that not all breakups will have painful emotional experience, because breakups feel pain, it is called lovelorn.

Lovelorn trauma: Wang Shumin (2013), in the research on the intervention of female graduate students' lovelorn trauma, thinks that lovelorn trauma refers to extreme practices such as the change of cognition, behavior and body of the client caused by lovelorn, and even self-injury and suicide. It may trigger the traumatic memories of the early childhood of the client, and cause fear and worry about the future relationship [2]. This paper adopts this definition, and the students interviewed meet this standard.

3. Harm of Lovelorn Trauma

Che Wenbo suggested that lovelorn people will have three strong emotions, namely, loss, nothingness and humiliation [3]. The loss of love is a great blow to people. Some people have successfully walked out of two anti-cancer experiences, but they can't get out of the shadow of lovelorn for a long time. Once a college student is traumatized after losing love, it is very likely to cause irreversible damage to the soul. The interviewed students' lovelorn trauma is reflected in all aspects. Cognition: I have no hope for love, no longer believe in love, lose confidence in love and marriage and want to end my life. Mood: continuous depression, depression and loss of vitality. Body reaction: can't help crying, low appetite, sudden drop in lower body weight, wake up from nightmares at night, stiff expression. Interpersonal: unwilling to communicate with others, unwilling to make new friends and avoid social activities. Learning: there are leave, absenteeism, reduced academic performance, and even suspension and withdrawal. Behavior: drinking, self mutilation, suicide. Lovelorn trauma causes students to retaliate externally and attack internally, which has a serious impact on individuals, families and society.

4. Cause Analysis of College Students' Lovelorn Trauma

4.1. Unreasonable Way of Breaking up

A proper way of breaking up can make people see the shortcomings in the relationship and grow up. But some unreasonable ways of breaking up can be very hurtful. Interviewed students said that although the other party gave a reason, they couldn't accept the reason in their hearts. Because he knew that this was just the other party's excuse, the real reason was never explained clearly, and the other party didn't give him a chance to have a good talk. Another student said that he had a good relationship with his lover, although he was on and off before, but never thought about really breaking up. I didn't know until later that the other party had made a new girlfriend. When the two students broke up, they didn't get the respect they deserved, and they were deeply hurt.

4.2. Influence of Family of Origin

One's growth can never escape the factor of native family. If they lack love in childhood and have been abandoned or fostered, they will be more eager to be loved in adulthood, and breaking up will make them feel the pain of separation again. Interviewing middle school students said that their parents have poor relations, often quarrel, desire intimacy, and will play a flattering role in love. The adverse effects of some native families are inevitable, but everyone has subjective initiative and can selectively respond to things.

4.3. Love Attitude

College students with lovelorn trauma are generally pure, have less emotional experience, have a good imagination of feelings, and yearn for the feelings of unity. And I am very serious and devoted in this relationship. They are prone to wrong love ideas and unreasonable beliefs. I don't think we can end this relationship in any way. They are also not good at dealing with conflicts in love. If they are broken up, they will feel less self-worth, lower themselves and deny themselves.

4.4. Physiological Factors

Studies have shown that lovelorn does have an impact on people's physiology, especially the brain. Najib et al. (2004) found that the grief of the separated descendants would change the activities of cerebellum, anterior temporal cortex, insula, anterior cingulate cortex and frontal cortex [4]. When recalling the love process, interacting closely with lovers, exchanging information, hugging each other, etc., it will trigger the secretion of dopamine. Over time, the secretion of this chemical establishes a conditioned connection with the intimate interaction between lovers. After lovelorn, it is doomed that this stimulus will no longer receive normal feedback pleasure information, resulting in weakened dopamine secretion, weakened sense of happiness, and people's spiritual will fall into a state of relaxation and depression. This leads to bad mood, even want to commit suicide and other malignant emotions.

