



Research on the Prevention and Intervention Mechanism of College Students' Psychological Crisis under the Concept of "Three-round Education"

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Abstract. As the core concept of ideological and political education in colleges and universities, "three-round education" provides a systematic thinking paradigm and practical path guidance for students' psychological crisis prevention and control. Taking 4,573 students from Urban Construction and Intellectual Building College of Dongguan City University as the research object, this paper, based on the questionnaire survey data, combined with the methods of literature study and case analysis, explores the internal compatibility between the concept of "three-round education" and the prevention and intervention of psychological crisis of college students, systematically sorts out the current situation and outstanding problems of psychological crisis prevention and control in colleges and universities, and constructs a psychological crisis prevention and intervention mechanism with full cooperation, full coverage and all-round penetration, which provides theoretical support and landing for optimizing the psychological education system and improving the effectiveness of psychological crisis prevention and control in colleges and universities.

Keywords: Three-way education, College students, Psychological crisis, Prevention and intervention.

1 Introduction

1.1 Research Background and Questions Raised

Against the backdrop of popularized higher education, universities have seen an expansion in student enrollment and a more diverse student body. Students are confronted with intertwined pressures from academic performance, daily life, emotional relationships, employment and other aspects, leading to a frequent occurrence of psychological crisis incidents. This not only hinders students' physical and mental health, but also poses challenges to university governance and talent development.^[1] Traditional psychological crisis management mostly adopts a passive model of "post-incident disposal", which is deficient in the timeliness and accuracy of

early warning, intervention and support, making it difficult to form a systematic prevention and control framework.^[2]

Centered on fostering virtue through education, the concept of "Three-wide Education"—featuring whole-staff participation, whole-process integration and all-round coordination—is highly compatible with psychological crisis intervention for college students. ^[3]Whole-staff participation remedies the shortcoming of traditional intervention relying solely on psychological counselors as the single subject, and responds to diverse intervention needs; whole-process integration matches the full life-cycle demand of crisis management covering "pre-incident prevention, in-incident intervention and post-incident follow-up"; all-round coordination caters to the multi-scenario and multi-dimensional needs of crisis prevention and control, enabling the integration of psychological education into all links of university education and management. The two are mutually reinforcing: the "Three-wide Education" provides a systematic framework for psychological crisis intervention, while psychological crisis intervention serves as an important practical carrier of the concept in the field of mental health.

At present, problems such as inadequate mechanisms still exist in the in-depth integration of the two.^[4] In view of this, guided by the "Three-wide Education" concept, this study explores mechanisms for the prevention and intervention of psychological crises, addresses the deficiencies of traditional models, and provides support for mental health education in universities.

1.2 A Brief Introduction to the Research Status at Home and Abroad

At present, with the increasingly prominent psychological problems of college students, the prevention and intervention of college students' psychological crisis has become a research hotspot in the field of higher education, and academic circles have carried out multi-dimensional exploration around related topics and formed a number of research results^[5]. Huo Yinrui (2022) explored the optimal path of mental health education in colleges and universities from the perspective of "three-round education", highlighting the core value of psychological education in the all-round education system^[6]; Xu Doudou (2020) focused on the integration path of psychological education and "three-round education" mechanism, and put forward the construction strategy of all-round psychological education system^[7]; Li Jiaojiao (2023) built a psychological crisis intervention model based on the concept of "three-round education" for higher vocational students, which provided practical reference for similar research^[8]. These studies provide valuable theoretical support and practical reference for the construction of psychological crisis prevention and intervention mechanism in colleges and universities.

Although some achievements have been made, there are still obvious limitations in the existing research: first, the integration of "three-round education" and psychological crisis prevention and control is not deep enough, and there is a lack of targeted mechanism design and path disassembly; second, the empirical support is weak, and most studies lack the double evidence of large-scale investigation data and typical cases; third, the construction of prevention and control system is not systematic

enough, and the discussion on the landing details of full-time cooperation and full coverage is not deep enough. These shortcomings highlight the research value and innovation space of this paper.

