

## THE ROLE OF PSYCHOEDUCATION IN ENHANCING HIGHER EDUCATION STUDENTS' STRESS RESISTANCE

### РОЛЬ ПСИХООСВІТИ У РОЗВИТКУ СТРЕСОСТІЙКОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

*The article highlights the role of psychoeducation in developing stress resistance among higher education students. Modern realities pose challenges for students, negatively affecting their emotional state, concentration, and academic performance. Key stress factors include intensive academic workload, financial difficulties, social adaptation, and the consequences of war. In such conditions, psychoeducation becomes an essential tool that helps students develop adaptive coping strategies, self-regulation, and a conscious approach to overcoming difficulties. The purpose of this article is to examine the impact of psychoeducational methods on students' stress resistance, explore the possibilities of their implementation in the educational process, and assess their significance for overall psychological well-being. Theoretical foundations of psychoeducation are analysed, including stress concepts, self-determination theory, coping models, the biopsychosocial approach, and the conservation of resources theory. The study reviews the experience of implementing psychoeducational programs in higher education institutions and their impact on students' psychological health. The article emphasizes how psychoeducation contributes to reducing academic stress, improving social adaptation, and strengthening students' psychological stability. Various ways to integrate psychoeducational elements into the learning process are examined, including specialized courses, training programs, digital resources, and interdisciplinary approaches. The key components of effective psychoeducational programs are identified, such as training in self-regulation skills, critical thinking, and social support. The authors highlight that psychoeducation serves as an essential tool for preventing emotional burnout and fostering a healthy academic environment. Implementing psychoeducational methods in higher education can help students better adapt to contemporary challenges, enhance their psychological resilience, and promote overall well-being. Future research may focus on developing digital psychoeducational platforms, testing new methodologies for integrating psychoeducation into the educational process, and examining its long-term effects on students' mental health.*

**Key words:** psychoeducation, stress resistance, resilience, well-being, higher education students, coping strategies, emotional self-regulation, mental health, war.

*У статті висвітлено роль психоосвіти (психоедукації) у формуванні стресостійкості*

*здобувачів вищої освіти. Сучасні реалії ставлять перед студентською молоддю безліч викликів, які можуть негативно позначатися на їхньому емоційному стані, концентрації уваги та навчальній успішності. Серед головних чинників стресу – інтенсивне навчальне навантаження, фінансові труднощі, соціальна адаптація та наслідки війни. У таких умовах психоосвіта стає важливим інструментом, що допомагає розвинути навички адаптивного реагування, саморегуляції та усвідомленого підходу до подолання труднощів. Метою статті є дослідження впливу психоосвітніх методів на стресостійкість студентів, можливості їхнього впровадження в освітній процес та значущість для загального психологічного благополуччя. Аналізуються теоретичні засади психоосвіти, зокрема концепції стресу, теорія самовизначення, модель копіngu, біопсихосоціальний підхід та теорія ресурсного збереження. Розглянуто досвід упровадження психоосвітніх програм у закладах вищої освіти та їхній вплив на психологічний стан студентів. У статті акцентується увага на тому, як психоосвіта сприяє зменшенню академічного стресу, покращенню соціальної адаптації та зміцненню психологічної стійкості молоді. Проаналізовано шляхи інтеграції психоосвітніх елементів у навчальний процес – через спеціальні курси, тренінги, цифрові ресурси та міждисциплінарні підходи. Визначено ключові компоненти ефективних психоосвітніх програм, серед яких навчання навичкам саморегуляції, критичного мислення та соціальної підтримки. Автори наголошують, що психоосвіта є важливим інструментом профілактики емоційного вигорання та сприяє формуванню здорового академічного середовища. Запровадження психоосвітніх методів у систему вищої освіти допоможе студентам краще адаптуватися до сучасних викликів, підвищить їхню психологічну стійкість і сприятиме загальному благополуччю. Подальші дослідження можуть бути спрямовані на розробку цифрових психоосвітніх платформ, апробацію нових методик інтеграції психоосвіти в освітній процес та вивчення її довготривалого впливу на ментальне здоров'я студентів.*

**Ключові слова:** психоедукація, психоосвіта, стресостійкість, резильєнтність, студенти, здобувачі вищої освіти, копінг, емоційна саморегуляція, ментальне здоров'я, війна.

