

An Exploration of The Path of Mental Health Education for Graduate Students in Collaboration Between Tutors and Counselors from The Perspective of Positive Psychology

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Abstract: At present, the mental health problems of graduate students in colleges and universities are increasing day by day, and the tutors and counselors of graduate students are indispensable roles in the training and education of graduate students, and also play a very important role in the mental health education of graduate students. From the perspective of positive psychology, this paper analyzes the advantages of mentors and counselors' participation in mental health education from the perspective of the mental-assistant cooperative education mechanism, and tries to put forward the mental-assistant cooperative education mechanism to give full play to the joint efforts of the two in the mental health education of graduate students, so as to protect the better growth of students.

Keywords: Research supervisor; mental health education; instructor; positive psychology.

1. Introduction

With the rapid development of national science and technology, the pressure of scientific research is increasing, and the demand for graduate students in the market is getting higher and higher. Graduate students need to have stronger psychological quality to cope with various challenges and changes. At the same time, more and more data show that people with higher education tend to have greater psychological pressure. A considerable proportion of graduate students have different degrees of depression, anxiety and other mental health problems, these problems will not only rush to the scientific research and academic performance of graduate students, but also may have a long-term impact on their future career development and social adaptability. Therefore, to understand the current situation of mental health of contemporary graduate students, what are the main psychological problems, analyze and study the main and objective causes of the problems, apply the concept of positive psychology to the mental health education of graduate students, advocate the positive orientation of psychology, innovate the content and methods of mental health education, and improve the quality of mental health education. It is very important to promote the overall and healthy development of graduate students.

2. Mental Health Problems of Graduate Students

2.1. Current situation and causes of mental health problems of graduate students

At present, the age of graduate students in our country is generally 22-25 years old, and the students at this age were born from 1998 to 2001. These students have some common characteristics of the post-90s and post-00s. At present, they have just graduated from university, and their psychological development is in an important stage from immature to

mature. The data show that the current graduate students are prone to different degrees of confusion and pressure in the aspects of research psychology, motivation psychology, interpersonal communication psychology, creative psychology, sex and love psychology, emotional psychology, career selection psychology, frustration psychology, etc. They may even experience multiple stressors at the same time or in succession, which is called "additive stress" in psychology. Additive pressure is extremely serious and difficult to cope with. If they fail to do a good job in psychological adjustment under multiple pressures, they will have serious psychological problems, which will greatly affect the daily study and life of graduate students. In general, there are more psychological problems in the senior years of graduate students than in the first and second years, and psychological problems are also concentrated in the aspects of scientific research pressure and employment pressure. The characteristics of psychological problems are uncertainty, crisis, particularity and so on.

Academic and research pressure: At present, all walks of life and industries are facing important opportunities and challenges, and the country's requirements for new innovative talents are constantly increasing. the academic and scientific research pressure faced by graduate students is increasing. This is not only due to the complexity of training plans and the difficulty of professional courses, practices and academic activities caused by the intersection of many disciplines, but also reflected in the research tasks, paper writing and innovation of graduate students. In addition, compared with undergraduates, graduate students have fewer campus activities, so there are fewer channels to divert attention and adjust academic pressure, and psychological confusion is easy to backlog. Employment and Economic Stress: the social environment is complex and the market economy is developed. The enrichment of information, the abundance of choices and the increase of expectations have brought great troubles and challenges to the employment and career selection of postgraduates. At the same time, most of the

senior graduate students in the 23-25 years old stage, many students do not want to add too much burden to the family, especially the family economic difficulties of the students, so the economic difficulties are also easy to lead to excessive psychological pressure. Relationship stress: Compared with undergraduates, postgraduates are more mature, with distinct personalities, and the interpersonal relationships they need to deal with in life are more complicated than undergraduates. In addition to the relationship between classmates and roommates, they also need to deal with the relationship between tutors, classmates and male and female friends. In the complex interpersonal relationship, the relationship between various roles should be balanced. Otherwise, it is easy to produce contradictions leading to psychological pressure.

2.2. Reasons for urgent attention to mental health problems

The Ministry of Education and other 17 departments on the issuance of the "Comprehensive Strengthening and improving the New era of students' mental health work special action Plan (2023-2025)" notice, proposed to promote students' physical and mental health, comprehensive development, is the Party central concern, the people's concern, the social concern of the major issue. With the rapid economic and social development, students' growth environment is constantly changing, combined with the impact of the COVID-19 epidemic, students' mental health problems are more prominent. The cultivation of good psychological quality and mental health education of postgraduates in the new era is not only related to the cultivation of high-level talents, but also related to national development and social progress. Therefore, it is essential to help students improve their psychological quality, cultivate healthy psychological quality, enhance the ability to withstand setbacks and adapt to the environment, and cultivate students' self-esteem, self-confidence, positive, rational and peaceful healthy mentality. The work of mental health education should pay attention to the unification of mental health education and moral education, gradually standardize and professionalize mental health education and counseling services, and strengthen the humanistic care and psychological counseling for graduate students, better adapt to and meet the needs of students' mental health education services, and guide students to correctly understand the relationship between beauty and ugliness, group and self, righteousness and profit, success and failure, gain and loss. To promote the cultivation of students' psychological morality and the harmonious development of ideological and moral quality, scientific and cultural quality.

