



# Exploring the Path of University Teachers' Participation in Psychological Crisis Intervention for College Students under the Perspective of Three-Whole Education

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**Abstract.** "Three-whole-education" is a new type of comprehensive education concept, which is of great significance in college education, and can mobilize teachers' enthusiasm and reduce the risk of psychological crisis intervention for college students from multiple dimensions. Therefore, under the perspective of three-whole-education, we explored the effective paths of university teachers' participation in psychological crisis intervention when they are able to. That is, it clarifies the overview of psychological crisis and psychological crisis intervention, analyzes the role of university teachers' participation in psychological crisis intervention, combines with the current psychological crisis intervention status of university students, and elaborates the path of university teachers' participation in psychological crisis intervention for university students under the perspective of three-whole-education from the three aspects of all-member-education, whole-process-education, and all-around-education to make some contributions to the promotion of the development of mental health education and improvement of the early warning and treatment mechanism of psychological crises. It makes a certain contribution to the development of mental health education and the improvement of the early warning and treatment mechanism of psychological crisis.

**Keywords:** Three-whole-education Perspective; University Teachers; College Students; Psychological Intervention; Paths; Exploration.

## 1 Introduction

Psychological crisis refers to the negative emotional experiences such as tension, worry, anxiety, depression, fear, despair, etc. that arise when individuals are unable to cope with or get rid of difficult situations or major life events, which may seriously affect their physical and mental health and quality of life [1-3], and even lead to the occurrence of extreme behaviors. In today's era of informatization and networking, the emergence and intervention methods of psychological crises among college students have also been deeply influenced by technological innovation. The emergence of psychological crisis among college students is often closely related to negative life events such as stress, frustration and conflict. The popularization of information technology,

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such as social media, online learning platforms, and big data analysis, has greatly increased the amount of information that college students face, while also bringing more potential sources of pressure and conflict points. They may encounter bullying, misunderstandings, or excessive comparisons in the virtual world, all of which can become triggering factors for psychological crises. When facing these events, college students may feel helpless, hopeless, and out of control, resulting in strong negative emotions and behavioral reactions<sup>[4-6]</sup>. For example, some may experience physical symptoms such as insomnia, loss of appetite, and poor concentration, or show emotional problems such as anxiety, depression, and irritability. Influenced by the complex living environment of college students, the frequent occurrence of college students' psychological crisis problems in recent years is not conducive to the normal educational work, therefore, it is necessary to effectively intervene in college students' psychological crisis.

The perspective of "three-whole-education" refers to all member, whole process and all around education, which is highly comprehensive. The all member education refers to the fact that the main body of education includes not only teachers and administrators of the school, but also parents, society and other personnel, who are jointly involved in the educational process of students<sup>[7-10]</sup>, forming an educational synergy to create a more comprehensive and in-depth educational experience for students. Whole-process education refers to continuous educational guidance in each process to ensure that students are supported throughout the educational process. All-around education focuses on the spatial dimension of education, emphasizing the realization of all-round coverage in terms of educational content, methods and means. This requires educators to focus on the overall development of students, not only in the transfer of knowledge, but also in character education, mental health education, social practice and other aspects of efforts<sup>[11-13]</sup>, in order to promote the improvement of the overall quality of students. Under the perspective of "three-whole-education", the governance of university student community also needs to be adjusted and optimized accordingly. First of all, it is necessary to establish the position of the student community as a place for moral education, and to carry the goal of human education throughout the community governance. Secondly, it is necessary to expand the participation of the main body of community construction and mobilize all positive factors to participate in the process of education and training of students. At the same time, we also need to grasp the process of student development and law, optimize the use of student community material resources, humanistic environment and other conditions, to provide students with a good learning and living environment. Against the above background, this paper explores the effective path for university teachers to participate in the psychological crisis intervention of college students.

## **2 Overview of Psychological Crisis and Psychological Crisis Intervention**

There is a close and inseparable relationship between psychological crisis and psychological crisis intervention. Psychological crisis is a state of strong negative emotional experience and dysfunction arising from the inability of individuals to cope effectively

with major stress or change, while psychological crisis intervention is a series of professional psychological techniques and methods <sup>[14-17]</sup> aimed at helping individuals to restore their psychological balance, alleviate their negative emotions and solve their psychological problems, and the relationship between the two is shown in Table 1 below.