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**Problem statement.** Modern students face many stressors that can negatively affect their mental health and academic performance. Among the main causes of stress are a heavy academic workload, the demands of the academic environment, social adaptation, financial difficulties, general socio-economic instability and, of course, the impact of war. Constant stress can lead to emotional burnout, increased

anxiety, depression, and even psychosomatic disorders. In addition, students often face uncertainty about their future, which further increases the level of psychological pressure. Studies show that prolonged exposure to stress without proper support can lead to cognitive decline, problems with concentration, memory impairment, and a general deterioration in quality of life [30]. At the same time, young people

often lack the skills to effectively manage stress, which increases the risk of emotional exhaustion. This negatively affects not only the emotional state of higher education students, but also their professional and psychosocial development.

The importance of students' mental health is also emphasized by global initiatives in education aimed at introducing psychological support and stress management programs. Universities are increasingly recognizing the need to integrate psychological education into educational processes in order to improve students' adaptive capabilities and create a healthy learning environment. According to the World Health Organization, the psychological well-being of students is a key factor in successful learning and personal development [32]. Therefore, finding effective methods to support students' psychological well-being is an extremely important task today. One of these effective methods is psychoeducation of higher education students, which is aimed at forming knowledge about the phenomenon of stress and stress resistance, as well as developing emotional self-regulation skills.

#### **Analysis of recent research and publications.**

In contemporary psychological and pedagogical sciences, the implementation of psychoeducation for higher education students remains a relevant issue. This problem is essential for the educational process and future professional activities of students. One of the important tasks of psychoeducation is the formation of stress resistance. Stress resistance is defined as the ability of an individual to adapt to stressful situations while maintaining mental well-being and performance. This study is based on a variety of fundamental theoretical studies and approaches, including the social stress theory, which emphasizes the role of social factors, such as interpersonal relationships, social support, and role strain, in shaping stress responses and adaptation processes [6]; self-determination theory which emphasizes the role of autonomy, competence and social support in the formation of internal motivation to overcome stress [26]; Lazarus R.S. and Folkman's S. model of stress and coping, which analyzes stress as a process of cognitive assessment and selection of appropriate coping strategies [16]; biopsychosocial model of health, which emphasizes the integration of biological, psychological and social factors in maintaining mental well-being [13]; the theory of resource conservation which explains stress as a threat of losing important resources and the need to accumulate them to increase stress resistance [15].

Special attention is paid to modern concepts of stress resistance proposed by Ukrainian scientists. Korolchuk's V.M. model of stress resistance, which considers stress resistance as an integrative characteristic of a personality, including cognitive, emotional and behavioral aspects [34]; Lazos's L. psychological

model of stress resistance, which defines stress resistance as a system of mental mechanisms formed under the influence of personal characteristics, social environment and educational process [35]; Chikhantsova's O. model of resilience, which focuses on the ability of an individual to maintain mental balance under stress, emphasizing the role of self-regulation, emotional intelligence and social support in maintaining mental health [41]; the model of stress resistance by Naugolnyk I., who considers stress resistance in the context of psychological adaptation, emphasizing the importance of coping strategies, reflection and adaptability [36]. The article also builds on contemporary research that examines the potential for integrating psychoeducational programs into the education system, highlighting their benefits for students' psychological well-being and academic success [38; 40; 39]. The analysis of the above theoretical approaches allows for a comprehensive understanding of the problem of psychoeducation of students in the context of the development of their stress resistance. In particular, the integration of psychoeducational methods into the educational process contributes to the development of adaptive behavioral strategies and the ability to effectively overcome stressful situations. This opens up new perspectives for the development of educational programs aimed at forming students' psychological resilience in higher education institutions.

