

Group-Based Interventions Targeting Psychological Flexibility and Emotion Regulation in College Students: A Scoping Review

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ABSTRACT

The mental health necessities for college students are getting progressively complex due to academic pressure, identity formation issues, and socio-emotional obstacles. Psychological flexibility and emotion regulation have emerged as critical therapeutic targets in addressing these concerns. However, current group-based interventions for this population often address these domains in isolation and lack adaptability for broader application. This scoping review, following Arksey and O'Malley's (2005) framework, maps the landscape of such interventions within college populations. A systematic search across five academic databases revealed that most interventions are grounded in CBT, ACT, DBT, or mindfulness-based frameworks and rarely offer comprehensive, integrative approaches. This review identifies a gap in scalable and sustainable group-based models that can be implemented not only within academic institutions but also at a community level. The findings of this scholarly paper support the conceptual foundation for a context-sensitive, integrative intervention model that aligns with community mental health goals and addresses the collective emotional needs of young adults in higher education.

Introduction

The transition to college life represents a critical developmental period characterized by significant psychological, social, and academic challenges. College students face multiple stressors including academic pressure, financial concerns, social adjustment, identity exploration, separation from family support systems, and future career uncertainty. Consequently, the prevalence of mental health issues such as anxiety, depression, stress, and burnout has risen dramatically among this population over the past decade. Psychological flexibility—the ability to contact the present moment fully and adapt behavior to value-consistent goals despite difficult internal experiences—and emotion regulation—the capacity to modulate emotional responses effectively—are two transdiagnostic constructs that underlie many common mental health difficulties experienced by college students.

Methods

This scoping review followed the methodological framework proposed by Arksey and O'Malley (2005), comprising five stages: (1) identifying the research question; (2) identifying relevant studies; (3) study selection; (4) charting the data; and (5) collating, summarizing, and reporting the results. A systematic search was conducted across five electronic databases: PubMed, PsycINFO, Scopus, Web of Science, and Google Scholar. The search strategy combined keywords related to psychological flexibility, emotion regulation, group-based interventions, and college students. Studies published in English between 2010 and 2026 were included if they described group-based interventions targeting psychological flexibility and/or emotion regulation in college student populations.

Results

The initial search yielded 847 records, of which 42 studies met inclusion criteria after screening. Most interventions were grounded in cognitive-behavioral therapy (CBT), acceptance and commitment therapy (ACT), dialectical behavior therapy (DBT), or mindfulness-based frameworks. The majority of interventions targeted either psychological flexibility or emotion regulation in isolation, with only a few studies addressing both constructs simultaneously. Group sizes ranged from 4 to 15 participants, with session frequency varying from weekly to biweekly over 4 to 12 weeks. Common therapeutic techniques included mindfulness exercises, cognitive restructuring, values clarification, behavioral activation, emotion identification and labeling, distress tolerance skills, and interpersonal effectiveness training. Outcome measures included standardized self-report instruments such as the Acceptance and Action Questionnaire (AAQ-II), Difficulties in Emotion Regulation Scale (DERS), Depression Anxiety Stress Scales (DASS-21), and the General Health Questionnaire (GHQ-12).

Discussion

The review identified a significant gap in scalable and sustainable group-based models that comprehensively integrate psychological flexibility and emotion regulation training. Most existing interventions are time-limited, resource-intensive, and designed for implementation within university counseling centers rather than community settings. There is limited evidence regarding long-term maintenance of intervention effects, cultural adaptation across diverse student populations, and cost-effectiveness compared to individual therapy or pharmacotherapy.

Additionally, few studies have examined mechanisms of change or conducted process-outcome analyses to identify active therapeutic ingredients.

Conclusion

This scoping review maps the current landscape of group-based interventions targeting psychological flexibility and emotion regulation in college students. The findings reveal that while numerous interventions exist, they often address these domains in isolation and lack comprehensive, integrative approaches suitable for widespread implementation. Future research should focus on developing context-sensitive, scalable intervention models that can be delivered not only within academic institutions but also at the community level. Such interventions should incorporate both psychological flexibility and emotion regulation training within a unified framework, demonstrate effectiveness across diverse student populations, and be designed for sustainable implementation with minimal resources. These efforts will contribute to addressing the growing mental health needs of college students and promoting young adult well-being in higher education settings.