**Table 1.** Relationship between psychological crisis and psychological crisis intervention

Psychological crisis	Psychological crisis intervention
Define	For those who encounter adversity or disasters, adopt emergency response methods to help them psychologically relieve imminent danger, restore psychological balance, and prevent future psychological crises from occurring.
Expressions	Psychological reactions during acute or chronic diseases, such as anxiety, fear, depression, etc; Intense psychological pain may lead to social dysfunction, even mental breakdown or suicide.
Intervention objectives	Relieve and eliminate symptoms of psychological crisis, restore psychological function to pre crisis levels, and help individuals acquire new coping skills to prevent future psychological crises from occurring.
Intervention principle	Quickly identify the problem and take corresponding measures immediately; Encourage family or friends to participate; Encourage confidence and avoid developing a dependency mentality.
Intervention measures	Listening, observing, understanding, and responding; Encourage discussions on current feelings and talk about the past and present; Help face reality, accept reality and pain; The methods of the church in dealing with crises.
Interventional significance	Strengthen students' understanding and awareness of crises; Improve students' ability to withstand setbacks and emotional regulation; To avoid or reduce the occurrence of self injury or injury to others; Optimize the psychological qualities of students and promote their healthy growth and success.

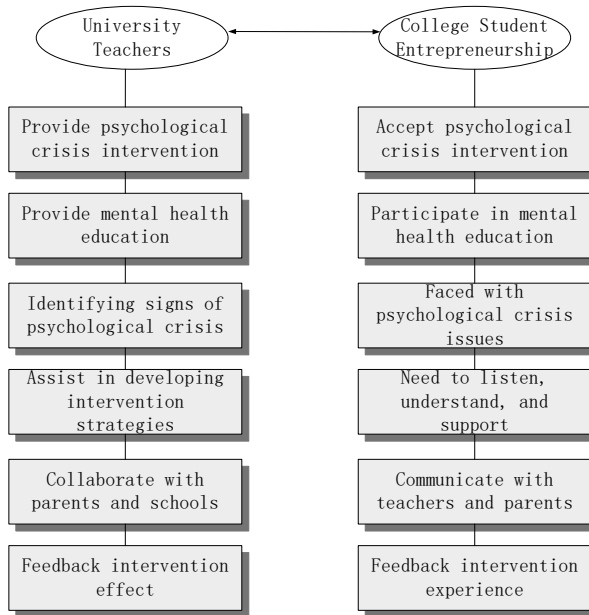
As can be seen from Table 1, the relationship between psychological crisis and psychological crisis intervention is reflected in several aspects. First of all, the existence of psychological crisis is the premise and foundation of psychological crisis intervention. Without the occurrence of psychological crisis, there is no need for intervention. Secondly, psychological crisis intervention is an effective means to deal with psychological crisis. Through timely intervention, it can help individuals get out of psychological difficulties and restore normal psychological state. Finally, the effect of psychological crisis intervention has a direct impact on the resolution of psychological crisis and the level of psychological health of individuals. Effective intervention can reduce the negative effects of psychological crisis and promote the psychological health and growth of individuals. The psychological crisis and psychological crisis intervention are summarized as follows:

**Psychological crisis:** Psychological crisis refers to the negative emotional experience that occurs when an individual is faced with major problems or changes and is unable to cope with or transcend these difficulties, which is likely to lead to cognitive, emotional and behavioral dysfunctions. Psychological crises cause long-term damage to an individual's physical and mental health and are closely related to a variety of factors. On the one hand, changes in the external environment, such as natural disasters, death of relatives, unemployment and other emergencies; on the other hand, internal conflicts, such as dysfunctions in self-perception, conflicts in values, and tensions in interpersonal relationships, may also lead to psychological crises. In addition, individual personality traits, coping styles, social support systems and other factors also have an impact on the emergence and development of psychological crises [18-20]. The manifestations of psychological crises are diverse. In terms of emotions, individuals may show negative emotions such as extreme anxiety, fear, depression or anger; in terms of behaviors, individuals may show abnormal behaviors such as avoidance, aggression, and self-injury; and in terms of thinking, individuals may show confusion, memory loss, and inattention.

**Psychological Crisis Intervention:** Psychological crisis intervention refers to a series of professional psychological techniques and methods to help individuals restore their psychological balance, alleviate negative emotions, solve psychological problems, prevent the further development of psychological crisis, and ensure the healthy growth of individuals when they are facing psychological crisis. Psychological crisis intervention can reduce the negative emotional experience of individuals, relieve psychological pressure, help individuals restore normal cognitive, emotional and behavioral functions, and also improve the coping ability and psychological resilience of individuals to prevent the recurrence of psychological crisis. The implementation of psychological crisis intervention needs to follow certain principles. First, it should be people-oriented, focusing on the needs and feelings of individuals; second, it should be timely and effective, intervening as early as possible to alleviate the pain of individuals; third, it should be a comprehensive use of a variety of psychological techniques and methods, and personalized intervention programs should be formulated according to the specific conditions of individuals; finally, it should focus on long-term tracking and evaluation to ensure the sustainability and stability of the intervention effect [21-23]. There are various methods of psychological crisis intervention, including psychological guidance, cognitive restructuring, emotional regulation, behavioral training, etc. These methods can be used alone or in combination. These methods can be used individually or in combination, and can be adjusted flexibly according to the specific situation of individuals.

