



Research on the methods and paths of the graduate students' psychological health education - based on a dual-factor system of mental health

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ABSTRACT

Based on a dual-factor system of mental health, this study expounds the concept, objective, content, path and effect of graduate's mental health education. The university should not only eliminate the graduate students' anxiety, depression and other negative emotions, improve the negative cognitive and behavioral patterns, restore psychological balance, reduce various psychological problems, but also improve and enhance the graduate students' subjective well-being and cultivate their positive personality through positive emotional experience and active school organizational system. Using a dual-factor system of mental health, this paper studies the methods and paths of the graduate students' psychological health education. The empirical results show that the graduate students' mental health education based on the two factor model of mental health improves the graduate's sense of well-being and reduces their depression, and enhances the level of mental health from two aspects.

Keywords: graduate student; Dual-Factor System; Mental Health

1. Introduction

With the expansion of graduate training scale and the increasing social competition, strengthening the mental health education of graduate students has become an important topic which cannot be ignored in graduate education in the new era. But in fact, the mental health education for graduate students is a weak link in the whole university education.

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There are no big difference between graduate and undergraduate students in content, methods and means of mental health education, even if there is a special course for graduate students. A complete and independent mental health education system for graduate students has not yet established. Because the school psychological health education in China was first carried out for college students, paid attention to the psychological and physiological development of college students, and later expanded to the graduate group. However the psychological characteristics of graduate students are obviously different from undergraduate, they are mainly related with the society, future. Graduate students focus on the relation of their own future development and social development, think and look for the combination of personal growth and social development needs, in order to develop themselves and self-realize. Therefore, it is necessary to study the mental health education model for graduate students.

Mental health education model in China went through the initial mode of traditional mental health education with "disease" as the center which was popular in the last century and to the positive mental positive mental health education mode with "positive function and quality " was in vogue in the early part of this century. But some researchers thought that we must pay attention to these two aspects, so Greenspoon and Saklofske put forward a Dual-Factor System of Mental Health [1] in 2001, Greenspoon and Saklofske[1], Suldo and Shaffer[2], Keyes[3], Koivumaa- Honkanen etc. [4] respectively carried out empirical research in the primary and secondary schools, adults, psychiatric patients that verifies the existence and availability. This study explored the concept, objective, content, approach and effect of the mental health education of graduate students based on a dual-factor system of mental health and in reference to the predecessors' research results.

2. The idea and objective of mental health education of graduate students based on a

dual-factor system of mental health

A dual-factor system of mental health thought mental health is not only no pathological psychological problems or disease symptoms, not just experiencing high levels of subjective well-being, but both of them, including no mental illness and high level of subjective well-being. when people describe the individual mental health is good or not good, they should consider both factors, psychological indicators of negative level and happiness or other positive aspects which are indispensable factors to describe the individual's mental health fully and accurately from the negative and positive two aspects respectively. This concept is of great significance to promote the graduate students' mental health education and promote the all-round development of graduate students comprehensively. School mental health education target is generally divided into three stages. The first stage goal is for all students, to develop mainly the potential of students and cultivate their positive psychological quality, the second level is aiming for general psychological problems, to eliminate the psychological barriers of students by psychological counseling, the third level target is for psychology disorders and diseases of students, to diagnose and treat mainly. The previous studies focused mainly on the mental health education of the students of second and third goal instead of the first one. In fact the first goal is to main one for graduate students, and universities should strengthen the first target and give consideration to the others. Because graduate students are high-level talents in the future which are of great significance for national development and social progress. Universities should stimulate their sense of innovation, creativity and enterprising for positive psychological quality for the future high-level talents. Therefore we should locate the target of mental health education in cultivating and shaping positive mental quality to ensure that the vast majority of graduate students become healthy and creative elite members of society. At the same time,

only this way of mental health education is active and full of vigor and vitality. As Keyes, an American researcher pointed out that "most people feel good is not the biggest challenge for most countries, the real and biggest challenge is there is not enough people are up in those people who feel good ". It cannot achieve the promotion psychologically healthy and pursue happiness goal if the government only pays attention to the psychological disease, although it can reduce the psychological disease. Therefore, it is not only the inevitable trend of the development of the psychological health education, but also the necessary requirement for cultivating the all-round development.

