RESEARCH ON PSYCHOLOGICAL CRISIS MANAGEMENT IN UNIVERSITIES BASED ON EMPLOYEE ASSISTANCE PROGRAM (EAP) --TAKING KUNMING REGIONAL HIGH SCHOOL AS AN EXAMPLE

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Declaration

I, GAO XINGHUA, hereby certify that the work embodied in this independent study entitled "RESEARCH ON PSYCHOLOGICAL CRISIS MANAGEMENT IN UNIVERSITIES BASED ON EMPLOYEE ASSISTANCE PROGRAM (EAP)—TAKING KUNMING REGIONAL HIGH SCHOOL AS AN EXAMPLE" is result of original research and has not been submitted for a higher degree to any other university or institution.

(Gao Xinghua)

Mar 2, 2022
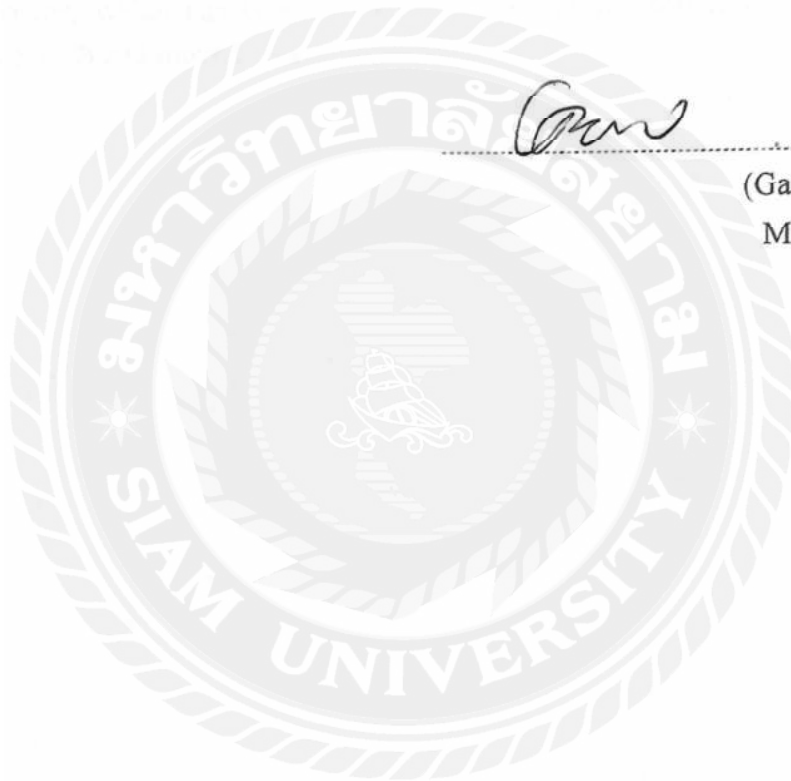
RESEARCH ON PSYCHOLOGICAL CRISIS MANAGEMENT IN UNIVERSITIES BASED ON EMPLOYEE ASSISTANCE PROGRAM (EAP) --TAKING KUNMING REGIONAL HIGH SCHOOL AS AN EXAMPLE

This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International of Business Administration in Education Management

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Siam University, Bangkok, Thailand

Title： Research on Psychological Crisis Management in Universities Based on Employee Assistance Program (EAP): A Case Study Kunming Regional High School

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Degree： Master of Business Administration

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ABSTRACT

As an important part of China's higher education, the complex changes in social development created some new challenges in the process of education and management, and the management of psychological crisis among college students is one of the difficulties in the management of higher vocational colleges and universities.

The mental health condition of college students has become a common concern of the current society, and schools of all levels and types attach great importance to it. Psychological problems of college students have become more frequent and are rapidly growing, and the psychological crisis of college students has become a major problem in campus management. The development of college students' mental health education, the cultivation of psychological quality, and the improvement of psychological counseling and psychological crisis intervention management have become important topics actively explored by colleges and universities.

This study took university students in higher education institutions and psychological crisis management in universities as research objects, and used the University Student Mental Health Level Questionnaire and the University Student Personality Inventory (UPI) to carry out psychological assessment and grasp the basic status of university students' mental health. With the support of theories related to management and psychology, the study constructed a theoretical framework based on crisis management theory, psychological crisis intervention theory, stress theory and Maslow's needs theory, while focusing on the introduction of EAP theory, and carried out psychological crisis intervention research on a sample of research subjects. The study was based on the analysis of psychological questionnaire data and interview information to explore the psychological problems and causes of psychological crisis among university students.

This study focused on the application of EAP technology in the psychological crisis management of college students in higher vocational colleges and universities, and carried out practical application research in five modules: daily psychological crisis management, psychological health education and publicity, education and teaching, psychological counselling and psychological consultation, and post-effect evaluation. Finally, based on the previous four levels of psychological crisis management system

for university students, a seven-level psychological crisis management system under the EAP model was constructed, including: Level 1 management, external expert supervision group; Level 2 management, university crisis management committee; Level 3 management, university mental health education and consultation center; Level 4 management, student psychology section of secondary faculty; Level 5 management, class psychology committee; Level 6 management, dormitory Sunshine Psychological Team Leader; Level 7 management, individual in crisis. The innovative construction of a college crisis management system based on the EAP model can effectively prevent and resolve the occurrence of psychological crises among college students in higher education institutions, and ultimately improve the psychological crisis intervention and management capacity of colleges and universities.
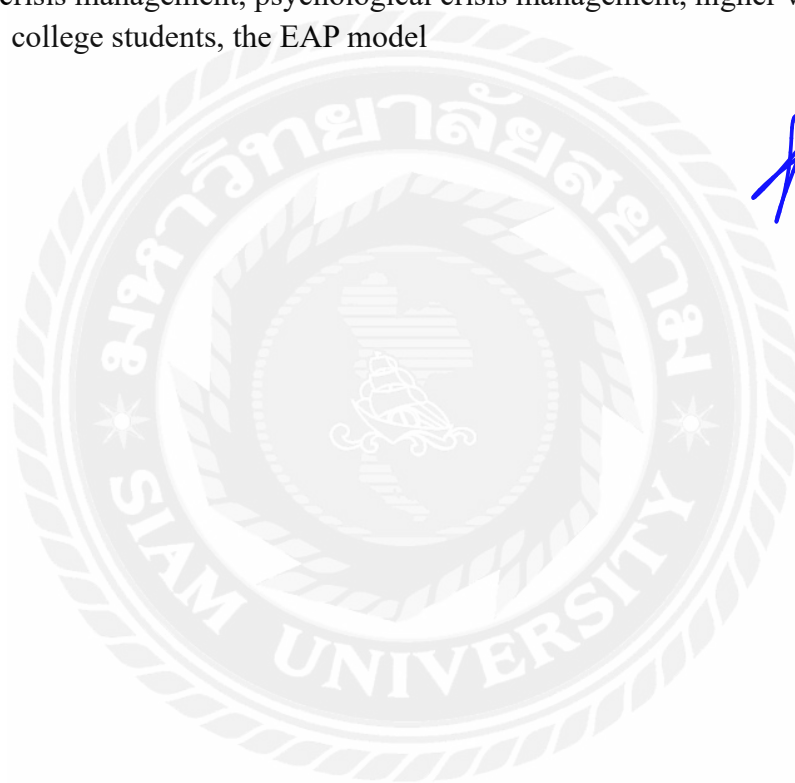
Acknowledgements

As my time at Siam University comes to an end, I look back on the time I have spent with my fellow students and teachers with great fondness and reluctance.

Firstly, I would like to thank all the lecturers for their rigorous attitude and dedication to excellence, which have greatly influenced me and helped me to improve my learning and research skills.

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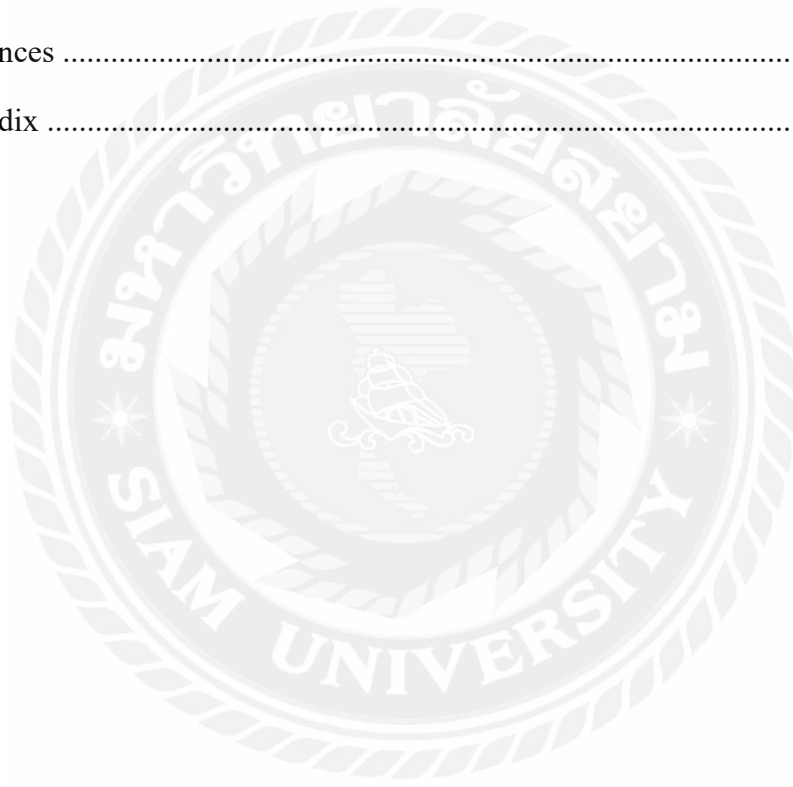
Contents

Chapter 1 Introduction

1.1 Background of the study

In recent years, colleges and universities have gradually strengthened their attention to the mental health of college students, and the construction of school counseling centers has been gradually improved, and the mental health education work has become more systematic, but psychological crises still occur in colleges and universities. Relevant data show that the number of psychological problems among university students has been on the rise for a long time, and the management of psychological crises among university students focuses on "problem groups"(Lin & Ke, 2013). This inevitably leads to the phenomenon of "treating the head when the head aches and treating the foot when the foot hurts", especially in higher education institutions with relatively weak teaching staff, where mental health education, psychological counselling and crisis intervention work for university students inevitably encounter difficulties. Relevant educators are also aware of the importance of early prevention in the process of psychological crisis intervention for college students, but there are not many mature technical means. "The foundation of a university lies in building moral character and cultivating people. Only universities that cultivate first-class talents can become world class universities." (China Youth Daily, 2021) Cultivating first-class talents is inseparable from a first-class management and education system as support. Article 16 of the Mental Health Law of the People's Republic of China also clearly stipulates that "schools of all levels and types shall educate students on mental health knowledge; equip or hire mental health education teachers and counselors, and may set up mental health counseling rooms to educate students on mental health." To sum up, under the background that the psychological problems of college students continue to increase and the psychological crisis events on campus become a major hidden danger, the psychological crisis management of college students becomes a necessary and necessary research topic.

1.2 Research problems and study content

Relevant studies show that the population of college students with psychological problems shows a significant rise, and the book "China's National Mental Health Development Report 2019-2020" published by the Institute of Psychology of the Chinese Academy of Sciences (2021) shows that the proportion of college students in the undergraduate and above group changing depression is 13.8%. The author understands from years of consultation and assessment that a higher proportion of

psychological problems exist in higher education institutions. The frequent occurrence of psychological crisis events in colleges and universities has become the norm in various news reports. This not only affects the normal teaching order of universities, but also affects the smooth running of student management and other work, while seriously endangering the physical and mental health and even life safety of university students (Hu, 2018). Psychological crisis has become a serious source of instability in university campus crisis. How to carry out psychological crisis management work for college students has become an important issue that needs to be solved urgently. Targeting the psychological crisis management of college students in higher education institutions is the main question of this study.

As an important part of China's higher education, institutions of higher education face more challenges in crisis management, especially the psychological crisis of university students. According to the author's investigation, there are various ways to admit students to higher vocational institutions, including participation in the general college entrance examination, "three schools" (vocational high school, secondary specialized school, vocational technical school students, referred to as "three schools") college entrance examination, independent enrollment, higher vocational expansion The students' academic level is generally not high and they do not have the ability to study at a high level. Students generally do not have high academic standards, good study habits, poor self-discipline, lack of self-confidence, and low resistance to stress and frustration (Wang & Zhu, 2022). During the study, it was found that the comprehensive quality of higher vocational college students is mixed, and the existence of psychological problems has diverse and universal qualities, which brings more unstable factors. The core issues to be explored in depth in this study are how to carry out the psychological crisis management of college students in higher education institutions with the uniqueness of students and how to innovatively implement EAP technology into the relevant work.

The challenges facing the management of students' psychological crises in higher education institutions also stem from the lack of teachers. Due to multiple factors, the teachers of mental health education-related majors in higher education institutions are characterized by relatively weak teachers (Xu & Cao, 2022). The author's visit and survey found that many colleges and universities are engaged in this work by teachers of other majors with non-psychology backgrounds, and some colleges and universities appear to have teachers responsible for this work who do not possess practitioner qualifications such as counselors, which makes it difficult to meet the needs of this more challenging work. This situation also poses the challenge of building a professional and stable team of psychological crisis management teachers. Professional

team building is therefore a key issue in this study.

1.3 Research objectives

1. To clarify the theoretical system of this study, to form a systematic theoretical structure, and to apply it to the relevant education and teaching.

2. Clarify the current situation of mental health of college students in contemporary higher education institutions, introduce EAP technology to improve college students' mental health literacy and achieve active prevention.

3. Address the lack of teachers' mental health knowledge (Zhang & Zhang, 2022) and improve the construction of psychological crisis management teams.

4. Improve the psychological crisis prevention and response mechanism, perfect the management structure, and improve the level of psychological crisis management.

5. Organically combine the EAP model with psychological crisis management in higher education institutions, and strive to build a more scientific and perfect management system.

1.4 Significance of the study

Psychological crisis management in higher education institutions is an important part of university management and the development trend of scientific management in universities. However, whether it is psychological counselling or psychological crisis intervention, the start in China is relatively late (Chen, 2016), and there are not many talents with relevant qualifications. Even if they are qualified as psychological counsellors, they are still inexperienced and their abilities are mixed. Therefore, it is necessary for universities to train and establish a professional psychological crisis management team and, of course, to build a scientific management system. In this way, we can ensure the smooth implementation of teaching and management, and complete the fundamental task of "building moral education for people". "To do a good job of management and education in colleges and universities, we must always adhere to the student-centered approach, combine the strict requirements of standardized management with the spring breeze and silent education in respecting, understanding and caring for students, and strengthen the function of scientific management in guaranteeing moral education... ... " (Zhang, 2020). The introduction of the EAP model

into the crisis management of university students is in line with the basic requirement of "adhering to student-centeredness". The construction of a perfect psychological crisis management system is fully in line with establishing a sound management and education system.

1.5 Limitations of the study

In reviewing and examining the various stages of this study, there are certain problems in both the preliminary literature collection and questionnaire survey, the data statistics in the middle stage, and the analysis and co-ordination in the later stage. The reasons for this may be summarized in the following areas.

1. Sample bias: In the process of psychological assessment for college students in higher education institutions, resource constraints caused the sampling schools to be limited to the Kunming city area and concentrated on a few individual colleges and universities to carry out, which may lead to certain bias.

2. Time problem: After the research direction was determined, time was tight and the ability to control time was limited, resulting in a compressed length of the research process, which also became a regret of this study.

3. Personal ability: In the course of the study, the researcher found that he did not have a solid grasp of management theory, coupled with the fact that his previous studies were biased towards literature and history, and he was not sensitive enough to data.

4. Scarcity of literature: In the process of literature collection, it was found that some of the research directions were biased towards applied psychology and some towards education, while there was not much related to psychological crisis management, which resulted in a lack of literature collection in the direction of management.

5. Shortcomings of the research method: This study attempts to adopt a mixed research method combining quantitative and qualitative research, but in the process of quantitative analysis, more use is made of the Internet and information technology, and some of the software is not used skillfully enough, so there may be cases where the data analysis is not deep enough; the interview summaries of the qualitative research may also be interfered by personal subjective factors.

Although there are many shortcomings, this study has been conducted after a long period of investigation and research, and the researcher is a long-term front-line teacher who has been teaching for a long time, so the research content has specific and refined characteristics. The construction of a new type of crisis management system for university students in higher education can form a new breakthrough in this field of research.

