

Methods and Approaches of College Counselors to Deal with Students' Psychological Crisis

Guan Ruixia*, Zhang Junbo

Abstract:

The transformation and development of higher education into elite education has led to a widespread knowledge and increase in students' numbers in colleges and universities. Simultaneously, with the increasing diversification of social values and the increasingly fierce social competition, psychological problems caused by college students' study pressure, employment pressure, and personal emotions continue to emerge, and college students have become a group with a high incidence of psychological crises. They also face problems in interpersonal communication as they lack self-psychological adjustment skills and have low ability to withstand setbacks, resulting in psychological issues. College counselors are university administrators who have the closest contact with students. They have the most direct influence on students. Therefore, in order to urgently bring some kind of psychological crisis intervention, it is important to establish an effective student psychological crisis intervention system, and explore the methods and ways of students' psychological crisis intervention. This paper examined counselors' important role in the identification and intervention of college students' psychological turmoil. The study found that the rational application of psychological principles can effectively improve the counselors' working ability in psychological crisis intervention, prevent and reduce the occurrence of college students' psychological crisis, and ensure college students' healthy development.

Keywords: college counselors, students' psychological crisis, study pressures, psychological crisis intervention

College counselors are active and effective guides to resolve psychological problems encountered by students in their learning and school experience. They help every student to deal with psychological crises reasonably by enhancing their individual capacity to handle psychological stress (Moon & Gialopsos, 2020). The psychological crises of college students surface when students encounter unexpected events or great difficulties in their daily lives and studies, or when their inner-bearing level is low. They are unable to solve these thorny problems. This state leads to a kind of painful emotion in the students' psychology, which makes students' thinking and behavior disorderly. This situation can impact students' studies and adversely affect their healthy growth (Jones, 2017; AY & Zeynep, 2019). In such a state, when students face psychological crises and cannot use their resources to solve them, they experience a negative mood and a sense of powerlessness.

The ability to handle psychological turmoil is greatly helpful in students' study and life (Bauer & Scheim, 2019; Chico, 2019; Hadi & Muhammad, 2019; Atik & Erkan Atik, 2019). It also plays a specific role in promoting students' social life after graduation. The primary feature of college students' psychological crisis is concealment. Some students often bury these things at the bottom of their hearts when facing difficulties or setbacks (Virtanen, 2019; Manamela & Molapo, 2019; Kaya & Aydin, 2019; Hove & Troskie, 2019; Mogano & Mokoete, 2019; Galatti, 2019). In the process of students' subsequent growth, when similar things occur in society and family, the psychological obstacles buried in the hearts of students will be greatly stimulated. This leads to students' psychological crisis, which is not conducive to the

healthy development of students in future (Kim, 2019). Another characteristic of college students' psychological crisis is randomness (Quimbo, 2018). The development process of college students' psychological crisis is mainly divided into four stages: incubation period, outbreak period, treatment period, and solution period. In these four stages, when students come across some major stimuli, they break off their inner emotions and this cause psychological crisis (Üstündağ-Budak, 2019). However, this characteristic although leads to psychological crisis, it has a certain degree of randomness and is not limited by time and events. In fact, as long as there are factors that can stimulate students' psychological problems, students will have a psychological crisis at any time (Bendixen, 2018; McFarlane, 2018; Kopar, 2018). Although, at present, in most colleges and universities, counselors may provide some psychological education to students, but the psychological knowledge carried out by these counselors has a particular group character. It is a series of educational measures put forward according to most students' psychological problems in the class.

One of the challenges that counselors face in providing psychological education is a lack of pertinence. This situation is more prevalent in colleges and universities (Leavy, 2017). A counselor has to manage multiple classes, and his time and energy are limited. He cannot put forward a positive and effective psychological guidance plan according to the psychological characteristics of each student in the class (Craig, 2017). In such constraints, counselors can confine their education to only a few significant psychological problems of students. Figure 1

depicts that psychological crisis of all students cannot be solved (Selvaraj, 2018). Moreover, counselors in colleges and universities lack a relatively perfect knowledge system in psychological education. Some college counselors cram temporarily before carrying out psychological education to students, which cannot be targeted to solve students' psychological crisis (Bordia, 2019). In guiding and dealing with students' psychological problems, communication between counselors and students is essential. Only such counselors that have excellent communication and expression skills can go deep into the hearts of students to understand students' psychological problems and psychological thoughts. However, from the perspective of

the current communication ability of college counselors, the communication ability and expression ability of some counselors still need to be improved (Bordia, 2019). Some counselors often have a certain sense of criticism in communicating with students. Others do not put down their posture to speak and communicate equally with students in the method of communicating and communicating with students. Very few counselors therefore establish psychological communication with students, most of which is based on preaching. Students feel a sense of estrangement in such a communication mode. The guiding effect of college counselors on students' psychological crises cannot reach the expected state (Debrosse, 2018).

