

# Research on Psychological Crisis Intervention for Vocational College Students

**Xiong Lingjun**

*Jiangxi Modern Vocational and Technical College, Nanchang, Jiangxi, China  
15568659@qq.com*

**Abstract:** *In the current era of development, vocational college students are influenced by multiple factors such as academic, economic, interpersonal, and emotional factors, becoming a group of college students who are prone to psychological problems. In order to effectively prevent the occurrence of psychological crises among vocational college students, vocational colleges must strengthen the research and practice of relevant psychological crisis warning mechanisms and strategies. This article mainly discusses the psychological problems that exist among students in vocational colleges at present. Based on these problems, corresponding crisis intervention and mutual assistance measures and macro strategies are formulated to handle the psychological health problems of vocational college students and timely resolve potential crisis events.*

**Keywords:** *Vocational students; Psychological crisis; Intervention research*

## 1. Introduction

American psychologist Kaplan first proposed the concept of psychological crisis. He believes that when a person's previous problem-solving methods and usual support systems are insufficient to cope with the difficult situation they are facing, that is, the temporary psychological imbalance caused by the current situation exceeding their ability to cope, is a psychological crisis. Vocational college students are a special group. Although they are referred to as 'college students', they are far from being 'the proud sons of heaven'. Such a special group has indescribable psychological contradictions. Sometimes, they are considered college students and should do things that conform to their "identity" as college students; Sometimes, they are considered "low-level" workers who have been eliminated by society, which undoubtedly brings a lot of social pressure to vocational college students. From the growth experience of vocational college students, the many negative events they have experienced are also one of the important factors that cause severe psychological problems for vocational college students. In recent years, crisis incidents among vocational college students have become common, with an increasing number of incidents such as campus bullying, self harm and suicide, and running away from home, resulting in increasingly negative social impacts. Therefore, it is very important to study how vocational schools respond to psychological crisis events.

## 2. Psychological Crisis Performance of Vocational College Students

### 2.1 Concept of psychological crisis

To understand the concept of psychological crisis, the first step is to understand the concept of crisis. Crisis refers to an event or encounter in which an individual or group of humans are unable to utilize existing resources and habitual coping mechanisms to handle. Crises are often sudden and unexpected. Psychological crisis refers to a significant change in one's living conditions due to sudden suffering from serious disasters, major life events, or mental stress, especially the emergence of difficulties that are difficult to overcome with existing living conditions and experiences, leading to a state of pain and anxiety, often accompanied by despair, apathy, anxiety, and autonomic nervous symptoms and behavioral disorders. Psychological crisis intervention is the process of helping people in crisis to understand the essence of the problem, rebuild confidence, unleash their abilities and potential, restore psychological balance, and achieve growth.

## ***2.2 Psychological Crisis Performance of Vocational College Students***

### ***2.2.1 Environmental adaptation issues***

From high school to university, regardless of their major, the first problem faced by students is adaptation, and environmental adaptation is the first of all adaptation problems that need to be faced and solved. Among today's students, there are relatively few students who live and study in high school, and most of them study between school and home. Therefore, from the living and learning environment of high school, they suddenly switch to the environment of university. In this process, some students may feel uncomfortable. Today's freshmen are already born in the 2000s. For these students, they have not done too much housework at home since childhood, have not faced too many setbacks and challenges, and lack independence. Therefore, when they suddenly enter university, the unfamiliar campus environment will cause them to experience psychological crises, which will make it more difficult for them to integrate into normal university life. This leads to more serious psychological problems.

### ***2.2.2 Learning style issues***

Middle school learning is completely different from university learning. Middle school learning is supervised by parents and teachers, and there is even more pressure from the college entrance examination. However, university learning is not supervised by anyone, and there is no pressure for further education. It is all based on self-awareness. Therefore, when students first enter university, without the supervision and pressure from high school, many students will abandon their studies and indulge themselves to the fullest, resulting in many phenomena such as skipping classes, sleeping in class, and playing games. Finally, when it was time to start the exam, I realized that I had been wasting my time. I had not learned anything that needed to be learned, resulting in negative emotions and a psychological crisis over time.

### ***2.2.3 Interpersonal relationship issues***

Interpersonal relationship issues are an important aspect of psychological crisis for vocational college students, and interpersonal relationships are an important component of college students' mental health. Good interpersonal relationships often gain more recognition and support, and also lead to more happiness. In China, due to the pressure of entering the college entrance examination during high school, both parents and teachers prioritize learning and academic performance, often neglecting the cultivation of students' interpersonal relationships. In such a situation, most students can still maintain a good attitude, but some students may experience self-isolation, obstacles or deficiencies in interpersonal skills. Once these students enter university, unable to quickly establish good relationships with classmates around them can lead to emotional states such as inferiority, irritability, and loneliness. If this negative state cannot be eliminated early, it can lead to a psychological crisis over time.

