

Brief Discussion on Optimization Methods of Mental Health Education for University Postgraduates

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Abstract: As high-level reserve talents for social development, university postgraduates face superimposed pressures from academic research, career development, interpersonal communication and role transformation during their study period. Mental health is an essential prerequisite for postgraduates to complete academic training, realize personal growth and undertake social responsibilities. In the context of increasingly diverse social psychology and intensified academic competition, the mental health problems of postgraduates present hidden, complex and cumulative characteristics. Traditional university mental health education models are mostly oriented to undergraduate groups, with lagging educational concepts, single educational carriers, passive intervention mechanisms and insufficient targeted training, which cannot fully adapt to the psychological growth laws and practical needs of postgraduate groups. Based on the developmental perspective of psychological health, this paper analyzes the unique psychological stressors and current educational dilemmas of postgraduates, explores systematic optimization methods from educational concept innovation, curriculum system improvement, multi-subject collaborative mechanism construction and whole-cycle psychological intervention. The research aims to build a preventive, developmental and supportive postgraduate mental health education system, effectively resolve the psychological confusion of postgraduates, improve their psychological resilience and comprehensive quality, and provide practical reference for universities to improve the quality of postgraduate talent training and mental health education.

Keywords: university postgraduates; mental health education; educational optimization; psychological intervention; collaborative education mechanism

1. Introduction

With the continuous expansion of China's postgraduate education scale and the continuous improvement of high-level talent training system, postgraduates have become an important force supporting scientific and technological innovation and social progress. Different from undergraduates who focus on systematic knowledge learning, postgraduate study focuses on independent scientific research, academic exploration and innovative practice, which puts forward higher requirements for students' independent thinking, pressure resistance and psychological adjustment ability. In the process of academic research, postgraduates often face uncertain research results, repeated experimental failures, strict thesis evaluation and heavy graduation assessment pressure. Meanwhile, they also need to cope with multiple challenges such as interpersonal adaptation in research teams, tutor-student relationship coordination, employment and academic further study choices, and life pressure brought by age and growth stage.

2. Unique Psychological Characteristics and Current Educational Dilemmas of University Postgraduates

2.1 Unique Psychological Stressors and Growth Characteristics of Postgraduates

The psychological pressure of postgraduates is highly professional and developmental, which is fundamentally different from the generalized pressure faced by undergraduates, academic pressure is the core source of postgraduate psychological burden. Postgraduate training focuses on innovative research, and students need to independently complete topic demonstration, experimental design, data analysis and thesis writing. The uncertainty of scientific research makes postgraduates face long-term trial and error and unknown challenges. The pressure of graduation assessment, paper publication and academic innovation runs through the whole postgraduate stage, which is easy to trigger academic anxiety and self-denial^[1].

2.2 Practical Dilemmas in Current Postgraduate Mental Health Education

First, the educational concept is backward, and the emphasis on crisis intervention ignores developmental education. At present, most universities' postgraduate mental health education still adheres to the passive management concept of "problem-oriented". The work focus is mainly on psychological investigation, crisis screening and emergency intervention for problematic students, lacking attention to the daily psychological state and positive quality cultivation of most ordinary postgraduates. The educational goal is limited to preventing psychological problems, failing to take promoting psychological growth, cultivating psychological resilience and shaping

positive personality as the core orientation of education, which cannot meet the developmental psychological needs of postgraduates^[2].

Secondly, the educational carrier is single and the curriculum system is not targeted enough. Most universities adopt unified public mental health courses and thematic lectures, and the curriculum content is mostly universal psychological knowledge popularization, lacking targeted content designed for postgraduates' academic pressure, interpersonal adaptation, career confusion and other characteristic problems. The educational form is mainly indoctrination and offline preaching, lacking interactive experience, scenario simulation and personalized guidance. The rigid educational mode is difficult to arouse postgraduates' identity and participation willingness, resulting in poor educational effectiveness.

