



Subconscious on the Psychological Crisis Intervention of International Students

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Abstract. With the characteristics of growing number of international students and increasing diversified countries, cross-culture adaptation problem, resulting from the unique cultural differences, attracted more and more attentions from psychologists. Furthermore, mental health education is becoming an important part of ideological and educational work in the new era. Then, how to effectively implement the mental health education, and how to timely discover and resolve the existing psychological crisis has become an obstacle of college stability work. Therefore, it is urgent to employ a useful psychological crisis intervention concept, apply it into the education and management of international students and make up an effective emergency strategy for crisis management. From the point of subconscious of Freud's psychological analysis theory, with the combination of different features of psychological crisis of international students, the paper deeply analyses subconscious's functions in psychological crisis intervention.

Keywords: Subconscious · Education and management of international students · Psychological crisis · Crisis intervention

1 Introduction

With China becoming a main destination for global students, the new century has witnessed the rapid development of foreign students' education here. Against the background of economic globalization, talents with international vision are more demanding, so the driving force of students' international flow is much stronger. With China's stable politics, high-speed economy and quality high education, the valuation of studying in China is more recognized among the world. And we also provide better condition for them. The total number of international students in China has jumped from 52,000 people in 2000 to 230,000 in 2009, with an increasing by more than 4 times. In recent years,

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commonly, the international students come from more than 180 countries and districts. Ministry of Education, considering the trend of students flow as well as the capacity of universities in China, has set an initial vision of broadening this number to 500,000 (Preface, Yu Fuzeng, *30 Years of Foreign Students Education in China Since Reform and Opening Up* [1]).

2 Psychological Crisis and Psychological Crisis of International Students

2.1 The Concept and Status of College Student Psychological Crisis

The psychological crisis refers to the serious imbalance of emotion and behavior out of their failure to control themselves, to adjust their own perception and experience when facing significant natural, social or personal events (337, Liu Xiangxin. *Research on University Response Mechanism of Emergency* [2]). It is a kind of internal mental state or physiological reaction caused by psychological conflict. It is also a state of extreme anxious, depressed and even out of control when suffering severe tension which are beyond their capacity.

In recent years, the mental problem among China's college students is becoming increasingly serious. According to relevant surveys, the number of college students who have dropped out from school because of mental illness accounts for 54.4% of the total. Meanwhile, 28% college students are suffering different degrees of mental problems, nearly 10% of which is in the moderate degree or above. A survey by Beijing Research Group of Psychological Education of college students shows that in Beijing, there are 16.5% college students suffering from mental problem that of moderate or above degree, and the percentage is keeping increasing every year. Mental health problems are mainly concentrated in mental disorders, specific as anxiety, obsessive-compulsive, fear, depression, mental decline and other symptoms, more seriously to kill or injure themselves, which not only affects their intelligence, personality growth, physical and mental health, but also brings negative impact to the schools, families and the whole society.

2.2 The Present Situation of International Student Psychological Crisis

With the characteristics of growing number of international students and increasing diversified countries, the education and management of international students is drawing increasing attention. However, due to the big age difference, uneven Mandarin level, different objectives, different time of studying abroad, and different education, religion and cultural background, it is challenging for universities to deal with all kinds of psychological problems. When moving from one culture to another, the international students will absolutely be influenced by the cultural differences. In addition to the financial problem, the students might also suffer from the difficulties living in China, mainly referring to the social and cultural adaption and transfer.

In the National Working Conference on International Students in China in 1963, the Minister Mr. Jiang Nanxiang has pointed out that we should see the complication of the

work in international students as they are from all over the world with different learning objectives, cultural background, life styles, customs and religions. This has caused us many complex problems and challenges (24, Yu Fuzeng, *30 Years of Foreign Students Education in China since Reform and Opening Up* [1]).

In recent years, behaviors like running away from home, self-maltreat, suicide act, murder and other events caused by mental illness are on the rise in China's colleges and universities. All kinds of incidents of overseas students also come out in an unending flow such as class strike, hunger strike, fights, parades, prostitution, or even drug-related incidents.

In face of such difficult situation, to draw on the idea of psychological crisis intervention, to put the idea into the process of education management and psychological crisis management of university students, to draw up effective emergency strategy is not only efficient to prevent the occurrence of unexpected events, to develop the defense force over the adverse effects, and to avoid the huge economic losses and political harm brought by the adverse behaviors, but also valuable for universities who attaches importance to crisis idea to maintain its credibility and influence among the faculty, students and the society in this rapid-changing world, thus ensure the steady development of themselves.