### ***2.2.4 Sexual and romantic issues***

During college, students are generally between the ages of 18 and 22. During this stage, their sexual physiology has matured and their energy and hormone levels are at their peak. College students have a strong attraction to the opposite sex, and their hearts are eager for sex and love. However, due to social and environmental constraints, everyone's desires and impulses need to be suppressed deep within their own hearts. Students with a good psychological state will express their inner thoughts through self-improvement, striving to pursue, and other means. However, there are still some students who are timid and cramped, unable to boldly express their inner thoughts. Prolonged repression can lead to various psychological problems. In addition, establishing a romantic relationship is a beautiful process, but heartbreak is also a normal state of life. How to establish a good romantic relationship and accept and adapt to the breakdown of a romantic relationship is also something that college students need to learn and master. Therefore, correctly handling sexual and romantic issues is also an important aspect of psychological crisis intervention for college students. <sup>[1]</sup>

## **3. The Value of Psychological Crisis Intervention for Vocational College Students**

### ***3.1 Enhancing the importance of schools on psychological crisis events***

The weak psychological crisis education among vocational college students is an important reason for inducing psychological crises. Psychological crisis education is an important means to improve the

ability of vocational college students to cope with psychological crises. Unfortunately, many schools currently have poor vigilance against student psychological crises, and even some schools still have the idea and practice of 'as long as students don't have any problems', everything will be fine. Schools should have the concept of "preventing problems before they occur", so that students can understand the concept of psychological crisis and how to prevent it. Schools should establish relevant systems, establish comprehensive intervention mechanisms, enhance teachers' crisis intervention capabilities, and transform educational concepts.

### ***3.2 Improve the ability to handle psychological crisis events***

Carrying out psychological crisis warning work for students in vocational colleges has very profound significance. On the one hand, it is in line with the psychological status of vocational college students and can also help them grow and become successful in a healthy manner. In the era of the internet, there is a variety of mixed information, and vocational college students lack information discrimination and are also susceptible to the influence of bad information. Through psychological crisis warning intervention, students' ability to identify information can be improved, and it can also help them learn to use healthy and beneficial resources on the internet to promote personal mental health. Through psychological reconstruction, students' psychological growth and personality improvement can be achieved, which can meet the needs of most students for mental health. On the other hand, vocational college student staff can handle student psychological crisis events calmly and in advance. The traditional crisis management model passively responds to the emergence of crisis events, while neglecting the deep repair of students' personality, which can easily lead to the recurrence of crises. By constructing a comprehensive early warning mechanism, we aim to establish a comprehensive student psychological crisis intervention mechanism from crisis prevention, early warning, emergency response, public opinion response, psychological reconstruction, and ability improvement, in order to prevent the occurrence of student psychological crisis events to the greatest extent possible, ensure students' physical and mental health, and successfully complete their studies.<sup>[2]</sup>

## **4. The Dilemma of Psychological Crisis Intervention in Vocational Colleges**

### ***4.1 Lack of focus on potential sources of crisis for students***

Vocational college students are in a critical and golden period of growth, and their psychological development speed is relatively fast, moving towards maturity, but they have not yet truly matured. Some vocational college students may experience academic frustration due to their failure in the college entrance examination, feeling that vocational colleges are their last resort or using this choice as a means of punishing themselves, thus subjecting themselves to enormous psychological and mental pressure subconsciously. They blindly maintain 'self-esteem' and are unwilling to accept reality, constantly in a state of internal conflict, which in turn puts them under pressure from both family and school. From a psychological perspective, when this pressure exceeds the range that students can withstand, it will inevitably bring them psychological crisis, but some schools have failed to pay attention to the potential sources of crisis for students.

