

# A Case Study of Management and Education for University Students: Comprehensive Psychological Crisis Intervention

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## ABSTRACT

With the rapid development of social economy, the importance of university students' mental health has gradually been highlighted. These are setbacks in communication with peer groups, difficulties in communication with parents or counselors, emotional instability and pressure of academic and employment situation. Anxiety disorder accompanied by panic attack often occurs in university students. To deal with the psychological crisis of anxiety disorder accompanied by panic attack, the key lies in timely and accurate assessment of the current situation of students as well as correct diagnosis and intervention.

**Keywords:** *Panic attack, Anxiety, Rational emotional therapy, University students.*

## 1. INTRODUCTION

The new stage will bring about new problems, and it is at this stage that the college student group is in. When individuals who leave their families encounter problems that they cannot handle, the support provided by the school and family suddenly becomes more important. Each type of problem requires different solutions, and this article conducts in-depth analysis on a single case to provide solutions for students' psychological problems.

## 2. CASE OVERVIEW

This student (hereinafter referred to as student X) experienced physical and psychological discomfort during the winter vacation and sought help from a counselor, which sparked the counselor's attention to his situation. Student X's preliminary introduction in this case will be provided through a detailed description of personal circumstances and unexpected situations.

### 2.1 Basic Information of Student X

Student X, male, 21 years old, is about 1.62 meters tall and weighs 50 kg. He is thin and has no

history of major physical diseases and mental illness in his family. He is a senior in university, with a moderate family economic status and no history of serious diseases. After detailed inquiry and investigation, his grandparents and their parents had no personality disorder or other neurological disorders, and the family had no history of mental illness. He grew up in a single parent family and has a good relationship with his mother.

### 2.2 Panic Attacks During Winter Vacation

Student X provided feedback on the following two points: nervousness and trembling. During the winter vacation, the tiredness of long-distance walking and the lack of food supplement made student X very worried about his own physical problems and he went to the hospital for examination frequently. He thought about a trifling matter repeatedly for a long time and was very anxious about the plan due to physical condition. Student X reported that he suffered from insomnia and experienced emotional distress in the last two weeks, which was phenomenally manifested as the difficulty of getting up early for class and his body being unable to support the learning plan he had made earlier. So he was very anxious. During the spare time, student X did not participate in group

activities and community practiced and paid little attention to classmates. Therefore, he confided this condition to the school counselor. Student X described that he was very worried about whether his body was suffering from any disease and he wanted to ensure that he could concentrate on studies and hoped to return to normal school life. After stabilizing student X's emotions, the counselor suggested that student X should seek counseling at school's psychological counseling center.

### **3. CRISIS INTERVENTION PROCESS**

The process of student crisis intervention plays a crucial role in university education. Through the linkage between the school psychological center and the hospital, a joint effort is exerted to help students cope with psychological problems.

#### ***3.1 Psychological Crisis Assessment by School Psychological Center***

After establishing a good consulting relationship with student X, the counselor made a crisis assessment and found that student X had severe anxiety symptoms accompanied with physical symptoms of panic attack. After in-depth interviews, it was found that student X's anxiety was related to the unreasonable goals set by himself.

During the winter vacation, student X had serious physical symptoms and panic attacks for the first time. Afterwards, student X's attention shifted to his own physical condition and then adjusted his life and study. However, the situation did not improve, so he became more anxious. During the consultation in the university students' psychological counseling center, the counselor suggested that student X should go to the hospital for diagnosis.

#### ***3.2 Treatment Obtained by Student X in the Hospital***

The hospital conducted a questionnaire test on the situation of student X, and student X was diagnosed as anxiety disorder accompanied by panic attack. Student X began to take the prescription drugs prescribed by the hospital, and had symptoms of weakness and nausea. Because student X was told to have the above symptoms, he was able to accept calmly and endure the uncomfortable physical condition. After medication, student X's anxiety was greatly improved, which

increased his confidence in treatment. During his treatment process, he always had a positive attitude.

Student X expected to improve the current situation through the combination of drug therapy and psychological counseling. After assessment, the counselor concluded that a good consultation process would improve student X's anxiety symptoms. Therefore, reasonable consultation time was arranged to provide counseling services for student X.

### ***3.3 Intervention in Crisis***

The intervention process for the problem in this case consisted of five parts: establishing positive beliefs, timely follow-up, strengthening external support, social support, and effective follow-up.

#### ***3.3.1 Establishing the Belief of Positive Face and Helping Student X Understand the Principle and Mechanism of Psychological Problems***

First of all, in the consultation process, the counselor took reasonable emotional therapy. Cognitive-behavioral therapy emphasizes the process of cognitive reconstruction, involving two aspects of emotion and behavior. The implementation of specific cognitive emotion behavior method can improve the individual's effective adaptability. With the joint efforts of the counselor and student X, emotions could be changed by changing these cognitive factors. The important method adopted was to refute and debate the unreasonable belief, so as to change it into a reasonable concept, and finally achieve the preset therapeutic effects of new emotions and behaviors. Through the understanding of the principle, it was hoped that this would enhance student X's confidence in psychotherapy and let him know that with the help of psychological counselors, he would learn to face and deal with psychological problems. At the same time, the counselor used a variety of consulting techniques, such as respect, sincerity, empathy, active attention, listening and so on, to establish a good consulting relationship with student X.