2 Research Process

2.1 Research Ideas

Guided by the concept of "three-round education", this paper analyzes the prominent problems and causes of psychological crisis prevention and control among college students by combining empirical research data and research status at home and abroad. It adopts inferential statistics and multivariate control analysis, taking grade, gender and other factors as control variables to explore the key influencing factors. In view of the actual constraints of colleges and universities in terms of resources, systems and personnel, this paper further conducts an in-depth analysis from the institutional and cultural perspectives, revises and constructs a "prevention in advance-intervention in the event-follow-up afterwards" prevention and control mechanism, and puts forward corresponding optimization strategies, so as to realize the integration of theory and practice.

2.2 Research Methods

This study combines literature analysis and questionnaire survey to deeply explore the current situation and existing problems in the prevention and intervention of college students' psychological crisis. A theoretical foundation is laid by systematically sorting out relevant literature and policies on psychological crisis prevention and control in universities and the "Three-wide Education" initiative at home and abroad.

Taking 4,573 students from the School of Urban Construction and Intelligent Building of Dongguan City University as research subjects, questionnaires conforming to the dimensions of "Three-wide Education" are designed through random sampling, and data are collected in combination with the SCL-90 scale to establish a database.

On the basis of descriptive statistics, SPSS 26.0 is used for inferential statistical analysis including Pearson correlation and multiple linear regression, with grade, gender and other factors as multivariate control variables to explore key influencing factors of psychological crisis. Meanwhile, structural equation modeling (SEM) is adopted to verify the relationship between "Three-wide Education" and prevention effectiveness, so as to enhance the rigor and scientificity of the research conclusions.

2.3 Research Results

A. Survey Design and Sample Characteristics

This survey took 4,573 students from the School of Urban Construction and Intelligent Building of Dongguan City University as research subjects. Questionnaires were distributed and collected in strict accordance with the principle of random

sampling. After verification, the valid samples were reasonably structured and highly representative. Specifically, in terms of grade distribution: 1,210 freshmen (26.4%), 1,618 sophomores (35.4%), 949 juniors (20.8%), and 796 seniors (17.4%). The sample proportion was consistent with the actual enrollment of the school, effectively avoiding deviations in data analysis. The majors covered engineering, science, management and other disciplines, taking into account differences across various fields. Males accounted for 62% and females 38%, matching the overall gender composition of the school. The samples also covered different family economic backgrounds and academic performance levels, providing a data foundation for subsequent multivariate control analysis.

B. Research Results

Descriptive statistics and difference tests ($P < 0.05$) showed that the incidence of psychological crisis among students of different grades presented a pattern of higher at both ends and stable in the middle. A total of 28.6% of students experienced psychological crisis of varying degrees in the past year, with academic pressure (63%), interpersonal problems (56%), and emotional distress (43%) as the main causes. The incidence of psychological crisis among freshmen (31.2%) and seniors (27.8%) was significantly higher than that of sophomores (22.7%) and juniors (22.0%). The detection rate of negative emotions among female students was 15.6% higher than that of male students. In addition, the proportions of students with high tendencies toward anxiety, depression, and obsessive-compulsive symptoms were 39%, 18%, and 16% respectively, indicating the need for targeted and precise intervention.

3 Analysis on the Prevention and Control of College Students' Psychological Crisis from the Perspective of "Three-round Education"

3.1 "Three-round Education" Perspective of College Students Psychological Crisis Prevention and Control Problems

A. Insufficient coordination among all staff.

There is a lack of full-staff coordination: the main responsibility for prevention and control is concentrated on psychological teachers and counselors, while the roles of professional teachers and head teachers are not fully fulfilled. The linkage between families, schools and society is absent, failing to form a diversified collaborative network. In addition, students have weak awareness of self-psychological management and low initiative in seeking help on their own.

B. The whole coverage is not enough.

The focus of work is tilted toward emergency response after crises occur. Psychological cultivation and early warning screening in the pre-crisis prevention stage are inadequate, and the mechanisms for sustained support and review after crises are imperfect, failing to form a full-cycle prevention and control closed loop.

C. Insufficient omni-directional penetration.

The educational content focuses on the identification of psychological problems, while lacking cultivation of psychological resilience and stress management. The forms of communication are relatively simple, and the integration with various educational carriers is inadequate. The online psychological service platform is imperfect in function, making it difficult to achieve sound interaction between online and offline efforts.