The overall flow of this study is shown in Figure 1-1:
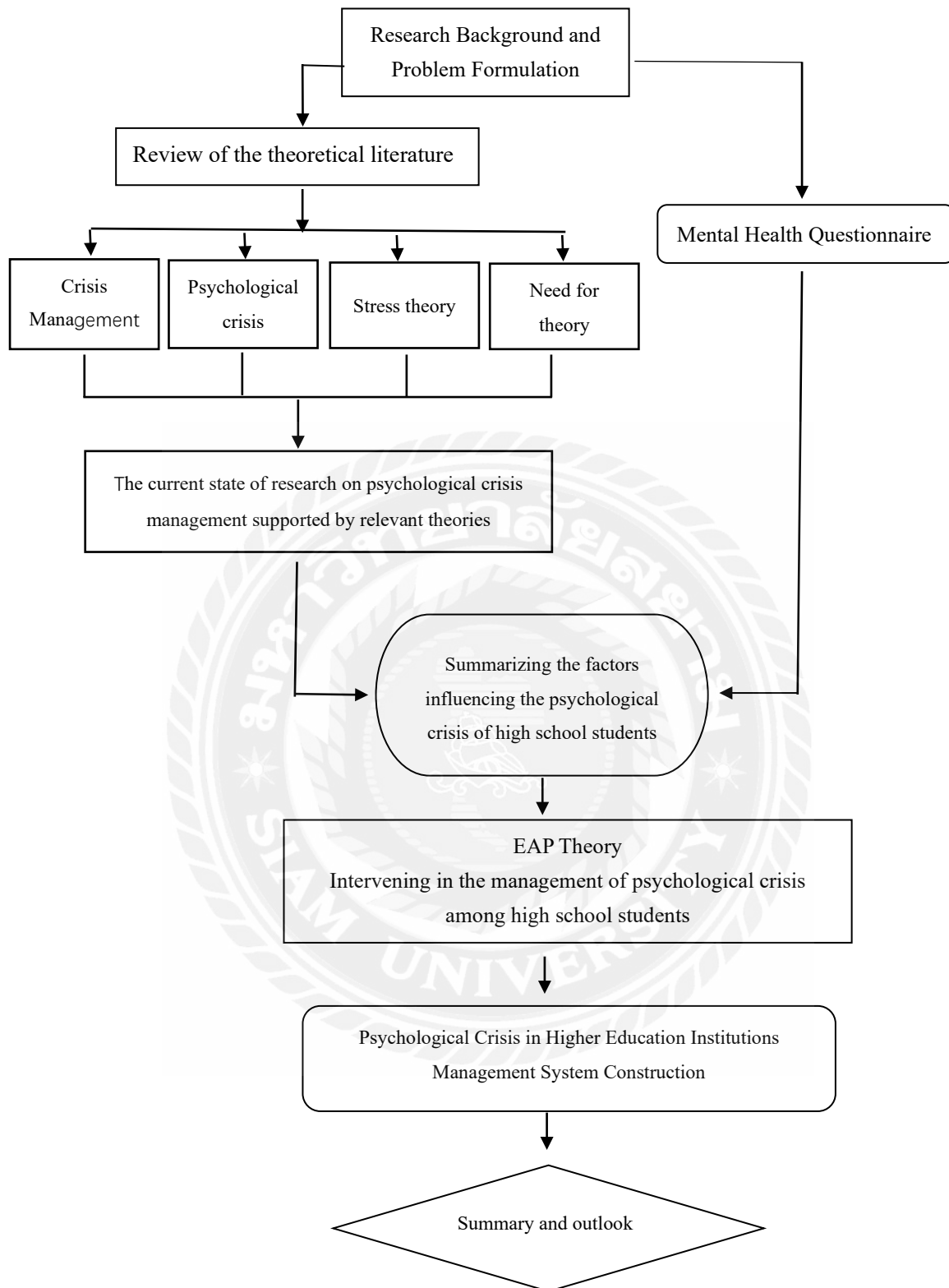
Figure 1-1: Overall flow chart of the study

This research contains several stages including problem formulation, questionnaire survey, problem attribution, EAP theory application research, crisis management system establishment and final summary.

Chapter 2 Literature Review

2.1 Overview

The psychological crisis of college students is getting more and more attention from colleges and universities, and related studies are increasing year by year. However, the complex changes in the family, school and social environment, coupled with the impact of the new crown epidemic and employment pressure in the past two years, have led to a rapid increase in psychological problems among university students (Xie, 2022) and frequent psychological crisis incidents in higher education institutions, making it necessary and urgent to study and create a new model of psychological crisis management.

2.2 Literature Review

The problem of psychological crisis among university students has long attracted the great attention of relevant scholars at home and abroad, and there are more relevant studies abroad. In particular, a certain body of knowledge has been formed in the area of mental health education for university students, and the issue of psychological crisis intervention is also partially presented in this system. There are also many research results on psychological crisis intervention early warning and intervention methods. Of course, there is also a certain amount of theoretical accumulation regarding the construction of management systems (Lu & Zhao, 2012).

2.2.1 Development of EAP Theory

EAP, full name Employee Assistance Program Association, can be directly translated as Employee Psychological Assistance Program, also known as Total Psychological Management Technique, is a set of systematic and long-term welfare programs set up by the organization for its employees. This set of programs, through the diagnosis and advice of professional psychologists to the organization, as well as the professional consultation, guidance and training provided to employees and their immediate family members, aims to help and improve the environment and climate of the organization, address various psychological and behavioral problems of employees and their relatives, and improve the performance of employees in the organization (Zhang, 2015).

EAP originated in the USA in the 1920s and 1930s. Initially, some companies in the USA noticed the negative impact of employees' alcohol problems on personal

performance and corporate performance and hired psychologists to help solve these problems, establishing the Occupational Alcoholism Program (OAP), which was the prototype of the Employee Assistance Program (Zhao, 2010). As a result of its effectiveness, the scope of this program was gradually expanded and its services were enriched, and the target group was extended to the employees' families, which formed the prototype of the EAP service. With the expansion of multinational companies, military outpost, academic exchanges and the training of international students in business schools, EAP services matured in the USA and were later introduced to Europe and beyond. Especially since the 1980s, with the progress of society, the growth of enterprises and the innovation of management thinking, EAP has grown and been widely used in developed countries such as the UK, Canada and Australia (Li, 2014). After decades of development, today, EAP has become a comprehensive service with various aspects including stress management, occupational mental health, redundancy psychological crisis, catastrophic events, career, healthy lifestyle, legal disputes, psychological wellness, outreach training, parenting classes and pre-examination stress reduction (Li, 2014).

It was not until March 2001 that the first complete EAP project was created in China - the EAP for Lenovo's customer service department - and the areas of implementation gradually expanded to include government departments, the military, etc. In July 2004, the Xu jia hui District Government in Shanghai launched an EAP project that included 10 services such as interpersonal planning, love and marriage, etc. services. Since then, China United Engineering Corporation became the first state-owned enterprise to introduce a full set of EAPs. In June 2005, the first China International Forum on EAP was held in Beijing, marking a gradual move towards the professionalization and commercialization of EAP in China. In the early days of EAP services in China, the focus was on psychological counselling and psychological guidance for employees, addressing issues such as stress, emotional distress and a sense of fairness in the workplace, but rarely on services related to employees' personal lives. With the spread of EAP in China and the strengthening of the concept of people-centered in enterprises, the service project of the Chinese EAP project began to focus more on the personal life of employees: legal assistance, healthy lifestyle, financial management, eating habits, emotional distress and other aspects of their lives (Zhao, R., 2010).

2.2.2 Theories of Crisis Management

1. Augustine's six-stage model.
Based on his own experience, Augustine, an American academic at Princeton

University, divided crisis management into six different stages (see Figure 2-1) and made specific management recommendations for each stage (Norman, 2004).

Stage 1: Crisis avoidance: Crisis avoidance is the prevention of a crisis, yet it is easy to overlook this easy and economical solution. In this phase, managers must make every effort to reduce risk and, where risk is unavoidable, to ensure that the benefits are commensurate with the risks. For unavoidable risks, appropriate safeguards must be put in place.

Phase 2: Crisis management preparation. Businesses need to prepare for prevention efforts should they fail, including establishing a crisis center, developing contingency plans, pre-selecting crisis team members, providing complete and adequate communication facilities, and establishing key relationships. For larger enterprises, back-up computer systems should be established. When preparing for a crisis, one needs to keep an eye on those subtleties, and neglecting any aspect will be costly.

Stage 3: Identification of the crisis. By gathering all the valid information, the company confirms that a crisis has occurred and identifies the root causes of the crisis. Identifying a crisis as soon as possible is a prerequisite for effective crisis control and resolution. When looking for information about a crisis, companies need to listen to as many different public opinions as possible, and they can also seek the help of external experts.

Phase 4: Control of the crisis. Depending on the situation, companies need to prioritize their control efforts in order to minimize the damage caused by the crisis as soon as possible. In this phase, decisive decision making is of the utmost importance to the company. Companies that have a clear crisis management plan in place before a crisis occurs generally have a very structured crisis control process.

Stage 5: Crisis resolution. Based on the causes of the crisis, highly targeted crisis resolution measures are implemented. The crisis waits for no one, and speed is of the essence at this stage.

Stage 6: Profiting from the crisis. The final stage of crisis management is to draw lessons. If a company has done well in the first five stages of crisis management, the sixth stage offers an opportunity to make up at least some of the damage and correct the mistakes made. (Norman, 2004).
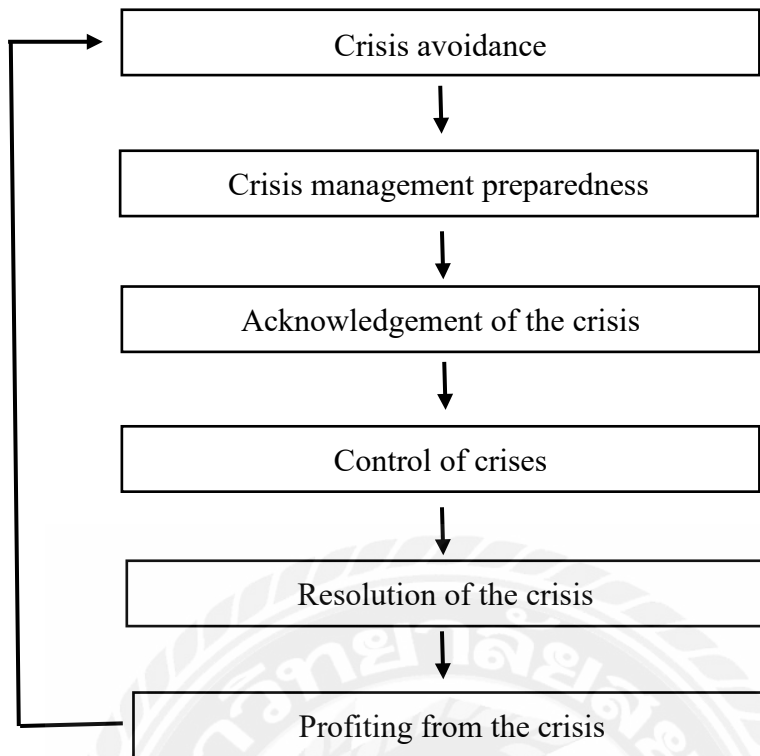
Figure 2-1 The six-stage model of crisis management (Norman, 2004).

2. Robert Heath's 4R model.

Robert Heath (2001) summarizes the crisis management process as the 4R model i.e. crisis management can be divided into four phases: reduction, readiness, response and recovery.

(1) Reduction phase. In the reduction phase, the main task of the company is to prevent the occurrence of a crisis and to reduce the extent of the shock after a crisis has occurred. Reduction is central to any effective crisis management because it is during the reduction phase that crises are most easily controlled and least costly, and companies can prevent some crises from occurring by paying more attention to various small changes and preventing them. Promoting management, enhancing communication and improving quality can all reduce the likelihood of a crisis without you realizing it.

(2) Preparation stage. It is too late to learn how to use a fire extinguisher after a fire has broken out. Before a crisis occurs, companies must plan for response and recovery, train staff in skills and conduct simulation exercises to ensure that these plans are well understood and put into practice, with the aim of minimizing damage and

returning to normalcy as soon as possible in the event of a crisis.

(3) Response phase. After the outbreak of a crisis, enterprises need to strike in time to contain the momentum of the crisis in the shortest possible time, using various resources, manpower and management methods to solve the crisis and prevent further deterioration of the situation.

(4) The recovery phase. Usually after a crisis, people and things are affected and impacted to varying degrees. Once the crisis situation is under control, the company should start working on the recovery process and try to restore the company's property, equipment, work processes and employees to normal. Companies should also improve their crisis management efforts and revise their crisis management plans in light of the problems that have been identified during the crisis. (Robert, 2001)

3. Mitroff and Pearson's five-stage model

Mitroff and Pearson, professors at the USC School of Business, have proposed a five-stage model of crisis management. Signal detection: Identifying early warning signs of a crisis; preparation & prevention: Preparing for a possible crisis and trying to minimize potential damage; damage containment: After a crisis has occurred, members of the company recovery: the company recovers as quickly as possible from the damage caused by the crisis and achieves normal operation; learning: lessons are learned from the whole process of crisis management to avoid a recurrence of the crisis. Even if a crisis does occur again, it can be dealt with more effectively (Ian & Christine, 1993).

In addition, Chinese scholar Xiong (2012) proposed a general procedure for crisis management in 2012, including six steps: crisis warning, crisis preparation, crisis identification and decision making, crisis control and handling, crisis recovery and crisis aftercare; the first two steps belong to pre-crisis management, the middle two steps belong to crisis management and the last two steps belong to post-crisis management.

2.2.3 Psychological Crisis Intervention Theory

Lindemann and others proposed the theory of psychological crisis intervention as early as 1944, pointing out that a person in the presence of intense grief should not dwell excessively on his or her inner pain, but allow himself or herself to feel the painful experience, vent his or her emotions and face reality squarely, otherwise a bad outcome is likely to occur. People need a period of time to vent their heartache, and if the normal grieving process is delayed, it is detrimental to their recovery (Zhao, 2008).

According to contemporaries such as Kaplan, the individual and the environment are generally in a state of dynamic equilibrium, and when faced with major stresses in life and unable to cope, emotional problems such as stress, anxiety, depression and pessimism often arise, leading to psychological imbalance. The ability to maintain a state of balance between the individual and the environment is closely related to the individual's level of awareness of the stressful event, environmental or social support, and coping skills.

Caplan also believes that everyone is constantly trying to maintain a state of inner stability, to keep themselves in balance and in harmony with their environment. When a major problem or change occurs that makes the individual feel difficult to solve and difficult to grasp, the balance will be disrupted, normal life will be disturbed, inner tension will build up, and then there will be disorientation and even disorder in thinking and behavior, entering a state of imbalance, which is This is a state of crisis. The person in crisis is prone to anxiety, panic, helplessness, despair, depression, mania and other negative emotions, which can lead to various stress reactions. These emotions and reactions may lead to various disorders and behavioral problems or even lifelong trauma, and in extreme cases may lead to suicidal behavior. Timely psychological intervention can alleviate the psychological stress of the person concerned and reduce negative stress reactions. (Zhang & Li, 2012)

Li 's (2022) research found that crisis events in schools are common among higher vocational college students, with more and more incidents of campus bullying and bullying, self-harm and suicide, and running away from home, causing increasingly bad social impacts. Therefore, it is very important to study how to deal with the occurrence of psychological crisis events in higher vocational schools.

Coupled with the complex student population in higher vocational institutions, students generally have low academic standards, do not have good study habits, and have a poor sense of self-discipline, lack self-confidence, and are not highly resistant to stress and frustration. Therefore, as mental health educators in higher education institutions, they should take effective measures in order to improve the mental health level and psychological literacy of students in higher education institutions. (Wang & Zhu, 2022)

Xiao (2011) believes that due to the lack of crisis coping mechanism, universities are unable to control the further expansion and spread of crisis in a timely and effective manner, and often "rush to respond" and deal with the occurred crisis by virtue of experience, which makes it difficult to grasp the initiative in the process of coping with

crisis, causing great economic and mental losses to universities and seriously hindering the stable and harmonious development of higher education institutions.

According to Shen (2022), Psychological crisis refers to the psychological and reactive behavior of individuals who become dysfunctional, self-harming or harmful to others when faced with a major stressful event that cannot be avoided and their existing resources and coping methods are insufficient to solve the problem. Contemporary university students, in the face of increasingly challenging employment situations, complex interpersonal relationships, diverse social structures and their own family conflicts, are often overstressed, psychologically unstable, lonely and helpless, resulting in a variety of psychological problems, which may lead to the occurrence of psychological crisis, which will not only pose a threat to students' lives, but also bring risks and crises to the daily management of students in universities. "

Liu (2022) points out that the weak awareness of psychological crisis and the lack of confidence in dealing with setbacks and overcoming difficulties among university students have led to negative thoughts such as low self-esteem and vanity among contemporary university students. Faced with the scenarios in real life when they cannot realize their self-worth or meet their personal needs, they often become confused and uncertain; they feel frustrated and helpless or even anxious when they encounter various problems in the learning process that are difficult to solve; and they experience various negative emotions and behaviors in their daily lives.