3. The content and methods of mental health education of graduate students based on a dual-factor system of mental health

The modern mental health education started from 1980s, and the contents of the graduate mental health education were mainly concentrated in the field of psychological problems from 1980s to the early twenty-first Century. Shufeng Wen etc. believed that the psychological problems of graduate students were mainly compulsion, depression, anxiety and fear[5]. The study of Yulan Yu etc.[6]showed that there were seven psychological stresses in graduate students from academic, employment, economic, love, marriage, interpersonal relationship, physical and mental health, and achievement needs. In the past ten years, positive psychology has provided us with a new angle of view. Keyes presented a positive mental health model and the development of Mental Health Continuum (MHC). He thought mental health should include emotional well-being, psychological well-being and social well-being three aspects. Shengquan Ouyang in China combined the practice of Chinese postgraduate mental health education with the theory of positive psychology and thought that the mental health education of graduate students should focus on improving self-efficacy, enhancing the capacity of research and innovation, promoting interpersonal harmony and cultivate positive personality[7].

According to previous studies, we believed that the graduate mental health education should include two aspects, eliminating psychological problems and promoting psychological quality.

3.1 The elimination of psychological problems or diseases

Mental problems means all sorts of mental and behavioral disorders. There is no absolute limit to tell normal from abnormal of psychology. Generally speaking, people's psychology and behavior is a continuum from normal to gradually abnormal, from quantitative change to qualitative change, and they are in interdependence and transformation. Therefore, everyone in real life may have psychological problems to a certain extent. Students can understand and accept themselves correctly, maintain harmonious interpersonal relationship, have a good ability to adapt, have good mood, indomitable will, and complete and harmonious healthy personality through eliminating the psychological problems which existed.

3.2 The development of positive mental functioning and quality

As for individuals, it is the enhancement of positive emotional experience and the cultivation of positive personality. Students improve their subjective well-being to enhance their positive emotion and personality power. As far as schools are concerned, it is to create an active school organizational system and an educational environment where every individual becomes energetic, hopeful.

4. The effect of mental health education of graduate students based on a dual-factor system of mental health

We selected a part of postgraduate students who attended the mental health curriculum of 2017.3-2017.7 in a university for an empirical study on the basis of the concept and objective of a dual-factor model of mental health education. Keyes's Mental Health Continuum (MHC) and the Zung's self-rating Depression Scale were used to measure the postgraduates' mental health at the beginning of the

semester and the end of the semester from positive and negative aspects. The results were shown in Table 1.

Table 1 Changes in mental health status of Postgraduates before and after the experiment

	EWB	SWB	PWB	Well-being	SDS
Before experiment	3.98±1.03	3.81±0.96	4.03±1.01	3.95±0.99	51.34±9.01
After experiment	4.02±1.21	4.54±1.03	4.71±0.89	4.42±0.94	47.01±8.54
t	0.08	2.21*	2.18*	1.97*	4.65**

The table showed that there were significant difference in social well-being, psychological well-being, general well-being and depression after psychological health course of mental health intervention for one semester. The score of emotional well-being did not increase significantly, because emotional well-being was easily affected by the mood at that time there was larger psychological pressure at the end of the semester than the beginning.

5. Conclusion

Mental health is the premise of the realization of the ideal of life and success to postgraduate students. Our general objective of psychological health education of graduate students is that they can remove or reduce the psychological problems, improve psychological quality and cultivate positive psychological quality. The mental health education of graduate students based on a dual-factor system of mental health emphasized that both positive and negative state of individual mental health should be improved, and the effect was remarkable. However, the research of this model is still in the preliminary stage and needs further study.

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