3 Psychological Crisis Intervention

3.1 The Content of Psychological Crisis Intervention

Psychological crisis intervention, or psychological crisis mediation, is a kind of psychological assistance and counseling process, the objective of which is to provide support and help to those people who are experiencing a crisis, a trouble, or suffering setbacks or are going to be dangerous (such as suicide) to overcome the crisis, restore the psychological balance, and readapt to life. For students who are in the psychological crisis, taking corresponding crisis intervention measures is significant to improve their ability to survive the crisis. The purpose of crisis intervention can be divided into three levels: the first level, also the minimum margin, is to prevent the crisis that could lead to extreme consequences, such as self-injury or hurting others; the second level is to restore the psychological balance so that the object of intervention can display the normal social function; the third level is to let the crisis become an opportunities for individual's growth, so as to enhance the ability to respond to the crisis.

Recently, the research in psychological crisis intervention is in the initial stage, and psychologists have set up various intervention models out of different theories and practices, all of them playing critical functions. Those models include Intervention model, Grief counseling model, Balance model, Support intervention model, Psychological and social transformation model, Social resource model and Integrated crisis intervention model. In view of the fact that foreign students are the carrier of their national culture, bringing the cultural differences into destination countries will absolutely trigger the possibility of conflict; meanwhile their strangeness and discomfort suffering from different culture along with their cultural nostalgia will bring a variety of psychological conflict and confrontation.

No matter what kind of behavior problems it is, like strike, fighting, crime, alcoholism or mental illness, the fundamental reason is their ignorance, lack of responsibility and lack of correct understanding of reality. To solve these problems, it is a must that they get better understanding of themselves and others, and build smooth relationship with them.

Usually, one successful psychological treatment or intervention, no matter what specific ideas and methods it involves, can help students get better understanding of surroundings, of themselves and of the reality. The more the students in China understand their own motivation, need, desire and mental disorder, the more they are able to solve the possible difficulties. The work of international student management is to help student analyze themselves, figure out their own needs, and help them to improve the ability to meet their own needs. What's more important is to help them truly understand their own, find their own potential, and go on the self-realization way.

3.2 The Content of International Students' Psychological Crisis Intervention—Subconscious

3.2.1 The Concept of Subconscious by Freud

In the history of psychology, the concept of the subconscious is closely related to Freud and his psychoanalysis. In his book *New Introductory Lectures on Psychoanalysis*, Freud thought that “The subconscious is ‘a source, a letter of intent and a purpose’. This source refers to a state of tension in the body, and its purpose is to eliminate the tension conversely. In the process from the origin to achieving its purpose, the subconscious become an active power in psychology. Thus, we say it is a certain number of out toward force to a certain direction (54, Huang Helin).

From different countries and different cultures, cross cultural adaptation for students is not only about the living habits, the living style, but also referring to the psychological adaption. When meeting a new culture, some psychological problems such as loneliness, anxiety and homesickness can emerge, if not settled, these will affect their life and study in China. This paper, from the point of subconscious, will discuss how to help the international students in China to solve the cultural adaption problem, to expand their psychological bearing capacity and to reduce the impact of the psychological crisis of students to the minimum.

Due to the study of pathological inhibition and various phenomena, psychoanalysis treat the subconscious as the most primitive factor of human mental activity as well as the most basic, the most common and the simplest. This kind of subconscious is called the unconscious “heart”. It is the foundation and starting point of all consciousness acts. All conscious activities, normal or abnormal, inner or external, senior or junior, complex or simple, in the past, at the present, or for the future, are all the evolution of this unconscious. Every conscious activity has its roots deep in the subconscious (99, Gao Xuanyang, *S. Freud* [3]). If foreign student management workers want to understand the psychological life of the students so as to prevent a variety of emergencies due to psychological reasons, it is necessary to explore the relationship between the source of conscious behavior and the subconscious.

3.2.2 The Characteristics and Realization Ways of the Subconscious

Freud believes that the so-called subconscious is a type of conscious suppressed and oppressed by mental issues, perching in the dark corner. It can only be transformed into “conscious” with help, lure and inspiration from external forces, and being enlightened by a sort of analysis, and then getting rid of the pressure of spirit. The subconscious is immeasurable before it is dug out, and referring to its content and tendency, there are the good and the bad; sometimes it is suppressed to an absurd “nightmare”. The inner secrets, like people drifting in time, like an iceberg, most immersed in the unconscious of the ocean, and a small part “floating” in the “conscious” level.