**Highlighting the unresolved parts of the overall problem.** Despite the growing attention to psychoeducation as a tool for increasing stress resistance, its implementation in higher education remains extremely limited. At present, psychoeducation programs are mainly used in clinical and counseling practice, while they have not yet become widespread in education. At the same time, scientific research shows that psychoeducation can play an important role in building students' psychological resilience, improving their emotional well-being, and increasing their adaptability to stressful situations. In particular, the following aspects remain under-researched: optimal methods of integrating psychoeducation into the educational process (since there are currently no standardized approaches to the development and implementation of psychoeducation programs in higher education, which complicates their systematic use); application of digital technologies for psychoeducational programs (despite the active development of digital education, the role of online courses, mobile applications in psychoeducation remains poorly understood); studying the long-term effects of psychoeducation on students' stress resistance (most existing studies focus on short-term results, while the long-term impact of psychoeducation measures requires a deeper analysis); the influence of socio-cultural factors on the effectiveness of psychoeducation programs (in different student

communities, the level of perception and effectiveness of psychoeducation can vary significantly, which requires adaptation of programs to the socio-cultural context). Given the potential effectiveness of psychoeducation in shaping students' stress resistance, it is advisable to further study this area and develop scientifically sound methods for its implementation in the higher education system.

**The purpose of the article.** The purpose of this article is to analyse the impact of psychoeducation on the formation of students' stress resistance. The study examines the theoretical and empirical aspects of introducing psychoeducation into the educational programs of higher education institutions; in particular, the potential of psychoeducation in developing stress resistance skills and adapting students to academic and social challenges. The study includes a theoretical analysis of effective approaches to psychoeducation in higher education institutions that contribute to increasing the level of students' stress resistance; analysis of the impact of psychoeducation programs on the development of self-regulation and emotional control skills; substantiation of the importance of psychosocial support and self-reflection in the formation of students' stress resistance; analysis of possible ways to integrate psychoeducation into the curricula of higher education institutions. This article explores different ways to integrate psychoeducational elements into academic curricula, including the development of dedicated courses or modules and interdisciplinary methods for teaching psychosocial skills. The study is analytical in nature and is based on the generalization of scientific sources, practical experience and modern approaches to psychoeducation. The paper does not conduct an experimental study, but rather a theoretical analysis of the literature, which allows us to systematize knowledge about effective psychoeducational strategies in the context of developing students' stress resistance.

**Main material.** In the context of war, it is especially important to teach young people to take care of their own mental health, which is the basis for supporting their social and academic activity [15]. The study by Beiter et al. emphasizes that the student population is particularly vulnerable to chronic stress, and the need to implement systematic psychosocial support programs is critical [4]. It is psychoeducation that is one of the key components of stress resilience, as it helps students to understand the nature of stress. It's impact on the body and develop adaptive coping skills [2]. Psychoeducation is the process of teaching and informing individuals about the psychological aspects of their condition, including stress mechanisms, symptoms, and emotional self-regulation and coping strategies [7; 9]. It promotes self-reflection, raises awareness of one's own emotional reactions, and develops effective coping skills [7].

