

# Crisis Event Handling Mechanism in Colleges and Universities based on 4R Theory

-- A Case Study of an Acutely Mentally Ill Student

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**Abstract:** In recent years, worldwide, crisis events in colleges and universities have occurred frequently, affecting students' personal development, school stability and even social harmony. In China, as frontline workers, college counselors are an important part of dealing with campus crisis events. The paper explores the mechanism of 4R theory in dealing with crisis events in colleges and universities by analyzing the handling process of an acute psychiatric student case from the perspective of a college counselor in China.

**Keywords:** College Crisis; 4R Theory; Coping Mechanisms; Acute Psychosis.

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## 1. Overview of Cases of Acutely Mentally Ill Students

Z is a sophomore male student with no past medical history from a rural family in Maoming, Guangdong Province. His family consists of 7 members, with his elder and second sisters married early and having children early, and they are poor farmers and laborers; his third sister is unmarried and pregnant; and his father and brother are unemployed all the time. Her mother is diabetic and works in Guangzhou. The family's economy only comes from the monthly salary of more than 2,000 yuan that her mother earns as a laborer. This student is introverted, has a good relationship with his roommates, has a good relationship with two other students in his class, and performs normally in classroom communication with other students, including group work. All members of his family speak the local dialect (Minnan dialect). With the exception of his third sister, all other family members have difficulty communicating in Mandarin.

When a professional class was about to end, his roommate urgently called the counselor to say that the student's mental state was very bad. The counselor rushed to the scene and found that the student was acting abnormally, his eyes were slack, his hands were clenched, he was agitated, he had lost most of his memory in a short period of time, and he kept asking, "Who are they?" "Am I going to die?" "Why won't anyone hug me?" "Will the angels triumph over the demons?" "Who are the angels?" The student continued to press toward the open window of the classroom to keep others away. The counselor, initially assessing that the student may be in the midst of a hypochondriacal episode, slowly approached the student without irritating him and eventually hugged him tightly. While trying to stabilize the student, the counselor asked the homeroom teacher to help immediately evacuate the remaining students and report to the leadership. The school then initiated psychological crisis intervention on campus. Subsequently, with the cooperation and efforts of various departments, student Z gradually became relatively stable and was successfully sent to the Third People's Hospital of Qingyuan City for medical treatment. On the following day, the student was picked up by her third sister, who was close

to her and could communicate in Putonghua, and was working in Shenzhen. Eventually, the student was diagnosed with acute schizophrenia-like psychotic disorder and was given a green channel to continue her studies at home in the form of online classes for further treatment.

During the student's treatment at home, the counselor also kept a constant eye on the student's status and took a series of initiatives for the student's re-entry into school life. After one semester of home treatment, the student has successfully returned to normal school life.

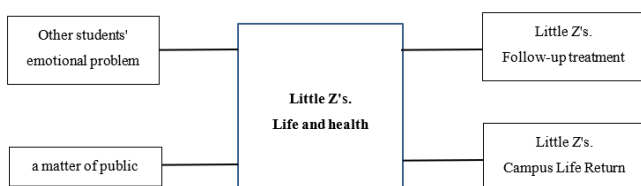
The above case is a typical university campus outbreak of disease. Because it occurred in the teaching classroom process without any prior defense, and the processing time was at the peak of students' dismissal from classes, directly threatening the normal teaching order of the school, and at the same time, it has a spreading and extensive influence, the case also belongs to a college crisis event.

The crisis involved the student concerned, the parents of the student concerned, the rest of the students and the school and other related parties. After a comprehensive judgment of the information from all parties, the counselor made an in-depth analysis of the case, clarified the four major groups involved in the case, and summarized the key points and work ideas for handling the case based on the four major groups involved. (See Table 1 for details)

According to the results of the analysis, the case has a sudden and urgent nature, the student Xiao Z was emotionally agitated and did not allow others to approach; he kept approaching the open window, which was life-threatening and led to an out-of-control scene. The case is also complex and involves many people. The counselor seized the main conflict and quickly played the role of the classroom teacher at the scene, asking him or her to help report to the leadership in time to start the campus crisis intervention work and evacuate the scene to prevent the situation from expanding. After ensuring the life and health of student Xiao Z in the first instance, other issues could be gradually resolved. (Figure 1)