3. The Necessity of Forming a Teacher-counselor Joint Force Guided by Positive Psychology

At present, in most cases, postgraduate education still maintains the state of "supervisor in charge of scientific research and counselor in charge of daily affairs". Moreover, supervisors do not pay enough attention to students' mental health problems. When students have psychological problems, supervisors cannot provide professional assistance and have not formed a good communication system with counselors. It is easy to produce information asymmetry and other problems, resulting in students' mental health problems can not be

timely and effective treatment. In addition, the exploration of the mechanism of guided and assisted education in most universities is still in the initial development stage, and no actual work cases and results have been formed, and the combined force of guided and assisted education has not yet been formed.

3.1. The advantages of mentor participation in mental health education

At present, the number of graduate students in Chinese colleges and universities continues to increase, but the ratio of counselors has not met the requirements, especially compared with undergraduates, the number of graduate counselors is very small, and it is difficult to find problems in time by relying only on counselors through daily education management. In the postgraduate stage, scientific research and study occupy most of the time in school life, and the research topic of the supervisor is related to the research achievements and graduation of the graduate students, and the members of the supervisor's research team are an important part of the interpersonal relationship of the graduate students during the school. For graduate students, the supervisor is the first person responsible for graduate training. The supervisor should not only guide the graduate students to conduct academic research, but also keep pace with The Times, organically integrate professional discipline education with daily ideological and political education, master the ideological status of graduate students in the new era, and be both a puzzler of graduate studies and a guide to graduate students' personality. The postgraduate supervisor should influence and infect the students with good ideological character and personality charm; It is necessary to cultivate good academic ethics and style of study for postgraduates, and strictly require students to abide by scientific ethics and academic norms. At the same time, the supervisor's scientific research level and knowledge level are generally higher, more authoritative, and the social status is also higher, and the students have a higher degree of recognition and trust in the supervisor.

3.2. Advantages of counselors' participation in mental health education

The role definition of the counselor stipulates that the counselor is the life mentor for the growth of students and the intimate friend of healthy life. Among the nine job responsibilities of the counselor, mental health education also occupies an important position. Most of the counselors have backgrounds in ideological and political education, pedagogy and psychology. At the same time, in daily affairs, they form inextricably connected with the students' union and form a class grid management mode, which is conducive to the control of students' daily ideological state. At the same time, counselors have received training related to psychology majors and have more contact with students with psychological problems in colleges and universities. Counselors have certain experience advantages in both professional resources and student cases, so they can conduct initial judgment and assessment of psychological problems. In addition, in the "school-school-home-medical" working system of mental health education, the college is an important link between the school and the family, and the counselor plays a crucial role in connecting the home-school bridge.

3.3. The necessity of applying positive psychology

Positive psychology is a new science that studies traditional psychology from a positive perspective. It pays attention to the health, happiness and harmonious development of human beings, and pays attention to the cultivation of human positive psychological quality. This concept provides a theoretical basis for guiding students' medium and long term development and improving students' mental health. In mental health education, positive psychology pays attention to the study of various positive emotional experiences, and explores the more "positive" side of human nature. Relevant research results show that positive mental qualities and experiences can help people better cope with challenges and stress, improve mental health, and enhance happiness and satisfaction.

4. The Path Exploration of Mentor-counselor Collaboration in Postgraduate Mental Health Education

4.1. The tutor and counselor cooperate to guide the graduate students to have positive subjective experience

In the training stage of graduate students, there is not much practical work compared with undergraduate students, and the main activity of graduate students in school is scientific research. However, from the definition of counselor's career, counselor is still the life mentor for their growth and development and the intimate friend of healthy life, and counselor should still play a vital role in the daily life and study of graduate students. From the beginning of freshmen admission education to every routine work, career planning and employment guidance, counselors should guide students to establish positive interpersonal relationships, learn to appreciate every bit of beauty in life and the support of others, encourage students to participate in social practice, learn to relax properly, maintain physical and mental health, and timely capture the psychological characteristics and abnormal conditions of graduate students in every work. Through visiting dormitories, laboratories, classrooms and other channels, through heart to heart talks and other ways to understand the graduate students, in the graduation season, paper submission period, new students and other special periods of attention to students, so as to timely communicate the mental health status and problems of graduate students with tutors, forming information symmetry. The tutor is one of the people who have close contact with the students in the postgraduate stage. During the process of guiding the academic research, the tutor should help the students set clear goals, stimulate the curiosity and exploration desire of the students, and timely understand the confusion and questions of the students. For the students with academic difficulties and family difficulties, the tutor should truly understand the actual problems of the students and provide timely help. Encourage students to make continuous progress and enhance their sense of achievement and gain. Tutors should also follow up psychological problems and changes in the individual situation of graduate students in a timely manner, strengthen the awareness of attaching importance to students' mental health education, actively guide students, enhance students'

interest and ability in scientific research, appropriately adjust training plans and programs according to students' mental health conditions, optimize guidance methods and contents, and fundamentally help students solve their confusion and doubts. Thus, a good relationship between teachers and students can be formed, which can effectively promote students' learning and growth.