According to Cai and Cao (2021), it is difficult to achieve the ideal state of home-school rationalization in the crisis management of college students. The reason is that some parents ignore or deny the psychological problems of college students and refuse to cooperate with the school in their work. They were divided into three types of parents, namely "three no parents", who had little communication with students, did not know about their children's psychological status, did not accept the school's advice, and did not cooperate with the referral for medical treatment. The "concealing parent", who hides their child's anxiety and depression from medical attention for fear of being "labelled". The "prejudiced parent" has little knowledge of mental health and mental health, is prejudiced and apprehensive about going to a mental health facility, is unwilling to face the reality and problems, and has the idea of giving up treatment because he or she feels that mental illness cannot be fully cured.

Jia (2022), in his study on the four-level early warning mechanism for psychological crisis among university students, explains that the construction of the "four-level early warning" consists of a first-level early warning system set up by the

school's psychological crisis warning and intervention leading group and the university's mental health education and consultation center, which is responsible for overall planning and leading the school's student psychological crisis warning and It is responsible for the overall planning and leadership of the school's student psychological crisis warning and intervention work, the formulation of crisis incident handling plans, the overall assessment of the school's student psychological crisis, the co-ordination of the school's mental health education work, and the implementation of crisis risk resolution. The second-level early warning system is set up by the second-level colleges, guided by the school's mental health education work plan, with the second-level college mental health counsellors, class counsellors and class teachers as members, and the second-level college psychological counselling stations as the "early warning position", actively carrying out various psychological crisis intervention and early warning work, and specifically guiding the third and fourth-level The early warning system - class psychological members and dormitory psychological information officers - carry out the first-line early warning work. The three-level early warning system is mainly composed of class psychologists, who focus on real-time understanding of the latest psychological developments and study conditions of students in their classes. The Level 4 Early Warning System is mainly located in the dormitories where students live, and the dormitory psychological information officers keep abreast of students' daily psychological and behavior through their daily observations.

2.2.4 Stress theory

Stress-induced psychological reactions can be divided into two categories: positive psychological reactions and negative psychological reactions. Positive psychological reactions refer to moderate levels of cortical arousal and emotional arousal, concentration, positive thinking and motivational adjustment. This reaction facilitates the body's correct cognitive evaluation of individual information, the choice of coping strategies and the ability to cope. Negative psychological reactions refer to excessive arousal (anxiety), stress, excessive emotional arousal (agitation) or depression (depression), reduced cognitive ability and unclear self-concept. These reactions prevent the individual from correctly evaluating the reality of the situation, choosing coping strategies and exercising normal coping skills. Psychological crisis in the context of psychiatry refers to a sudden, serious disaster, major life event or stress, a significant change in life conditions, especially difficulties that are difficult to overcome with existing life conditions and experience, causing the person to be trapped in a state of distress and anxiety, often accompanied by despair, numbness, anxiety, as well as vegetative symptoms and behavioral disturbances. (Deng, 2016).

Negative psychological reactions to stress can be staged. The order of the stages and the duration and clinical presentation of each stage are highly variable, depending on expectations of the degree and duration of the stress prior to the event, personal experience and personality type.

Horowitz proposed back in 1981 that the general sequence of stress states after an event is: alarm, denial, intrusion, end of constant revision. The pathological states correspond to overwhelm; panic exhaustion; maladaptive avoidance, suicidal, drug and terroristic agitation; confabulation states; apathetic states, psychosomatic reactions; loss of motor and caressing abilities, personality distortion.

Screaming: Often occurs when there is a sudden shock of information about an unanticipated event and can be characterized by crying, screaming or fainting.

Denial: a combination of emotional numbness, conceptual avoidance and behavioral bondage. Emotional numbness is the lack of normal sensory responses to stimuli; conceptual avoidance is the intentional absence of concepts related to the stressful situation; and behavioral constraint is the narrowing of the individual's range of activities, as evidenced by a preoccupation with general repetitive actions without regard for the surrounding area.

Intrusion: is a direct, symbolic, conceptual or emotional recurrence or flashback of a stressful event. These include nightmares about the stressful event, recurrent spontaneous impressions, or surprise reactions derived from other events.

Ongoing revision and closure: a process in which the body mobilizes its coping mechanisms to adapt, and if the coping is successful, If the coping is successful, the body enters a phase of closure; if it is blocked or unsuccessful, it may move into a pathological state.

Clinically, the two phases of denial and intrusion are the most common, while the remaining phases may be absent or inconspicuous, and the order may change. This division of stress stages is more obvious in acute stress and less obvious in chronic stress. Reactions to stress are not always abnormal, but are only pathological when they are excessive. (Li & Wu, 2018)

2.2.5 Maslow's theory of needs

Maslow's Hierarchy of Needs theory, which states that at each period of time, one need is dominant and others are subordinate, is instructive for management. Maslow's

hierarchy of needs is based on his humanistic psychology, which states that man's inner strengths are different from animal instincts, that it is human nature to demand the realization of inner values and inner potential, that human behavior is governed by consciousness, and that human behavior is purposeful and creative. Maslow's core term for these needs is "individual" needs (Li, 2011). Mental health education for university students is itself about meeting the individual needs of students, and how to meet the many motivations and needs of university students is an important part of their self-improvement.

From EAP theory, crisis management theory, psychological crisis theory, stress theory and Maslow's needs theory, it is easy to find that EAP theory can form a good theoretical support for psychological crisis management in colleges and universities; EAP theory can fit well with the psychological crisis management work in college crisis management.

2.3 Theories on explaining the relationship between the independent and dependent variables

2.3.1 The feasibility of applying EAP to crisis management in universities

This study takes the application of EAP technology in higher education institutions as the independent variable, and the improvement of college students' psychological literacy in higher education institutions and the effectiveness of systematic psychological crisis management in higher education institutions as the dependent variables. Through the formulation of the question and the inference of the research hypothesis, a systematic link between the independent and dependent variables of this study can be inferred (Li & Wu, 2008).

Zhang (2020) argues that mental health education for college students follows the law of physical and mental development of contemporary young college students and is dedicated to cultivating builders and successors who are physically and mentally healthy, have perfect personalities, and meet the needs of national and social development, which is significant for building a stable, united, civilized, harmonious, free and equal social climate. Therefore, EAP services in enterprises and mental health education in universities are highly consistent with each other in terms of maintaining the physical and mental health of employees and students at the micro level, building the culture of enterprises and universities at the mesoscopic level, and social

development at the macro level.

Liu, Jiang and Zhan (2020) argue that with the increased awareness of mental health education among students and teachers, the introduction of the EAP model is more acceptable than in other organizations and fields. Universities also have the hardware and software resources needed to implement EAP. In terms of hardware, there are dedicated psychological centers and psychological service venue facilities; in terms of software, there are psychology and education teachers as well as a team of professional psychological counsellors, all of which serve as a good foundation for the implementation of EAP.

Wang (2019) believes that the focus of school EAP services is not on remediation after a student has had a problem, but rather on prevention. At the same time, he argues that: compared to other industries and organizations, universities have incomparable advantages in carrying out EAP. However, although EAP theory is developing rapidly, it has not been implemented concretely in China for a long time, and there is a lack of professional field talents and relevant empirical studies in China.

2.3.2 A new direction for EAP attention - occupational health psychology

NIOSH emphasis that a new approach to occupational health should focus on the prevention of stress, occupational diseases. NIOSH and the American Psychological Association define OHP as "the study of the application of psychology to improve the quality of life of workers and to protect and promote their safety, health, and well-being." The term "protection" refers to the minimization of worker exposure to workplace hazards in the work environment and "promotion" refers to training workers with the knowledge and resources to improve their own health and their ability to stay below the hazards of the work environment (Li & Wu, 2008).

2.4 Relevant reasons for choosing the theories used

The implementation of psychological crisis management in higher education institutions requires sound theoretical support. Stress theory, psychological crisis intervention theory, crisis management theory and EAP theory are all mature and tested in practice, and there are precedents for the application of relevant theories in psychological crisis intervention and management in higher education institutions (Zhang, 2022). This study aims to apply EAP theory to the management of psychological crises in universities on a regular basis, based on the previous research of experts and scholars, and to prevent psychological crises before they are warned (Xie, 2022). At the same time, the study aims to build a prevention and management system that is vertically expanded in the early, middle and late stages, and horizontally linked

with the school, faculty, class and dormitory (Jia, 2022).

Based on theories related to management and psychology, this study conducted a literature review and concluded that applying EAP technology to the whole field of daily study, life and employment of high school students, and actively implementing the technology in teaching and management of colleges and universities, the two complement each other and may be able to have a significant positive correlation. Firstly, the introduction of EAP technology in higher education institutions can be beneficial to the physical and mental health care of teachers and students; secondly, EAP can provide psychological counselling and health services for students, meeting their need for respect and motivating them to learn and be creative at the same time; thirdly, EAP is conducive to the creation of a "people-oriented" crisis management model.

2.5 Conceptual/theoretical framework diagram

Through the literature review, the relevant theories were stripped down to the point of focusing on the psychological crisis management of college students in higher education institutions, and under the systematic support of psychological crisis theory, crisis management theory and stress and Maslow's needs theory, EAP theory was introduced to carry out targeted intervention research on the psychological crisis problems of college students, which constitutes the conceptual/theoretical framework diagram of this study.
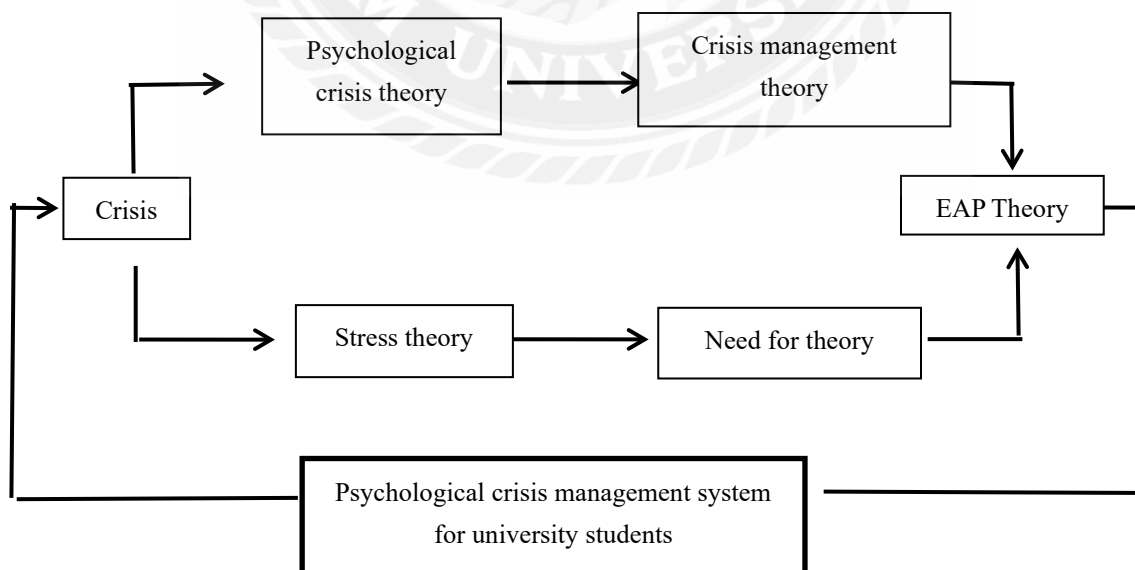
Figure 2-2 Conceptual/theoretical framework diagram

2.6 Explanations and definitions of relevant academic terms

2.6.1 The concept of crisis and psychological crisis

A crisis is often defined as "a time or encounter that an individual or group is unable to deal with using available resources and usual coping mechanisms". Crisis is urgent and sudden, and these sudden encounters can easily cause stress reactions and, without intervention, often result in cognitive, emotional and behavioral distress (Li & Zhang, 2012).

The American scholar Webster defines a crisis as "a turning point for the better or worse, a decisive moment, a critical period of time and a scenario that reaches a crisis point." According to Chinese scholar Su（2003）, "crisis" is a neutral term that refers to the friction between the old and the new, which makes both mechanisms ineffective.

In summary, experts in the field define "crisis" from different perspectives, but when distilled and summarized, it is easy to see the following common characteristics: suddenness, urgency, threat, imbalance, uncertainty and extraordinary. It is also easy to see that crises are often unpredictable and sudden, and cause a strong emergency response. If not responded to and dealt with in a timely manner, it can lead to dysfunctional psychological processes and behavioral aspects of the individual, and even result in social disruption.

A psychological crisis is generally a state in which an individual's constructed cognitions and learned behaviors conflict with, and are distressed by, the situation they are facing at the moment. Such situations and encounters are often unavoidable and intensely stimulating stressful events. While most individuals can pass through a crisis unscathed, others can remain in a crisis state of imbalance for long periods of time (Li & Zhang, 2012).

2.6.2 The concept of crisis management

Pearson and Clair (1998) defines crisis management as the activities undertaken by a company to avoid a crisis event or to deal effectively with a crisis event that has occurred, with external stakeholders in mind.

Steven Fink (1986) defines crisis management as the art of systematically eliminating risk and uncertainty at a turning point in a company's future so that the company can take greater control of its own future.

Henslowe (1999) defines crisis management from a competency perspective as the ability to deal with any emergency situation that may occur in a crisis organization.

According to Sun et al. (2002), citing the Japanese business management consultant Fujing Toshimi, crisis management is the pre- and post-event management of unexpected events that cannot be expected to occur in advance, but when they do occur, they pose extreme risks to business operations.

According to Bao and Chen (2003) of the University of Southern California, crisis management is the study of why man-made crises occur, what steps or methods can be used to avoid these crises, and how to control the development and eliminate the effects of crises once they occur.

According to Wei (1994), crisis management is the management of crises in order to prevent and avoid crises, to enable organization or individuals to survive crises and to limit the damage caused by crises to a minimum.

According to Su (2000), crisis management is the process by which an organizations or individual can avoid and reduce the harm caused by a crisis, or even turn a crisis into an opportunity, through crisis monitoring, crisis pre-control, crisis decision-making and crisis management.

Zhu (2003) defines crisis management as a planned, organized and systematic approach to address crisis factors before the outbreak of a crisis, and to turn a crisis into a safe one in the most rapid and effective way after the outbreak.

Zhou (2007) believes that crisis management can be divided into broad and narrow sense. Broad sense of enterprise crisis management refers to the whole process of predicting, monitoring, controlling, coordinating and recovering from the possible or occurred enterprise crisis events based on the crisis management plan under the guidance of crisis awareness or crisis concept; narrow sense of crisis management is actually what is usually called crisis management. It refers to the process of controlling, handling and recovering from a crisis.

According to Zhang and Xu (2012), crisis management refers to the management process of information collection and analysis, decision making and prevention, planning and responsibility implementation, crisis resolution and treatment, experience summing up and enterprise adjustment in order to prevent the occurrence of crises, respond to various crisis situations that may arise in enterprises, mitigate the damage

of crises and enable enterprises to recover from crises as soon as possible.

To summarize the above definitions, it is easy to see that although different scholars have different emphases, they all emphasize the following three conclusions: firstly, crisis management is intended to mitigate the harmful effects of a crisis; secondly, the ultimate goal of crisis management is to eliminate the crisis. Thirdly, crisis management has a chronological order and is divided into two major management parts: pre- and post-event.

Combined with the crisis management work of college students in higher education institutions, the author believes that, for colleges and universities, crisis management is the general term of a series of management activities for sudden crisis time in the process of teaching and student management in colleges and universities, aiming at reducing the threat brought by crisis events on campus, as well as unnecessary personal and property losses, and maintaining campus security and stability.
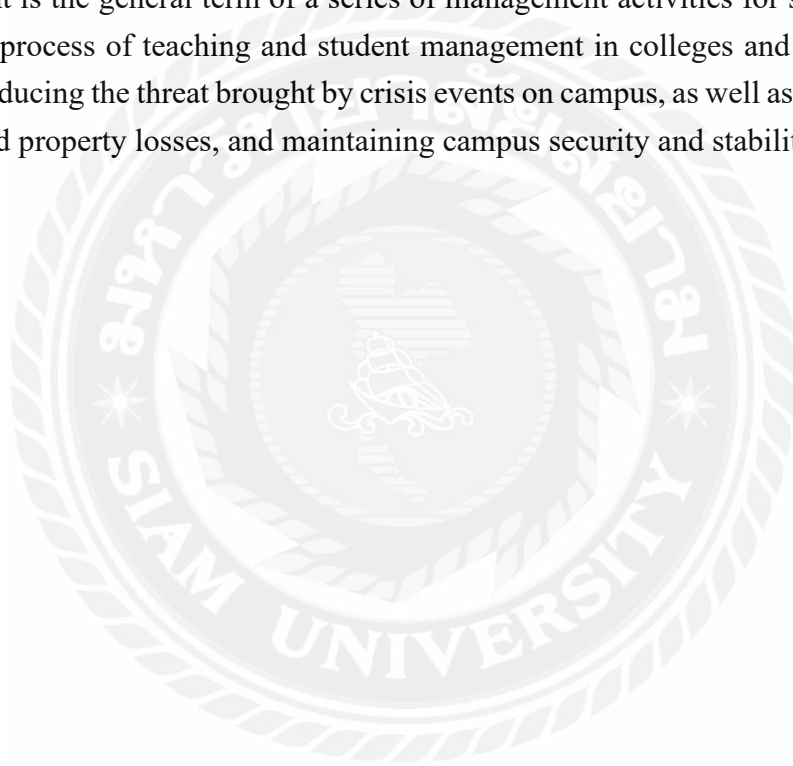
Chapter 3 Research Methodology

3.1 Overview

This chapter assesses the mental health of a sample of students from five representative institutions in Kunming using the University Student Mental Health Inventory and the University Student Personality Inventory (UPI). The theoretical aspect of this study is a multidisciplinary study combining management, psychology, education and EAP theory. A number of scales were used to capture the psychological well-being of high school students, and a questionnaire was used to screen the crisis management of students in similar universities and other types of schools. These two elements are the prerequisites and foundations of this study which seeks to construct crisis management for university students under the EAP model.