**Table 1.** Key points and working ideas in the case of Little Z's classmates

Relevant objects of the case	Ideas on how to work with the relevant target group
Z.	1. Immediately stabilize the student's emotional state, safeguard his life and health, and successfully transport the student to a doctor in conjunction with the school's safety and security office
	2. Evacuate the scene in a timely manner, maximize the privacy of the student, and try to avoid any publicity about the student
	3. Pay long-term attention to the follow-up status of the student and provide him/her with financial, academic and living assistance, so as to help him/her resume normal campus life as soon as possible.
Z's parents	1. Gain the understanding and trust of the other party to allow parents to transport their students home in a timely manner for professional treatment
	2. Recognize that parents provide financial security and emotional support for the student's treatment
Other students present	1. Playing the role of the Counseling Center and student leaders to comfort the affected students in a timely manner
	2. Comprehensive assessment and archiving by the psychological counseling center; follow-up by the counselor through long-term follow-up, theme class meetings and heart-to-heart talks, etc., to eliminate all possible potential adverse negative emotions of students in that class
The school	1. Immediately report to the leadership, initiate crisis management, evacuate the scene, and resume normal instruction
	2. Work with the student labor team, school security and other departments to continuously monitor and eliminate all possible negative public opinion in the shortest possible time.
	3. Collaborate with a team of classroom teachers, counselors, and student leaders to identify the remaining crisis events that may exist on campus
	4. Counselors summarize their experiences; collaborate with departments to continue to improve the school's crisis management mechanism



**Figure 1.** Top 5 areas to be addressed in the Little Z incident

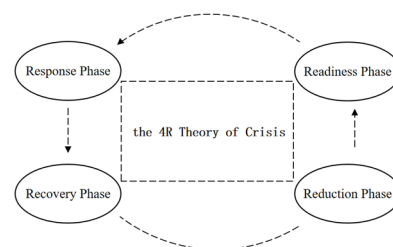
## 2. The Use of the 4R Theoretical Treatment Model in Higher Education Crises

### 2.1. Case Solution Ideas

The counselor handled the case based on the Mental Health Law of the People's Republic of China and the Emergency Measures for Handling Student Emergencies of Guangdong Financial College, strictly protecting the rights and interests of the students in accordance with the relevant requirements and taking the student as the basis; at the same time, the 4R theory of crisis management was adopted to appropriately deal with the campus crisis incident triggered by the student's sudden psychiatric illness to maximize the protection of the interests of the students and reduce the subsequent impacts of the crisis incident. At the same time, the 4R theory of crisis management was adopted to properly handle this campus crisis incident caused by students' sudden mental illness, to maximize the protection of students' interests and minimize the subsequent impact of this crisis incident.

The 4R theory of crisis management is a crisis management model. It emphasizes four basic phases at the onset of a crisis, each corresponding to a key activity beginning with the letter R. The theory facilitates a more systematic response and management of the situation at the time of crisis. The four Rs are: Reduction, Readiness, Response and Recovery.

In the 4Rs theory, crisis management is centred on minimizing the occurrence of a crisis and its impact. This involves multiple dimensions, including environment, structure, systems and people, aimed at minimizing the potential risks of a crisis. In the preparatory phase of a crisis, the concept of preparatory forces emphasizes effective preventive measures, including the establishment of an early warning monitoring system and the timely transmission of crisis response signals to react to undesirable changes. Reactionary force plays a role in the crisis occurrence phase, where managers need to integrate time, information and other resources by identifying, processing and summarizing in order to minimize the negative impact of the crisis on the organization. And in the recovery phase after a crisis, the concept of resilience emphasizes controlling the subsequent recovery after an emergency event and avoiding the recurrence of similar events by summarizing the experience. Taken together, the four elements of crisis management (curtailment, preparedness, response, and resilience) together form a comprehensive strategy aimed at enhancing the overall organizational or individual response and management capabilities to a crisis. (Figure 2)



**Figure 2.** Process Diagram of the 4R Theory of Crisis

### 2.2. Case Resolution Initiatives

In response to the case, the counselor used the 4R theory of crisis management. The following is the counselor's handling of the incident using the 4R theory.