Therefore, the subconscious is active, non-logical, non-linguistic, non-morality. It is extreme, setting “I” as the center with the only desire to achieve self-satisfaction.

In Freud view, the unconscious mind, or “subconscious”, is not a passive shelter; it is like a battery storage which can vent out at any time and can take the initiative to trigger conflict. The subconscious has its prime power in itself. The content that is striving for disclosure or sublimation for the conscious is exactly the prime power behind spiritual activities. In initial, consciousness is just the surface microwave of psychological life which is generated by deep subconscious flow. Such subconscious is otherwise the origin of instinctive activities, as well as the origin of impulsion and unbosoming. Though these subconscious are suppressed, they keep fighting for self-satisfaction (208, Cui Yuecheng).

Subconscious keep working without stop, fighting for self-satisfaction, and the results may lead to two realization ways. One way is that it is suppressed by subconscious and cannot be discharged; the other way is it will rise to the conscious level, and become the fantasy that has been recognized, and then because of its non - harmony with the real life, it will be forgotten by the conscious, and be pushed into subconscious through repression again. And, as a part of the subconscious fantasy has been active in the level of consciousness for a period of time, so it is marked by the real life. And when these fantasies are pushed back into subconscious, they will carry the “afterwards content” with them (185, Gao Xuanyang, *S. Freud* [3]).

Freud’s theory of subconscious mind is mainly derived from the study of mental disorders, neurosis patients, psychological metamorphosis, criminals, deviant and spiritual vulnerable people, so boasting certain one-sided and subjective characteristic. And a comprehensive concept of psychological crisis intervention should cover all the people, for universality and wide application. Psychologist has realized that in addition to unhealthy subconscious, we need to do research in healthy subconscious. This paper is trying to adapt the subconscious idea into psychological crisis intervention of international students, digging out the a positive role of healthy subconscious, transferring or eliminating the unhealthy psychological problems caused by the unhealthy subconscious mind such as depression, discontent, boredom, anxiety and fear, with an objective to help the students who have psycho problems and create better environment for their living and studying.

4 The Role of Subconscious in Psychological Crisis Intervention

The subconscious, as a state of conscious that has not been perceived, runs through the process of human consciousness as well as the apparent consciousness. And, also, it participates in the realization of the overall thinking function of the brain with a special reflection way combining both biological attributes and social attributes.

As the research objective of depth psychology, the subconscious is primary, impetuous, non-logical, non-timing, non-moral and non-linguistic, which has decided that the subconscious can't be found and recognized easily. It is just out of these characteristics that we should dig deep the function of subconscious for the process of international student education management and crisis intervention. It is a must that we let subconscious play a positive role in psycho adjustment and intervention, we prevent the self-satisfaction regardless of time, condition and results, and we help the student find ways to adjust, suppress and transfer their crisis.

The international students who need intervention always see themselves incompetent and invaluable. They are unable to change the current situation and are lack of inner power to endure or reduce the pressure and anxiety generated from daily life and study. Those self-doubting students can't give out love and are unconfident to be loved. They are afraid that the self-exposure brought by the intimate relations will reveal their incapacity and incompetence and thus be spurned and despised. So they avoid being close to others, and then become extremely lonely.

4.1 Advantageous Interaction Mechanism—The Interaction of Conscious and Subconscious

A person, no matter how complicated he or she is, how strong desire he has, how many different sides of his characteristic there are, always has a dominant side, which is decided by various psychological and physiological factors such as personal social status and the impact of environment. It is reflected as a relatively stable tendency that repeatedly appear in the people's thinking and emotional behavior, which is the provision of the core or the quality of people's characteristic.

According to Freud's point of psychoanalysis, human being's mental psychology falls into three level, namely conscious, preconscious and subconscious (or unconscious). Individual's conscious and subconscious can communicate via preconscious, with three of these interacted. Thus, the mission of education management is, through this interaction, to let the students understand that their subconscious is the prime motive for their behaviors as well as the initiative drive for their personality development. And they should know that positive conscious activity, once it is taken over by subconscious, will transfer into the prime motive for realizing their dreams, and the negative activity will transfer into the resistance.