5. Adaptation Research

5.1. Students' Self-initiative

(1)Accept the fact of breaking up. First of all, accept the fact of breaking up. The pain is because you can't accept that breaking up has become a fact, and you have obsession or want a result. I hope the lovelorn will face it bravely, no matter how sad it is, as long as they are not so stubborn, they will soon return to the normal track. Pain is real, and there can be all kinds of emotions. But we should look ahead, base ourselves on our own life and study, and do what we should do well. The students interviewed were determined to suspend school because of lovelorn. After that, they still studied and lived step by step. Now their state has recovered. Have a normal study, a normal life, this is what should be done to push her forward.

(2)Learn to apply positive psychology. Learn to see the positive side from the negative things. We should learn to get along with others in college, and love can help us see our strengths and weaknesses. For lovelorn, accept what can't be changed, have a positive attitude and become a better self. After being lovelorn, people will learn a lot, know what they want most, and what they should do to win happy love. Loving love is not failure, learn from it, and bravely pursue happiness.

5.2. Family Support

(1)Create a good family atmosphere. A good family atmosphere is of great significance to the healthy growth of children's body and mind. Studies have shown that, compared with teenagers with intact families, teenagers with broken families have a higher degree of distrust of others, lack of expectation for marriage and show a higher degree of fear for marriage [5]. At the initial stage of establishing love relationship, college students are deeply influenced by their parents. As the relationship matures and time goes by, this influence will be selectively strengthened or weakened. Parents should strive to create a good family atmosphere for their children, and even if they choose to end their marriage, they should properly handle it in a way that does not harm their children.

(2)Educate students to establish a correct view of love. Students receive family education from birth. Parents have the responsibility and need to help college students establish a correct concept of love in family education. Parents should educate students to take their feelings seriously, and they can't just start a close relationship without seeing all the classmates around them fall in love. The relationship between love and study should be handled well, and both sides should promote each other in love. Because love can't delay learning, such feelings are doomed not to go far. Keep an independent personality in love, and both parties in love have a close relationship, but we should understand that everyone is an independent individual with an independent personality and spiritual world. Not attached to each other, not completely

occupying each other. Learn to understand, trust and tolerate, respect each other and make progress together.

5.3. Colleges and Universities Should Improve the Mental Health Education System

(1) Constructing the course of mental health education for college students. In 2011, the General Office of the Ministry of Education issued a notice on "Basic Requirements for the Teaching of Students' Mental Health Education in Colleges and Universities". Among them, it is explicitly required that colleges and universities should make mental health education for college students a compulsory course. Make students clear the standard and significance of mental health, enhance their self-awareness of mental health care and prevention of mental crisis, master and apply mental health knowledge, and cultivate self-awareness ability, interpersonal communication ability and self-regulation ability. And effectively improve the psychological quality and promote the all-round development of students.

Colleges and universities should set up chapters on College Students' sexual psychology and love psychology. Make students understand the development of their own sexual physiology and psychology, understand the characteristics of College Students' love psychology, and understand the problems existing in college students' sexual psychology and love psychology. And help students form a correct understanding of sexual psychology and love psychology. Frustration education and life education should be set up. Understand the main sources of College Students' stress and frustration, the significance of stress and frustration to life, and learn to correctly manage stress and deal with frustration. Make students know life, respect life and cherish life. Help college students identify the signals of psychological crisis, master the preliminary intervention methods, prevent psychological crisis and maintain life safety.

(2) Multi-form psychological counseling. Colleges and universities should carry out psychological counseling in various forms, combining individual counseling with group counseling. Individual counseling is highly targeted, in-depth and meticulous, but time-consuming and small in coverage. Compared with individual counseling, group counseling can develop their interpersonal skills more effectively, with more participants and higher efficiency. Studies have shown that group counseling can effectively enhance the psychological resilience of lovelorn college students. Colleges and universities can hold psychological sitcom contests. Through role-playing, students can deduce their inner emotions and conflicts, and finally provide solutions to psychological problems. The audience can resonate through watching the performance, learn ways to solve problems and improve their mental health. Painting therapy counseling, Jung Mandala painting therapy has a good effect on emotional counseling [6]. Carry out narrative therapy, guide the injured object of lovelorn to externalize the problem, reconstruct the future with a positive attitude, and relieve the current anxiety. Make it more confident in the future, and give birth to positive force in itself.

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