### **2.2.1. Crisis Management Downsizing Phase: Increasing Crisis Awareness and Improving Handling Capacity**

In the 4R Crisis Management Theory, effective strategies for the crisis management downsizing phase involve a number of aspects such as system, environment, and personnel, among which the personnel factor is crucial. In this stage, enhancing personnel's crisis management awareness and coping ability is the key factor. As frontline student workers, college counselors not only need to have crisis management awareness and coping ability, but also need to transfer relevant knowledge and awareness to college students. This helps to reduce risk, shrink the impact of crisis on the system, and ensure effective crisis management and handling. In this case, the counselor and the school gave full play to the role of the reduction force in crisis management, and achieved the "three early": early legislation, early assessment, and early training.

#### **(1) Formulate regulations in a timely manner: setting up a campus crisis program**

In order to do a good job in the prevention and handling of student emergencies, to improve the emergency response capability of student emergencies, to maintain the normal teaching and living order of the campus, to ensure the safety and stability of the campus, and to promote the harmony and civilization of the campus, according to the "Law of the People's Republic of China on Responding to Emergencies", "Overall Emergency Response Plan for Public Emergencies of the State", "Overall Emergency Response Plan for Emergency Response of the Educational System", "Emergency Response Regulation of Guangdong Province Emergency Regulations of Guangdong Province" and other relevant laws, regulations and documents, the school combined with the actual situation, has formulated the "Emergency Response Methods for Students of Guangdong University of Finance".

After the crisis, the "Emergency Response Methods for Students of Guangdong University of Finance" played a very important role in guiding the counselors and relevant departments of the school to deal with the student crisis in a coordinated manner. After receiving the report from the counselor about the crisis event, the relevant leaders started the crisis intervention work in time and issued correct instructions, so that the staff of each department had a clear division of labor and responded positively and confidently: the counselor went into the first line at the same time to report to the leaders; the leaders also immediately collaborated with the staff of the Safety and Security Department, the Psychological Counseling Center, and the School Medical Office, all rushed to the scene in the shortest possible time and requested the emergency intervention of the local Mental Health Center. The leaders also immediately rushed to the scene in the shortest possible time with the staff of the Safety and Security Department, the Psychological Counseling Center, and the School Medical Office, and requested the local mental health center to intervene. The relevant personnel handled the problem appropriately according to the "Emergency Response Methods for Student Emergencies in Guangdong University of Finance", and no adverse consequences were caused.

#### **(2) Implement early assessment: improving campus risk assessment systems**

The construction of a risk assessment system requires the cooperation of various subjects and the synergy of various

departments. In this case, Xiao Z's classmates, teachers, counselors and relevant leaders all made a consistent risk assessment of the incident at the first time, collaborated with each other, and went to the scene as quickly as possible to control the situation in time.

#### **(3) Carry out training in advance: enhancing crisis literacy for teachers and students**

The reason why the people involved in this case were able to make a highly consistent risk assessment lies in the fact that the school, especially its counselors, carried out a series of daily education on crisis knowledge for students. The school invited police stations, firefighters and hospitals in the district to come to the school and carried out lectures on mental health education, prevention of telecommunication network fraud and other kinds of safety precautions for teachers and students, so as to enhance their safety awareness. At the same time, counselors share and learn how to do a good job in student safety education and management through regular salon exchanges, fully mobilizing the safety work responsibility, enthusiasm and initiative. On the student side, counselors disseminated relevant knowledge by carrying out various lectures and other conference-type and talk-type forms; propaganda and education were carried out in the form of thematic class meetings, knowledge contests and other activities.

This series of initiatives has improved the effectiveness of safety education and helped teachers and students master the basic precautionary measures for responding to emergencies on campus. It was this series of "early training" that enabled teachers and students, especially those in Little Z's classroom and counselors, to take prompt emergency response to Little Z's sudden mental illness.

### **2.2.2. Crisis Management Preparatory Stage: Building an Early Warning Mechanism for Preparedness**

In order to cope with the challenges of students' mental health, the university has established a comprehensive psychological crisis prevention network covering four levels: school, college, class and dormitory. This four-tier network is constructed with the aim of comprehensively focusing on and effectively preventing the occurrence of psychological crises among students. First, the school level provides comprehensive support and resources to provide students with mental health services and crisis intervention measures. Secondly, the college level strengthens its focus on subject-specialized groups, and enhances students' psychological quality and stress resistance through regular psychological counseling and training activities. At the class level, the teaching team pays attention to students' academic and living status by establishing close teacher-student relationships, and promptly identifies and deals with potential psychological problems. Finally, the dormitory level provides a space for mutual help, understanding and support for fellow students through community activities and the establishment of dormitory psychological support groups. The establishment of this four-tier network not only emphasizes the multi-level nature of psychological crisis, but also provides students with all-round mental health protection.