Many students in cognition will have a false "cultural ego", regarding that only their values and similar behaviors are good and right; and those different ones are bad and wrong. Getting into a new culture and finding many differences will definitely lead to psycho conflict and barrier. The management worker should more often communicate, talk and exchange ideas with international students, and let them understand the objectivity of the existence of cultural differences, and face these positively. It is meaningless

to focus on the internal composition of their own cultural system and blindly obedient or reject cultural differences. The student management should really touch the real life of the interaction between the two, as it is of no significance to simply figure out only the similarities and differences; and measures such as cultural isolation is also no use. Thus, only the pitching and perceiving of the nature of Chinese and Western interaction can really get close to the actual function of this alternation, and actually solve the problem of cultural adaptability of students studying and living in China.

Because of the increasing diversified countries and limited management workers, it is recommended to build the discussion groups, broadening the communication channels, with members including students who have psycho block, and those who are psychologically healthy. These students can share their experiences, discuss about the difficulties in living and studying, and review their feelings and motivations. This kind of discussion groups push and encourage them to communicate with others, meanwhile help workers figure out more existing problems. After times of discussion, the group members will become more practical, objective and more able to endure sensitive emotions and grievances. And their mutual sincere and constructive criticism would bring about mutual respect and affection. They are no longer afraid of the environment, themselves, and they may remove their guard and mask, and be able to love and be loved.

4.2 Subconscious Helps to Establish Equal and Self-discipline Mechanism

The cross-cultural adaption for international students is not just about living habits and life style, but more about psychological adaption. Getting into a new culture will cause psycho problems like anxiety, loneliness, homesickness etc., and if not well resolved, these problems will affect their life and study in China.

In his book <Die Räuber>, Mr. Schiller has said “Anyone, even the worst of them, will be more or less marked by the shadow of God”. So, the education management shouldn’t adopt the metaphysical point of view to judge the international students as well as their countries. There should just be absolutely good or absolutely bad. Many international students think that Chinese students don’t like him, and treat them with no politeness and no enthusiasm. In their communication with Chinese students, out of cultural and language barrier, international students feel they are not welcomed, so they may fail to get the sense of belonging and fell like an “outsider”.

In the process of psychological intervention, student management workers should take the initiative to mingle with the students, rather than maintain superior authority, but still not too hostile or too intimate. What they should do is to respect their social customs and habits, to admit their cultural differences; but it is not to say that they give up our own values. So, we should be modest, decent, and treat then with due courtesy and don’t judge anyone from our own values. It is a must that we treat everyone equally, help students understand the cultural differences, treat and respect this difference positively. “Do unto others as you would be done by”. In the process of crisis intervention, student management should make full use of the concept of subconscious and learn to be tolerant, to help students endure and control their negative emotions, which will be beneficial to build up a harmonious and equal teacher-student relationship, to let them get a better image of themselves. And this will also encourage his or her prime needs and meanwhile expose, cut or even eliminate their unhealthy needs. Though subconscious is suppressed

at the bottom place, it is still the most dynamic and unquiet. So the international students' conscious behavior may be the subconscious with mask on, which are not easily found by others, so it is required that the management worker observe carefully with good patience and good attitude, and only in this way can they catch the essence through the surface, and then timely adjust or mediate the problem. In the process of teaching international students, we should help them take the path of re-socialization with a positive mental state, and, through psychological release and regulation, they become "dual culture" people active both in their own country but also in foreign countries.

4.3 Subconscious Helps to Establish Listening Mechanism

Freud once pointed out that "All the evil of the human mind is included in the subconscious as a tendency". So, for students, there is no difference in the subconscious desires, and maybe the only difference is that the so-called instinctive desire and evil can be effectively and rationally restraint and depressed. As we all know, the person who are always loved, especially since his childhood, are more likely to be mentally healthy, and otherwise not. Thus, the workers should patiently listen to the details of the students talking, experience their happiness or sorrow along with them, and help them to deal with their suppressed pain, anger, guilt, and depression, help them to adjust themselves and control their own desire and evil intentions.

