Exploring the Collaborative Intervention Mechanism for Psychological Crisis among College Students: Solving "Danger" and Seeking "Opportunity"

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Abstract: With the intensification of social competition and the acceleration of the pace of life, college students are facing increasing psychological pressure and increasingly prominent psychological problems. Therefore, it is necessary to strengthen the research on early warning and intervention of psychological crises among college students, integrate the forces of family, school, and society, and jointly respond to the psychological crises of college students. This study starts from the perspectives of psychological crisis prevention and intervention, and constructs a five level mechanism of primary prevention, intermediate prevention, advanced prevention, crisis intervention, and post intervention for collaborative intervention of psychological crises among college students. It further clarifies the connotation, concept, standards, and mechanism construction of collaborative work in psychological crisis intervention for college students, which is of great significance for enriching relevant research in this field.

Keywords: Psychological Crisis Prevention; Psychological Crisis Intervention; Collaborative Intervention; College Student

1. Introduction

Recently, the Ministry of Education and 17 other departments jointly issued the Special Action Plan for Strengthening and Improving the Mental Health Work of Students in the New Era (2023-2025). The plan adheres to the educational concept of health first and emphasizes the need to effectively place mental health work in a more prominent position. Scientific identification, real-time warning, professional consultation, and proper response are the key to doing a good job [1]. It is necessary to accurately intervene in various psychological problems of students and provide good mental health services. Currently, adolescent psychological problems are frequent, and it is important to pay close attention to the mental health of the student population, especially college students who are in a critical period of psychological development. They have a stronger curiosity and desire to explore unknown fields, but also experience more conflicts between ideals and reality, independence and dependence, as well as internal and external conflicts. The pressure and confusion they face can be imagined, and they are prone to falling into psychological crises. Therefore, it is necessary to strengthen the early warning and intervention research on the psychological crisis of college students, and to leverage the collaborative efforts of multiple parties. Not only should we help them resolve the psychological crisis, but more importantly, we should improve their psychological adaptability, form a healthy personality, and better cope with unknown crises.

The current situation has put forward higher requirements for college students' mental health education and psychological crisis intervention work. However, in practical operation, there are still difficulties and challenges in areas such as the lack of early detection and intervention, the emphasis on intervention over prevention and post intervention, and the coordinated intervention of family, school, and society [2]. On the one hand, this article starts from the perspectives of psychological crisis prevention and intervention, and constructs a five level mechanism of primary prevention, intermediate prevention, advanced prevention, crisis intervention, and post intervention for collaborative intervention in college students' psychological crises. It further clarifies the connotation, concept, standards, and

mechanism construction of collaborative work in college students' psychological crisis intervention. On the one hand, clarify the connotation of the family, school, and social collaboration mechanism in the collaborative intervention mode for college students' psychological crises, propose specific measures to strengthen the family school social collaboration intervention for college students' psychological crises, and construct a network mechanism of the trinity of family school social collaboration for college students' psychological crisis intervention, so as to build a more scientific family school social collaboration intervention mechanism for college students' psychological crises.

2. Psychological Crisis

Psychological crisis refers to the psychological response that occurs when an individual is unable to avoid and use their own resources and stress methods to solve unexpected events or major setbacks and difficulties. This concept was first proposed by American psychologist KaplanG [3]. Psychological crisis can be caused by various factors, such as natural disasters, major life events, interpersonal conflicts, environmental changes, psychological trauma, etc. It manifests as a state of pain and anxiety, usually accompanied by symptoms such as despair, numbness, and anxiety. Psychological crises often occur suddenly and require immediate attention. Individuals may experience extreme emotions such as sadness, fear, anxiety, and despair. During a psychological crisis, an individual's thinking ability, decision-making ability, and social interaction ability may be severely affected, and the psychological crisis may lead to harm to oneself or others, and even the risk of suicide. In addition, psychological crises such as depression, anxiety, and suicidal tendencies are prevalent worldwide. These issues not only affect the quality of life of individuals, but also pose challenges to social stability and economic development.