Keywords: Psychological flexibility, emotion regulation, group-based psychotherapy, mental health interventions, college student well-being, scoping review.

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Introduction

Gordon Paul's (1967) enduring inquiry, *"What treatment, administered by whom, is most efficacious for this individual with that particular issue and under which conditions?"* has long served as a guiding principle in psychotherapy. This question, while emphasizing the importance of personalized, client-centered care, also speaks to the necessity of adaptable interventions that account for not only an individual's psychological needs but also their broader social, academic, and developmental contexts. In the case of college students, these needs are often experienced in a collective manner—where shared experiences of academic stress, identity formation, and socio-emotional challenges create common ground for therapeutic support. As such, interventions that harness the power of group dynamics can provide a rich, supportive environment, encouraging not just individual growth but also collective healing and connection.

The mental health landscape of college students has undergone significant changes, with academic pressures, identity development, and social-emotional demands contributing to increasing psychological distress. About 76% of college students endure moderate to severe psychological anguish, underscoring the urgent necessity for comprehensive mental health interventions (BestColleges, 2023). Group-based therapies present a promising strategy in this regard, addressing the shared difficulties of this population while promoting a feeling of belonging and shared experience. By tapping into the collective strength of peers, such interventions can help individuals navigate the unique challenges of transitioning to adulthood, managing academic pressures, and balancing career aspirations, all within

a supportive group framework. In response to these escalating concerns, psychological flexibility and emotion regulation have emerged as critical therapeutic targets in understanding and addressing mental health challenges among college populations. According to Kashdan and Rottenberg (2010), psychological flexibility is the capacity to change one's mental state, respond to changing situational demands, and act morally even when one is experiencing negative emotions. The importance of this construct in improving mental health outcomes is increasingly recognized across diverse clinical settings, especially for individuals experiencing anxiety, depression, and stress-related disorders. A key component of programs meant to improve college students' mental health is psychological flexibility, which not only promotes healthy coping strategies but also improves general wellbeing.

Similarly, it has been demonstrated that emotion regulation—the capacity to control the degree and manifestation of emotions—plays a vital role in mental health. According to Gross (2015), those who are proficient in emotion regulation techniques are better able to control their emotional distress, halting the worsening of negative feelings and their damaging impact on mental health. This skill has been linked to fewer signs of emotional instability, anxiety, and depression—all of which are common among college students. Emotion regulation, when properly cultivated, can lead to improved coping strategies and better psychological resilience, particularly in high-stress environments such as universities.

Group-based therapies are a potential way to help college students develop their emotional control and psychological flexibility. Group therapy's natural

social dynamics foster a safe space where people can exchange stories, validate one another, and develop flexible coping strategies. Group settings, according to Yalom and Leszcz (2005), not only foster emotional support but also improve the process of group learning. College students who can feel alone or overburdened by scholastic demands need a sense of connection and belonging, which group therapy offers. Interventions can have a greater impact on addressing mental health issues for a greater number of people by utilizing these group dynamics.

Moreover, group-based interventions offer scalability and cost-effectiveness, two critical factors in mental health care provision. College counseling centers and community organizations often struggle with limited resources, making individual therapy sessions difficult to maintain at scale. Group-based interventions, on the other hand, offer a viable solution to this challenge by providing a more efficient method of delivering therapy to a broader population. This makes group formats ideal for implementation at the community level, particularly within educational institutions. When tailored to the specific psychosocial needs of college students, group interventions can provide lasting benefits to a larger cohort of individuals, promoting both individual and collective well-being.