Before going abroad, many foreign students hold a skeptical view to their own country's original values and lifestyle, and hold a total negative attitude towards the values and lifestyle that have already come into being in their society or their individual's personality. And meanwhile, the new kind of values is not yet formed, without belief in the former ones, so the loss of psychological balance is inevitable. At this time, there will be a "suppression" to protect the conscious behavior from being disturbed and violated by subconscious (namely "Suppression" proposed by Freud when researching Hysteria); to force the impetus of subconscious stay in the former place and to fight against the subconscious that tried to break through. Facing the contradiction between reality and the ideal, international students need someone to patiently listen to him, to help him build a positive attitude to face the reality, to assist him to strengthen the repression effect, and resist the subconscious desire and the destruction and impact of evil.

In Freud's book *<The Interpretation of Dreams>*, he pointed out that the prime origin of psychomotility is the subconscious behind conscious, so the activity of dreams that occur when people stop the conscious behavior is the most vivid, the most typical, the most pure and the most real perception of subconscious (124, Gao Xuanyang, *S. Freud* [3]). In the process of psycho counselling and intervention, many people are so anxious for success, and they are so anxiety to push the students say something towards some certain issue or some pointed problem, and so anxious to find the ideas and motivation; this way can not only relax the students, but also may arise their hatred. In contrary, the management workers should first create a quiet and private space for talking to relax their body and calm their nerves; there also should be no pressure and time limitation; we should enable them to enter a free association state for free talking, without any restrictions or guidelines. The psycho state presented through free association may seem very confusing, with no regularity and logic, but in fact, it just reflects the most primitive state of the spiritual activity itself and its inner components (127, Gao Xuanyang, *S.*

Freud [3]). Listening patiently, and enduring those complaints that they think not-so-important or meaningless can enable us to bring the factors hidden under “suppression” back to the world of conscious. Through aimless communication and analysis towards the international students, the workers may obtain a better knowledge of the former experience that have triggered or is triggering fear and pain. And through these, workers are more likely to understand the students’ ideas and thoughts, thus effectively help to prevent the crisis events.

4.4 Subconscious Helps Self-psychotherapy

Subconscious is obedient to the function of implication, so international student should use more positive self-implication for guide, and minimize the negative ones. There is a Chinese saying that “Seek your salve where you get your sore”, which has proved that the benefit of positive suggestion to psychotherapy. People has once proposed the concept of “Subconscious Education”, whose object is to “create” a kind of person, who can not only get used to the existing culture (his or her own culture), but also release from the other culture. What’s more, his social impact that can change, correct, and integrate the individual’s thinking and behavior can be obtained both by “implication” and “imitation”.

Many foreign countries, especially western countries, their main characteristic of value orientation are self-discipline. The real life of international students in China is highly regarded by absolute rational, highly ordered, while their cultural life is immersed in a variety of emotion and charm of natural catharsis; while the real life mainly relies on all kinds of definiteness and results rather than progress, and then in the culture sector, the immobilization of all conscious boundaries was broken, so the confirmation of meaning was put into a process that can’t be simply locked.

So in the process of counselling and intervention, the management workers should put forward some technical questions, and give correct implication and guide, encourage them to do self-analysis, self-memorizing, self-assessment, and nurture their social conscious and self-value. The process of self-analysis begins with the self-representation of childhood. The basic component for subconscious is just the epitome of people’s childhood (100, Gao Xuanyang, *S. Freud* [3]). So, it is a must to explore students’ childhood experience, and encourage them to emphasize the future and the present, thus to figure out the basic component of subconscious and their thoughts. Re-presenting the childhood will be beneficial to understand the concept and the forming process of subconscious, which is the shortcut to remove the mask of the mysterious kingdom of international students’ subconscious. Management workers should take full use of this self-discipline in the psycho adjustment and therapy. We should encourage the students to find their own problems, to solve the problem, and to find the crux of the problem.

During the process of self-psychotherapy and self-analysis, due to the complete liberation of mental activity (opposite to the original constraints), all kinds of factors in the psychological activities can be outflowed freely. And this free outflow, excluded from external interference, will present an unprecedented self-purification process, or namely the pure state of mental activity. The so-called clean or pure state is to discharge all the external factors and recover the former mental activities. This state is the real self.

Through self-analysis, international students get to know the relationship between themselves and others, to get used to the foreign life style and religious culture; meanwhile, through their own cognition and judgement of the environment, the new orientation of personality is coming into being, and the second social evolution process for them will get started. As they developed, their need for subconscious is decreasing, and his conscious behavior would become more natural.