3. Research on Psychological Crisis Intervention for College Students

According to a study by Chongqing Vocational College of Finance and Economics, 24.6% of contemporary college students have varying degrees of mental health problems, such as depression, lack of goals, confusion, inadequate abilities, academic difficulties, numerous growth difficulties, and tense interpersonal relationships. These mental health issues are becoming increasingly prominent in universities, growing at a rate of 1-3% per year. The survey by the Institute of Psychology of the Chinese Academy of Sciences also shows that college students generally have negative emotions such as anxiety, panic and interpersonal sensitivity [4]. Therefore, the mental health issues of college students are becoming increasingly prominent and require attention.

Over the past 20 years, the awareness of psychological crisis intervention has rapidly developed from "weak" to "strong". The reasons for the rapid development of psychological crisis intervention are multifaceted, including the urgent needs of reality, the high attention of the state, the active exploration and effective organization of the education sector, and the research and practice of various sectors of society. However, the relatively short development history, limited practical achievements, and constantly transmitted multifaceted pressure still result in many problems and deficiencies in the current psychological crisis intervention work for college students. The unilateral force is weak, and collaborative governance resources are scarce, which urgently needs to be actively improved and effectively perfected. The professional and collaborative development of psychological crisis intervention for college students is definitely the central issue of modern psychological service work. How to build a more efficient collaborative mechanism for psychological crisis intervention among college students, truly integrate the concept of family school community collaboration into practical work, improve the professionalism and effectiveness of work, will be an important factor affecting the effectiveness of psychological education work.

3.1 A Study on the Intervention Mechanism for Psychological Crisis in College Students

Sort out the context of the occurrence and development of psychological crisis intervention research for college students in China, integrate it with existing intervention mechanism research, analyze the advantages and disadvantages of existing mechanisms,

find the starting point and foothold of the family school community collaborative intervention mechanism for college student psychological crisis, and promote the long-term development of psychological crisis intervention work in universities.

3.1.1 Classification of psychological crisis intervention mechanisms for college students

The mechanism of psychological crisis intervention can be divided into three types: prevention, treatment, and both.

Emphasis on prevention: The core is to prevent psychological crises by improving individual psychological qualities and coping abilities, with the aim of enhancing individual psychological resilience before crises occur. The key areas include mental health education, stress management training, and life skills development.

Emphasis on therapeutic type: mainly targeting individuals who have already experienced psychological crises, providing professional treatment and continuous psychological support, aiming to help individuals recover their mental health, handle and resolve crises. The key areas include emergency psychological counseling, medication treatment, crisis event management, etc., which usually require the participation of professional psychotherapists or psychiatrists to provide targeted treatment plans.

The emphasis is on prevention and treatment, with a focus on both aspects. It not only emphasizes reducing the occurrence of psychological crises through preventive measures, but also emphasizes timely and effective treatment of crises that have already occurred [5]. The goal is to both reduce the occurrence of crises and provide effective responses when crises occur. This model typically requires a comprehensive system that covers the entire process from prevention and warning to treatment and rehabilitation.

3.1.2 Key points of intervention mechanism for psychological crisis among college students

Organizational structure: Establish a specialized institution responsible for intervening in psychological crises among college students. This institution should have clear responsibilities and powers, be able to coordinate internal and external resources, and provide professional psychological services.

Work System: Build a complete work system that covers multiple aspects such as prevention, warning, intervention, and tracking, including prevention, warning, intervention, and tracking. This system should be able to timely identify and respond to students' psychological crises, provide corresponding services and support.

Guarantee mechanism: Ensure sufficient resources to support psychological crisis intervention work, including funding, manpower, facilities, etc. At the same time, corresponding policies and institutional safeguards should be established to clarify the responsibilities and tasks of relevant departments and personnel in psychological crisis intervention, establish cross departmental coordination mechanisms, ensure effective collaboration among departments in crisis intervention, and safeguard the smooth progress of work and the rights and interests of students.