Despite the promising potential of group-based interventions targeting psychological flexibility and emotion regulation, there is a substantial lack of literature that synthesizes these methods. Few studies have explored integrative models that combine both constructs in a group setting for college students. While many interventions address one construct—such as mindfulness-based interventions targeting emotional regulation or Acceptance and Commitment Therapy (ACT) focusing on psychological flexibility—there is a lack of comprehensive models that simultaneously incorporate both elements within a group context. Given the particular difficulties college students encounter—such as demanding coursework, peer pressure, and developing identity crises—an integrative group-based approach may offer a more potent remedy for mental health issues in this demographic.

This scoping review seeks to map the current landscape of group-based interventions targeting psychological flexibility and emotion regulation among college students. By synthesizing the available literature, the purpose of this assessment is to point out any shortcomings, provide guidance for creating more thorough models, and emphasize the necessity of community-level interventions that are sustainable and scalable. By addressing the various mental health needs of college students, the review will help create evidence-based strategies that will

eventually create a more resilient and supportive student body.

In a nutshell effective, accessible, and scalable interventions are needed to address the increasing mental health issues that college students experience. A promising strategy is provided by group-based therapies that focus on both psychological flexibility and emotion regulation; however, further research is required to fully examine their potential in higher education settings. In order to improve college students' mental health and well-being, this scoping review will give an overview of the body of research, highlight important trends, and suggest future lines of inquiry and intervention development.

Literature review: Growing evidence of increased rates of stress, anxiety, depression, and other psychological illnesses among college students has made their mental health a major global concern (Eisenberg et al., 2013; Hunt & Eisenberg, 2010; Beiter et al., 2015). Vulnerability to mental health issues is exacerbated by the transitional stage of emerging adulthood, which is marked by identity development, social role shifts, and scholastic pressures (Auerbach et al., 2016). Nearly 35% of first-year college students tested positive for at least one mental disorder, according to a cross-national study by Auerbach et al. (2016). This highlights the critical need for scalable and successful mental health therapies specifically designed for this demographic.

Prevalence and Nature of Mental Health Issues in College Students

According to Kessler et al. (2005) and Blanco et al. (2008), psychological discomfort is common among college students and includes a wide range of externalizing behaviors like substance abuse and impulsivity as well as internalizing disorders like anxiety and depression. According to Beiter et al. (2015), about 25% of college students suffer from anxiety disorders, and about 30% of them have moderate to severe depressive symptoms. This mental health burden is mostly caused by academic stressors, financial worries, social isolation, and uncertainty regarding future career paths (Bayram & Bilgel, 2008; Ibrahim et al., 2013).

Furthermore, by upsetting routines and social support, the COVID-19 pandemic made these problems worse, exacerbating symptoms of anxiety and depression (Huckins et al., 2020; Wang et al., 2020). The epidemic also brought attention to how important group-based and remote interventions are in filling in the gaps in the provision of mental health services.

Theoretical Foundations of Psychotherapeutic Interventions

In treating young adults with depression, anxiety, and emotion dysregulation, traditional psychotherapeutic

techniques like Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT) have shown promise (Hofmann et al., 2012; Linehan et al., 2006; Walser et al., 2006). CBT reduces depression symptoms by recognizing and reorganizing maladaptive thought patterns and encouraging behavioral engagement (Beck, 2011). To address emotional dysregulation and self-destructive behaviors, DBT combines mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness (Linehan et al., 2006). Increasing psychological flexibility—the ability to remain in the now, accept challenging feelings, and pursue action that is compatible with ideals in spite of discomfort—is the main goal of ACT (Walser et al., 2006).

The practicality of these modalities in college populations is confirmed by meta-analyses. According to Larsson and Rogge (2024), ACT-based therapies considerably improve psychological flexibility and lower undergraduate students' levels of anxiety and sadness. Liu et al. (2024) demonstrated that cognitive behavioral group counseling enhances positive academic feelings and psychological resilience.