When analyzing the potential for integrating psychoeducation into curricula, it is important to note that the term "psychoeducation" comes from medicine. Psychoeducation has long been an important component of psychotherapy and psychosocial rehabilitation, which consists in providing patients and their families with structured information about mental disorders, their symptoms, treatment methods, and coping strategies. This allows not only to increase patients' awareness of the nature of their disorder, but also to significantly reduce the level of anxiety and stress that often accompanies ignorance or misunderstanding of their condition. The term first appeared in the medical literature in 1941 thanks to Brian E. Tomlinson's book "The psychoeducational clinic". In this book the author understood psychoeducation as providing patients and their families with the knowledge necessary to understand mental disorders, their symptoms and treatment methods [31]. However, it is interesting that the idea of combining psychotherapeutic and educational approaches was expressed even earlier, in 1911, by John E. Donley in his article "Psychotherapy and reeducation". In this article the scientist emphasized the importance of teaching patients and their relatives to recognize and respond to the symptoms of mental disorders [10]. Donley believed that in the process of psychotherapy it is also important to teach patients effective strategies for managing emotions and behavior, which significantly contributes to the recovery process. In other words, in medicine and psychotherapy, psychoeducation is the process of providing patients and their families with structured information about mental disorders, their manifestations, causes, treatments, and self-help strategies. However, the real development and popularization of the psychoeducation method took place only in the 1980s. One of the main stages of its formation was the creation of psychoeducational programs for patients with schizophrenia and their families, initiated by Anderson C.; his programs were aimed at raising awareness of patients and their loved ones about the nature of schizophrenia, as well as teaching effective coping methods (strategies for overcoming stress and problems) to reduce the frequency of relapses. These programs also included training elements that allowed families to better support their loved ones in the process of treatment and adaptation to the life challenges of mental illness [1].

Studies show that psychoeducation has a wide range of applications and can be used in the treatment of various mental disorders, including bipolar disorder, depression, anxiety disorders, as well as in the context of working with other groups of patients suffering from mental illness. Psychoeducation programs that combine elements of education and psychotherapy provide patients with valuable tools for self-management of their condition and increase their overall level of psychological competence,

which contributes to their recovery and reduces the stigma associated with mental disorders [3]. In the medical context, psychoeducation helps to reduce the frequency of relapses, improves patients' motivation for treatment, and improves their quality of life [33; 17]. For example, a meta-analysis conducted by Sin and Norman showed that psychoeducation effectively reduces the risk of relapse in bipolar disorder and increases patients' motivation for treatment [29]. Psychoeducation also plays an important role in preventing the development of complications, as it helps patients to detect signs of symptom exacerbation in time and take appropriate measures to overcome them. In addition, for patients' families, psychoeducation becomes an important tool for building support and improving interaction between family members. This ensures a more stable psycho-emotional climate at home and, accordingly, contributes to the patient's more effective recovery. The main goal of psychoeducation in medicine is to help patients and their families to better understand how mental disorders can affect behavior, emotional state, and physical health, as well as what treatment and support methods are available. Another important aspect is teaching coping strategies, which promotes the development of self-control and self-regulation, helping patients to better cope with emotional and psychological difficulties. Among the main tasks of psychoeducation are the following: raising awareness (providing reliable information about the nature and course of a mental disorder) [20]; development of self-monitoring skills (teaching patients to recognize early signs of exacerbation and apply appropriate coping strategies) [18]; improving communication and creating a supportive environment in the families of patients through the involvement of relatives in the treatment process [12]; reducing stigma (forming a realistic view of mental disorders and combating prejudice) [8].

Fortunately, today psychoeducation has gone beyond medical practice and is used in many other areas (in education, humanitarian context, social work etc). In particular, psychoeducation is a central part of most international mental health and psychosocial support programs (MHPSS). In such crisis situations, psychoeducation can be a powerful tool for reducing anxiety and stress, helping people understand the mechanisms of psychological reactions to trauma, and teaching effective methods of coping with crisis situations. In Ukraine, psychoeducation is becoming increasingly important, especially in the context of supporting the mental health of the population during the war and constant military threats. A scientific and analytical report by the Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine emphasizes the effectiveness of psychoeducation as an affordable method of psychosocial interventions to improve the socio-psychological well-being of the population [37]. And a

study among internally displaced persons in Ukraine showed that psychoeducation programs help reduce anxiety and depression, as well as support adaptation to new conditions [42]. Psychoeducation is also actively implemented in higher education institutions in Ukraine. A study conducted among students of medical and technical specialties showed that psychoeducation measures help to balance stress coping strategies and increase resilience in war conditions [38]. An important trend is also the spread of psychoeducation within social integration programs, where it helps to include marginalized groups, such as people with disabilities, the poor, or those in difficult social conditions. Psychoeducation can help to reduce stigma, foster more positive attitudes and improve social support, which is an important factor in the recovery and adaptation of these groups to society [14; 21]. By providing factual and scientifically based information, psychoeducation forms a more realistic and unbiased perception of mental health in society.