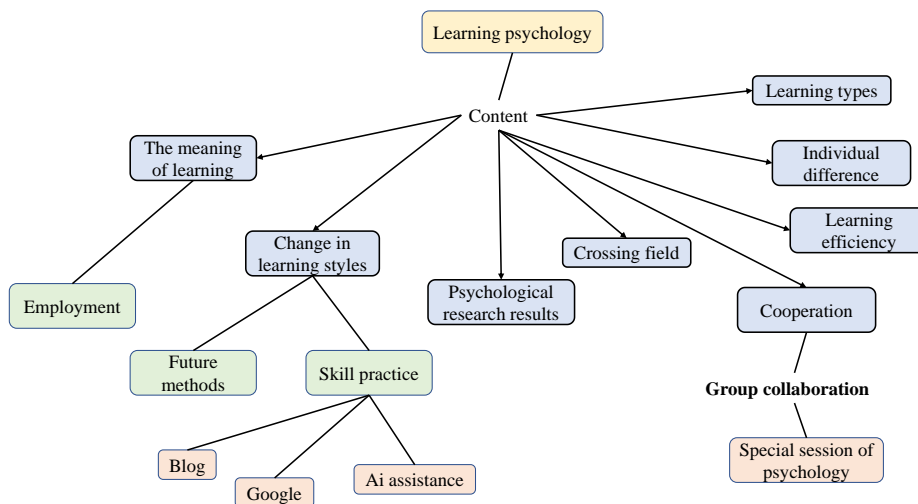


Figure 1 The learning psychology used in students' psychological crisis

As managers of students' life and study, college counselors are expected to communicate with students regularly in their daily lives and pay timely attention to students' problems. College counselors must use a friendly tone to communicate with students in communication with students. Besides, counselors should also guide students to learn to deal with some crisis events and maintain a good state of mind in the face of difficulties and obstacles. This requires college counselors to cultivate students' self-confidence in the process of management of daily activities. They should tell students how to quickly get rid of the impact of negative emotions. When the counselor finds that some students tend to have psychological problems in class management, the counselor should tell the students not to be too pessimistic about life and look at the brighter side of things. They should ask students to face and solve these problems with a positive attitude since problems do inevitably occur and a few might bring setbacks and misfortunes in life. In such situations, students should show excellent psychological bearing capacity in terms of mentality until the crisis is over or they are able to eliminate the crisis. Communication with students in such occasions strengthens their psychological well-being and also prepares them to face life's challenges.

The concept and Classification of College students' Psychological crisis

The meaning of psychological crisis

Psychological problems belong to the domain of psychology and therefore should be understood with a specific definition and classification. Similarly, psychological crisis intervention uses theories and techniques of psychology, psychological counseling, and mental health pedagogy. These attributes provide a purposefully planned and Omni-directional psychological guidance to individuals or groups in a state of psychological crisis as shown in Figure 2. The primary purpose of psychological crisis intervention is to alleviate and get rid of symptoms of psychological crisis. This requires mobilizing individuals' potential and restoring or re-establishing the psychological balance that existed before the outbreak of the problem. In psychology, a problem or crisis refers to a state in which individuals or groups cannot make use of the current resources nor utilize their coping mechanisms to deal with emergencies and encounters.

The concept of "psychological crisis" was first put forward by psychologist G. Caplan. He believed that everyone tries to maintain a stable state of mind to be

endurable and in harmony with the environment. When significant problems and drastic changes make individuals feel that the situation is challenging to solve, everyday life is disturbed. The inner tension continues to accumulate, and then there is confusion in thinking and behavior. The individual enters a state of imbalance that can be called the state of psychological crisis. In 1989, the World Health Organization put forward that "health is not only the absence of a bodily disease but it also includes mental health, social adaptation, and oral health." In the 21st century, health undoubtedly needs a perfect integration of physical, psychological, social adaptation, and oral health. Both subjective and objective aspects are required to judge whether a person is psychologically healthy. This also

includes the internal subjective feeling and external objective expression of individual psychology.

In the context of a college student's mental health, the criteria are physical and psychological well-being. According to the relevant survey data, college students' common psychological problems include maladjustment with environment and dynamic learning changes, pressures of learning, lack of motivation, unclear purpose, lack of concentration, and interpersonal communication disorders. At present, about 14% to 20% of college students have more than moderate psychological problems, mostly because of academic and emotional reasons. However, about 30% of college students have psychological problems of more serious nature such as obsessive-compulsive disorder, depression, and anxiety disorder.