Secondly, through conversation, inspiration and guidance, the counselor found the root cause of the disease and helped student X list his unreasonable beliefs. "He believes that as long as his physical condition is guaranteed, he can continue to study with perseverance even if he is not feeling well." "As long as he is cured, he will not have a panic

attack." "He is afraid of cycling alone, feeling that if something happens, no one will take care of him." The counselor gradually helped student X change unreasonable beliefs and build a new and reasonable cognitive model by asking him to debate with unreasonable beliefs. Thirdly, the counselor gradually recorded student X's inner thoughts when his emotions were bad, attempting to identify the connection among unreasonable beliefs, emotions, and behavioral responses to problems. At the same time, student X was encouraged to express the changes in his emotions and the thoughts that led to the changes. During this process, the counselor promptly strengthened student X's positive emotional and conceptual changes, in order to consolidate new emotional responses. By strengthening the positive emotions and ideas, the counselor could improve student X's bad emotions, improve his self-confidence, continue to consolidate the existing curative effect, and let him deeply understand that "people are not troubled by the things themselves, but by their views on things".

### *3.3.2 Timely Supervising and Urging Student X to Change His Cognition and Medication*

During the consultation process, student X discussed his feelings and thoughts during receiving medication treatment in the hospital. The counselor answered about the effect of the drug on the treatment and how to alleviate the discomfort caused by the side effects by allowing student X to express his own feelings about drug therapy and improving the level of cooperation between student X and the counselor. During the consultation process, by fully discussing changes in student X' cognition, both parties could become more familiar with the process. For the crisis intervention process, it's believed that understanding the specific situation and necessary supervision have important reference value for adjusting the intervention steps.

### *3.3.3 Strengthening the External Support Based on Dormitory*

During the consultation, student X mentioned that he was afraid that his roommate would become afraid or distant from him if they knew about his current psychological state, which put himself under a lot of pressure. After the counselor communicated with the university leaders, the counselor with the qualification of psychological counselor would provide group psychological counseling to student X's roommates to help them

establish an effective social support system, so as to help them to master the relevant interpersonal communication, emotional control and coping style when they have anxiety and panic attack.

### *3.3.4 Contacting Student X's Family Members*

Because student X and his mother have been living together for many years, they have developed a strong sense of dependence. The mother plays the role of an important target for him to seek help and support. In the discussion between the counselor and student X, student X expressed willingness to communicate with the counselor and his own mother. The counselor learned detailed personal growth information about student X from his mother and guided her on how to communicate with student X to cope with the current situation. The mother's understanding and trust reduced student X's burden when facing psychological crises, resulting in a more focused treatment process.

### *3.3.5 Following up the Effect of Intervention*

Consultation arrangements were conducted once a week. At the beginning of the sixth consultation, student X's emotional state improved. According to student X's feedback, his current emotions are much calmer than before. When encountering situations of tension and anxiety, he can also gradually feel emotions and transform negative emotions in a timely manner. After the 13th consultation, student X showed a more positive attitude and mental outlook, and actively adopted a combination of exercise and a reasonable diet to stabilize his physical condition. A total of 22 consultations were conducted throughout the entire process. At the end of the semester, student X's evaluation and diagnosis in the hospital showed symptom relief, and he was able to master the method of reducing anxiety by changing his unreasonable beliefs.

## **4. ANALYSIS OF THE REASONS FOR SUCCESSFUL INTERVENTION**

Exploring a successful problem-solving case can help deepen the understanding of students' problems in school. This measure not only helps to promote the proposal of problem-solving solutions, but also reflects the current state of students during

their school years to a certain extent, which helps to accumulate experience in problem prevention, identification, and resolution in the process of student education.

#### **4.1 Psychological Intervention**

Psychological intervention is a key way to solve problems, and the psychological counseling services that schools can provide are important drivers of problem-solving.

##### **4.1.1 Professional Diagnosis Is the Key to Crisis Intervention**

The key of crisis intervention is to make professional and accurate prediction on the situation of student X. The current level is the standard to judge what kind of crisis plan to start. Through the hospital diagnosis and reasonable drug treatment, it can alleviate the situation of students in crisis and provide accurate basis for the follow-up school psychological treatment.