This study uses a mixed research approach combining quantitative and qualitative research, implemented as follows.

1. Survey method. Using professional psychological assessment software, the psychological assessment of college students in higher education was carried out, while the assessment data were analyzed, synthesized, compared and summarized, so as to arrive at the psychological health status of such college students and discover the focus of college students' psychological crisis intervention and management (Zhan, 2014). Combined with the latest scientific research results of this discipline, after in-depth theoretical analysis, we aim to introduce the EAP model to optimize the intervention plan for the psychological crisis management of college students in high school.

2. Theoretical analysis method. Applying the theories of management, psychology, education and risk management, combining with the latest scientific research achievements in this discipline, after in-depth theoretical analysis, the EAP model was introduced to optimize the intervention plan for the psychological crisis management of college students in higher education.

3. Literature research method. A large number of domestic and international literature on psychological crisis management of university students and EAP theory were searched, and then analyzed, compared and studied in depth, in order to provide valuable clues and theoretical support for this study.

3.2 Composition and measurement of the independent and dependent variable scales

In this study, students in Kunming Art Vocational College were assessed using the Mental Health Level Questionnaire in the "Information Platform for the Dynamic Analysis and Consultation of College Students' Mental Health Management" (https://xinli.sizhengwang.cn/#/login?redirect=%2Fhome). The study assessed the mental health level of college students in Kunming Art Vocational College. At the same time, the "University Personality Inventory (UPI)" (Yu, 2008) was used to assess the mental health status of students in four higher education institutions. The focus was on the overall psychological health of university students in Kunming.

3.2.1 The Mental Health Levels of College Students Scale and its measurement

The Mental Health Level Scale for University Students was developed by the Institute of Developmental Psychology of Beijing Normal University and has some authority. Before logging on to the system, you need to complete information such as date of birth, ethnicity, place of origin and whether you are an only child.

There are 96 questions and no time limit for students to answer them. During the assessment, students can check their answers to see if they have missed any, and they can only submit the assessment if they have answered all 96 questions. The assessment can also be re-administered if required, by logging in to the platform and taking a second assessment as required by the administration, but the time between assessments must be greater than 24 hours, otherwise it cannot be submitted.

The scale focuses on three levels and four broad categories of questions, with 96 assessment items that can be grouped into 19 basic factors and one polygraph factor. The screening questions include: Level 1, which focuses on hallucinations, delusional symptoms and suicidal intent in severe psychological crisis; Level 2, which focuses on internalizing and externalizing psychological problems, including sensitivity, paranoia, depression, social fears, somatization, low self-esteem and anxiety; and externalizing psychological problems, which focus on eating problems, impulsivity, compulsions, self-injurious behavior, hostile aggression, internet addiction and anxiety. Externalizing psychological problems focus on eating problems, impulsivity, compulsions, self-injurious behavior, hostile aggression, internet addiction, dependency and sleep disturbance. The tertiary screening questions focus on general stress and adjustment problems, including academic stress, relationship problems and interpersonal problems. The scale also contains six test questions with similar indicators, focusing on students

who may not have taken the test seriously, and the results are not informative.

3.2.2 The University Personality Inventory (UPI) and its measurement

The University Personality Inventory (UPI) was developed in 1966 by Japanese university counsellors and psychiatrists who participated in the All Japan University Health Management Association, based on their counselling and clinical experience. It is a mental health screening scale developed for the early detection and treatment of students with psychological problems. The Chinese version of the UPI questionnaire was brought to China from Japan by Professor Fan Fu min of Tsinghua University and was revised and officially used in China in 1993（Hu Peng & Chen, 2020）. It is now commonly used in the psychological counselling services of various universities in China and is used annually (Deng, 2006). The UPI is the best questionnaire for early detection of psychological problems in new students and has been widely used in Chinese universities.

The purpose of the survey was explained to the students in order to allay their concerns, and the confidentiality of the results was explained to the students in order to ensure the accuracy of the results. The study focused on informing the students to read and understand the instructions during the sample assessment, collecting the questionnaires directly on the spot and using the computer for statistics at a later stage.

3.3 Research hypothesis

After examining the challenges of this study and identifying the research questions, and after examining the research context through a large body of relevant literature, the following hypotheses for this study were developed.

Hypothesis 1. The EAP model can be applied in the process of mental health education for college students in higher education institutions and has a positive effect on the related teaching work.

Hypothesis 2. The EAP model has a preventive effect on the generation of psychological crises among university students.

Hypothesis 3. The implementation of the EAP model can promote the construction of psychological crisis management teams.

Hypothesis 4. EAP technology can effectively promote crisis management in colleges and universities.

Hypothesis 5. Psychological crisis management in colleges and universities can be effectively combined with EAP theory and have a mutually reinforcing effect on development.

3.4 Overall and sampling approach

3.4.1. Description of survey respondents

The main sampling institution for measuring the mental health level of college students was the Kunming College of Arts and Professions, a representative college in the Kunming area. The college was founded in 1986 and consists of the Nie Er School of Music, the School of Performing Arts, the School of Media, the School of Design, the School of Humanities, the School of Aviation and Tourism, the School of Information Technology, the Teaching and Research Center for Intangible Cultural Heritage, the Institute of Ethnic Music, the Institute of Public Relations and Public Opinion, and other faculties and research institutions, offering 38 majors and enrolling students from 26 provinces, cities and autonomous regions. It is a provincial "pilot school for comprehensive talent training reform". In recent years, teachers and students have won more than 50 national awards and more than 200 provincial and ministerial awards; individual majors have been identified as "National Experimental Training Demonstration Bases for Vocational Education" and "Provincial Model Internship and Training Teaching Bases for Higher Vocational Colleges in Yunnan Province". The college has established a psychological counselling center for college students and a psychological health education teaching and research department. There are two full-time and three part-time psychological counsellors in the center; one individual counselling room, one group counselling room, one psychological assessment room and one sand tray room are set up. The University's Student Counselling Centre is responsible for the mental health education and counselling work of all students and teachers. Every year, the psychological health assessment is conducted for all first-year university students.

In order to ensure the accuracy of the sample, this study also conducted random psychological assessments in four other higher education institutions in the Kunming area, with a total sample of 400 valid questionnaires.

The four institutions were Kunming Metallurgical College, Yunnan Institute of Land and Resources Technology, Kunming Institute of Industrial Technology and Kunming College of Health Professions. Two of the four institutions are established public institutions of higher education in the region, one is an engineering institution

that has been upgraded to a higher education institution for nearly 20 years, and one is a new private higher education institution. Combined with the selection of the Kunming College of Arts, the questionnaire was selected to include three public and two private institutions, for a total of five higher education institutions.

3.4.2 Sampling method

1. When this study was conducted to measure the mental health level of college students in Kunming Art Vocational College, whole-group sampling was used because of the relatively small group differences in one school. Firstly, the college was used as a unit to form a non-crossover, non-repetitive set of students with grade and class as the main characteristics, and then a class of first-year university students was selected in each college for the questionnaire. Whole-group sampling expands the application of sampling by transforming the sampling unit, is easy to organize, and also easy to control the quality of the survey, and also has the characteristics of saving manpower and material resources. However, this sampling method is prone to the problems of uneven sample distribution and poor sample representativeness. Therefore, in the course of the study, attention had to be paid to the sampling error.

For Kunming Art Vocational College, the sample focused on the psychological assessment of first-year university students from five colleges. The data obtained were more accurate as the students were able to adapt to campus life after they had started their studies. Prior to the assessment, educational work was carried out through the Mental Health Education for University Students course, which also helped to dispel students' doubts.

2. In the assessment of a sample of university students from the four institutions of higher education, a stratified sampling method was adopted, in which the four institutions were firstly identified as four independent groups, then the first group was made by faculties, and then a random sample was drawn from each faculty. From each faculty, a certain number of administered students were selected on the basis of their academic numbers, which were eventually combined to form the assessment subjects. Proportional sampling: The number of sample cases in each stratum is distributed according to the number of observation units in each stratum of the overall population, and the proportion of sampling in each stratum is equal, n/N. Where: n is the sample size and N is the overall number. Proportional stratified sampling steps: (abbreviated as: stratification; ratio; fixed number; sampling.) The number of individuals to be sampled in each stratum is determined by dividing the number of individuals in each stratum into strata according to the number of individuals in the population N and the sample size n. The number of individuals to be sampled in each stratum is determined and the sum of the number of individuals in each stratum is the sample size n. The

number of individuals in each stratum is determined by randomly selecting individuals in each stratum and combining them to obtain a sample with a content of n. Because stratified sampling is equal probability sampling (n/N), it is fair, and because the overall population is first stratified according to different characteristics, there is less variation in individuals within each stratum and more variation between strata; different strata can also be sampled using different methods. Stratified sampling has the advantage of better representation of the resulting sample and less sampling error, but its disadvantage is the complexity of the sampling method.

3. The EAP model is applied in a sampling manner.

In the application phase of the EAP technology, a sample of university students who were classified as having serious psychological problems by the preliminary psychological assessment were sampled and counselled and intervened, and the final psychological profile was established.

Simple sampling was used for this part of the study because the overall number of individuals sampled was small and the sample size was also small. Firstly, the overall population was selected according to the purpose of the survey, and all observation units in the population were numbered: 1, 2, 3 ... N, (N being the total number of observation units in the population), and a sample of n observation units was drawn from the population using a non-relaxed sampling method according to the principle of randomness. Using the random number table method, a certain number is used as the object of implementation of the EAP technique application generated by the random method. The specific steps include: numbering, number selection, reading and selection of individuals for the sample. The formula was calculated as: $n=\sigma2/(e2/Z2+\sigma2/N)$.

In this part of the study, a random sample of 148 overall subjects was drawn in multiples of 5, and 29 individual university students were selected for the practical application of EAP techniques.

For simple random sampling, the sampling error of the sample mean and sample rate, i.e. the standard error, was calculated as follows.

$$S_x = \frac{S}{\sqrt{n}}\sqrt{1 - n/N}$$

3.5 Sample size

Sample size refers to the number of individuals involved or records collected in an experimental study. Sample size is important because it directly affects the precision of the estimated overall parameters. Considering the uncertainty, confidence intervals can be used. A confidence interval is a range of values of the overall parameter that contains a certain level of confidence.

The formula for calculating the confidence interval for the overall mean: Confidence interval = $\bar{X} \pm z * (s/\sqrt{n})$, where $\bar{X}$ indicates the sample mean, z is the chosen z-value (also known as the standard score), s represents the sample labeling difference, and n represents the sample size. The z-value chosen depends on the confidence level you choose. The table below shows the z-values corresponding to the commonly used confidence levels/(confidence levels):

Table 3-1. Table of Z-values for common confidence levels

Confidence Level	z-value
0.90	1.645
0.95	1.96
0.99	2.58

We see that the estimates become more accurate when the confidence interval becomes narrower. This means that the larger the sample size, the more accurately we can estimate the overall parameters.

The analysis is done by defining $\bar{X}$ as the sample mean and S as the sample standard deviation. $\bar{X}$ sample is a reflected image of the object under study or a part of itself, the more samples obtained the closer the sample is to the actual situation, the sample mean is all the samples, finding the sample mean reflects the center around which the fluctuations in the array revolve and is calculated by the formula:

$$\bar{X} = \frac{x_1 + x_2 + \cdots + x_n}{n}$$

The standard deviation of a sample from the sample mean measures the dispersion of the array, and the sample standard deviation is calculated by the formula:

$$S = \sqrt{\sum(x_i - \bar{x})^2/(n-1)}$$

In the process of collecting the psychological well-being of college students, the researcher focused on one institution, Kunming Art Vocational College, in order to maximize the sample size. The valid sample was 14.65% of the number of students enrolled in the college, which is an appropriate sample size. The sample sizes taken in the UPI questionnaires for university students at the other four colleges also met the relevant research criteria.

3.6 Data collection

3.6.1 Mental health level test of higher vocational high school students

Considering the basic characteristics of higher vocational high school institutions in Kunming, this study adopted the method of centralized assessment in one college and random sampling in several colleges to conduct the mental health level test of college students. The assessment was carried out using the "Information Platform for Dynamic Analysis and Consultation of College Students' Mental Health Management", which can be operated by students using WeChat. After nearly one month of centralized assessment, a total of 580 questionnaires were collected and 522 questionnaires were recovered, 8 questionnaires were invalidated because the consistency of polygraph did not meet the requirements, and 514 valid questionnaires were finally recovered, with an efficiency rate of 88.62%.

Valid questionnaire statistics

8 invalid questionnaires
1.4% of the total

Did not attend 58
10% of the total

514 completed
accounting for 88.6%

■ Did not participate   ■ Completed   ■ Invalidation of questionnaires
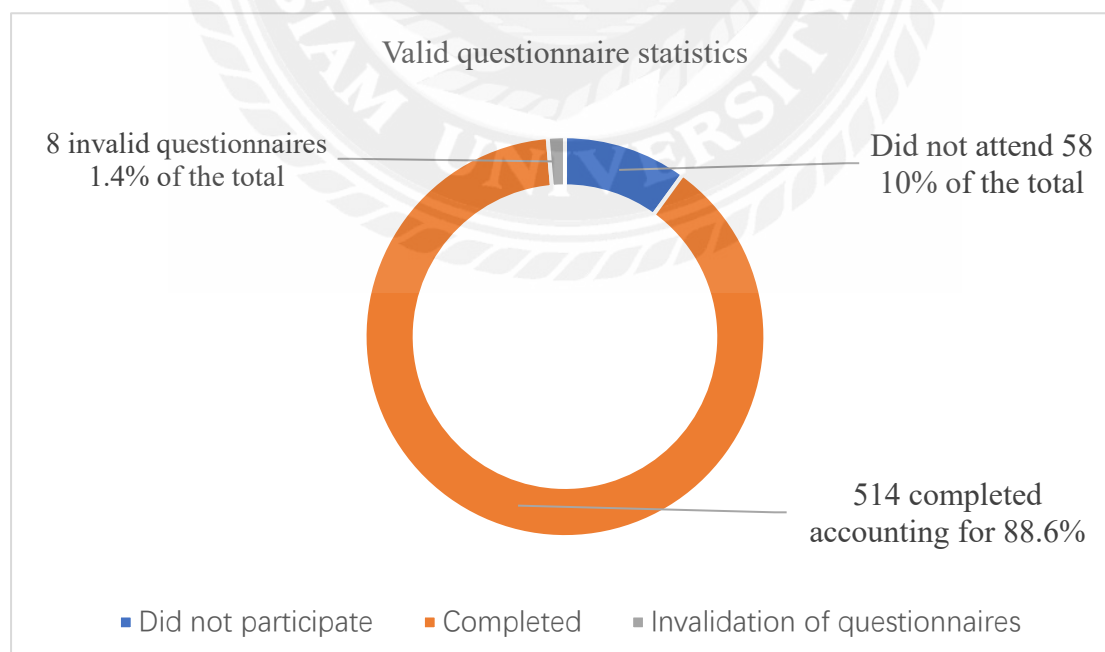
Figure 3-1 Statistics of valid questionnaires of mental health questionnaire for university students

3.6.2 UPI questionnaire assessment

A total of 460 questionnaires were distributed to a random sample of the other four universities for the decentralized assessment, and 421 valid questionnaires were eventually returned.
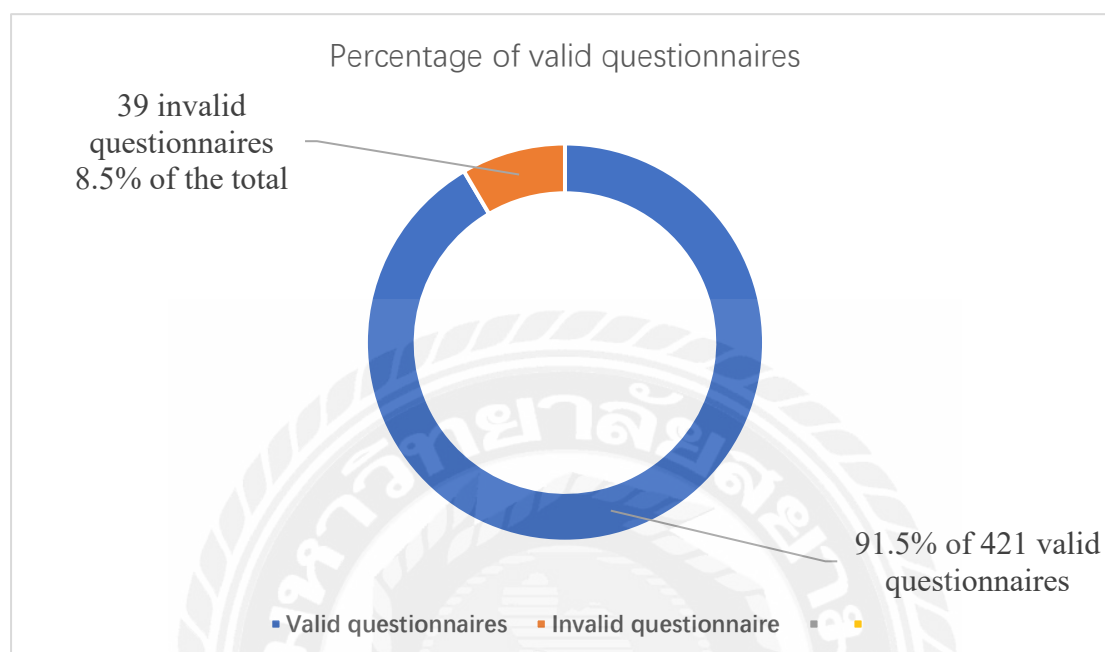
Figure 3-2 UPI valid questionnaire statistics

3.6.3 Data collection for EAP mode application

On the basis of a comprehensive inventory of the mental health condition of university students, research subjects were extracted from the category of university students with serious psychological problems, combined with theories of psychological crisis identification, stressful event intervention, need theory debugging and psychological crisis intervention to establish university students' psychological profiles, while landing on EAP technology and launching intervention research.