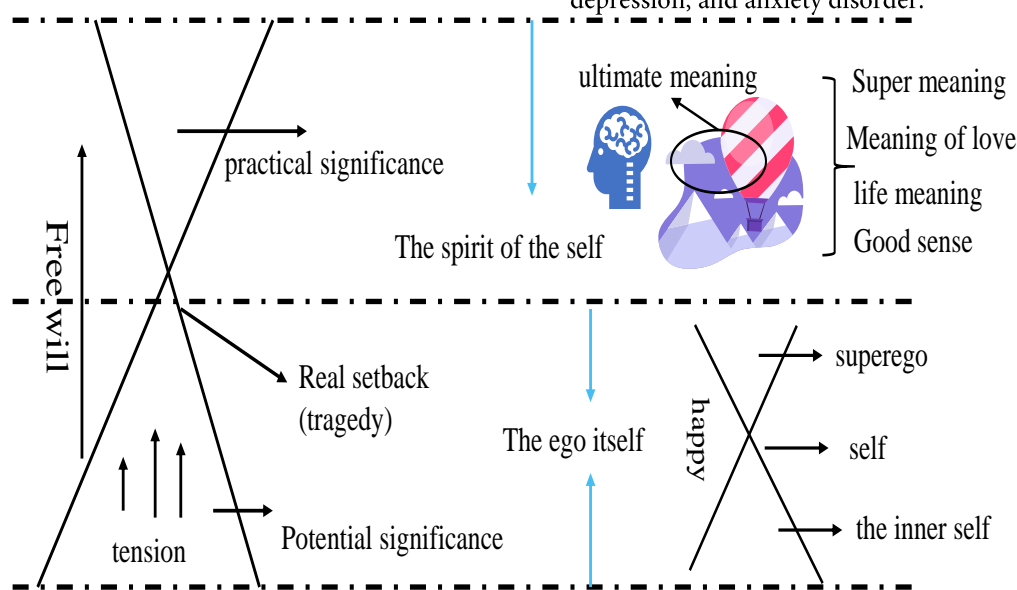


Figure 2 The meaning of psychological crisis

Classification of College students' psychological crisis

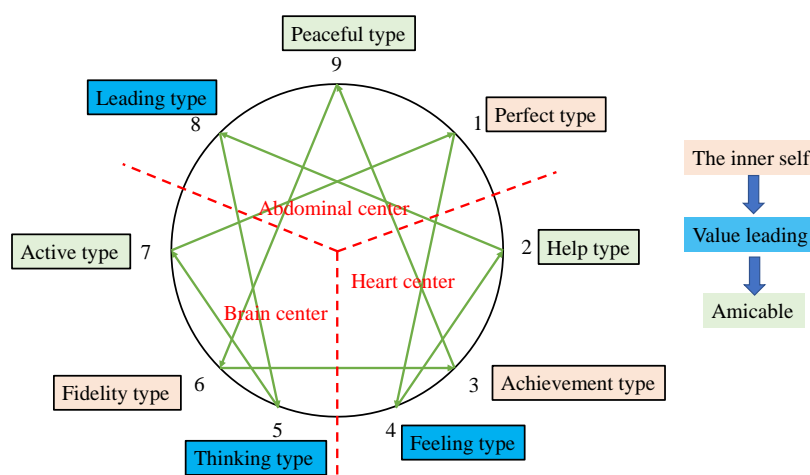


Figure 3 Classification of College students' psychological crisis

College students' psychological crises are mainly divided into three types (Figure 3). First, situational crisis (pertaining to inner self) is a sudden or extraordinary special stress event that individuals cannot control or predict. This kind of situation causes external disasters and trauma. The

parties have strong negative feelings and experiences, and sometimes show psychological disintegration and abnormal behavior because they cannot bear the unspeakable pain. Second, developmental crisis (developmental crisis: value leading) is a setback that individuals cannot deal with

average growth and development, or when there is a sudden rapid change or transformation in their body or the environment. Individuals encounter changes between themselves and the environment during different life development stages. Due to these changes, they are subjected to developmental crises of one kind or another. When college students face and deal with such developmental crises, they face serious psychological problems. Third, the existence of a situation (existential crisis: amicable) is the emergence of some important fundamental questions in life, which leads to personal inner conflicts and anxiety.

Causes of College students' Psychological crisis

In the current times, the number of students with psychological imbalance is continually increasing in campuses. Before intervening in college students' psychological crises, the leading causes of psychological problems should be understood. The causes of the psychological crisis can be divided into two categories: personal and social. Personal causes included are mostly internal causes such as personality defects, weak bearing capacity, or low degree of self-identity. These personal causes end up with psychological crisis and unhealthy psychological behavior. On the other hand, social causes are mostly environmental and related to the outwardly behavior of students towards social relationships. College students are mostly new to society and their self-consciousness and self-evaluation need expression and exposure. Their social experience is relatively low, and their life experience is somewhat superficial. As a result, they are not psychologically prepared for all kinds of changes and shocks in real society. When they see the stark contrast between reality and the ideal, it is challenging for them to bear it not knowing how to adjust their state. This leads to inevitable psychological crisis.

Students are full of beautiful ideas about their life and career. They have a strong sense of self-improvement, self-reliance, and self-respect, but they are highly dependent on their parents and family members. With the changes in society and rapid development of information technology, colleges and universities' campus get closely linked with society. Consequently, a variety of practical problems directly or indirectly from the society, impacts college students causing psychological crisis. In addition, due to the information age, college students also experience changes in politics, economy, law, morality, customs, habits, interpersonal relationships, and other social aspects. The development of modernization has further accelerated the scientific and technological progress, information transience, economic prosperity, and knowledge explosion. Social progress has also accelerated the pace of large-scale industrialization and urbanization. International competitions in science and technology, economy, and talents have increasingly become fierce. A series of historical

tasks have fallen on the new generation of young people. They need to display a sense of responsibility and a sense of mission for the Chinese nation. This causes a strong sense of suffering if they fail to shoulder this responsibility. They are additionally burdened with the dual task of individual development and rejuvenating themselves with the technological development. As a result, they have to bear more objective environmental pressure and greater social-psychological trauma.

College is a stage best described as students' "psychological weaning period." They leave their parents' guardianship, break away from their families' dependence, stay away from their hometown, cut off the psychological ties, become individuals with independent thoughts and behaviors, and reconstruct their psychological world. Although environmental changes are only part of the life changes, they still impact individual psychology, giving rise to stress of thinking and behavior. Many students leave their parents for the first time when they enter the university. They have to live with strange students, share dormitory with them, change their living habits and daily schedules, and face and adapt to the language barriers. In the face of new living environment, they meet strange people and experience new things. The unfamiliar campuses and alienated classrooms excite them but also give rise to such factors that cause environmental adaptation problems. It is no small challenge for college students to bear the change in such a fast changing environment. They need to learn to take care of themselves, live independently, and solve all the trivialities of life. The failure to adapt to the new college environment makes many students feel lonely and at a loss. This leads to psychological problems such as loss of appetite, insomnia, restlessness, anxiety, neurasthenia, and even the idea of dropping out of school. College students who are only children of their parents face more psychological issues. Due to their strong self-awareness, they lack in interpersonal communication, their collective concept is diluted, and they are indifferent to group activities.

Researches in social psychology have proved that a good interpersonal relationship is an essential prerequisite for normal psychological development, to maintain a healthy personality, and develop a sense of well-being in life. Compared with the middle school stage, the interpersonal roles of college students are diversified. Students come from different regions and therefore they have diverse educational backgrounds and different economic conditions. They also differ in living habits and enter into the university with different academic expectations. The adaptation to new interpersonal relationships is an essential psychological challenge for these college students. They yearn for friendship, wish to enhance their interpersonal skills, have rising expectations for good relationships, and expect to establish friendly and sincere interpersonal relationships. However, they lack the experience and skills to develop harmonious interpersonal relationships in a short period.

They experience social anxiety and fear, behave uncomfortably in front of unfamiliar people, value the assessment of others, and care others' evaluation about them. This results in great conflict and dissatisfaction with the state of interpersonal relationships. The psychological needs of yearning for communication and such conflicts are integrated into one, forming malignant psychological obstacles and causing abnormal psychological growth track in students.