Thirdly, the educational subject is single and the collaborative mechanism is fragmented. University mental health education work is mainly undertaken by professional psychological teachers and college counselors, while tutors, as the closest managers and guides of postgraduates, have not been fully incorporated into the mental health education system. Tutors pay more attention to students' academic progress and research results, and lack awareness and ability of psychological guidance. There is a lack of effective linkage mechanism between tutors, counselors, psychological centers and colleges, resulting in scattered educational resources, disjointed daily guidance and crisis intervention, and inability to form a continuous educational synergy^[3].

3. Optimization Methods and Innovative Paths of Postgraduate Mental Health Education in Universities

3.1 Innovate Educational Concepts and Adhere to Developmental Mental Health Guidance

Universities should abandon the single problem-oriented educational concept, and establish a developmental mental health education system integrating prevention, cultivation and intervention. On the premise of doing a good job in psychological crisis screening and emergency intervention, take positive psychological quality cultivation as the core goal of postgraduate mental health education. Focus on the growth characteristics of postgraduates, carry out targeted positive psychology education, help postgraduates establish correct pressure cognition, frustration outlook and life values, and improve their psychological adjustment ability and pressure resilience from the root.

3.2 Optimize Curriculum System and Enrich Diversified Educational Carriers

Aiming at the lack of pertinence of existing courses, universities should build a special postgraduate mental health curriculum system based on postgraduates' psychological stress sources and growth needs. On the basis of popularizing general psychological knowledge, add targeted special courses covering academic pressure adjustment, scientific research mentality cultivation, tutor-student interpersonal communication, team cooperation adaptation, career planning and emotional management. Combine the psychological confusion and practical problems easily encountered by postgraduates to carry out case teaching and scenario analysis, so as to improve the pertinence and practicality of curriculum education^[4].

3.3 Build Multi-Subject Collaborative Mechanism and Form Educational Synergy

Give full play to the core role of tutors in postgraduate mental health education, incorporate tutors into the school's psychological education work system, and carry out special training on psychological knowledge and counseling skills for tutors regularly. Guide tutors to balance academic guidance and psychological care, pay attention to students' emotional changes and psychological state in daily academic communication and research guidance, conduct timely psychological guidance and emotional comfort for students with pressure confusion, and realize the integration of academic education and psychological education.

Improve the linkage mechanism among college counselors, psychological teachers and administrative departments. Counselors are responsible for daily psychological observation, dynamic tracking and daily psychological popularization, psychological teachers are responsible for professional psychological consultation, crisis assessment and intervention, and administrative departments guarantee the implementation of educational systems and resource support. Build a three-dimensional collaborative education pattern of "tutor guidance + counselor daily education + professional psychological intervention", realize information sharing, problem co-governance and responsibility linkage, and form a continuous and effective psychological education synergy.

3.4 Improve Whole-Cycle Intervention System and Realize Precise Psychological Education

Universities should build a whole-cycle dynamic psychological education and intervention system covering postgraduate enrollment adaptation, academic growth, mid-term adjustment and graduation transition. Carry out targeted psychological guidance according to the psychological characteristics of different learning stages. In the enrollment stage, focus on adaptive psychological education to help postgraduates adapt to academic research and new interpersonal environment quickly. In the middle stage of study, focus on aca-

ademic pressure adjustment and frustration education to help students establish a positive scientific research mentality.

4. Conclusion

Postgraduate mental health education is an important part of high-level talent training in universities, which relates to the healthy growth of individual students and the quality of university talent training. Facing the new situation of increasingly complex psychological pressure and diversified growth needs of contemporary postgraduates, traditional mental health education models can no longer adapt to the requirements of the new era. Universities must take developmental psychological education as the core, actively innovate educational concepts, optimize curriculum systems and educational carriers, build a multi-subject collaborative education mechanism, and improve the whole-cycle precise intervention system.

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