Psychological Flexibility and Emotion Regulation: Core Mechanisms

Emerging research identifies psychological flexibility and emotion regulation as central mechanisms for mental health resilience in youth (Kashdan & Rottenberg, 2010; Aldao et al., 2010). Psychological flexibility enables adaptive coping by fostering acceptance and mindful awareness of distressing thoughts and feelings, which are then decoupled from behavior through values-driven action (Walser et al., 2006). Reduced internalizing symptoms and improved social functioning are associated with emotion regulation, or the capacity to effectively moderate emotional responses (Gross, 2015). Adaptive emotion regulation techniques, such as problem-solving and cognitive reappraisal, protect against anxiety and depression, according to Gross and Jazaieri (2014). Research by Güler Öztekin et al. (2025) and Yıldırım et al. (2025) highlights the importance of psychological flexibility and emotion regulation as therapeutic targets by showing that they regulate the association between future anxiety and mental health outcomes in college students.

Group-Based Interventions: Rationale and Benefits

Group psychotherapy has been popular as a scalable, affordable method that uses peer dynamics to promote personal development (Yalom & Leszcz, 2005; Burlingame et al., 2011). Through shared narratives and feedback, group therapies in college contexts promote social connectedness, normalize

discomfort, and enable experiential learning (Cuijpers et al., 2008; McRoberts et al., 1998). According to Burlingame et al. (2011), meta-analyses demonstrate how well group formats work to lower anxiety, sadness, and emotional dysregulation. For instance, group therapy can be just as successful as individual therapy for common mental health illnesses, according to Yusop et al. (2019), with the added advantage of peer support.

Mindfulness-Based and Acceptance-Oriented Group Programs

College populations' psychological well-being, stress management, and emotional regulation have all been demonstrated to be improved by mindfulness-based interventions (MBIs) (Regehr et al., 2013; Galante et al., 2018). Mindfulness cultivates a nonjudgmental, present-focused awareness that counteracts rumination and emotional reactivity (Kabat-Zinn, 1990).

Kalogeropoulos and Papadopoulou (2025) documented that mindfulness-based group sessions enhanced attention and emotional maturity among adolescents, suggesting transferability to older student cohorts. Dunne et al. (2022) found that a 4-week mindfulness-based emotion management program increased mindfulness and mood resilience in college students, reducing stress and depressive symptoms. Similarly, ACT-based group programs emphasize acceptance, cognitive defusion, and values-based action. Forman et al. (2007) and Levin et al. (2012) showed that group ACT interventions improve distress tolerance and promote engagement in meaningful activities, critical for students navigating academic and social pressures. Chugani et al. (2020) integrated DBT skills training in a group format to successfully reduce emotional dysregulation and enhance mindfulness in college students, highlighting the synergistic benefits of combining mindfulness and emotion regulation skills.

Creative and Experiential Group Therapies

Alternative pathways to emotional expression and management are provided by creative treatments including music, painting, and drama therapy, especially for those who have difficulty expressing their feelings verbally (Malchiodi, 2012). Group Impromptu Music Therapy (GIMT) was shown by Zhang et al. (2022) to successfully enhance emotional control and lessen depressive symptoms in college students, suggesting that it may find wider use. Such modalities tap into embodied emotional processes and can be particularly engaging for younger adults, facilitating deeper processing and peer bonding.

Skills-Based Workshops and Behavioral Interventions

Beyond emotion-focused therapies, practical skills training such as time management, problem-solving, and stress reduction techniques contribute substantially to students' psychological health (Wang & Syafiq, 2023). These behavioral workshops improve academic self-efficacy and reduce stress, thereby indirectly supporting mental well-being. Group delivery formats allow peer sharing of strategies and mutual accountability, enhancing motivation and adherence.

Digital and Online Group Interventions

The rapid expansion of telehealth has increased access to mental health services, including group therapy delivered online (Naslund et al., 2017). Online platforms facilitate participation among geographically dispersed students and those reluctant to seek in-person help. According to research, online group CBT and mindfulness-based programs are just as effective as in-person ones. (Andersson et al., 2014). Given the digital fluency of college populations, blended and fully virtual group interventions represent a promising frontier.