A few students are "outstanding" and have shown all-around development of morality, intelligence, physique, and aesthetics in middle school. They have their own learning methods and are never afraid of new experiences. They are confident when they enter the university and are able to achieve excellent academic standards as their personal and parents' educational expectations. When they enter the university, students are the main body of learning activities and teachers are instructors. However, learning at the university level emphasizes autonomy and cannot rely only on teachers. The contemporary highly competitive social environment requires college students' overall development through outside classroom learning. They need to acquire the professional knowledge of their discipline, one or two foreign languages, computer literacy, and other related skills. Unfortunately, in the face of numerous and complicated professional courses, students cannot build up a strong desire for developing new knowledge. As a result, they lack joyous perseverance; they are weary of learning, and study with a "disinterested" attitude. After school, they get addicted to playing games on the Internet.

It is therefore important for the college students to develop learning motivation and understanding the purpose of learning a course. The significant changes in learning methods and learning content have significantly introduced consistent learning advantages. Learning has become more flexible with numerous opportunities. In spite of this facilitating learning environment, students find it difficult in self-positioning or ideological preparation. They cannot

conform to the subject related achievements with a steady state of mind; reality cannot achieve the ideal pursued which causes their self-confidence to decline. Other psychological problems include increased sense of loss of self-achievement, desire to vertically compare with others resulting in intense jealousy, severe psychological bias, emergence of self-injury, suicide, revenge, and similar other aggressive behavior. Such problems lead to increased academic stress, anxiety, tension, and other emotional reactions causing rapid decline of self-confidence, self-remorse, and even self-denial and other psychological problems. This significantly affects students' mental health.

Role of counselors in the intervention of College students' Psychological crisis

Prevention

College counselors are responsible for the main task of ideological and political education of college students. They help college students improve their ideological and moral quality and develop values. Some scholars believe that counselors can help in prevention and intervention of psychological crises by creating values. Values are the attributes of the highest level in a student's psychological world. Values determine psychological factors such as cognition, attitude, and emotion. Values build the orientation system of a student's psychology and his/her behavior. Students have diverse psychological problems such as depression, self-abandonment, and interpersonal contradictions. It is essential for college counselors to intervene at this stage though a few students are able to re-organize themselves through hard work and fight psychological crises. Figure 4 illustrates the role of counselors in the intervention of college students' psychological crisis.

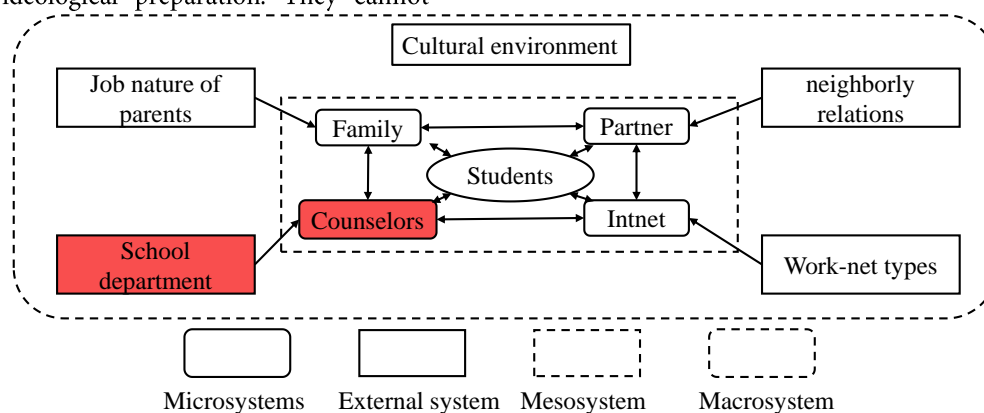


Figure 4

Correct guidance from college counselors can prevent psychological crises to a great deal. Counselors supposedly have a good knowledge of psychological needs of students and can understand the students' mental health very well.

They can make students correctly understand their psychological problems, make them ready for counseling and consultations and resolve their crises as soon as possible. Often, they have to hold outdoor activities related

to mental health in order to resolve students' psychological crises. Such activities help students adjust and dredge destructive emotions and prevent students' psychological crises.

Full-time counselors in colleges and universities have the most contact with students. They have a high degree of good feeling and trust in college students' moral and ideological, and political education. Compared with other teaching and administrative officials, counselors have a greater influence. These full-time counselors in colleges and universities are also skilled in methods and techniques to facing and resolve college students' psychological problems. According to a survey report, 79.8% of college students choose to confide in their friends for guidance when faced with psychological issues. The key for college counselors to do an excellent job in mental health education is to establish a relationship of mutual respect, mutual love, equality, and friendship with students. They should keep a low profile, approach students actively with an ordinary mind, share stories as friends, and listen to the troubles and puzzles that students face in their growth.

Counselors help in dealing with the crisis

The need for getting psychological attention is one of the college students' mental health issues. In college, students long for friendship in order to end their loneliness. They need to develop their self-consciousness in order to build their personality. Often they are afraid of being alone and loathe loneliness. When students encounter such problems,

they hope to vent out such feelings to a confidant who may show a little "empathy" to them. At this time, counselors act as "guides," give importance to students' needs, carry out psychological counseling, help them meet their reasonable and appropriate desires, make them realize self-value with a strong sense of honor and responsibility, and finally build up a strong and confident personality.

The cooperation between normal and abnormal students can be seen in Figure 5. It suggests how to exercise students' ability to resist pressure and withstand frustration. When college students face psychological problems and psychological obstacles, they are often in a festive mood. They should be treated calmly so that they do not get crazy, feel worried or humble, or develop any complexes. Their psychological condition must be dealt with calmly, within the mental health standard in order to allow students to come out of the crisis. After getting the signal of a college student's psychological crisis, counselors should immediately start the act of crisis intervention. It could begin by first reporting to the leaders of the department and the school prior to rushing to the scene. A good and prior knowledge of crisis intervention prevents the situation from spreading and minimizes the risk until the crisis intervention professionals arrive. In order to assist crisis intervention professionals, counselors should collect all kind of information about students' parents and their friends and acquaintances. They can try to strengthen the communication channels with students and keep a track of students' psychology and daily behavior. Eventually, the counselors are assisting crisis intervention professionals in the whole process of handling the incident.