Collaborative mechanism: Psychological crisis intervention requires the collaborative work of multiple departments and individuals both inside and outside the school. Schools should establish good cooperative relationships with families, communities, professional institutions, etc., and work together to provide support for students. At the same time, attention should also be paid to the collaboration between disciplines such as psychology, education, medicine, etc., in order to provide more comprehensive services [6].

3.2 The Realistic Background of Collaborative Intervention Mechanism for Psychological Crisis of College Students

Psychological crisis intervention for college students is a task that requires direct participation and close cooperation from the family, school, and social levels. The collaborative efforts of families, schools, and communities reflect a high position and strategic guidance in the new era. The high attention, effective communication, and efficient collaboration among family, school, and community towards psychological crisis issues are necessary conditions for the smooth implementation of psychological crisis intervention. However, there are still many problems in the current collaborative mechanism between families, schools, and communities, which need to be identified, analyzed, and resolved. Secondly, what kind of work orientation should be based on in the

collaborative work of family, school, and society? It is also necessary to clarify and elaborate during the research process. On the one hand, problems can be found from reality; On the one hand, opportunities can be found from the problems.

3.2.1 Problems in Collaborative Intervention of Psychological Crisis for College Students

Problem recognition: In the intervention of psychological crisis among college students, there is a problem of insufficient understanding of psychological problems. This includes insufficient awareness of the severity of psychological problems, the importance of prevention and intervention, and neglect of mental health education. Schools, families, society, and students themselves may have misunderstandings and neglect of psychological issues, which can affect the effective implementation of intervention measures.

Collaborative practice: In the practice of psychological crisis intervention, there may be obstacles to collaborative work between different departments and individuals. For example, school psychological counseling centers, student affairs departments, healthcare institutions, student unions, etc. may lack effective communication and collaboration mechanisms, resulting in inconsistent and ineffective intervention measures.

Long term linkage: Establishing a long-term linkage mechanism is a challenge in intervening in psychological crises among college students. This includes establishing long-term tracking services, continuous mental health education, and regular mental health assessments [7]. The lack of long-term mechanisms may lead to a focus on psychological issues only being given attention during crises, while neglecting the importance of prevention and long-term intervention.

In order to address these issues, it is necessary to enhance our understanding of psychological issues, strengthen cross departmental collaborative practices, establish long-term linkage mechanisms, and continuously promote the development of mental health education and intervention work. This requires the joint efforts and participation of schools, families, society, and students themselves.

3.2.2 Work orientation of collaborative intervention for psychological crisis among

college students

Passive to proactive: Traditional psychological crisis interventions often respond passively, taking measures only after a crisis occurs. The proactive work orientation emphasizes the prevention of psychological crises through regular mental health education, early identification and intervention. This orientation requires schools and relevant departments to actively pay attention to the mental health status of students, rather than only intervening when problems arise.

Transformation from emergency to prevention: Emergency response is an important part of dealing with psychological crises, but more importantly, it shifts the focus of work from emergency response to prevention. This means reducing the occurrence of psychological crises by improving students' psychological resilience, providing mental health education and life skills training, and other measures.

Extremely positive transformation: Negative work orientation usually takes measures only after problems occur, while positive work orientation focuses on cultivating students' positive psychological state and coping ability. This includes using positive psychological methods such as encouraging students to develop personal strengths, establishing positive interpersonal relationships, and participating in meaningful activities to promote their mental health.

One side to three sides linkage: Traditional psychological crisis intervention may mainly be implemented by schools or professional mental health service institutions, while the work orientation of tripartite linkage emphasizes the joint efforts of schools, families, and society [8]. This linkage model can provide a more comprehensive support network to help students better cope with psychological crises.

These changes in work orientation contribute to the construction of a more effective and comprehensive collaborative intervention mechanism for psychological crises among college students, thereby better safeguarding their mental health.