### ***4.2 Lack of reflection on the serious consequences of student psychological crisis***

The essence of psychological crisis is a life experience, not a pathological development process. Anyone will face psychological crisis in their daily lives. Different modes of dealing with psychological crises can lead to different outcomes. The results are mainly divided into four types: firstly, being able to successfully overcome psychological crises, mastering effective models for dealing with psychological crises, and improving one's inner health index; Secondly, even if you overcome a psychological crisis, you will still leave behind psychological trauma; Thirdly, unable to withstand psychological crisis and engage in self-injurious or self-destructive behavior; Fourthly, it is impossible to eliminate the serious psychological barriers that arise after experiencing a psychological crisis. When vocational college students face psychological crises, only by maintaining a positive and upward attitude in mental health education can they overcome the crisis and achieve physical and mental health growth. However, in situations of severe psychological crisis, some students are bound to engage in irrational behavior due to low immunity. While their mental health is severely affected, they are more likely to suffer from psychological diseases. If many students have a serious psychological crisis, the campus order will naturally become very chaotic, and the normal learning and living order of

students cannot be guaranteed. However, some vocational colleges lack relevant awareness when dealing with students' psychological crises, which brings many factors that are not conducive to their healthy growth.<sup>[4]</sup>

#### ***4.3 The scale of the student psychological crisis intervention team is not strong enough***

Vocational colleges have always attached great importance to students' mental health education, such as offering courses on mental health education. These courses not only enable students to learn theoretical knowledge of mental health, but also cultivate their ability to effectively respond to psychological problems. However, in the process of providing psychological health education to students in vocational colleges, there is a problem of insufficient scale of student psychological crisis intervention teams. The number of personnel engaged in student psychological crisis intervention work in vocational colleges is extremely small, which makes it difficult for the relevant theories of student psychological crisis intervention to be effectively applied in practice, and it is also difficult to truly implement student psychological crisis intervention work. Although the psychological crisis intervention work for vocational college students involves multiple issues, the current insufficient scale of the psychological crisis intervention team has become a prominent problem. Expanding the scale of the psychological crisis intervention team is an imperative task.

#### ***4.4 Students and parents refuse to cooperate***

When vocational college students experience psychological crisis or mental disorders, they must be treated with the cooperation of their guardians and themselves. However, due to the pressure of public opinion, most students and parents may develop a "sense of shame" and still believe that mental illness is a raging threat, refusing to face the problem squarely. Parents are also afraid that the school will use this as an excuse to drop out or suspend their students, resulting in the loss of hard-earned opportunities to attend. On the one hand, students and parents are not aware of the seriousness of the problem; On the other hand, students and parents lack psychological knowledge and coping skills. Therefore, many psychological crisis events are due to the increasing "procrastination" of students and parents.

### **5. Intervention strategies for psychological crisis among vocational college students**

#### ***5.1 Implementation principles of psychological crisis intervention strategies for college students***

##### ***5.1.1 Timeliness***

Psychological crisis intervention for college students should be timely. The occurrence of psychological crises among vocational college students during their school years is often unpredictable and has both suddenness and contingency. This requires teachers to promptly detect students' psychological crises, and schools to quickly respond by mobilizing all personnel who can be mobilized, such as the department heads, counselors, homeroom teachers, student cadres, etc., to decisively intervene in the fastest and most effective way at any time and place. Provide students with listening, companionship, and support. When face-to-face communication is not possible, crisis intervention can be carried out through online communication, taking multiple measures to truly solve students' psychological crisis in the first time.

##### ***5.1.2 Persistence***

The implementation of psychological crisis intervention should be sustainable. After the crisis and emergency situation are resolved, continuous attention should be paid to the students involved. Psychological crisis intervention staff need to have regular interviews once a week to continuously monitor the psychological development of students and maintain care for the students involved. The school needs to build a collective structure to solve problems and overcome difficulties together, assist the parties involved in solving the current practical problems, provide timely support and assistance, and encourage them to resume normal learning and life as soon as possible.

##### ***5.1.3 Synergy***

The implementation of psychological crisis intervention should ensure synergy. Psychological crisis intervention requires the integration of multiple forces to provide multi-dimensional psychological crisis intervention for students. Firstly, the school integrates on campus and off campus psychological service resources, establishes a professional work team for mental health education, and uses student

workers as a bridge, with the active participation of student cadres as assistance, to form a collaborative intervention team with teachers as the main body and students as the auxiliary body. Secondly, after a crisis occurs, the school immediately establishes contact with the parents of the students involved and requests them to come to the school as soon as possible to discuss appropriate solutions. Before parents arrive at the school, assign a dedicated person to monitor the students 24 hours a day to ensure their personal safety. After meeting with parents, the school will comprehensively communicate with students' information and take them together to receive professional psychological treatment. Faced with the diagnosis and treatment results, both family and school jointly develop intervention measures to ensure the smooth resolution of the crisis. [4]