With the support of preliminary theoretical and practical research, the research subjects were firstly selected to establish psychological profiles. The content of the file contains two major parts: personal basic information and psychological warning information. Personal information includes name, class, dormitory, contact details, family members and basic information, date of creation, psychological survey records, self-reported and other-reported emotions, and recorder. The psychological early warning information is divided into categories including study, love, interpersonal relationships, economics, employment, family changes, internet use, etc. In conjunction with the formation of the psychological profile, further research is carried out in the

form of individual counselling and group counselling to obtain more in-depth data.

3.7 Methods of data analysis and the significance of their indicators.

This study used SPSS20 to conduct specific analyses of the findings of the College Student Mental Health Questionnaire and the UPI questionnaire.

In the process of data analysis, this study focused on the use of factor analysis. It is a multivariate simplification technique that aims to decompose the original variables and group them into potential 'categories', with the more correlated indicators grouped into one category and the less correlated variables between categories, each of which represents a 'common factor', i.e. an intrinsic structure. Each category represents a 'common factor', i.e. an intrinsic structure, and factor analysis is about finding that structure. In this study, the first step is to examine the correlation between the variables and determine whether factor analysis is required; the second step is to carry out the analysis and determine the number of factors to be extracted according to certain criteria, generally requiring an eigenvalue greater than one; the third step is to examine the interpretability of the factors and, if necessary, perform factor rotation to find the best way to interpret them; and the final step is to calculate intermediate indicators such as factor scores for further analysis.

Using factor analysis, the relatively disorganized raw data collected can be compressed to identify the most important factors, and they are grouped and organized according to their causes, from which several main lines can be identified to help analyze the main controlling factors of fullness.

This study also uses descriptive analysis, in which a large amount of raw data information is initially collated and summarized to analyze the trends of concentration and dispersion by describing the inherent patterns of the raw data. Where the measure of data concentration reflects a representative value of the general level of the data or the central value of the data distribution.

3.8 Reliability analysis of scales.

Reliability is a theoretically conceived concept, and in practical application, the correlation between two sets of information obtained from the same sample is usually used as an indicator of measurement consistency, and there are various sources of error in test scores, so there are various methods of estimating reliability. Different methods of estimating reliability can only account for one aspect of reliability, and special

attention should be paid to their scope of application when using them.

Common methods of estimating reliability include retest reliability, replicate reliability, split-half reliability, homogeneity reliability and rater reliability. The two scales used in this study were selected from well-established psychological questionnaires, which already had good stability, but given the specificity of this study, the researcher chose homogeneity reliability to analyze the scales. Homogeneous reliability, also known as internal consistency, refers to the degree of consistency between questions within a test, which refers to the consistency of scores rather than the consistency of content or form. A test is homogeneous if there is a high positive correlation between scores on individual questions, regardless of the content and format of the questions. The best indicator of internal consistency is to calculate the correlation between all questions, and the easy ways to do this are the Kunder-Richardson reliability coefficient and the Cronbach alpha coefficient. This study sampled the Cronbach alpha coefficient.

$$\alpha = \left[\frac{K}{K-1}\right][1 - (\sum S_i^2)/S_t^2]$$

Where K is the value of the total question items in the scale, S_i^2 is the score variable for question i (the within-question variance of the score), and S_t^2 is the variance of the total test score (the variance of the total score for all questions in the scale). This formula does not require test questions to be scored as 0/1 only and can handle the calculation of the consistency coefficient for any test. This method is suitable for reliability analysis of attitudinal and opinion-based questionnaires (scales). The reliability coefficient of the total scale should preferably be above 0.8, and between 0.7 and 0.8 is acceptable; the reliability coefficient of the subscales should preferably be above 0.7, and between 0.6 and 0.7 is acceptable. In this study, we first conducted a small-scale survey on the "Mental Health Level Questionnaire for University Students" and the UPI among university students in higher education to obtain first-hand data, and then analyzed the reliability of the scales to ascertain their reliability before proceeding with the subsequent psychological assessment.

Validity refers to the extent to which a test or scale can actually measure the psychological traits it is designed to measure. There are different ways of classifying validity, the most common being the American Psychological Association's

classification of content validity, criterion related validity and construct validity. This study attempts to estimate the validity of test results using criterion-related validity based on the use of professional psychological questionnaires. Through observation and conclusion of the study, the researcher used three factors, namely absenteeism, make-up exams and retakes, as validity criterion, a behavioral reference for the purpose of the test, independent of the test results, which can also be referred to as calibration behavior. This is because human psychological traits cannot be measured directly, but can only be replaced by some external behavior that represents the level of the trait to be measured, and the degree of agreement between the test score and the calibration behavior is calculated as evidence of the test's validity.

The reason why the study used the validity test scheme and identified the validity criteria as the three factors of absenteeism, make-up exams and retakes among the high school students was that most of the students with psychological problems and potential psychological crises had impaired social functioning. As learning is the main task of university students, "troubled students" often suffer from academic distress, boredom and truancy. In this study, the data collection phase of the EAP model found that students with serious psychological problems were mostly accompanied by learning difficulties, as well as absenteeism, make-up exams and retakes. The sample was based on a statistical criterion of 40 or more hours of absenteeism, 2 or more make-up exams and 1 or more retakes in a semester.

The statistical results are shown in Table 3-2：

Table 3-2 Statistics on academic performance of university students with severe psychological problems

Type	Gender	Total	Chronic absenteeism	Make-up exams	Retake
Serious psychological problems	Male	53	39	41	23
	Female	95	62	55	17

This scale is derived from the analysis of this study

The results are based on the students' academic performance over the course of a semester, and it was found that although some students were absent from school due to sick leave or leave of absence, a comprehensive analysis of the results pointed to a lack of adjustment to campus life, including study and living. In summary, it is easy to see that an in-depth analysis of the data collected and a validity test of the scales measured indicate that the scales measured in this study have a high degree of validity. Coupled

with the fact that both questionnaires are well-established scales that have been studied by expert validation, the scales themselves naturally have good validity.

The sample scale had a Cronbach's alpha coefficient of 0.912 and the UPI had a Cronbach's alpha coefficient of 0.893, using SPSS20.

Chapter 4 Result of the study

4.1 Overview

This chapter firstly holds a generalization of the influencing factors of psychological problems and psychological crisis produced by college students in higher education, while discussing the key points of crisis intervention with the help of EAP theory, and finally constructing a psychological crisis management system in higher education institutions to effectively intervene and manage the psychological crisis events of college students.

4.2 Description of statistical variables

4.2.1 Mental health level questionnaire assessment of university students

As the Kunming Art Vocational College School is a high vocational college established in the region for more than 30 years, the student sample is representative. The study population took into account the special characteristics of art students, so a special sample of students of this major type was taken. Through the preliminary psychological assessment, after investigating the psychological health of high school students, it was found that a high proportion of psychological problems existed among high school students, and the overall psychological health situation was not optimistic.

4-1 List of overall mental health level tests for first-year university students at Kunming Art Vocational College
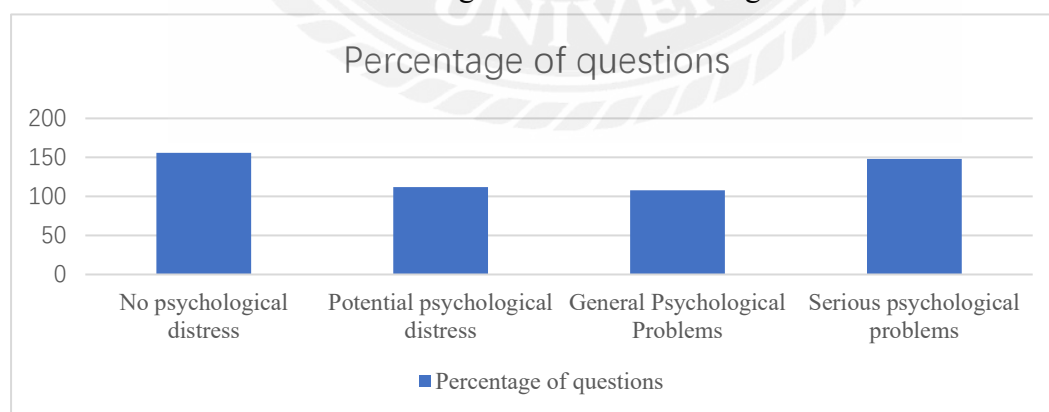
The statistics for the 524 valid returned scales showed that 156 students (29.77%) had no psychological distress; 112 (21.37%) had potential psychological distress; 108 (20.61%) had general psychological problems; and 148 (28.24%) had serious psychological problems. The overall observation shows that the proportion of

psychological problems among students in the school is relatively high, and is also on the high side when compared with the conclusions drawn from relevant studies in recent years.

4.2.2 UPI questionnaire measurement

In order to form a good comparison, after the UPI questionnaire was launched for the other four HEIs, valid questionnaire data were collected and statistical and comparison work was carried out, and the results of the initial screening data are shown in Table 4-2：

Table 4-2 Random UPI psychometric data from the four HEIs

Classification		Total	Total%	Class I	Class II	Class III	Class I %	Class II %	Class III %
Gender	Male	196	46.6%	30	35	131	15.3%	17.9%	66.8%
	Female	225	53.4%	39	56	130	17.3%	24.9%	57.8%
Higher Institute of Metallurgy		94	22.3%	15	18	61	16.0%	19.1%	64.9%
Land Resources Vocational and Technical College		87	20.7%	13	16	58	14.9%	18.4%	66.7%
Institute of Industrial Technology		125	29.7%	19	26	80	15.2%	20.8%	64.0%
College of Health Professions		115	27.3%	22	31	62	19.0%	27.0%	53.9%
合计		421	100%	69	91	261	16.4%	21.6%	62.0%

The results of the 421 valid questionnaires assessed by the UPI show that there were a total of 69 students with psychological problems in category 1, with a screening rate of 16.4%, which is slightly lower than the proportion of students in category 1 in the national norm (18%-21%), and the overall situation is average. In terms of gender, female students were significantly more likely than male students in both category 1 and category 2 questionnaires. In terms of school classification, the Category 1 and Category 2 questionnaires are higher in private HEIs than in other public institutions, with a detection rate of 19% in Category 1 and 27% in Category 2, both of which are higher than the average of the overall assessment. College students in higher vocational institutions are at a critical stage in their life development. They have experienced a relatively high level of binding and focused learning in the early stage of basic

education, and have transitioned to a relatively free stage of independent learning and self-care in university, which inevitably leads to maladjustment and ambivalence, and therefore are more likely to develop psychological problems and other mental illnesses.

4.2.3 A Survey on Mental Health Education and Psychological Crisis Management of College Students in Higher Education Institutions

The following research data were obtained through visits to five representative higher education institutions in the Kunming area on mental health education, construction of psychological counselling centers, and psychological crisis management.

Table 4-3 Sampling statistics of the visit survey on mental health education and psychological crisis management for students in higher education institutions

Projects	Results
Psychological counselling center or counselling room set up	100%
Mental health education institutions established	100%
Software and hardware equipment	60%
Dedicated funding	40%
Mental Health Education Compulsory Course Offering	100%
Mental Health Education Awareness Campaign	100%
Composition of the Psychological Crisis Intervention Leadership Team	60%
Full coverage of mental health assessment for university students	100%
Mental health topic meetings each term	100%
At least one full-time mental health teacher	60%
Student counselling hotline set up	60%

4.3 Results of descriptive and inferential statistical analyses

4.3.1 Analysis of questionnaire assessment and EAP technology intervention

1. Descriptive statistical analysis of the mental health level questionnaire for university students

The assessment of the mental health questionnaire for university students showed that there were significant differences in the results of the five colleges within the Kunming Art Vocational College, and the gender differences were also relatively obvious. This is shown in Tables 4-4 and 4-5:

Table 4-4 Distribution of faculty numbers and gender numbers

Faculty	Serious psychological problems				General Psychological Problems				Potential psychological distress				No psychological distress			
	M	F	Total	Percentage	M	F	Total	Percentage	M	F	Total	Percentage	M	F	Total	Percentage
College of Design	13	12	25	36.2%	6	5	11	15.9%	9	3	12	17.4%	14	7	21	30.4%
College of Music	4	4	4	12.3%	7	7	14	21.5%	6	11	17	26.2%	16	10	26	40%
College of Education	1	20	21	19.1%	3	24	27	24.5%	3	30	33	30%	1	28	29	26.4%
College of Information	3	2	5	16.1%	6	0	6	19.4%	6	1	7	22.6%	9	4	13	41.9%
College of Media	32	57	89	35.9%	22	27	49	19.8%	17	26	43	17.3%	36	36	67	27%

According to Table 4-4, it can be observed that the number of students in serious psychological crisis in the College of Design and the College of Media of Kunming Art and Vocational College is relatively high, accounting for 36.2% and 35.9% of the total number of students assessed respectively, which is a significant difference. However, the proportion of students who were not in psychological distress was 26.4%, the last of the five faculties, which means that the proportion of students with psychological problems in the Faculty of Education is not low. The number of students with psychological distress and above was 69.6% in the School of Design, 60% in the School of Music, 73.6% in the School of Education, 58.1% in the School of Information, and 73% in the School of Communication, all of which were over 50%. In the later stage of

the study, a more in-depth case study was conducted specifically on the three faculties of Design, Education and Communication. The number of students enrolled in the school was high. It can be ascertained that a higher percentage of students who encountered difficulties in their studies at secondary or high school level have psychological problems after entering university.

Table 4-5 Detection of problems by gender

Level	Male（Attendance n=210）	Percentage	Female（Attendance n=314）	Percentage	Total number（Attendance n=524）	Total share
Serious psychological problems	53	25.2%	95	30.3%	148	28.2%
General Psychological Problems	45	21.4%	63	20.1%	108	20.6%
Potential psychological distress	41	19.5%	71	22.6%	112	21.4%
No psychological distress	71	33.8%	85	27.1%	156	29.8%

According to the assessment statistics, the proportion of girls in the category of serious psychological problems is nearly 5 percentage points higher than that of boys; the proportion of boys with general psychological problems is 1 percentage point higher than that of girls; and the proportion of girls with potential psychological problems is 3 percentage points higher than that of boys. Overall, the proportion of psychological problems among female students is higher than that of male students, but the difference is not significant. There is a rising trend of psychological problems among male students compared to previous studies.

The College Mental Health Questionnaire Serious Psychological Problems is a Level 1 screening, focusing on eight factors in two directions of hallucinations, delusional symptoms and suicidal intent. In-depth analysis of the questionnaire data revealed that a higher proportion of students screened for serious psychological problems were suicidal intent items. In the analysis of the four suicidal factor questions, it was found that more individuals chose "very much like me" and "more like me" for the "Considered ways or times to commit suicide" factor, far more than the "Want to

end my life" factor far outweighing those who chose "want to end my life", "have committed suicide" and "have admired people who have succeeded in committing suicide".