3.3 Practice and Exploration of Collaborative Intervention Mechanism for Psychological Risk of College Students

The prevention and intervention of psychological crises fundamentally aim to

enhance people's ability to cope with crises, rather than focusing on the prevention of specific crisis events. The intervention mechanism for psychological crisis among college students can be divided into five levels: advanced prevention, intermediate prevention, primary prevention, crisis intervention, and post crisis intervention [9]. Each level has three levels of goals, content, and approaches, as shown in Table 1.

Table 1. The Basic Framework of Family School Community Collaborative Intervention Mechanism for Psychological Crisis of College Students

	Psychological crisis prevention			Psychological crisis intervention	
	Advanced Prevention	Intermediate Prevention	Primary Prevention	Emergency intervention	Post intervention
target	Improve mental health and crisis prevention awareness, cultivate healthy personality, and enhance the mental health level and crisis response ability of students.	When students face difficult situations or psychological problems, avoid causing serious psychological problems and avoid serious adverse consequences.	When serious psychological problems were discovered in students, the psychological crisis was eliminated in its early stages.	Timely and effective intervention in psychological crises to avoid serious social consequences; Assist the parties involved in restoring psychological balance; Eliminate the psychological impact of psychological crisis on others.	Assist the parties or related personnel in further restoring psychological balance, promoting their psychological growth, and better adapting to future life.
content	1. Improve mental health and crisis prevention awareness. 2. Cultivate a healthy personality. 3. Improve mental health level and crisis response ability.	1. Enhance the crisis prevention awareness of special group students. 2. Screen and pay attention to the dynamics of high-risk students. 3. Timely resolve student psychological crisis issues.	1. Establish a psychological crisis warning system to timely detect students' psychological crises. 2. Establish psychological crisis assessment standards to accurately assess the psychological crises of college students. 3. Establish a psychological crisis response mechanism to quickly respond to students' psychological crises.	1. Emergency intervention mechanism for parties involved. 2. Psychological intervention for relevant personnel to timely resolve their crisis stress reactions.	1. Evaluate the intervention effect and understand the physical and mental state of the parties or related personnel. 2. Consolidate the intervention effect to help the parties or related personnel restore psychological balance. 3. Optimize the intervention effect to help them better adapt to future life.
Pathways and methods	Curriculum teaching (school) 2. Propaganda and education (school, society) 3. Practical activities (society) 4. Educational atmosphere (school, family, society)	1. Propaganda and education (school, society) 2. Screening and filing (school) 3. Psychological counseling (school, society)	1. Early warning mechanism (learning 2. Evaluation criteria (school, society) 3. Response mechanisms (school, family, society)	1. Support system (learning 2. Work mechanism (school, society) 3. Intervention technology (school, society)	1. Psychological environment (school, family) 2. Psychological training (school) 3. Social support system (school, family, society)

4. Conclusion

The problem of psychological crisis among college students is constantly emerging, and effective mechanisms for home school community collaborative intervention in college students' psychological crisis should be fully studied and explored. Parents should learn about mental health knowledge, raise awareness of psychological issues, cultivate a

good family education environment, maintain effective communication with their children, provide emotional support and psychological assistance, and pay attention to their children's psychological changes. Schools should offer mental health courses, popularize mental health knowledge, improve students' self-regulation ability, and establish a psychological crisis warning system to identify and intervene in high-risk individuals early. They should also strengthen communication with parents through parent teacher conferences, home visits, and other means to jointly pay attention to students' mental health. The government should introduce relevant policies to support mental health education and crisis intervention for college students, integrate social resources such as professional psychological counseling institutions and volunteer services, provide more support and assistance for college students, and raise public awareness of college students' mental health through media and other channels, forming a good social atmosphere that pays attention to and supports college students' mental health. Through such a collaborative mechanism between families, schools, and communities, it is possible to more effectively prevent and respond to psychological crises among college students, enhance their quality education, promote their physical and mental health development, and fulfill the fundamental task of cultivating morality and talent.

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