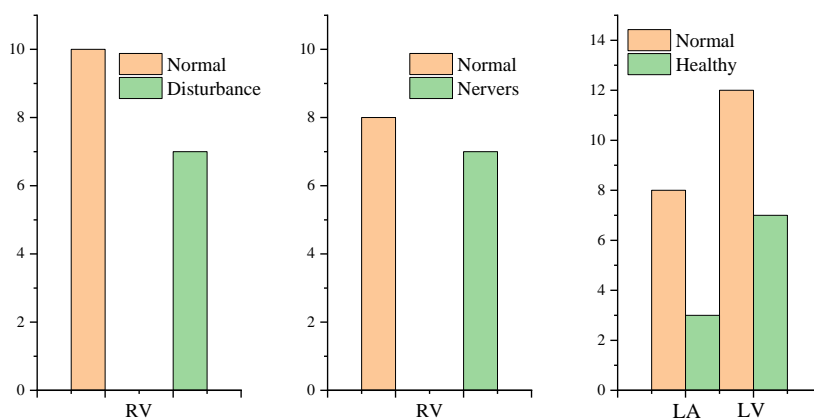


Figure 5 Cooperation between normal and abnormal students

College counselors should continuously improve their ability of communication and coordination to build the right image of a guide and a mentor in the hearts of students. Hence, when a student encounters problems in life or the study, the first thing that comes to his/her mind is to talk to the counselor and find a positive and effective solution. College counselors should master good and appropriate communication and coordination skills to conduct student management by fully understanding

students' current psychological state and their age related characteristics. They should also understand students' moods in every age group and choose a benign communication and coordination method to suit their age. In communicating with students, counselors should also be good at listening to students rather than always acting as a preacher. They should encourage and support students to re-establish their self-confidence in situations of crises. Counselors should also possess an adequate knowledge of

mental health education needed to conduct psychological counseling sessions to with students in an orderly manner. Counselors should also use vivid and humorous language style to effectively eliminate some negative emotions among students. This will form a more coordinated atmosphere between teachers and students and improve students' ability to deal with psychological crisis.

Paying close attention to the prognosis

After the psychological crisis intervention, counselors need to pay close attention to a probable development of the situation. They should properly handle the incident and prevent the occurrence of another possible crisis that might follow. They should understand the significance of the public opinion in guiding students correctly. Hence, when the problem occurs, it might spread to other students quickly over their network. The counselors should handle the whole incident carefully and proactively in order to keep a control over the whole situation. The counselors may hold student cadre meetings or class meetings, or forums to explain the incident's facts to other students with the view to educating them how to react to such crisis events. Counselors assist them to build a correct vision and attitude, prevent unnecessary spread of false lies or such news that might cause unnecessary panic. Counselors should also pay attention to the parties' psychological status and give more humanistic care to the victimized students, help them get out of the psychological trauma caused by the crisis. They can urge parties and students involved in the incident to give feedback to the counselors promptly. If the crisis is severe, they should also pay attention to comfort the feelings of the parents of the parties and avoid the aggravation of the situation. Finally, counselors must pay attention to the ideological trends of ordinary students.

During the occurrence of the crisis, some students might pay too much attention to the event itself, due to vested interest or for the sake of adventure. This would result in ideological and emotional fluctuations with serious consequences. In order to prevent such a situation to happen, college counselors, must act as a down-to-earth "practitioner," and follow the working policy of "early detection, early notification, early evaluation, early intervention, and early treatment." They should try to prevent the future occurrence by making early warnings and suggesting emergency treatment of psychological events, if they happen. In this way, counselors can achieve their original goal of effectively preventing the occurrence of psychological problems, psychological disorders, and mental diseases in universities. The counselor must also advise all students to share information about their mental health with the college administration. The college management must

prepare relevant documents, and keep a track of the status of participation in the whole evaluation process, and continuously monitor student intervention management. The school should conduct one-to-one interviews and establish mental health files of students with psychological crisis and track their psychological status. Other departments and units should also adhere to the prevention measures and continuously build a defense system for the purpose of students' mental health education. Schools can also introduce incentive mechanisms to reshape students' confidence, teach values such as expression of tolerance, understanding and appreciation, stimulate students' potential and desire to seek knowledge, solve academic and employment problems, and strengthen their educational scores. Full-time counselors in colleges and universities are thus at the forefront of student affairs management in all stages of college students' growth.

College counselors should observe students from the day they enter into the university. During the observation, students usually have an intense curiosity about new things, as shown in Figure 6. Counselors should help students familiarize themselves with the campus environment. They must show students how to collaborate, develop proper learning styles, build interpersonal communication, resolve diversified adaptability problems, and eliminate psychological issues. In the sophomore development stage, students face the tremendous pressure of learning the knowledge of the professional course and assimilate in the rich campus cultural activities. Counselors need to guide students on how to balance their studies, interests, and work to avoid falling into psychological disorders such as depression, anxiety, compulsion and so on. During the medium-rare stage, counselors should tell students the endpoint of academic planning and the ultimate destination of their career path. Counselors should help them do career planning and provide them employment guidance. The students should be prevented from showing self-centeredness, solidified thinking, paranoia, and other psychological problems. During the senior flight stage, counselors will encounter all kinds of temptations of society and will be entangled with the choice of bifurcations. In this stage, counselors need to guide students out of the whirlpool, recognize the conflict between ideal and reality, and improve their self-consciousness. Therefore, college counselors should follow the general law of college students' psychological development and learn to use various methods and skills to carry out mental health education for college students to promote students' body and mind's overall development.