Psychoeducation programs focused on stress resistance and stress management are being actively implemented in educational institutions around the world. Psychoeducation is especially relevant in times of war, when young people face not only academic but also existential challenges that require adaptive psychological strategies. Therefore, this method can become an effective tool that helps to increase students' stress resistance. In the modern educational process, psychoeducation helps students to better understand and manage their emotions. It helps students to realize the nature of stress, its impact, and helps them to develop skills of constructive coping. This is an important aspect of their mental health and ability to cope with stress. In addition, psychoeducation can play a role as a preventive tool that reduces the risk of developing mental disorders among students. Modern research shows that informing students about the nature of stress, coping mechanisms, and the development of self-regulation skills helps to reduce anxiety and emotional exhaustion [27]. A study by Pascoe et al. confirms that psychological education and stress management skills training have a positive impact on students' emotional well-being and improve their academic performance [23]. In general, the use of psychoeducation as a preventive measure not only reduces stress levels but also contributes to the development of students' resilience and adaptability in the modern world, which is characterized by high dynamics of change and instability. The effectiveness of psychoeducation has been confirmed in a number of international studies that have shown that training in stress management techniques helps to reduce anxiety, improve emotional well-being and reduce cases of academic burnout among students [24]. A meta-analysis by Donker T. et al. showed that psychoeducational programs reduce the risk of developing mental disorders and increase psychological



well-being. In this study, the authors found that passive psychoeducational interventions can reduce symptoms of depression and psychological distress. They also noted that such interventions are easy to implement, inexpensive, and can be used as a first step in helping people experiencing psychological distress or depression [9].

According to self-determination theory, satisfying basic psychological needs for autonomy, competence, and relatedness contributes to the intrinsic motivation and well-being of individuals [26]. By providing students with the knowledge and skills to manage stress, psychoeducation can help meet these needs. This, in turn, increases students' stress resistance. Support for autonomy in the learning process, the ability to choose coping strategies and receive constructive feedback contribute to the development of intrinsic motivation and self-confidence. Thus, the introduction of psychoeducational programs can be an effective approach to increasing students' stress resistance by providing them with the necessary knowledge and skills to manage stress and maintain mental health. At present, it can be argued that the implementation of psychoeducational elements in curricula should include such components as informing higher education students about the phenomena of stress and stress resistance; teaching students practical skills to take care of their own mental and physical health; forming clear skills of constructive coping with stress (coping strategies); promoting the development of effective methods of emotional self-regulation by students; developing students' self-reflection and critical thinking; involving students in psychosocial support, etc.

Understanding the nature of stress is the first step towards increasing stress resistance. Informing about the nature of stress base an explanation of the biological, psychological and social aspects of stress, its impact on cognitive functions, emotional state and behavior [16]. It is important to explain to students the difference between eustress (positive stress that mobilizes resources) and distress (destructive stress that depletes the body) [19]. Familiarization with the main symptoms of stress helps students to identify its manifestations in a timely manner and take measures to overcome them. Mental health is an integral part of a person's overall well-being [32]. Therefore, teaching students to take care of mental health is equally important. Mental health care education is the process of familiarizing students with the principles of maintaining psychological well-being, including the importance of sleep, physical activity, social support and healthy habits [24]. An important aspect is the consideration of the biopsychosocial model of health, which indicates the interconnection between biological, psychological and social factors in the development of mental well-being [13.] Caring for mental health includes: recognizing one's

own emotional state; analyzing sources of stress; a balanced lifestyle (adequate sleep, physical activity, information hygiene, social support) [26].