3.2 "Three-round Education" Perspective of College Students' Psychological Crisis Prevention and Control Causes Analysis

A. Concept deviation

Some colleges and universities have not integrated psychological crisis prevention and control into the "Three-wide Education" system, holding the mistaken belief of emphasizing ideological and political education over psychological education and post-crisis treatment over prevention, thus ignoring its systematicness and long-term nature.

B. Lack of coordination mechanism

The division of responsibilities among multiple stakeholders is unclear, and there is a shortage of effective communication, linkage, assessment and incentive mechanisms, resulting in fragmented prevention and control work.

C. Insufficient resource integration

On-campus psychological resources are scattered with inadequate inter-departmental coordination, and off-campus professional resources are not fully utilized, failing to form a complete system combining on-campus prevention and control with off-campus support.

4 Construction of Prevention and Intervention Mechanism of College Students' Psychological Crisis Under the Concept of "Three-round Education"

The core dimension of "three-round education" is all-round, all-round, and combined with the empirical research data and case analysis conclusions, a whole-process, multi-coordinated psychological crisis prevention and intervention mechanism for college students is constructed to ensure that the mechanism design fits the reality of colleges and universities and highlights its pertinence and operability.

4.1 The Principle of Construction

The mechanism is constructed in strict accordance with six principles: people-oriented, all-staff coordination, closed-loop management, all-round integration, empirical orientation, and standardized long-term effectiveness. It is based on the core needs of students' mental health and conforms to the actual operation of colleges and universities, taking into account the scientificity, pertinence

and operability of the mechanism to ensure its effective implementation and long-term operation.

4.2 All-staff Coordination Mechanism: Cohesion of Diverse Educational Efforts

A. Campus collaboration

Clarify the job responsibilities of psychological teachers, counselors, head teachers, professional teachers and student cadres, incorporate the effects of psychological education into the teacher assessment system, and carry out regular professional training.

B. Home-school collaboration

Establish a normalized home-school communication mechanism, provide psychological education training for parents, and build a family psychological support system.

C. Cooperation between schools and clubs

Cooperate with off-campus professional institutions and forces to improve the professionalism and effectiveness of crisis intervention.

D. Student autonomy

Build a student psychological mutual assistance platform to enhance students' awareness of self-psychological management and peer support.

4.3 The Whole Process of Progressive Mechanism: Covering the Whole Life Cycle of the Crisis

A. Pre-prevention stage

Improve the mental health education system, conduct regular psychological assessments, and establish dynamically updated mental health files.

B. Intervention stage in the event

Improve the four-level early warning network, formulate standardized intervention procedures, and refine various emergency plans.

C. Post-event follow-up stage

Establish a long-term follow-up mechanism, provide group psychological counseling for relevant students, and conduct regular case reviews and summaries.

4.4 All-round Integration Mechanism: Broaden the Prevention and Control Scenarios of Educating People

Promote the in-depth integration of psychological education with various courses, create a positive and healthy campus cultural atmosphere, temper students' willpower through social practice, upgrade the online psychological service platform, and form an interactive and complementary "online + offline" prevention and control pattern.

4.5 Safeguard Mechanism: Lay a Solid Foundation for the Mechanism

Expand the team of professional psychological teachers and improve their professional competence; increase investment in special funds; improve relevant rules and regulations; build an integrated information platform for psychological crisis prevention and control, and comprehensively enhance the intelligent level of psychological crisis prevention and control.

5 Conclusion and Prospect

5.1 Research Conclusions

Using empirical and literature methods, this paper clarifies college students' psychological crisis incidence (28.6%) and group differences, analyzes existing problems from the "three-round education" perspective, constructs a prevention and intervention mechanism with corresponding safeguards, confirming the consistency between the concept and crisis prevention.

5.2 Insufficient Research

Limited sample representativeness, untested mechanism operability, and insufficient exploration of differentiated paths.

5.3 Future Prospects

Expand samples, test and optimize the mechanism, explore differentiated models, and upgrade early warning means with modern technologies to deepen integration.

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