##### **4.1.2 Psychological Consultation Is the Focus of Crisis Intervention**

During the psychological counseling process, the counselor established a good counseling relationship with student X, helping him understand the mechanisms of psychological problems and solutions, alleviating his tension and pressure, and gradually building treatment confidence and self-confidence. In this process, psychological counseling and others worked together to solve problems and grow together. Students understand that the consultation process is relatively long and there is no limit to the number of times. In the matter of psychological counseling, it is necessary to ensure that schools have control over the quality of psychological counseling and support for psychological counseling work, in order to ensure continuous intervention in psychological crisis work.

#### **4.2 School Work**

In the process of helping students with problems, the support of the school is very important. It is necessary to fully communicate between school departments to promote the formation of problem-solving solutions, and to play a role in the joint education of family and school on the basis of establishing a family-school connection.

##### **4.2.1 Good Communication and Cooperation Channels Between Student Departments**

The causes of anxiety and panic attack are complex, which not only include internal reasons of student X, but also include many factors such as student X's growth environment, family atmosphere, learning and living environment in school. The development of psychological consultation and the diagnosis of professional hospitals are one aspect. The psychological platform built by the school also plays an important role in the intervention of psychological crisis. After the counselor discovers and understands student X' psychological condition, they should fully communicate with the university leaders, analyze and judge the student's situation, contact the school's psychological counseling center, and arrange the counseling time and location on a voluntary basis. The orderly and efficient compliance of crisis intervention and the active performance of responsibilities among departments are of great help to student X's overall recovery process.

By providing psychological counseling to dormitory members, it aims to enhance students' understanding and identification with the power of social support. When students experience panic attacks, dormitory roommates, as important interpersonal and emotional targets for students in school, need to provide timely psychological assistance to roommates. By popularizing psychological knowledge about abnormal symptoms of mental health, it aims to help students accept and adopt better ways to take care of their classmates who experience abnormalities, and strengthen the learning of students' basic knowledge of mental health through courses to avoid fear or avoidance caused by ignorance, which can lead to the worsening of crises.

##### **4.2.2 Establishing a Smooth Communication Channel Between the School and Parents**

After students have psychological problems, they are prone to fear of communicating with their parents and fear of parents' accusation. But at the same time, they want to seek the understanding and help of parents. To establish a good communication channel between the school and parents, parents can get the feedback of students' school situation and actively cooperate with each other. Under the

guidance of professionals, they can help students deal with the crisis together.

## **5. ENLIGHTENMENT OF CRISIS INTERVENTION CASES**

Thinking about the handling process of this crisis case from the perspective of the entire process, analyzing the key factors to solve the problem, and deeply exploring the "promised steps" section can help reflect on this crisis case.

### ***5.1 Appropriate Social Ties Should Be Formed and Spiritual and Material Support Should Be Strengthened in the Process of Crisis Intervention***

In this case, the school psychological counseling center played an important role. The counselor and student X established a good relationship of mutual trust, which made a channel to express negative emotions unblocked. The counselor and the secretary in charge found out the situation in time, properly stabilized student X's emotions, and made preparations for further treatment, and also fought for time. In order to increase the necessary support, the counselor had a heart to heart talk with the roommates in the student's dormitory to create a good dormitory atmosphere, and help and encourage student X to participate in social life and feel the power of support.

Psychological counseling and medication are complementary when facing some psychological problems. When counselors carry out activities to promote mutual cooperation between students and their roommates, they can also use various treatment methods and multi-level support methods for comprehensive intervention, which is also the key to the success of this psychological crisis intervention.

### ***5.2 Considering Mechanisms to Enhance Understanding of Reassessment***

The purpose of psychological counseling is to let students understand the principles of anxiety and panic attack, so that they can rationally face sudden situations, and better understand the causes and solutions of their own situations. By explaining and discussing treatment plans with students, students are more likely to recognize and accept the treatment plan, making it easier to achieve treatment goals and maintain a positive attitude

towards seeking treatment. This factor is crucial for the success of psychological counseling.

### ***5.3 Taking the Way of Diverting Attention and Problem-solving to Deal with Problems***

In this case, student X mentioned his specialty in the study of professional courses among many problems. The psychological counselor transferred student X's pressure on learning many subjects to the direction that the current students are interested in and are likely to do well, so as to gradually establish student X's confidence and trust. When students went out to study, student X took the initiative to communicate with the professional course teacher about his own situation, worked with the teacher to reasonably arrange the preparation for the competition, took medicine on time, and reported to the teacher when he felt uncomfortable.

Throughout the problem-solving process, the counselor discussed stress events (completing the learning plan) in detail with student X, developed a reasonable plan, discussed how to complete the plan, and decomposed and set goals. At the same time, he tracked student X's feelings when achieving goals with known steps and reduced anxiety. The comprehensive support system formed by the above methods ensures the effective implementation of psychological crisis intervention.

## **6. CONCLUSION**

Due to changes in the living environment, university students may encounter new problems in adaptability, academic performance, emotions, interpersonal relationships, and other aspects. Schools should fully consider psychological factors in the process of managing and educating students. Through this student crisis resolution case, schools can focus on the construction of student mental health education.

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