4.5 Subconscious Helps to Shift the Psychological Barrier

The secrets lurking in the bottom of their heart secret is just like the people drifting in the flow of time; also like an iceberg, the major part submerged in the ocean of unconscious, and a small part floating on the level of conscious. Their suppressed desire and impetus, if not found and solved in time, will possibly cause extreme serious consequence to school and the society. The suppressed impetus hidden in the subconscious can also be released, or it can be replaced; in this way, the suppression work can't get its way (98, Gao Xuanyang, *S. Freud* [3]). The subconscious is the origin of prime activities, of impetus as well as of discharging. Though being suppressed, the subconscious will keep fighting for self-satisfaction (99–100, Gao Xuanyang, *S. Freud* [3]).

Foreign student management workers should pay attention to their abnormal behaviors, adapt proper methods to help them transfer the unhealthy desire and impetus under subconscious, develop a kind of capacity to change their desire, help them to find a proper way for discharging and transferring, and ultimately overcome their mental barrier and disorders. Art and activities with the characteristics of aesthetic nature and entertainment is the main objective of impetus and desire. Many international students have an idea that they have mental problems but still feel ashamed to speak it out, and at this time, it is easy for the management workers to ignore the mental crisis that could be formerly prevented, and to miss the best time for adjustment and transfer. So, at that moment, the workers should keep a clear mind, and patiently launch equal dialogues with students; they should lead the students to show their real mental, draw out all the suppressed psycho problems and then help them to discharge it. The suppressed impetus hidden in the subconscious can also be released, or it can be replaced; in this way, the suppression work can't get its way (98, Gao Xuanyang, *S. Freud* [3]).

Regarding of this, universities is recommended to set up Department of Foreign Student Affairs, and select a leader within international student to manage and help international students' studying and living. Based on the number of students from different countries, universities can respectively establish various branches, such as Malaysia branch, Burma branch, Indonesia, etc., the aim of which is to create a home atmosphere for these students as well as the sense of belonging to them. It is also critical to organize and arrange their national performances in major festivals and parties. In this way, every team will form a cultural atmosphere of their own country, and after certain time, they are likely to get a higher objective for behavior, value and dreams; they can also get a private space for discharging the inner impetus and desire, which is also a compensation for not being able to reach their desire.

4.6 Subconscious Helps for Self-realization

Abraham H. Maslow believed that almost everyone has needs and a tendency for self-realization. However, though many people own this capacity, few of them succeed. Part of the reason is that they don't have any idea about their own potential as they not only have no idea about what can be done, but also don't understand what the benefit of self-realization (48, Goble, F.G, translated by Lv Ming, Chen Hongwen, *The Third Force—The Psychology of Abraham Maslow* [6]). The process of self-realization means the development or discovery of the true self and the development of the existing or potential capacity. Edison, Marconi, Einstein and others all use the subconscious to help themselves for self-realization in their creative work.

When these repressed conscious awareness not prepared, subconscious will pretend to be similar factors with the help of related factors in conscious; and then transfer their own potential to break out the repression, so as to achieve the purpose desire of self-expression.

Management workers should use the subconscious to tap their potential so as to realize their self-realization; help them to understand the study and life according to its real image, but not to the state that they think about. Maslow thought that the people who get self-realization are less likely to be affected by desire, anxiety, fear, hope, and blind-optimism or gloomy. Out of the fear of surroundings, international students would suppress their own subconscious; while the subconscious of those who get self-satisfaction is creative, friendly, optimistic and healthy. The management worker should set a model, propaganda the excellent students' learning and life stories, lead other students to distract their attention, dig out their inspiration and imagination, make full use of their potential and display their intrinsic nature.

Maslow has pointed out that self-understanding and self-comprehension is the best way to realize self-realization—which process is either improved or blocked by parents, teacher and the cultural environment (56, Goble, F.G, translated by Lv Ming, Chen Hongwen, *The Third Force—The Psychology of Abraham Maslow* [6]). The workers who understand the process of self-realization can be of great help in mental counselling and intervention. When the students know themselves, they will know what is the primitive need and motive in their subconscious, and learn a way to act which can get themselves' self-satisfaction. Besides, self-comprehension can help students to understand others and learn to get along well with others.

5 Conclusion

Psychological crisis intervention is the important part of Psychological health education for college students, which is not only related to the health growth of the students, but also the stable development of colleges. And psychological crisis intervention reaches much more aspects, more fields and more unexpected results. So, the management of international students should collect more experience, and seek for scientific ways, only in this way can the crisis intervention work successfully.

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