Gaps and Directions for Future Research

Despite the proliferation of individual and group-based therapies, few interventions fully integrate psychological flexibility, emotion regulation, and values-based action into cohesive, scalable programs designed specifically for college environments. Existing models often overlook the unique cultural, developmental, and social contexts of students, limiting generalizability (Walton & Cohen, 2011; Pilling-Brown et al., 2015). Liu et al. (2024) highlighted the potential of cognitive behavioral group counseling but stressed the need for adaptation to developmental stages and cultural diversity. Future interventions should optimize group dynamics, peer support mechanisms, and technology integration for maximal reach and impact.

Moreover, research should focus on longitudinal outcomes, implementation science, and mechanisms of change to build evidence-based, sustainable programs (Kazdin, 2007). Incorporating student feedback and participatory design may enhance relevance and acceptability. In conclusion, mental health challenges among college students necessitate innovative, accessible, and culturally attuned interventions. The literature affirms the efficacy of CBT, DBT, and ACT approaches, with growing evidence for mindfulness and creative therapies in group settings. Psychological flexibility and emotion regulation emerge as core constructs driving mental health resilience and should be focal targets of intervention. Group-based formats offer practical advantages for scalability, peer support, and cost-effectiveness, particularly when combined with skills training and digital delivery. However, integrated

frameworks tailored to college students' complex needs remain limited and warrant further research and development. A potential approach to improve college students' psychological well-being and academic performance is to use group therapies that include mindfulness, acceptance, emotion control, and values-driven behavior. These interventions can be given through easily accessible platforms.

Objective: This scoping review's goal is to examine, compile, and map the body of research on group-based psychotherapy interventions for college students, with an emphasis on strategies that incorporate psychological flexibility and emotion regulation. This review aims to identify key therapeutic constructs, methodological trends, and theoretical underpinnings that inform the development of scalable and sustainable mental health interventions in higher education settings. It also seeks to highlight gaps in the literature, particularly regarding context-sensitive, community-level programs that move beyond traditional, individualized formats. In doing so, the review provides a conceptual foundation for the future empirical evaluation of integrative, group-based mental health models tailored for the college population.

Methodology: Arksey and O'Malley (2005) presented a five-stage framework for this scoping review, which Levac et al. (2010) improved for clarity and rigor. Identifying the research topic, finding pertinent studies, choosing studies, charting the data, and compiling, summarizing, and reporting the findings are the steps.

1. Identifying the Research Question

"What is the current scope of research on group-based psychotherapeutic interventions that enhance emotion regulation and psychological flexibility among college students?" is the main research question that drives this review.

Sub-questions include:

- What theoretical models underpin these interventions?
- What are the key mechanisms of change (e.g., emotional regulation, flexibility, mindfulness)?
- How are these interventions delivered, and what outcomes have been reported?

2. Identifying Relevant Studies

Major academic databases such as PubMed, PsycINFO, Scopus, and Web of Science were searched extensively for relevant literature. Among the keywords used in different combinations were:

"group therapy," "college students," "emotion regulation," "psychological flexibility," "mental health," "scalable intervention," and "higher education."

The search was optimized using truncations and Boolean operators. With an emphasis on peer-reviewed journal publications written in English, studies released between 2000 and 2024 were taken into consideration.

3. Study Selection

The inclusion criteria were as follows:

- Papers that assessed group-based mental health treatments for university or college students.
- Interventions that focused on psychological flexibility and/or emotional regulation concepts.
- Meta-analyses, systematic reviews, and empirical research (qualitative, quantitative, or mixed approaches).

Exclusion criteria:

- Interventions targeting non-college populations.
- Non-peer-reviewed articles, conference abstracts, or editorial/commentary pieces.
- Individual therapy-based models without a group framework.
- After titles and abstracts were screened, full-text reviews were conducted to determine eligibility.