### **3 The Role of University Teachers' Involvement in Psychological Crisis Intervention for College Students**

University teachers are the executors and guides of psychological crisis intervention for college students, which directly affects the effect of psychological intervention for college students, and the relationship between the two is shown in Figure 1 below.



**Fig. 1.** The relationship between university teachers and psychological crisis intervention for college students

As can be seen in Figure 1, university teachers assume a variety of roles in psychological crisis intervention, including providing psychological crisis intervention, mental health education, recognizing signs of crisis, listening to understand and support students, assisting in the development of intervention strategies, and collaborating with parents and schools, etc., and their roles in psychological crisis intervention for university students are as follows:

First of all, university teachers are able to detect and identify students' psychological crisis in time, observing students' emotional changes, behavioral abnormalities and other signs in their daily teaching and interactions to determine whether students are in a state of psychological crisis, and this kind of keen insight helps teachers to intervene in a timely manner to provide students with the necessary support and assistance.

Secondly, university teachers can provide professional psychological support and guidance to students. They can understand the psychological characteristics and growth patterns of college students based on their solid psychological knowledge<sup>[24]</sup>, generate effective intervention programs, and help students alleviate negative emotions and restore psychological balance by combining psychological guidance, cognitive restructuring, and emotional regulation.

In addition, university teachers can provide students with emotional support and companionship. In times of psychological crisis, students often feel lonely and helpless and need the care and support of others. Teachers, as students' mentors and friends, can provide them with warmth and care to help them get through their difficulties. This kind of emotional support is important for the recovery of students' mental health.

At the same time, the participation of university teachers in psychological crisis intervention helps to improve students' coping ability and psychological resilience. Through the guidance and education of teachers, students learn to face and deal with psychological crises correctly, improve their self-knowledge and emotional regulation ability, and lay a solid foundation for their future growth and development.

Finally, the participation of university teachers in psychological crisis intervention can also promote the healthy development of campus culture, form a good cultural atmosphere, reduce the occurrence of psychological crisis, and improve the mental health of the whole campus.

#### 4 The Current Situation of Psychological Crisis Intervention for College Students Under the Perspective of Three-whole-education Education

Under the perspective of three-pronged education, psychological crisis intervention for college students has been widely noticed and emphasized. However, the current psychological crisis intervention for college students still faces some challenges and deficiencies, as shown in table 2 below.

**Table 2.** The current situation of psychological crisis intervention for college students under the perspective of three-whole-education

Dimension	Current situation description
Full staff education	Most universities have established a mental health education system, but the awareness of full participation among all staff still needs to be strengthened
Full process education	The multi-party linkage mechanism among teachers, parents, and students is not yet perfect, and information communication is not smooth Psychological crisis intervention is mostly focused on post crisis situations, with insufficient preventive and developmental interventions Lack of sustained attention and tracking of the entire process of student psychological development
Comprehensive education	Psychological crisis intervention methods are single and lack diversified and personalized intervention methods The integration of mental health education with professional education and campus culture is not close enough
intervention effect	Psychological crisis intervention has to some extent alleviated the psychological pressure of students, but the overall effect is still limited Students have varying levels of satisfaction and acceptance towards psychological crisis interventions
Existing problems	Lack of professional psychological crisis intervention team and standardized operating procedures Insufficient teaching staff and inadequate systematic training in mental health education

As can be seen from Table 2, the concept of all member education has not been fully implemented in the psychological crisis intervention for college students, and the participation of teachers in the psychological crisis intervention needs to be improved. Although some teachers have certain psychological knowledge and intervention skills, there are still a considerable number of teachers who do not recognize the importance of psychological crisis intervention and lack the necessary training and guidance. Secondly, the main position of students and parents in psychological crisis intervention has not been fully emphasized. Students often lack the awareness and ability to actively seek help when facing a psychological crisis, while parents may not be able to effectively support their children due to a lack of relevant knowledge and experience.

## **5 Method Evaluation and Comparative Analysis**

In terms of method evaluation, a combination of quantitative and qualitative evaluation strategies was adopted. Through various methods such as questionnaire surveys, in-depth interviews, and case analysis, comprehensive data on the actual effectiveness of university teacher participation in psychological crisis intervention was collected. The results showed that compared with traditional methods, psychological crisis intervention guided by the "three comprehensive education" concept is more systematic and comprehensive, and the enthusiasm of teachers to participate is significantly improved, effectively reducing the risk of psychological crisis intervention for college students.