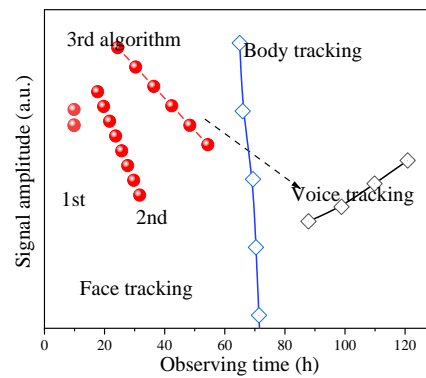


Figure 6 Signal responses of abnormal students during observation

The working strategy of psychological crisis

Psychological crisis pre-intervention

It is observed that college students have a higher level of career adaptability in sophomore and senior levels, while freshmen and juniors show a lower adaptability. This may be due to the fact that the freshmen have just entered the university, and everything is new to them. They have a rich exploration of various things and a rich vision for the future but they might have just experienced an intense college entrance examination for admission to the university. They also have a good sense of confidence about their future and therefore show a high level of career adaptability. After a year of exploration, most students develop an understanding with the environment and start thinking about their career. They realize that there are many deficiencies that might result in a general decline in the level of their career adaptability. When they reach the third year, they have accumulated some professional experience and understanding. They have also earned some breakthroughs that improved their level of career adaptability. The junior year also faces similar problems of study and postgraduate entrance examination.

During the under-graduate level, in early times, students would actively devote themselves to their studies only and focus on the completion of graduation and put energy into career preparation at a later stage. However, recently, with

the accumulation of professional knowledge and more attention given to careers, students develop in advance a preliminary understanding of their professional career. Their career adaptability is higher as compared to the past days. Hence, when the graduation season approaches, they encounter career development and employment related issues. Some of them might feel that they are not fully prepared to face the "job preparation period." Their worries about job prospects reduce their self-confidence to find a job, which can also be reflected in getting average grades in their final term examinations. The difference between the 'feeling' judge and the 'thinking' judge can be seen in Figure 7. It is worth noting that the decrease in students' evaluation of their career adaptability does not mean the decline of their actual ability. From the point of view of career adaptability, grades have no significant difference in the sizes of career concerns and career curiosity. Still, they have significant differences in career control and career self-confidence. On the other hand, from the point of view of career control, junior college students too experience this precipitation in their two years of professional study. Although they have a thorough understanding of their professional development prospects, they are also faced with the choice of whether or not to take the postgraduate entrance examination for further study.

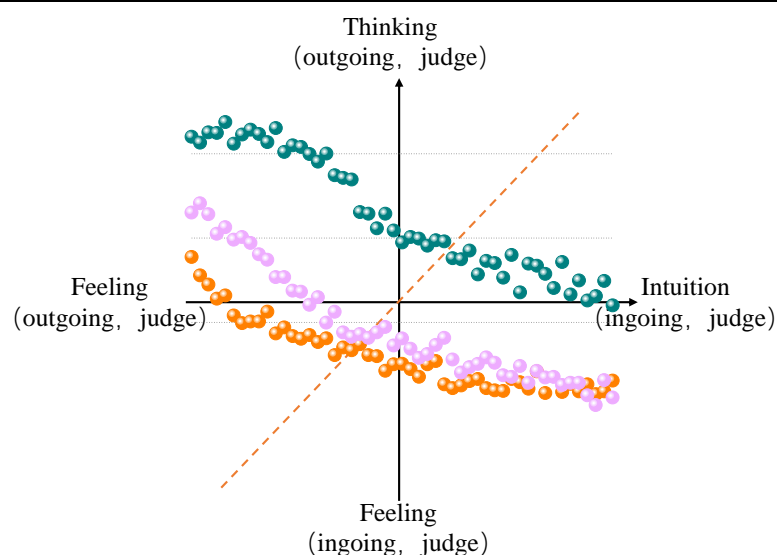


Figure 7 Difference between a feeling judge and thinking judge

College students make plans and actions for their future development according to different situations. They collect and explore relevant professional information in early stages. However, with the popularity of postgraduate entrance examinations in recent years, data related to career planning have become more transparent. This makes college students feel a more comprehensive and in-depth understanding of their professional development. This shows that most students have a certain degree of control and purpose over the future development of their careers. In the junior year, having the access of more information and also enjoying the influence of surrounding students, college students have higher self-identity and self-consciousness about their career and future plans. This is one of the reasons for their high career self-confidence.

Resolve contradictions

In the face of students' psychological crisis, and to resolve any possible contradictions, college counselors act as a down-to-earth "practitioner" and follow the working policy of "early detection, early notification, early evaluation, early intervention, and early treatment." The counselors can perform an excellent job of preventing a psychological event by issuing early warning and providing emergency treatment to the event. The success of the counselor rests not only in achieving the original goal of effectively preventing the occurrence of psychological problems, or psychological disorders, but also in resolving any disputes or contradictions that might erupt after the occurrence of an event. The counselor oversees the mental health records of all college students and keeps inquiring about the status of each student to prepare intervention management, if needed. For the students with psychological crises, he conducts one-to-one interviews, establishes mental health files, and tracks the students' psychological status.

In the event of any contradiction during the observation, the visual comfort and feedback can be different, as shown in Figure 8. A good thing is that all colleges adhere to prevention of psychological crisis and continuously build the defense system against any contradiction. They introduce incentive mechanisms to reshape students' confidence, give them the psychological expression of tolerance, understanding and appreciation, stimulate their potential and desire to seek knowledge and job, and solve academic and employment problems by strengthening their educational levels.

There is a significant negative correlation between the sense of purpose, the sense of time value and the sense of time monitoring. This indicates that the more precise the purpose of the future, the better is the prospect at the end. Similarly, the less critical the attitude towards the value of time will be, the planned actions for time will be reduced accordingly. The tendency of time management will be reduced in such a situation. When applied to the context of the current study, if the students are too addicted to the fantasy of the future or their careers, they might ignore the fact that time is fleeting and irreversible. The counselor may here intervene to make them realize time value and time efficacy in planning their careers. With the help of counselors, students set goals and plans, set priorities, and arrange their time rationally. Students with a clear future believe that there are many opportunities in future and that they can take full account of their actual situation when scheduling and making full use of the resources around them. The sense of time efficacy in this context refers to students' confidence in time management and taking appropriate action. The individual's deep understanding of their future careers and commitment to their plans can make them more confident and more assertive thus reducing procrastination.