The three factors of "wanting to end my life", "ever committed suicide" and "ever envied someone who succeeded in suicide" were much higher. This shows that the majority of students with severe psychological problems scored higher on the suicidal intent factor and lower on the suicidal behavior factor.

2. Descriptive statistical analysis of the UPI questionnaire

Table 4- 6 Breakdown of category 1 and 2 of the random UPI questionnaire in the four HEIs

Project classification	Number of people	Percentage share
Total score≥25	69	16.4%
Total score 20-24	93	22.1%
25 Answer in the affirmative (wanting to die)	33	7.8%
16 Answer in the affirmative (frequent insomnia)	102	24.2%
26 Answer in the affirmative (not interested in anything)	52	12.4%
9 Answer in the affirmative (too worried about the future)	97	23.0%
8 Answer in the affirmative (your past and family are unfortunate)	29	6.9%
56 Answer in the affirmative (people talking behind their backs)	77	18.3%
Tutor questions for affirmative answers	116	27.6%

From the statistics of the Category 1 and 2 detection questionnaires, the percentage of those who had suicidal tendencies (25 questions answered in the affirmative and belonged to Category 1) was 7.8%, which was higher than the national level (1.2%), and the percentage of those with a total score greater than or equal to 25 (belonged to Category 1) and the percentage of those who answered in the affirmative to the counselling questions (belonged to Category 1) each accounted for a large proportion of those who screened for Category 1 questions, many of whom chose to feel that they had problems in physical health and psychological problems they may have.

3. Sample statistics of the visit survey on mental health education and psychological crisis management for students in senior high schools

Through the survey, it was found that there were large differences in the implementation of psychological crisis management work among students in higher vocational colleges in Kunming. The author conducted a study in the following aspects,

the details of which are as follows.

(1) In terms of special funding, only one university has completed the annual average student funding of RMB 15 yuan as required by the Ministry of Education, one university has reduced the annual average student funding to RMB 10 yuan, and the other three universities have not made any special investment.

(2) With regard to the investment in software and hardware for the psychological counselling center, 60% of the institutions met the demand for student counselling and psychological crisis management work, and the three institutions that met the demand were all public institutions, while the two private institutions lacked investment in both software and hardware. This shows that some private institutions still need to strengthen the infrastructure of psychological crisis management for university students.

(3) There is also a shortage of full-time mental health education teachers in private institutions. In the two private institutions visited, the teachers of mental health education are all part-time and cannot devote their full attention to the education and management of students' mental health, or even have several jobs, which inevitably leads to the phenomenon of losing one's job to the other. Although all three public institutions are equipped with full-time teachers, they do not meet the requirements of the Ministry of Education for teacher-student ratios and have to increase the number of part-time teachers to balance them.

(4) During the visits, it was found that some universities have not set up student counselling hotlines, which means that there is a risk that students may not be able to seek advice on their psychological problems, or at least that there is a risk of poor communication.

(5) During the visit, it was found that two institutions did not set up psychological crisis intervention leading groups as required by their work, and one of them was a public institution. This indicates that individual universities do not fully appreciate the importance of psychological crisis management for college students, and it can also be inferred that there are hidden dangers in the psychological crisis management for college students in higher education institutions.

4. Analysis of EAP technical interventions.

After the study was further developed, the collation of psychological early warning information under the EAP model was launched. After completing the classification of the categories of psychological early warning information, the researcher further

develops the description and fills in the profile with the main intervention methods. In particular, the description of the early warning information for the academic category is carried out to include the causes and manifestations of their academic difficulties. The responses can be teacher encouragement, student support, participation in psychological counselling to relieve stress, etc. When describing early warning information for the economic category, include the financial situation of the family and the behavior of the student. Responses may include financial support from the school, encouraging students to participate in group activities and psychological group counselling, etc. When describing early warning information for the employment category, include signs of employment stress. Responses may include providing training on employment skills, helping students to identify their strengths and overcoming negative emotions. Teachers will also follow up with students who have completed the psychological intervention and enter the information in their psychological warning file. The success of an intervention is judged by how well the individual is able to cope with life, study or work on their own after the counselling session and how well they do not have the same psychological crisis for a long time.

4.3.2 Inferential statistical analysis for this study

Based on the descriptive statistical analysis, this study carried out further inferential statistical analysis based on the principles of mathematical statistics, the use of sample statistical values to infer overall statistical values and the significance of the relationship between variables. In order to achieve the ultimate purpose of this study, which is to complete the construction of a crisis management system for higher education institutions with the support of EAP technology.

1. Analysis of factors influencing the generation of psychological crises among university students.

In this study, based on the analysis of the questionnaire survey results of five higher education institutions in the Kunming area, and then through the later intervention of EAP technology in the establishment of college students' psychological profiles, psychological interventions and interviews, the main factors and indicators for the generation of psychological crises among college students in higher education institutions were summarized as follows in Tables 4-7:

Table 4-7 Factors influencing the generation of psychological crisis among college students in higher education institutions

Level 1 indicators	Level 2 indicators
I. Economic and social factors	1. Rapid social changes
	2. Competition for jobs is fierce
	3. University expansion continues
II. Internet Media Impact	1. Rapid network development
	2. Artificial intelligence intervention
	3. Heavy reliance on mobile phones
III. Family Factors	1. Family financial situation
	2. Major family changes
	3. Family Parenting Style
IV. School Factors	1. Physical conditions of the school
	2. The quality of the school's student population
	3. Education Management Model
V. New crown epidemic factors	1. Pressure to manage closed schools
	2. Interaction control pressure
	3. Pressure of lack of practice
VI. Students own factors	1. Self-perception bias
	2. Learning ability impact
	3. Interpersonal issues
	4. Emotion management skills
	5. Stress coping skills
	6. Social adaptability

Based on survey and interviews with authors.

(1) Rapid economic and social development

In the present time of rapid economic and social development, social changes are drastic. Especially under the great changes of China's social reform and opening up, people's pressure will increase, and the social pressure of university students will of course also increase invisibly. In addition, with the expansion of China's universities in recent years, the number of fresh university graduates in 2022 has exceeded ten million, and such great employment pressure will of course directly affect contemporary university students. The researcher's research process found that even first-year university students are thinking and worrying about their employment. The current pace of university expansion has not stopped, especially in the context of vigorously developing higher vocational colleges, and the enrollment of higher vocational colleges is also increasing year by year, but the long-established employment concept of "studying in university means leaving manual labor and skilled work" has caused university students to be reluctant to sink to the front line. This phenomenon of mismatch between university talent training and social demand is more serious. Such a dilemma, which makes it difficult for enterprises to recruit and university graduates to find jobs, is inevitably affecting the physical and mental health of university students.

(2) Rapid promotion of new media applications on the Internet

In recent years, the rapid development of the Internet has been epoch-making. Big data, artificial intelligence, all have deeply influenced our lives. University students, a young and dynamic group, are the fastest to accept and adapt to the fast-paced life of the new Internet media, but of course, its inevitable impact is also obvious. Negative incidents such as internet addiction, mobile phone dependence and cybercrime occur from time to time. In the survey, it was found that individual university students spent all their daily time with their mobile phones, except for sleeping time. The small screen limits the diversity of their communication, and the small screen also reduces the time for contact with nature and integration into society. Therefore, we cannot ignore and pay attention to the negative effects of new media applications on the Internet.

(3) Family environment

Family is the first school, and the growing environment of college students' family directly affects their physical and mental health level. The survey found that the problems that university students worry more about include personal economic problems, which are closely related to their family's economic situation. Students who are under financial pressure tend to be more results-oriented and more concerned about issues such as employment. Major family changes are one of the main factors causing psychological crises among university students. The sudden death of a loved one,

parental divorce, sudden increase in family debts, etc., directly cause strong stress reactions to undeveloped university students, while causing physical and psychological damage. Of course, the difference in parents' education and family upbringing also deeply affects the maturity and growth of university students and the development of their sound personality.

(4) School environment

The general trend of expansion of higher education institutions year by year has prompted the transformation of universities as a whole, and the rapid growth of the number of students has inevitably caused more tension in the infrastructure of classrooms, dormitories and canteens, which cannot meet the needs of today's university students, or even ensure the completion of teaching quality. This inevitably brings real pressure on contemporary university students. The higher education institutions are forced by the pressure of school grounds, teaching buildings, dormitory buildings and other hardware and software facilities investment and development expansion, and have to increase the enrollment plan year by year to expand the enrollment scale, which inevitably causes the enrollment process to lower the enrollment standard to complete the annual enrollment plan as the minimum requirement. This behavior has resulted in some institutions lowering their admissions standards for students during the admissions process, while the overall quality and quality of the admitted students is not taken into account as an important part of the examination. During the course of the study, it was found that 97% (63) of the 65 students at one institution who were taking (the effects of) antidepressants from their classmates were diagnosed with depression at the junior and senior high school level.

(5) Specific effects of the New Coronation epidemic

This study was conducted essentially during the outbreak of the New Crown epidemic, and we must take into account the impact of variables due to factors such as the epidemic closure. Many universities in China have been under prolonged epidemic closure, which means that students do not leave campus unless necessary, while reducing gatherings and unnecessary interactions. A paper in Nature, "The COVID generation: how is the pandemic affecting kids' brains?" (12 January 2022), which studied the development of over 600 infants and toddlers aged 3 months to 3 years, found that 39 children born during the epidemic scored nearly two standard deviations lower than their pre-epidemic peers in speech, puzzle solving and fine motor skills. The gap value for this variable was close to 25%.
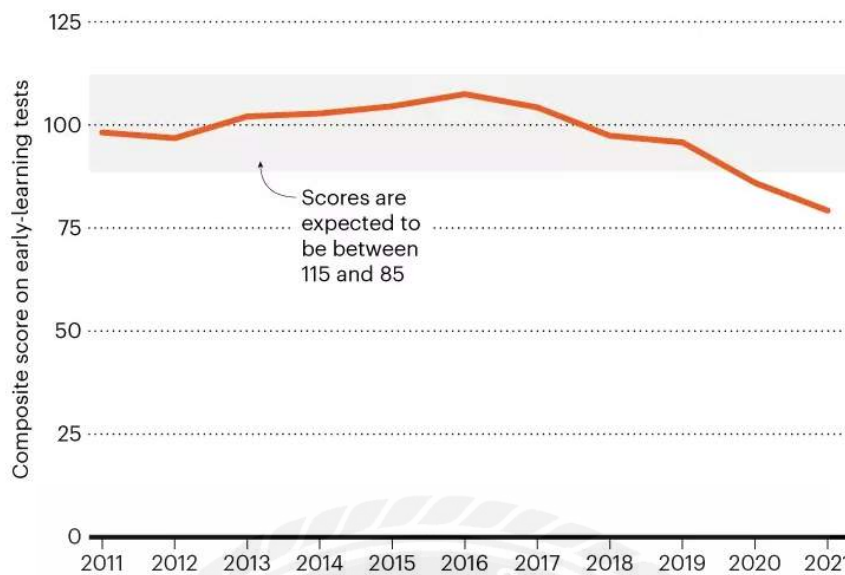
Figure 4-2.　Nature Magazine New Crown Outbreak Impact Survey Results

Nature Magazine New Crown Outbreak Impact Survey Results (12 January 2022).

The paper identifies three reasons for this outcome: (i) a significant reduction in social activities and real-life communication, resulting in lower opportunities for social bonding in infants and toddlers. (ii) Prolonged wearing of masks prevents infants and toddlers from accurately recognizing the facial expressions and least movements of others, which inevitably affects their cognitive development, including language, over time. (iii) Stress during pregnancy, which affects fetal development.

The above research can also be extrapolated to the situation of contemporary university students, who have long experienced the effects of the epidemic's closure and control policy, and many of them have long faced online classes on mobile phones, computers and other electronic products, lacking direct interaction and communication; also lacking socialization exercises; and also experiencing the pressure of being "restrained", university students are more eager for free space for activities The same lack of social exercise and the same pressure of being "restrained", university students are more eager for a free space for activities and communication.

(6) Personal growth experience

Personal factors are a key factor in the emergence of psychological crises among university students, and contain more content. In the personal research part of the EAP intervention, it was found that the study participants generally had cognitive biases and had problems with both external social cognition and internal self-cognition. The

research and case study interventions in the five higher education institutions also revealed that many university students generally had psychological problems with learning, lack of learning strategies and motivation. Another point of conflict for university students is that they have more serious problems in interpersonal relationships, and their poor interpersonal situation puts them under great pressure in life. Coupled with the fact that some university students have poor emotional management skills and lack the necessary self-regulation and emotional catharsis, this is more likely to result in the clustering of problems. The coping styles and coping skills of university students become particularly important after they encounter difficult situations, and there is also a noticeable lack of stress management and social adjustment skills among the students in whom the EAP intervenes. Some of the university students diagnosed with depression by specialist institutions such as hospital psychiatry also have a marked lack of social support systems, which may contribute to the prolongation of their illness and is certainly one of the most unstable groups for the development of psychological crises.

2. Intervention of EAP technology in the psychological crisis management of college students in higher education.

Based on the results of the preliminary assessment, EAP technology is introduced into the five modules of daily psychological crisis management, mental health education and publicity, education and teaching, psychological counselling and psychological consultation and post-effect evaluation.

Module 1: Daily Psychological Crisis Management.
As soon as freshmen enter the university in September each year, a professional assessment is conducted to assess the overall psychological health of freshmen students and to screen out "problem" students and establish a one-person, one-file university student psychological health file. For students with psychological problems, timely review and intervention will be carried out to prevent them. It is necessary to form an integrated management system of health education, psychological counselling, follow-up consultation and timely intervention, which is important for the daily psychological crisis management of university students in higher education.

Module 2: Mental health education and publicity.
The general knowledge of mental health among university students in higher education is generally insufficient, parents also lack relevant professional knowledge, and even many teachers have difficulty in identifying psychological disorders and mental illnesses such as depression and anxiety, so the publicity work of mental health

education becomes particularly important. This can be done through lectures by experts, professional training, online courses and related activities on the ground. Mental Health Day, student psychological societies, campus mental health bulletin boards, mental health newsletters, mental health education WeChat and the mental health section of the campus website can be used. The EAP model is introduced into the publicity, especially for students and parents with psychological problems and potential crisis, to determine targeted publicity program and give reasonable and effective educational measures. Similar work can play a good preventive role, so that students and parents and even teachers can pay better attention to their own psychological growth, take the initiative to improve their psychological literacy and develop a good immunity to sudden crises.

Module 3: Education and teaching.

The compulsory course "Mental Health Education for University Students" should be taught to all first-year university students, and the course should be conducted by teachers specialized in psychology or education, instead of arranging for teachers or counsellors of non-related disciplines to teach the course on their behalf just to complete the teaching tasks. The course should be taught in a flexible, innovative, interesting and popular way, with the students at the center, avoiding the phenomenon of teachers giving one-sided advice and excessive psychological knowledge. Education and teaching should also include systematic training for full-time teachers, classroom teachers and counsellors, and all students in graded professional mental health and crisis management, which should be conducted on a regular basis according to needs. In accordance with the relevant documents of the Ministry of Education, full-time teachers of mental health education in colleges and universities, no less than 40 hours of psychology-related training per year should be strictly enforced in higher education institutions. In the teaching and training process of university students, EAP technology is introduced on a regular basis to provide specific and professional help to school students on the basis of assessment and evaluation.

Module 4: Psychological counselling and psychological consultation.

For university students with psychological problems, we offer a variety of services such as individual counselling, group counselling, telephone counselling, internet counselling (in the form of WeChat and QQ) and email counselling, so that we can deal with students' problems and issues in a timely, quick and effective manner. For students with serious psychological problems and psychological crisis, a graded early warning mechanism is set up, and at the same time a targeted protection plan is formulated for them, and timely intervention and management is carried out, so that the occurrence of crisis time is minimized, which is the effect that the introduction of EAP technology

hopes to achieve.

Module 5: Overall effect evaluation.