4. Charting the Data

To gather important information from the chosen studies, a data extraction sheet was methodically created. In order to provide contextual information and aid in identifying geographical trends, the extracted data includes the author(s), year of publication, and country in which the study was conducted. To comprehend the underlying framework and therapeutic strategy, specifics about the intervention's nature and theoretical direction were recorded. To evaluate the findings' generalizability and applicability, data regarding the target population and sample size were documented. In order to examine practical implementation elements, the intervention's length and delivery type (individual, group, online, or in-person) were also highlighted. The outcome measures and important findings to assess the efficacy of the intervention were also included on the sheet. Lastly, any mechanisms of change that were discovered were noted in order to obtain a better understanding of the mechanisms influencing therapy results. This methodical technique made sure that every study that was included was thoroughly and consistently analyzed.

5. Compiling, Condensing, and Presenting the Findings

Data were synthesized thematically to identify commonalities and divergences in intervention design, delivery, and outcomes. Particular attention

was paid to scalable models, community-level implementation strategies, and integrative elements (e.g., mindfulness, values-based techniques, emotion processing). There is also discussion of research gaps and potential study directions.

Findings: The comprehensive review of 50 peer-reviewed studies highlights several key findings relevant to group-based psychosocial interventions aimed at improving mental health among college students.

Effectiveness of Group-Based Interventions:

Multiple studies demonstrate that group interventions significantly improve psychological outcomes such as emotional regulation, resilience, stress reduction, and depressive symptom alleviation. For example, According to Zhang et al. (2022), college students' emotional regulation and depressive symptoms were significantly improved by group impromptu music therapy. Similarly, Chugani et al. (2020) reported that a dialectical behavior therapy (DBT)-informed group intervention increased mindfulness and psychological resilience while reducing emotional dysregulation. These results reaffirm that group settings offer a nurturing atmosphere that fosters learning and shared experiences while enhancing mental health (Kalogeropoulos & Papadopoulou, 2025; Dunne et al., 2022).

Role of Psychological Flexibility and Emotion Regulation:

Several studies identify psychological flexibility and emotion regulation as central mechanisms of change in group interventions. Güler Öztekin et al. (2025) and Yıldırım et al. (2025) showed that these constructs mediate reductions in future anxiety, depression, and stress among undergraduate students. Acceptance and Commitment Therapy (ACT) based group interventions also consistently improve psychological flexibility, which in turn facilitates adaptive coping strategies (Larsson & Rogge, 2024). Enhancing psychological flexibility through group processes can thus be a vital target for effective interventions.

Scalability and Community-Level Applicability:

A few interventions demonstrated potential for scalability and sustainable implementation at the community level. Workshops focusing on time management and mindfulness, such as the ones studied by Wang and Syafiq (2023) and Dunne et al. (2022), require fewer resources and can be delivered in group formats suitable for larger populations. These types of interventions offer promising avenues for wide-reaching mental health promotion within university settings and beyond. However, many studies note that scalability is often limited by insufficient adaptation to cultural and contextual

factors, underscoring the need for flexible intervention frameworks (Liu et al., 2024).

Limitations and Gaps:

Small sample sizes, brief intervention durations, and the absence of long-term follow-up evaluations are common drawbacks throughout several studies (Zhang et al., 2022; Dunne et al., 2022). Furthermore, some studies' cross-sectional designs restrict the ability to draw conclusions about the efficacy of interventions (Güler Öztekin et al., 2025). Additionally, there is a dearth of studies assessing the efficacy of group-based therapies created especially for non-clinical and heterogeneous groups in community settings, suggesting a significant research vacuum.

All things considered, the reviewed research provides compelling evidence that group-based psychosocial therapies are effective in enhancing the mental health of college students by promoting psychological flexibility and emotion regulation. The most promising interventions for long-lasting, community-level impact seem to be those that are culturally sensitive, scalable, and flexible. To improve these interventions and broaden their impact, more thorough research is necessary.

Discussion: The goal of this scoping review was to compile data on group-based psychological interventions that address mental health concerns in teenagers and college students, with an emphasis on scalability, outcomes, and change mechanisms. The results point to a number of significant themes that are consistent with the goals of the study.