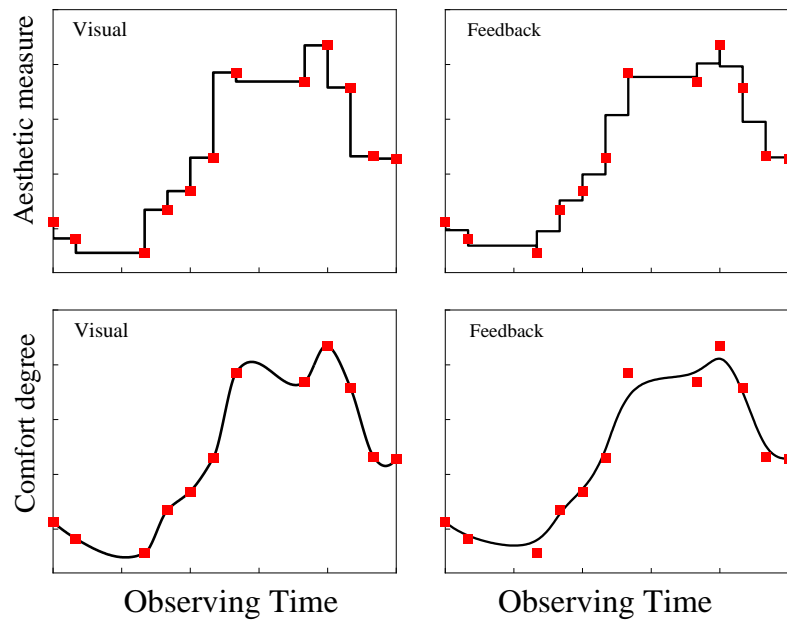


Figure 8 The visual comfort and feedback after observing time

Conclusion

With the continuous aggravation of college students' psychological crises, it was imperative to investigate students' negative psychology and negative emotions. This study reiterated that, as managers of students' daily life and study, college counselors must pay more attention to the psychological problems of college students and put forward targeted measures according to the current age characteristics of college students and the causes of the psychological crisis events. This study has emphasized upon the role of counselors in identifying and intervention of college students' psychological turmoil. The study found that the rational application of psychological principles can

effectively improve the counselor's working ability in psychological crisis intervention, prevent and reduce the occurrence of a psychological crisis of college students, and ensure college students' healthy development. This study also found out that every student can eliminate their adverse psychological problems and promote the sound development of students' body and mind under the college counselors' guidance. It was evident in this study that due to several psychological issues, study pressures, lack of interpersonal communication, and unemployment, many students fail to develop self-psychological adjustment skills. They show weak or no ability to withstand setbacks, which results in psychological problems and psychological crises.

References

- Alivernini F, Cavicchiolo E, Manganelli S, Chirico A, Lucidi F. Students' Psychological Well-Being and Its Multilevel Relationship with Immigrant Background, Gender, Socioeconomic Status, Achievement, and Class Size[J]. *School Effectiveness and School Improvement*, 2020, 31(2): 172-191. <https://doi.org/10.1080/09243453.2019.1642214>
- Al-Juboury S K J, Hammad M M. The Extent of the Impact of the Displacement Crisis and Its Reflections on the Psychological Health and Behavioral Status on Secondary Stage of Displaced Students in Kurdistan Region- Iraq[J]. *Journal of Literature Languages and Linguistics*, 2018, 50: 14-26.
- AY, T. S., & Zeynep, Ö. N. C. Ü. (2019). An Analysis of the Documentary Entitled Talisman of the City as a Teaching Tool in the Values Education. *Review of International Geographical Education Online*, 9(3), 639-662.
- Atik, G., & Erkan Atik, Z. (2019). Undergraduate Counseling Trainees' Perceptions and Experiences Related to Structured Peer Group Supervision: A Mixed Method Study. *Eurasian Journal of Educational Research*, 82, 101-120.
- Bauer G R, Scheim A I. Advancing Quantitative Intersectionality Research Methods: Intracategorical and Intercategorical Approaches to Shared and Differential Constructs[J]. *Social Science & Medicine*, 2019, 226: 260-262. <https://doi.org/10.1016/j.socscimed.2019.03.018>
- Bendixen M, Daveronis J & Kennair L E O. The Effects of Non-Physical Peer Sexual Harassment on High School Students' Psychological Well-Being in Norway: Consistent and Stable Findings Across Studies[J]. *International Journal of Public Health*, 2018, 63(1): 3-11. DOI: 10.1007/s00038-017-1049-3
- Blanchflower T M. Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York, Ny: the Guilford Press. Isbn 9781462514380. 300 Pp. (Paperback)[J]. *Family and Consumer Sciences Research Journal*, 2018, 47(1): 101-102.