In the process of implementation, a timely phase evaluation must be carried out to summarize the effects of the implementation of the various phases of the university student help program, and finally carry out an overall evaluation and form an evaluation report. During the evaluation process, the implementation plan will be revised in time to improve the quality of the EAP services.
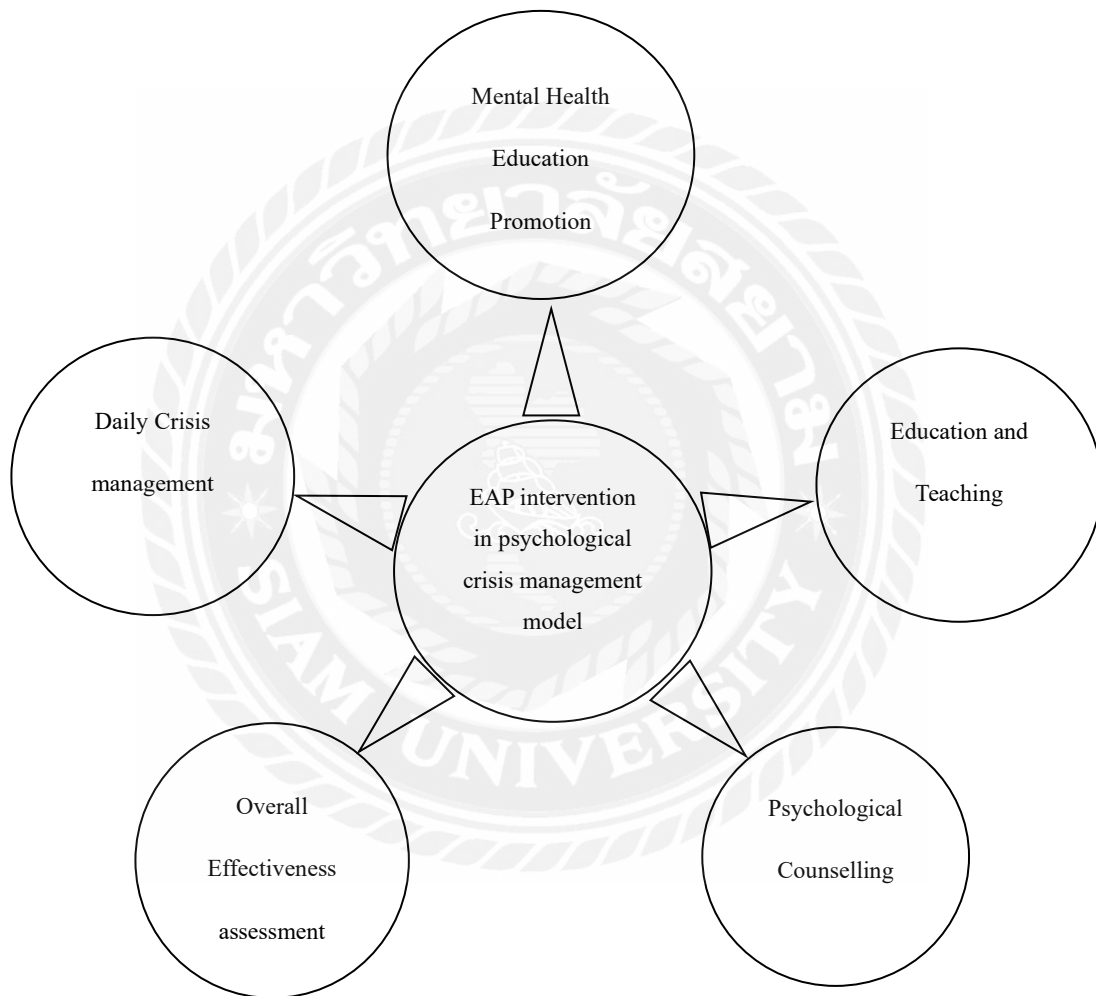
Figure 4-3. Levels of application of EAP in the psychological crisis management of college students in higher education institutions.

3. The construction of a psychological crisis management system for college students in higher education institutions after the introduction of the EAP model

The results of the study found that the introduction of the EAP model into the management of HE students had the following significant effects:

(1) Create a good learning and living environment for students and enhance group cohesion.

(2) Promote students' enthusiasm and creativity in learning, and enhance the efficiency of daily education and teaching.

(3) To systematically enhance the psychological quality of students.

(4) Enhancing the identification of students' psychological problems and the ability to warn of crises.

(5) Organically linking the various levels of psychological crisis management in universities.

The introduction of EAP technology can link university students' mental health education, psychological counselling, psychological consultation, psychological crisis intervention and management in a more organic way, constituting a complete defence and management system.

This study builds a seven-level psychological crisis management system under the EAP model on the basis of previous relevant studies setting up a four-level psychological crisis management system for university students, as follows.
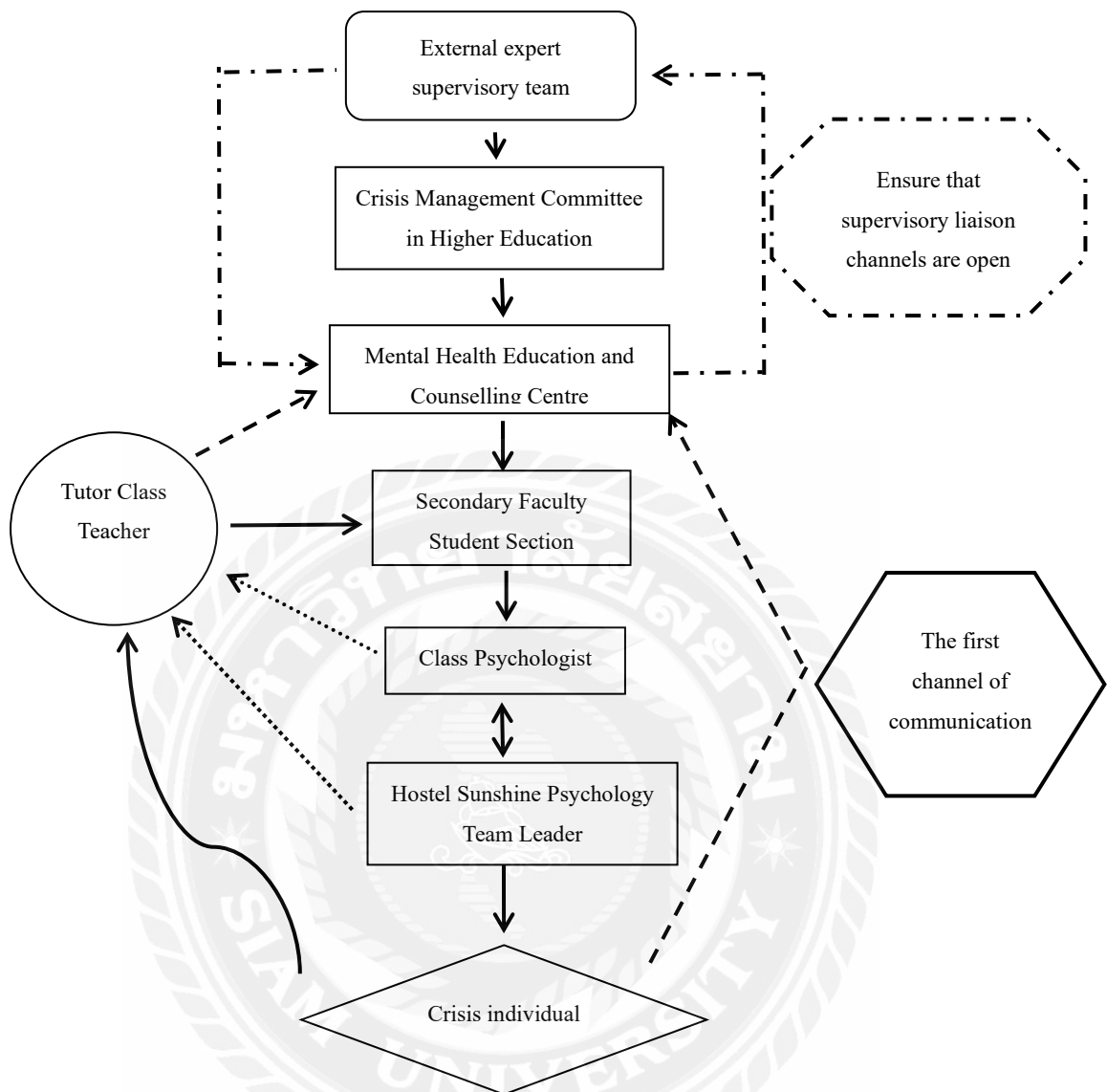
Figure 4-4. Psychological crisis management system for university students in higher education institutions.

4. The construction of the psychological crisis management system in higher vocational institutions under the EAP model is analyzed as follows.

First-level management: external expert steering group.

The external expert steering group can play a guiding and supervisory role in the management of psychological crisis in schools. The composition of the expert group can be doctors in the field of mental illness, or experts and professors in the field of psychology from other undergraduate colleges and universities, which can effectively supplement the dilemma of the lack of relevant faculty in higher education institutions.

The mechanism aims to achieve two objectives: firstly, to provide regular training and supervision for full-time and part-time teachers, counsellors and class teachers of the school's psychological counselling center; secondly, to provide on-site counselling and treatment for specific cases of psychological disorders of university students, which can more effectively meet the psychological treatment needs of university students.

In addition to expert supervision, it is necessary for universities that have the conditions and needs to apply for the intervention and supervision of higher management, and as part of or an important supplement to the first-level management. During the research, the researcher found that the intervention of the departmental management has been carried out and implemented in the Kunming area at present. Universities are required to report regularly to the relevant authorities every month on the psychological crisis of university students, the construction of the school's mental health education and counselling center, the composition of the team of full-time and part-time teachers with psychological counselling qualifications, the planning and implementation of the mental health education courses for university students, and the work of the counselling center. The higher management department is mainly responsible for the supervision and inspection of mental health education, psychological counselling and psychological crisis management, supervising and inspecting the implementation of the relevant work of the university, as well as receiving regular reports on the work of the university crisis management committee. As a first-level management department, the relevant government departments can play a monitoring effect to avoid the phenomenon of individual universities not being organized, implemented and executed in place; it can also effectively control the public opinion of the school to avoid the occurrence of bigger social crisis events.

Secondary management: Crisis management committee of universities.

Against the background of frequent public crises in society, crisis management in colleges and universities is also facing serious challenges, and it is necessary to establish a crisis management committee for colleges and universities. Psychological crisis management, as an important part of campus crisis, needs to be managed by the crisis management committee of colleges and universities in a focused manner. This committee differs from other party and government departments in that it focuses on employing experts and teachers in relevant research fields within the university, in addition to individual university and faculty-level leaders joining it.

Under the EAP model, the School Crisis Management Committee directly interfaces with higher management departments and reports the situation of

psychological crisis intervention and management on campus in the first instance; the College Crisis Management Committee needs to supervise the daily work of the School Mental Health Education and Counselling Centre and check the completion of teaching tasks and training program such as mental health education courses and psychological counselling for university students. Supervise the implementation of psychological crisis management tasks in secondary colleges. At the same time, implement the management of sudden psychological crises on campus, receive the first report of crisis intervention cases from the School Mental Health Education and Counselling Centre, collect monthly information on the occurrence of psychological crises on campus, and communicate with the School Mental Health Education and Counselling Centre and the second-level colleges and guide the implementation of the work in a timely manner, so that psychological crisis incidents are informed and dealt with early and do not expand.

Three-level management: School Mental Health Education and Counselling Centre.

The School Mental Health Education and Counselling Centre (subsequently referred to as: the Counselling Centre) is both. It is the core institution for the maintenance of the mental health of all students and teachers, as well as the command center for psychological crisis intervention for university students. It is responsible for the construction of a psychological crisis management platform, the safeguarding of hardware and software in the crisis management process, as well as the development and implementation of early warning, assessment and intervention program for psychological crises among university students. The Psychological Counselling Centre liaises directly with the off-campus expert supervisory team on a long-term basis to obtain more professional crisis intervention and management support advice and suggestions, and to determine psychological crisis management program.

(1) The construction of a psychological crisis management platform is a prerequisite for the smooth implementation of crisis management work.

Based on the requirements of relevant national and Ministry of Education documents, and then combined with the characteristics of students in higher education institutions and their own actual situation, psychological crisis intervention and management methods are developed or revised, and necessary adjustments are made in a timely manner to ensure the smooth implementation of related work.

(2) The provision of psychological crisis management software and hardware is a guarantee for the smooth implementation of crisis management work. The curriculum

of mental health education courses for university students, the psychological assessment of new students, as well as the daily individual and group psychological counseling and counselling work, all need advanced software and hardware systems for support, and universities need to be equipped with all the basic equipment. Individual institutions with tight financial resources are also striving to implement the counselling center to a state of "small but complete"; the same cannot be ignored is the training on the use and maintenance of software and hardware equipment and facilities, which requires special personnel to be responsible for, use and maintain them; emphasis is placed on school-school cooperation and school-enterprise cooperation, while making good use of the resources provided by the higher management for the work of the counselling center. The school-university cooperation and school-enterprise cooperation are emphasized, and at the same time, the various types of resource support from the higher management for the work of the psychological counselling center. In area Y, for example, this year alone, there was support from provincial or ministerial platforms for the psychological assessment work of college students, as well as regular training for teachers.

(3) The specific implementation of psychological crisis management for college students is the key to psychological crisis management work in colleges and universities. The psychological crisis intervention work for university students should be carried out right after students enter the school, and the implementation of the preliminary work should be done well. With the support of EAP technology, starting from the mental health education courses, together with the mental health lectures after entering the school and the publicity of the knowledge of mental diseases and prevention, the interconnected psychological consultation and emotional catharsis channels should be established at the first time, and the school mental health education should be concretized, systematized and programmed. Under the EAP model, the mid-term work of psychological crisis management emphasizes the early warning mechanism, so that students with psychological and behavioral abnormalities are given "one case per person", while the social support system (including teachers, parents, classmates, friends, etc.) is taken care of to create a good social support environment for them. The latter part of the process is to steadily implement a psychological crisis management plan when a crisis occurs, to respond quickly and in a timely manner, and to avoid hasty responses. In the event of a crisis situation, the first report needs to be made to superiors on campus, while opening up direct contact between the counselling center and the external supervisory and expert team and, if necessary, making timely referrals.

Four levels of management: secondary faculty student psychology section.

As the "front line" of psychological crisis management, the second level of the school can effectively grasp the psychological and behavioral situation of students and communicate the basic situation to the counselling center. This can be done through the use of modern "mental health information platforms". However, in order to put this into practice, secondary faculties need to set up a psychology department to ensure that the work is carried out by a dedicated person.

(1) Keeping abnormal psychological and behavioral profiles of students in departments up to date is essential

The departmental psychology section can supplement the psychological health files after each semester's student psychological assessment, screen abnormal student data and update it on the "Mental Health Information Platform" in a timely manner, communicate the screening results with the counselling center and identify early warning cases for continuous follow-up.

(2) Strengthening the training of class psychology committee members and dormitory psychology team leaders

The candidates for class psychological members and dormitory psychological group leaders need to be carefully and patiently examined, carefully selected, and a detailed work plan drawn up. Training in mental health expertise and psychological crisis identification is also carried out regularly. This will ensure that psychological crisis warning is front-loaded into the living space of university students.

(3) Faculties need to establish a smooth liaison mechanism with students' parents.

In the process of psychological crisis management, parents are an important part of the process, and a good linkage between home and school can better promote the development of this work. It is also important that parents are trained in mental health and crisis identification skills in the context of home-school cooperation. The support and cooperation of parents is also needed in the management of crises in the faculty, so that the work can be carried out smoothly.

Five levels of management: the class psychology committee.

The main task of the class psychologist is divided into three directions: firstly, to observe the basic psychological situation of the students in the class and update the information on the "Mental Health Information Platform"; secondly, to report any

abnormal psychological and behavior to the counsellor and class teacher in a timely manner. The psychology committee may focus on absenteeism, continuous tardiness and other behavioral abnormalities. Psychological members should strictly enforce the confidentiality system and keep relevant information, especially psychological crisis incidents, to the minimum possible to reduce the negative psychological impact on the class, the college and other students in the school. Thirdly, psychological councilors should assist the psychological section of the faculty, class teachers and counsellors in carrying out psychological health promotion and education activities in multiple formats after understanding the needs of the students.

Six levels of management: dormitory sunshine psychological team leader.

The dormitory is the main place of daily life for university students and one of the most private spaces; at the same time, it is also a relatively relaxed living space for students, and it is also easier to reveal one's true psychological and behavioral performance. The psychological team leader can get a better grasp of the situation of the roommates and, if necessary, provide reliable information to the counsellor or class teacher, or contact the psychological counselling center directly in case of emergency, so that psychological crisis intervention can be carried out at the first time. The psychological team leaders can also carry out games and activities such as psychological development within or between dormitories to enrich the cultural life of the dormitory, provided, of course, that the psychological team leaders receive regular professional training.

Seven levels of management: the individual in crisis.

All along, in the work of psychological crisis intervention for university students, we have put more emphasis on campus management responsibilities and neglected to tap into the self-management ability of university students. In fact, it is necessary and essential to develop individual crisis management program and carry out self-psychological maintenance for university students with relevant needs, but research into such issues in psychological crisis management has previously been neglected. The Rogers view of humanism holds that "becoming oneself" and "coming out from behind the mask" is the only way in which a person can fully function as an individual. The essence of humanism is to allow the person to understand his or her own nature, to stop relying on external values, to allow the person to trust and rely again on the organism's valuation process to process experience, to eliminate the values imposed on the person by the external environment through internalization, and to allow the person to freely express his or her thoughts and feelings and develop in a healthy manner by nature.