In addition, the method of this study was compared with the state-of-the-art (State of the Art, abbreviated as SOTA) method. The SOTA method mainly focuses on technological innovation, utilizing big data and artificial intelligence technology for psychological crisis warning. Although these methods perform well in terms of efficiency and accuracy, they overlook the important role of teachers in psychological crisis intervention. Compared to this, this study emphasizes more on the combination of teachers and technology, that is, to fully utilize advanced technology while fully tapping into the subjective initiative and humanistic care of teachers in psychological crisis intervention, in order to achieve more efficient and humane psychological crisis intervention.

Overall, this study has made important contributions to promoting the development of mental health education and improving the mechanism for early warning and handling psychological crises, providing useful exploration and reference for universities to better carry out psychological crisis intervention work in the perspective of "comprehensive education".

## **6 The Path of University Teachers' Participation in College Students' Psychological Crisis Intervention under the Perspective of Three-Whole-Education**

### **6.1 All-ember Education Intervention**

A diversified psychological crisis intervention team consisting of psychology teachers, counselors, classroom teachers, etc. has been set up to enhance the psychological crisis intervention ability of the team members through regular training and exchanges. At the same time, an effective communication mechanism is established to ensure information sharing and cooperation among team members. In daily teaching and management, we strengthen mental health education for students to improve their psychological tolerance and self-regulation ability. Through the provision of mental health education courses and the organization of psychological lectures, students are helped to establish a correct concept of mental health and enhance their mental resilience. To establish close contact with parents and relevant organizations in the community in order to share the concern for students' mental health. We communicate with parents regularly to understand students' family background and developmental experiences, and provide targeted suggestions for psychological crisis intervention. At the same time, seek support from social resources, such as inviting counselors, psychologists and other professionals to participate in psychological crisis intervention.

### **6.2 Whole-process Education Interventions**

Building a psychological crisis prevention system: through regular psychological assessment and the establishment of psychological files, potential psychological crises are detected and prevented in advance. According to the degree and characteristics of the psychological crisis of the students, the intervention strategies are formulated in a hierarchical and categorized manner. For students with mild psychological problems, treatment is provided through individual counseling and group counseling. We understand the changes in the students' psychological conditions and adjust the intervention strategies according to the assessment results to ensure that the effect of intervention is maximized. At the same time, a feedback mechanism is established to summarize the experience and shortcomings of psychological crisis intervention in a timely manner, so as to provide reference for future work.

### **6.3 All-around Education Interventions**

We make full use of the resources of the school, the family and the community to carry out psychological crisis intervention work. We have established cooperative relationships with school hospitals and psychological counseling centers to provide students with all-around mental health services. At the same time, we actively seek the support of enterprises and social organizations to jointly promote the development of psycho-



logical crisis intervention for college students. In addition, it is also necessary to combine psychological crisis intervention with students' daily management, ideological and political education, career planning and other work, so as to form an all-round pattern of educating people.

## 7 Conclusion

Under the background of rapid development of the society, the living environment of each college and university in China is getting more and more complicated, and the psychological crisis of college students occurs frequently. College students' psychological crisis is a complex problem that requires great attention. It usually occurs when college students face major life events or pressures, such as academic pressures, interpersonal relationship problems, employment pressures, emotional problems, etc., which may lead to emotional disturbances, cognitive disorders, behavioral anomalies, physical discomfort and other reactions. Psychological crises among college students are caused by their own reasons, such as weak psychological ability and lack of coping skills, as well as external environmental factors, such as academic pressure, employment pressure, and interpersonal relationship problems. The concept of "three-whole-education" emphasizes the all member, whole process, and all-round education, which takes university teachers as the main body of education, and assumes the responsibility of knowledge transmission and crisis intervention. Therefore, under the perspective of "Three-whole-education", this paper, taking into account various aspects, describes an effective path for university teachers to participate in the psychological crisis intervention of college students, which contributes to the formulation of mental health programs and the promotion of the overall development of college students. Looking ahead to the future, with the rapid development of information technology, networking, systematization, and data processing technology, these advanced technologies will play a crucial role in intervening in psychological crises among college students. By building an online monitoring and intervention platform, utilizing data analysis and artificial intelligence technology, it will be possible to continuously track the mental health status of students, and accurately identify potential risks and provide timely intervention measures by analyzing data such as social media interaction and online learning participation. Meanwhile, data-driven personalized support will ensure that every student receives tailored care and support. Remote counseling services will break geographical restrictions and improve the accessibility and convenience of mental health services. In addition, a collaborative system involving multiple parties will promote close cooperation among stakeholders such as parents, teachers, peer mentors, etc., to jointly maintain the mental health of students. Finally, continuous improvement based on feedback loops will ensure that our psychological crisis support strategies remain up-to-date and meet the constantly changing needs of students.

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