- Bordia S, Bordia P, Milkovitz M, Shen Y, Restubog S L D. What Do International Students Really Want? An Exploration of the Content of International Students' Psychological Contract in Business Education[J]. *Studies in Higher Education*, 2019, 44(8): 1488-1502. DOI: 10.1080/03075079.2018.1450853
- Cheon S H, Reeve J & Song Y-G. Recommending Goals and Supporting Needs: An Intervention to Help Physical Education Teachers Communicate Their Expectations While Supporting Students' Psychological Needs[J]. *Psychology of Sport and Exercise*, 2019, 41: 107-118. <https://doi.org/10.1016/j.psychsport.2018.12.008>
- Craig P, Katikireddi S V, Leyland A, Popham F. Natural Experiments: An Overview of Methods, Approaches, and Contributions to Public Health Intervention Research[J]. *Annual Review of Public Health*, 2017, 38(1): 39-56. doi: 10.1146/annurev-publhealth-031816-044327
- Chico, D. J. R., Sánchez, D. A. R. P., & García, D. M. J. (2019). análisis comparativo del diferencial de precios agrarios entre productores y consumidores en europa, bajo criterios de seguridad alimentaria de abastecimiento. *Cuadernos de Economía-Spanish Journal of Economics and Finance*, 42(120), 268-278.
- Czaputowicz J, Ławniczak K. European Studies in Poland: Areas of Research, Methods and Theoretical Approaches[J]. *Eris European Review of International Studies*, 2017, 4(1): 39-59. DOI: 10.3224/eris.v4i1.03
- Debrosse R, Rossignac-Milon M, Taylor D M. When Who We Are and Who I Desire to Be Appear Disconnected: Introducing Collective/Personal Self-Discrepancies and Investigating Their Relations with Minority Students Psychological Health[J]. *European Journal of Social Psychology*, 2018, 48(3): 255-268. <https://doi.org/10.1002/ejsp.2320>
- Galatti, L. R., Marques, R. F., Barros, C. E., Montero Seoane, A., & Rodrigues Paes, R. (2019). Excellence in Women Basketball: Sport Career Development of World Champions and Olympic Medalists Brazilian Athletes. *Revista de psicología del deporte*, 28(3), 0017-23.
- Huyler D, McGill C M. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, By John Creswell and J. David Creswell. Thousand Oaks, Ca: Sage Publication, Inc. 275 Pages, \$67.00 (Paperback)[J]. *New Horizons in Adult Education and Human Resource Development*, 2019, 31(3): 75-77. DOI: 10.1002/nha3.20258
- Hadi, N. U., & Muhammad, B. (2019). Factors Influencing Postgraduate Students' Performance: A high order top down structural equation modelling approach. *Educational Sciences: Theory & Practice*, 19(2).
- Hove, T. M., & Troskie, T. (2019). Family Business Owners' perceptions On Seeking Estate Planning Assistance. *International Journal of Economics and Finance Studies*, 11(2), 55-71.
- Jones K, Voutsina C. Book Review: Approaches to Qualitative Research in Mathematics Education: Examples of Methodology and Methods, Edited By Angelika Bikner-Ahsbals, Christine Knipping, & Norma Presmeg. (2015)[J]. *Educational Studies in Mathematics*, 2017, 96(3): 381-390.
- Jonson C L, Moon M M & Gialopsos B M. Are Students Scared Or Prepared? Psychological Impacts of A Multi-Option Active Assailant Protocol Compared to Other Crisis/Emergency Preparedness Practices[J]. *Victims & Offenders*, 2020, 15(5): 639-662. <https://doi.org/10.1080/15564886.2020.1753871>
- Jordan D. Contemporary Methodological Approaches to Qualitative Research: A Review of the Oxford Handbook of Qualitative Methods[J]. *The Qualitative Report*, 2018, 23(3): 547-556.
- Kaya, A., & Aydin, Ö. (2019). E-Commerce In Turkey And Sap Integrated E-Commerce System.
- Kopar, R. (2018). Resource Nationalism in International Investment Law by Sangwani Patrick Ng'ambi. *Croatian International Relations Review*, 24(83), 125-128.
- Kim J J, Kim I. Chinese International Students' Psychological Adaptation Process in Korea: the Role of Tourism Experience in the Host Country[J]. *Asia Pacific Journal of Tourism Research*, 2019, 24(2): 150-167. <https://doi.org/10.1080/10941665.2018.1556713>
- Mogano, P., & Mokoale, N. (2019). South African Climate Change Adaptation Politics: Urban Governance Prospects. *The International Journal of Social Sciences and Humanity Studies*, 11(1), 68-83.
- Manamela, M. G., & Molapo, (2019). K. K. The Green Revolution And Organic Farming Context: Effects And Public Health Disparities In Africa. *International Journal of Business and Management Studies*, 11(2), 16-31.
- McFarlane, I. D., Jones, P. J., Park, J. R., & Tranter, R. B. (2018). Identifying GM crops for future cultivation in the EU through a Delphi forecasting exercise. *AgBioForum*, 21(1), 35-43.
- Quimbo M A T, Perez J E M & Tan F O. Community Development Approaches and Methods: Implications for Community Development Practice and Research[J]. *Community Development*, 2018, 49(5): 589-603. <https://doi.org/10.1080/15575330.2018.1546199>
- Scuri S, Petrelli F, Tesauro M, Carrozzo F, Kracmarova L, Grappasonni I. Energy Drink Consumption: A Survey in High School Students and Associated Psychological Effects[J]. *Journal of Preventive Medicine and Hygiene*, 2018, 59(1): 75-79. doi: 10.15167/2421-4248/jpmh2018.59.1.898
- Selvaraj P R, Bhat C S. Predicting the Mental Health of College Students with Psychological Capital[J]. *Journal of Mental Health*, 2018, 27(3): 279-287. DOI: 10.1080/09638237.2018.1469738

- Üstündağ-Budak A M, Özeke-Kocabaş E & Ivanoff A. Dialectical Behavior Therapy Skills Training to Improve Turkish College Students' Psychological Well-Being: A Pilot Feasibility Study[J]. *International Journal for the Advancement of Counselling*, 2019, 41(4): 580-597. DOI: 10.1007/s10447-019-09379-5
- Vela J C, Smith W D, Whittenberg J F, Guardiola R, Savage M. Positive Psychology Factors As Predictors of Latina/O College Students' Psychological Grit[J]. *Journal of Multicultural Counseling and Development*, 2018, 46(1): 2-19. DOI: 10.1177/0739986315588917
- Virtanen T, Vasalampi K, Torppa M, Lerkkanen M-K, Nurmi J-E. Changes in Students' Psychological Well-Being During Transition From Primary School to Lower Secondary School : A Person-Centered Approach[J]. *Learning and Individual Differences*, 2019, 69: 138-149. <https://doi.org/10.1016/j.lindif.2018.12.001>
- Ziaian T, Anstiss H D, Puvimanasinghe T, Miller E. Refugee Students' Psychological Wellbeing and Experiences in the Australian Education System: A Mixed-Methods Investigation[J]. *Australian Psychologist*, 2018, 53(4): 345-354. DOI: 10.1111/ap.12301