Chapter 5 Conclusions and Recommendations

5.1 Conclusion

The main outcome of this study is to introduce the EAP model into the psychological crisis management of high school students. Under the systematic theoretical support of crisis management, psychological crisis intervention, stress and Maslow's needs theory, the specific causes of psychological problems and psychological crises among high school students are implemented, and then the EAP model is introduced to carry out intervention and management research. After summarizing the basic situation of psychological crisis management of college students in higher education institutions, the EAP model is sought to be introduced into the construction of psychological crisis management system in higher education institutions, and under the promotion of the model, the level of crisis management in colleges and universities is strengthened and the capacity of crisis management is enhanced. The specific results are as follows.

1. Theoretical research results: With reference to the relevant theories in management and psychology, we conduct in-depth research on crisis management, psychological crisis intervention, stress theory, Maslow's needs theory and EAP theory, etc., to understand the connotation and countermeasures of crisis management and psychological crisis intervention (Lei & Guo, 2022); the development, content and role of the EAP model; at the same time, with reference to stress theory and Maslow's needs theory, we give The EAP model has been applied to the psychological crisis management of college students in higher education institutions to provide a sound theoretical support.

2. Practical research results: representative colleges and universities were selected, and appropriate scales were used to assess the appropriate groups of college students. Combined with visits and surveys to understand the implementation of the psychological crisis management of university students, we finally found that the psychological health of university students in higher education institutions is not optimistic, and the factors causing problems are diversified; there are still many problems in the psychological crisis management of university students in higher education institutions.

After the practical research on the psychological crisis management of college students under the targeted implementation of the EAP model, a psychological crisis

management system for college students in higher education based on EAP theory was finally constructed, which is the core result of this study.

The innovation points of this study include the following aspects: firstly, in a number of psychological assessment scales and research data, we establish an all-round cognition of crisis intervention work in higher education institutions, and strive to do intervention management work better in the crisis prevention stage; secondly, we apply EAP technology to the front end of crisis intervention work for college students, not simply prevention, but strive to implement the whole staff intervention, in order to improve the overall mental health level of college students, and build a specific management plan that can be operated and implemented in colleges and universities, so as to effectively prevent the occurrence of psychological crisis events in higher education institutions

5.2 Discussion

The psychological problems of college students are characterized by diversity and complexity, and the psychological crisis management in colleges and universities is also a systematic project, both of which need more and more in-depth exploration. This study only focuses on trying to explore the crisis management mode under one model, and also tries to narrow down the research group and strive for the accuracy and practicality of the research results. As the study progresses, it is found that the research population can still be further specified.

The study sought to obtain as representative a sample of data as possible, but in the assessment, due to resource constraints, the sample was concentrated on five higher education institutions, and the scope of the research could still be expanded if there was sufficient time.

5.3 Recommendations

While today's society as a whole is developing rapidly, the social environment is also becoming more and more complex. Coupled with the impact of the new crown epidemic in the past three years, people are under more and more pressure, which has invariably increased the pressure of social crisis management. As part of crisis management, it is particularly important to study and explore the psychological crisis of university students in higher education. This study, because of the limitations of several conditions, has certain shortcomings in terms of both the breadth and depth of the study, the comprehensiveness and thoroughness of the analysis, etc., and requires

the further most exploration of.

1. The study focused on one HEI and achieved certain results, but this is not the end, on the contrary, whether the results can be implemented in other types of schools as well, and what are the commonalities and differences can be further explored at the beginning.

2. The expert supervision system for crisis management in universities should not be superficial but should be explored in depth. There are also many questions and confusions regarding the selection of the expert group, the staffing and the composition of the institution. After all, the external expert group is not an employee of the university and the corresponding employment agreements need to be refined.

3. This study focused on the construction of the crisis management system based on the EAP model, and did not explore enough on the early warning of the psychological crisis of university students, which can be done as a special study later.

5.4 Suggestions for future research

1. Concretization of the EAP model in the study of university student management To make the EAP model more detailed in the field of college students' management, we can try to do a more detailed and in-depth study. Internet addiction and Internet dependency management of college students is one of the worthy research projects that can introduce EAP technology.

2. The entrance examination score line for college students is relatively low, and some students even take the "three schools" examination or "independent enrollment" and other easier ways to enter school. The survey shows that there are some students who graduated from junior high school and enrolled in the five-year college through the results of the secondary school entrance examination, so that they can be directly admitted to the senior high school to study. The above situation causes such students to have a relatively weak cultural foundation, and their learning ability is also lacking, and they have more psychological and behavioral problems. In this reality, it becomes particularly important for universities to adjust their learning management mode, improve their management ability and actively respond to various challenges. In the context of vigorously strengthening vocational education, this part of the study is worth deepening.

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Appendix

Appendix A: Mental Health Assessment Questionnaire for Chinese University Students

Assessment questions:

1. Do not adapt to the university lifestyle.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

2. Worried about getting a good job.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

3. I feel that I have difficulty in studying.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

4. Feeling tired of being in love.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

5. Not used to the atmosphere of a university class.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

6. Picky about the food or accommodation at school.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

7. Worried about falling behind other students in school.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

8. Feel unpopular with my classmates.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

9. Do not get along well with my classmates.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

10. Not confident in my ability to find a job.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

11. Conflicted with people around me

A Not like me at all   B Not quite like me   C More like me   D Very much like me

12. I am hindered by my family when it comes to relationships.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

13. Worried that I won't be able to find the right guy/girlfriend.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

14. I put in a lot of effort but still can't keep up with my studies.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

15. Often I don't feel understood by the people around me.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

16. Worried about exams.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

17. Confused about what to do to prepare for employment.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

18. Fear of facing employment issues.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

19. Falling in love has a negative impact on my studies and life.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

20. Don't like my school now.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

21. I often feel aggrieved when I get along with others.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

22. Cares too much about what other people say about me.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

23. Can't control how much I eat.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

24. Often feels that others are trying to cheat or take advantage of me.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

25. Often can't control my emotions.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

26. Stubbornly follows certain rules or habits and is afraid of change.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

27. Deliberately prevents wounds from healing.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

28. Wakes up very depressed in the morning.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

29. Afraid to interact with people.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

30. Often gets angry at people for no apparent reason.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

31. Often blames myself and feels guilty.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

32. Often wants to hit, curse, or destroy things.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

33 My body is numb or tingly.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

34. There is no time like the present without the internet.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

35. Feeling like a failure in every way.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

36. Can't stand not having access to the internet.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

37. Slow to react and inattentive.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

38. Behaves like a hypochondriac or hunger striker.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

39. Always blames others for causing problems.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

40. Feel worthless.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

41. Can't help attacking people who displease me.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

42. Always think others are better than I.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

43. Internet surfing interferes with my normal study life.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

44. I don't know what to do without someone to organize it.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

45. I am always worried that something bad will happen to me.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

46. I always feel like someone is targeting me.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

47. I feel that most people cannot be trusted.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

48. Always feels inferior to others.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

49. Scratches, pokes, bites or tears skin until it bleeds.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

50. Often regrets doing something just after it has been done.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

51. Deliberately mistreats myself.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

52. Often gets angry at others for no reason at all.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

53. Often fidgets over small things.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

54. Needs someone to make decisions for me.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

55. Easily hurt by what others say or do.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

56. Sleeps too lightly and wakes up easily.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

57. Can't move on to other things without thinking and doing something over and over again.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

58. In everything you do, you want to be able to get help from others.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

59. Often makes decisions without thinking them through.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

60. Avoid interacting with the opposite sex.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

61. Feels like I can't succeed even if I try harder.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

62. Burns or burns myself on purpose.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

63 Troubled by thoughts or words that can't be erased from my mind.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

64. Feels that life is meaningless and is not interested in anything.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

66. Abnormal appetite and eating behavior, e.g., difficulty swallowing, nausea,vomiting.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

67. Difficulty falling asleep or waking up early.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

68. Chest tightness and difficulty breathing.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

69. Excessive nervousness when talking to people.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

70. Nausea or stomach pain.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

71. Headache or dizziness.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

72. Once I start surfing the Internet, it is hard to stop.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

73. Scared and distracted for no reason.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

74. Feels like people look down on me.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

75. Spend too much time on the Internet.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

76. I am easily hurt by what others say or do.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

77. Often can't control my hands or body from shaking or stiffening.
A Not like me at all   B Not quite like me   C More like me   D Very much like me

78. Feel anxious if something is not done repeatedly, such as checking/checking/washing or asking questions.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

79. Excessive sleepiness.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

80. Avoiding eye contact.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

81. Argues with people a lot.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

82. Cares about things that no one else cares about.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

83. Feeling anxious when I don't agree with others

A Not like me at all   B Not quite like me   C More like me   D Very much like me

84. Can't do anything without the help of others.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

85. Not daring to look people in the eye.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

86. Over-eating.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

87. Can't manage many things on my own.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

88. Wakes up feeling tired.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

89. Can hear speech that others cannot hear (not good hearing).

A Not like me at all   B Not quite like me   C More like me   D Very much like me

90. Always feels like someone is trying to hurt me.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

91. Considered ways or times to kill myself.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

92. Wanted to end my life.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

93. Had a history of suicidal behavior.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

94. Used to envy people who succeeded in committing suicide.

A Not like me at all   B Not quite like me   C More like me   D Very much like me
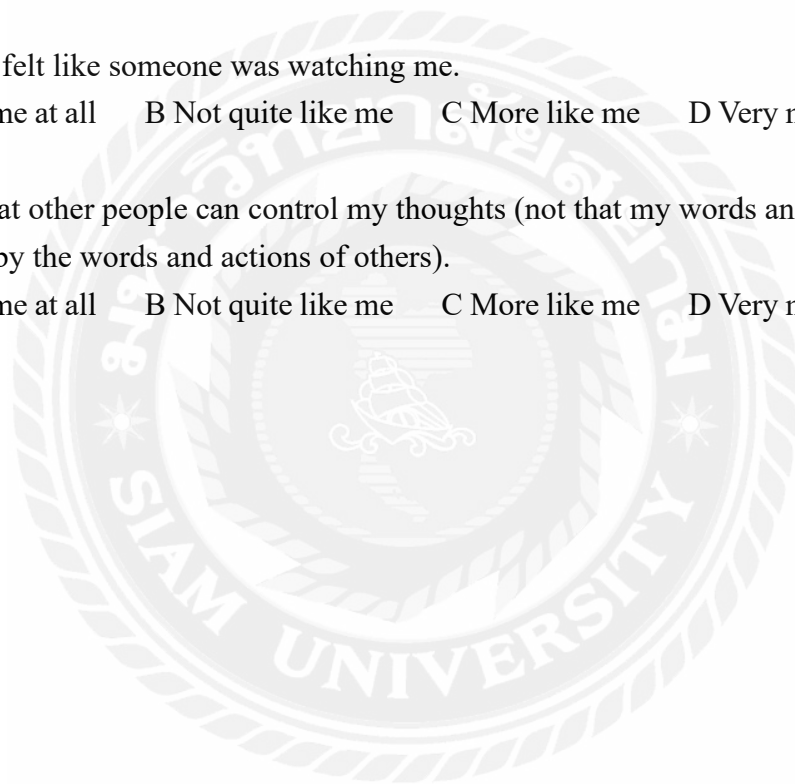
95. Always felt like someone was watching me.

A Not like me at all   B Not quite like me   C More like me   D Very much like me

96. I feel that other people can control my thoughts (not that my words and actions are influenced by the words and actions of others).

A Not like me at all   B Not quite like me   C More like me   D Very much like me

Appendix

University Student Personality Inventory (UPI)

Test instructions:

Please read each question below carefully and answer according to your first feeling after reading the question. There is no right or wrong answer, just choose the answer that matches your own.

Test questions:

1. Loss of appetite.

    A. Yes   B. No

2. Nausea, appetite problems, stomach pain.

    A. Yes   B. No

3. Easy diarrhea or constipation.

    A. Yes   B. No

4. Concerned about heart palpitations and pulse.

    A. Yes   B. No

5. In good health.

    A. Yes   B. No

6. Much grievance and dissatisfaction.

    A. Yes   B. No

7. Parents' expectations are too high.

    A. Yes   B. No

8. Their past and family are unfortunate.

    A. Yes   B. No

9. Worry too much about the future.

    A. Yes   B. No

10. Doesn't want to meet people.

    A. Yes   B. No

11.Feel that I am not myself.

    A. Yes   B. No

12. Lack of enthusiasm and motivation.

    A. Yes   B. No

13.Pessimistic.

    A. Yes   B. No

14. Unfocused thinking.

    A. Yes   B. No

15. Excessive emotional ups and downs.

A. Yes   B. No

16. Frequent sleeplessness.

A. Yes   B. No

17. Headache.

A. Yes   B. No

18. Sore neck and shoulders.

A. Yes   B. No

19. Chest pain and stuffiness.

A. Yes   B. No

20. Always energetic.

A. Yes   B. No

21. Small amount of breath.

A. Yes   B. No

22. Worried about things.

A. Yes   B. No

23. Restless.

A. Yes   B. No

24. Easily irritated.

A. Yes   B. No

25. Want to die.

A. Yes   B. No

26. Has no interest in anything.

A. Yes   B. No

27. Loss of memory.

A. Yes   B. No

28. Lack of stamina.

A. Yes   B. No

29. Lack of decisiveness.

A. Yes   B. No

30. Too dependent on others.

A. Yes   B. No

31. Distressed by blushing.

A. Yes   B. No

32. Stutters and has a trembling voice.

A. Yes   B. No

33. Cold and hot body.

A. Yes   B. No

34. Pay attention to urination and sexual organs.

A. Yes   B. No

35. Cheerful mood.

    A. Yes   B. No

36.Inexplicable restlessness.

    A. Yes   B. No

37. Feeling uneasy when alone.

    A. Yes   B. No

38. Lack of self-confidence.

    A. Yes   B. No

39. Fearful of doing things.

    A. Yes   B. No

40. Easily misunderstood.

    A. Yes   B. No

41. Does not trust others.

    A. Yes   B. No

42.Overly suspicious.

    A. Yes   B. No

43. Aversion to social interaction.

    A. Yes   B. No

44. Feeling inferior.

    A. Yes   B. No

45. Worried about the world.

    A. Yes   B. No

46. Tired of body.

    A. Yes   B. No

47. Cold sweat when anxious.

    A. Yes   B. No

48. Dizziness when standing up.

    A. Yes   B. No

49. Has ever been in a coma or had a seizure.

    A. Yes   B. No

50. Well liked and popular.

    A. Yes   B. No

51. Overly formal.

    A. Yes   B. No

52. Distressed by depression and indecision.

    A. Yes   B. No

53. Cares a lot about being dirty.

A. Yes   B. No

54. Can't get rid of meaningless thoughts.

    A. Yes   B. No

55.Feel that I have a strange smell.

    A. Yes   B. No

56. People say bad things about you behind your back.

    A. Yes   B. No

57. Always pays attention to the people around you.

    A. Yes   B. No

58. Cares about what others see.

    A. Yes   B. No

59. Feels belittled by others.

    A. Yes   B. No

60. Emotions are easily broken.

    A. Yes   B. No

61. Do you feel that you have any problems with your health so far?

    A. Yes   B. No

62. Have you ever felt any problems with your mental health?

    A. Yes   B. No

63. Have you received any mental health counselling or treatment so far?

    A. Yes   B. No

64. Do you have any health or mental health problems that you would like to consult?

    A. Yes   B. No

Appendix B

Outline of the survey questions on mental health education and psychological crisis management in higher education institutions

Interview Questions:

1. Has your school set up a counseling centre or counseling room?

   A. Yes   B. No

2. Has your school set up a mental health education institution?

   A. Yes   B. No

3. Does the hardware and facilities of the counselling centre (room) in your school meet the counselling needs of teachers and students?

   A. Yes   B. No

4. Does the software equipment and facilities of the counselling centre (room) in your school meet the counselling needs of teachers and students?

   A. Yes   B. No

5. Has your school set up a special fund for mental health education work?

   A. Yes   B. No

6. Does your school offer a compulsory public course on mental health for all new students?

   A. Yes   B. No

7. Does your school organize mental health awareness and education activities for students?

   A. Yes   B. No

8. Has your school established a referral mechanism for students with severe psychological problems?

   A. Yes   B. No

9. Has your school established a leadership mechanism for psychological crisis intervention?

   A. Yes   B. No

10. Does your school conduct a comprehensive psychological health assessment for new students entering the school each year?

 A. Yes B. No

11. Has your school incorporated mental health education into its work plan and set up a leading group for mental health education?

 A. Yes B. No

12. Does your school hold a special meeting every year to study the work of mental health education?

 A. Yes B. No

13. Does your school have at least one full-time teacher for mental health education?

 A. Yes B. No

14. Has your school set up a psychological counselling hotline?

 A. Yes B. No

15. Is your school's mental health education institution or counselling centre independent?

 A. Yes B. No