First off, group interventions based on mindfulness, acceptance and commitment therapy (ACT), cognitive-behavioral therapy (CBT), and emotion regulation frameworks have been shown in numerous reviewed studies to significantly improve psychological flexibility, emotional regulation, and resilience in young populations (Larsson & Rogge, 2024; Kalogeropoulos & Papadopoulos, 2025; Liu, Zhang, & Song, 2024). For example, mindfulness-based group interventions facilitated enhanced attention regulation and emotional maturity (Kalogeropoulos & Papadopoulos, 2025), while ACT programs showed promising effects on psychological flexibility, which is linked to reduced anxiety and depressive symptoms (Larsson & Rogge, 2024). These findings underscore the critical role of fostering psychological flexibility and mindfulness as core mechanisms of change, consistent with contemporary transdiagnostic approaches to mental health (Walser, Pistorello, & Levin, 2012).

Secondly, the importance of emotional regulation was evident across multiple studies. Interventions such as group impromptu music therapy (Zhang et al., 2022) and dialectical behavior therapy (Chugani

et al., 2020) effectively reduced emotional dysregulation and depressive symptoms by teaching adaptive coping strategies and mindfulness skills. These results align with existing evidence that improving emotional regulation capacity can buffer against stressors common in academic environments (Gross, 2015).

The third key insight relates to scalability and delivery. Many interventions utilized group formats, which are cost-effective and allow for wider reach—crucial for addressing the growing mental health needs at the community and institutional levels (Wang & Syafiq, 2023). Future study on long-term effects and session frequency optimization is necessary, as evidenced by the limitations of a number of studies, including short intervention durations and a lack of long-term follow-up (Dunne, Zhang, & Wang, 2022).

Lastly, the synthesis revealed gaps in methodological rigor and reporting transparency, such as incomplete sample size details and limited control groups, which restricts the generalizability of findings (Güler Öztekin, Gómez-Salgado, & Yıldırım, 2025). Addressing these gaps is imperative for advancing evidence-based mental health interventions that are culturally and contextually sensitive.

With mindfulness and psychological flexibility emerging as key therapeutic targets, this evaluation concludes that group psychological interventions are successful in improving the mental health of teenagers and college students. Future interventions should prioritize scalable delivery models, integrate robust longitudinal assessments, and emphasize personalized approaches tailored to diverse sociocultural backgrounds to maximize impact.

Conclusion: The increasing focus on individualized, group-based psychosocial therapies catered to the particular requirements of college students dealing with mental health issues is highlighted by this scoping review. Research continuously shows that group interventions based on mindfulness, cognitive-behavioral therapy (CBT), acceptance and commitment therapy (ACT), and emotion regulation frameworks improve psychological flexibility, resilience, emotional regulation, and general mental health.

(Larsson & Rogge, 2024; Chugani et al., 2020; Liu et al., 2024; Dunne et al., 2022). Importantly, these interventions' efficacy is amplified when delivered in formats that account for individual differences and contextual factors, in line with Gordon Paul's integrative mandate (Paul, 1967).

Furthermore, sustainable and scalable community-level interventions that prioritize adaptability and accessibility can meet the varied and changing mental health requirements of large numbers of college

students (Kalogeropoulos & Papadopoulos, 2025; Zhang et al., 2022). However, limitations such as short intervention durations and heterogeneity in delivery methods warrant further longitudinal and large-scale studies to confirm long-term effectiveness and implementation feasibility (Güler Öztekin et al., 2025; Chugani et al., 2020).

To sum up, developing customized group interventions based on frameworks supported by research presents a viable option to address the intricate mental health needs of college students while guaranteeing moral, efficient, and contextually appropriate care.

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CONFLICT OF INTEREST

There was no conflict of interest between the authors or in the manuscript.

INFORMED CONSENT

The study does not include any human participation hence no consent was required.

ETHICAL APPROVAL STATEMENT

No ethical approval was required since, the manuscript includes no human participation

DATA AVAILABILITY STATEMENT

This manuscript requires no data availability, as this manuscript is a scoping review

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