4.2. Mentor-counselor collaboration helps graduate students develop positive personality traits

It is a complex and comprehensive process to help graduate students shape positive personality traits, which requires the joint efforts of family, school and society. Counselors can encourage graduate students to build up self-confidence, show their talents and achievements by participating in meaningful academic activities and social practices, and see opportunities and more possibilities behind problems when they encounter difficulties. In order to face the challenges in life and study with an optimistic attitude, we should assume our own responsibilities, be responsible for our own actions, and respect the dignity and value of ourselves and others. Tutors should strive to cultivate students' ability to solve problems, take the initiative to learn new knowledge and skills and constantly adapt to the needs of social changes, cultivate students' ability to think critically, analyze problems objectively and solve problems creatively, and cultivate graduate students' sense of teamwork, interpersonal communication skills and collaboration through team projects, collective research and other means. Provide positive feedback and encouragement to graduate students, provide rich resources and opportunities to support the growth and development of graduate students, so as to help graduate students become talents with high character, excellent ability and good mentality.

4.3. Mentors and counselors work together to create a positive campus environment

The way of cooperative education between tutors and counselors is not limited to the communication of students' daily scientific research and life, or when they encounter problems, but can use professional means and activities to form a normal cooperation mode. Take "Educating Five Domains Simultaneously" as the key to mental health education, and build geological rock exhibition hall, Shengguang alumni corridor, geological culture maker space, graduate student characteristic laboratory and other carriers. Develop the party building education and practice base, carry out thematic education activities such as entering museums, communities, and workshops, and hold special brand activities such as teacher and student lunch meetings, study relief shops, student lecture halls with excellent performance, and learning and thinking festival. Through environmental empowerment, element connection and spatial linkage, we can create a sense of psychological education and achieve better results in mental health education. At the same time, through the actions of tutors visiting students in the dormitory and sending care to the community, we can go from boring academic exchanges to students' daily life, understand students' real life status and emotional expression, and achieve a targeted goal. Broaden the communication with students, establish the sense of trust between teachers and students, and form more common language; Counselors can

learn about students' study and research by participating in the group meeting of graduate tutors, and have a deeper understanding of students' views on research problems and sources of pressure, so as to give the right medicine and better help to students. Through the mentor-counselor psychological case seminar, typical cases will be discussed, and psychological experts will be invited to conduct professional training for tutors and counselors, so as to learn more psychological professional knowledge, so as to be more professional in the process of educating and guiding students. Through the construction of the Party branch by teachers and students, guided by advanced ideas, teachers and students discuss and learn together, and promote the harmonious development of teacher-student relationship with diverse branch activities.

4.4. Mentors and counselors work together to help graduate students deal with psychological distress

Before the admission of graduate students, their personality characteristics and psychological quality are already mature. Therefore, at the early stage of the admission of graduate students, counselors should timely understand whether students have early psychological trauma, major family changes, parent-child tension and other situations through appropriate channels, and timely establish psychological files based on special circumstances. And actively seek effective support from students' family members and related personnel to move the threshold of psychological intervention forward. Family visits and other family-school contacts help parents better understand the psychological characteristics and rules of the age of graduate students, strengthen the family-school contact, guide parents to improve the understanding of students' mental health, correctly view mental health problems, strengthen the attention to key students from daily life and routine work, and form a new pattern of education. Tutors should understand the impact of students' psychological problems on the progress of scientific research, explore the root causes of students' psychological problems, view students' psychological problems correctly, strengthen the guidance of students' academic research from the perspective of scientific research and professional learning, and timely understand students' planning for postgraduate study, attitude toward scientific research tasks, and ideas about academic papers. Fundamentally help graduate students solve their academic confusion, form a good relationship between teachers and students, create a sunny and positive

atmosphere for students with the concept of "positive and upward", help students cultivate a positive attitude, and help students better complete their studies.

5. Conclusion

In short, with the continuous development of economy and society, students' educational level is getting higher and higher, which is a fact that cannot be ignored. Tutors play a crucial role in postgraduate education. The good relationship between tutors and postgraduates is conducive to the academic research of postgraduates to a large extent, and it is also conducive to the formation of a healthy academic atmosphere. For the mental health education of graduate students, tutors should enhance the awareness of mental health education, pay attention to the causes and manifestations of mental health problems of graduate students, cooperate with counselors to clarify the division of responsibilities, both sides should adopt their own professional advantages, strengthen cooperation, ensure timely information exchange and high accuracy of information, and rely on the education platform of schools and colleges. Through various kinds of mental health education activities of the school, we jointly participate in the cultivation of students' psychological quality and the handling of crisis events, and strive to help graduate students shape positive personality traits, enhance their positive supervisor experience, create a positive campus environment, and escort students' growth and development.

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