As noted earlier, an essential element of psychoeducation is the development of constructive coping skills (coping strategies) in higher education students. Park & Folkman's research shows that the combination of problem-oriented and emotion-oriented strategies increases the level of psychological flexibility and facilitates adaptation to difficult circumstances [22]. Coping strategies play a key role in a person's ability to adapt to stressful situations [16]. They are divided into three main groups: problem-oriented strategies (focused on finding solutions and actively overcoming difficulties); emotion-oriented strategies (aimed at managing emotions, strengthening internal resources) and avoidance strategies (temporary distraction from stressful situations with their subsequent constructive processing) [5]. Special attention should be paid to the development of students' emotional self-regulation skills. These skills are formed by teaching students various stabilization and relaxation techniques (such as breathing techniques, grounding techniques, mindfulness and meditation, cognitive restructuring techniques, etc). Equally important is the development of reflection and critical thinking skills in higher education students. Reflection helps students realize their own stress triggers and choose the best coping strategies [28]. It is important to teach them to analyze maladaptive thinking patterns, recognize cognitive distortions and replace them with productive mental models [11]. Also psychoeducation of higher education students should be aimed at increasing social resources and involving students in psychosocial support. According to Rutter, social support is one of the main resources for overcoming stress, as it can mitigate the negative impact of stress factors and serve as a buffer against psychological problems [25]. Creating an environment that encourages social interaction and support is crucial for reducing stress among students and promoting their stress resistance. This, in turn, helps to foster a healthy academic and social atmosphere. Volunteer initiatives, particularly those aimed at helping fellow students, can not only improve social ties, but also foster empathy and support among students.

The implementation of psychoeducation in the curricula of higher education students is a multifaceted process that includes the integration of theoretical knowledge and practical skills into various aspects of the educational process. The implementation of psychoeducation in the curricula of higher education students can be carried out through several stages, ensuring the holistic inclusion of components aimed at increasing stress resistance and supporting students' mental health. This can be done through such ways as the integration of psychoeducational modules into

courses (inclusion of special modules or seminars with information on the phenomena of stress, stress resistance and mental health); conducting trainings and workshops that include emotional self-regulation exercises; using digital resources to inform students (online courses, webinars or electronic resources that provide students with knowledge about stress and stress resistance); creation of optional courses or student clubs dealing with mental health, stress resilience and psychological support; integration of psychoeducational elements into the counseling process, when students can receive individual or group counseling on stress management, learning coping strategies and methods of emotional self-regulation; raising awareness among lecturers (organization of special trainings); psychosocial support from lecturers and creation of a safe environment.

**Conclusions.** Psychoeducation is an integral part of modern medical, psychosocial and educational practice. It plays an important role in the formation of stress resistance, expanding the understanding of the mechanisms of stress, as well as teaching effective coping and adaptation strategies. Given the current challenges, the integration of psychoeducation into the educational process is a relevant and necessary step. Psychoeducation programs include informing about mental health, adaptive coping strategies, emotional self-regulation, self-reflection, and the use of social support resources. This helps to strengthen students' stress resistance and their effective adaptation to crisis conditions. Psychoeducation programs also help to develop critical thinking, reflection, and emotional intelligence skills, which are important for successful social and professional interaction. In addition, the introduction of psychoeducation can significantly increase the level of students' readiness to overcome stressful situations in the educational process and further professional activities. This emphasizes the need to develop comprehensive strategies for the implementation of psychoeducational measures in the higher education system of Ukraine. It is also important to ensure that these programs are accessible to all students, regardless of their socio-economic status or academic abilities. Prospects for further research in this area include the development and testing of new approaches to psychoeducation, including the use of innovative technologies and digital platforms. This will make psychoeducation programs more accessible, personalized, and effective, which, in turn, will help improve students' mental health and overall resilience. In addition, an important area of research is to evaluate the effectiveness of various formats of psychoeducational programs, including group classes, individual counseling, and online courses, which will help determine the best methods for their implementation.

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