## ***5.2 Intervention strategies for psychological crisis among vocational college students***

### ***5.2.1 Strengthen the popularization of psychological crisis knowledge throughout the school***

University leaders, administrative departments, and all teachers and students should enhance their awareness of crisis intervention, understand the significance and importance of crisis intervention, and master emergency response methods for crisis events. Universities provide training on psychological crisis intervention knowledge to all teachers in order to enhance their crisis awareness and coping abilities. Every teacher may be the first to discover a crisis, increase crisis awareness, and master response methods in order to respond to crisis events in a timely and effective manner. Secondly, student cadres are the most likely group of students to first detect crisis signals. Lectures on psychological crisis knowledge are provided to student cadres, with a focus on providing relevant training for class psychological committee members and dormitory leaders, which has a positive promoting effect on the resolution of crisis events.

### ***5.2.2 Develop good study and lifestyle habits, enhance psychological tolerance***

The current internet teaching mode is widely used. Due to long-term online classes, college students are unable to go out and communicate with their peers, lack physical exercise, and are addicted to games and mobile phones. The proportion of internet addiction has significantly increased, leading to a significant increase in the incidence of psychological crisis among college students. In response to this situation, it is an important intervention measure to intervene before the occurrence of a psychological crisis among college students and help them develop good study and life habits. Vocational college students should set learning goals that are suitable for themselves, while also avoiding addiction to online games and browsing useless information. On the contrary, they can utilize online resources, broaden learning channels, and find solutions to problems. The school actively cultivates good study and lifestyle habits, rejects laziness and lying flat, and improves learning efficiency at home. College students can fight against feelings of emptiness and frustration through the above behaviors, establish lofty goals, combat anxiety, and improve psychological tolerance in an orderly learning and life.

### ***5.2.3 Utilize the advantages of peer psychological counseling to broaden channels for emotional release***

Peer counseling, also known as peer counseling, refers to the systematic selection and training of non psychological professionals to provide psychological counseling services to peer visitors. The first discoverers of psychological crises for college students are often classmates or friends of the crisis subject. They belong to the same social group as those who experience psychological crises, with similar values and life experiences. They spend more time together in life and learning, making it easier to detect the signs of psychological crises and abnormal behavior. So the role of peer counseling is the first line of defense for intervening in psychological crises. In addition, when college students experience a psychological crisis and have already received psychological counseling from a professional psychological counselor, it can lead to identification difficulties due to individual behavior being different from the student group, resulting in more negative impacts. At this point, using peer counseling can enable people living around students in crisis to accompany them as friends, serving as listeners and supporters.

### ***5.2.4 Establishing a warning system for school psychological crisis intervention***

The emergence of student psychological crises is not temporary, and there is a very long incubation period during this process. The vast majority of psychological crises can be observed and warned before crisis events occur. Therefore, it is necessary to do a good job in intervening in vocational college students' psychological crises and establish a sound warning system. There are many methods to establish an early warning system, and each university should develop a reasonable and feasible

early warning system based on its own actual situation. At the same time, it is necessary to improve students' mental health records, obtain preliminary data through freshman psychological assessment, and then judge the perfect mental health records through continuous attention and conversation with class teachers, counselors, and psychological centers. Special attention should be paid to the key attention students in the records. These students are the ones that the early warning system needs to pay attention to.

### ***5.2.5 Strengthen cooperation and communication between families and schools, and strengthen students' safety defense lines***

It is necessary to strengthen communication between schools and students' families in order to intervene in the current psychological crisis of college students. Family education and school education can have a significant impact on individual students, which can be a direct source of personal emotions. Strengthening family school cooperation to carry out mental health education is an important measure for psychological crisis intervention among vocational college students and an inevitable requirement for ensuring the safety of college students. Firstly, universities should help parents establish correct mental health concepts, communicate and contact the school in a timely manner when students encounter psychological crises, and ensure the safety of students in multiple aspects. Secondly, when students experience a psychological crisis, the school and family can unite to provide psychological counseling to students. While ensuring their personal safety, the crisis can be resolved in stages and the defense line for students' personal safety can be strengthened.<sup>[5]</sup>

## **6. Conclusions**

In recent years, vocational education in China has entered a stage of high-quality development. When we face the psychological crisis that vocational college students face, we must transform it into an opportunity for students' psychological growth, find the psychological growth points of college students from the crisis, and cultivate their excellent psychological qualities. At the same time, higher vocational colleges must carry out psychological crisis intervention related work for college students, avoid the malignant development of negative psychological phenomena, and comprehensively promote the mental health development of college students.

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