Compared to the four-level psychological crisis prevention network of "school - college - class - dormitory" constructed by the school Xiao Z's counselor has also established a crisis early warning system in his class by building a team of class cadres, a team of psychologists, and a house manager mechanism, giving full play to the initiative of every student and making everyone a supervisor and an alarmist.

The crisis alert system played an important role in the incident. Before the incident expanded, when Xiao Z was found to be in a poor mental state in the classroom and before the outbreak of agitation, Xiao Z's roommate called the counselor at the first time, which also bought valuable time for the counselor to rush to the scene in time, so as to achieve the goal of "early discovery", "early report", "early treatment", and reduce the negative impact of the crisis. "Early detection, early reporting, and early treatment reduced the negative impact of the crisis.

### **2.2.3. Crisis Management Response Phase: Building Communication Networks for Collaborative and Efficient Handling**

The 4R theory suggests that communication is vital in the crisis management process. During the response phase of this crisis management, the

The counselor gave full play to the three communication networks and handled the incident efficiently in collaboration with the relevant staff.

#### **(1) Build a communication network with students to deliver care and information**

In terms of building a communication network with students, counselors have achieved "all-round" and "all-weather". First, the "all-weather" communication between counselors and students breaks the time and space limitations of teacher-student communication. Counselors not only every day will use microblogging, microblogging, B station, circle of friends and other forms of interaction with students, but also established a "24-hour emergency hotline system", not only to ensure that comprehensive real-time grasp of the student's ideological dynamics, timely guidance to the students, but also receive and deal with student emergencies at any time and anywhere. The counselor was able to get the first report of the incident from Z's roommate. It is also because of the trust relationship that has been established between teachers and students, after the incident of Xiao Z, the student cadre team assisted the counselor to pay attention to the emotional state of the students in the class, and the students in the class actively cooperated with the counselor to safeguard the privacy of Xiao Z's classmates.

Secondly, the "all-round" communication between counselors and students enhances the relationship of mutual trust between teachers and students. Counselors through the "warm table", "sports pleasure body and mind", "meeting face to face", "dormitory heart to heart" and other systems. Through the system of "warm table", "sports for body and mind", "meeting face to face", "dormitory heart to heart", etc., counselors go deep into the dining table, sports field, dormitory and other occasions, and through large and small meetings, online and offline interactions, the usual heart-to-heart conversation multi-channel, and every student has interacted with each student, greatly pulling forward the distance between students. In the small Z students before the incident, the counselor in the beginning of the school year and small Z students, their roommates had a heart-to-heart talk, but also through the small Z students birthday time to invite small Z students have eaten in the dining hall, care about its learning. Therefore, at the scene of the incident, in a short period of time to forget most of the memories, emotional and do not allow other people to get close to the situation, small Z students can still remember the name of the counselor, to accept the counselor's slow approach, as well as from the counselor's tight embrace and comfort, and ultimately the mood gradually stabilized, and is willing to be accompanied

by the counselor to the hospital.

#### **(2) Build a system of communication with schools to coordinate cooperation and action**

After delving into the scene and discovering the seriousness and urgency of the situation, the counselor reported the situation to the relevant leaders at the first opportunity. By the leadership immediately start the crisis intervention work, in collaboration with the Student Work Office, security, psychological counseling center and other departments, emergency help to the local hospital, the situation is tightly controlled in the student classroom teachers, to avoid further expansion of the situation, to minimize the public opinion on the subsequent damage to the students of the small Z, to protect the privacy of the students of the small Z and the rights and interests of the students.

#### **(3) Open channels of communication with parents to promote understanding and trust**

Before Little Z's incident, the counselor already had a general understanding of his family situation through the student files and heart-to-heart talks with Little Z. When his parents had trouble communicating in Mandarin, the counselor was still able to communicate with his parents in Minnan dialect to gain their guardian's understanding and trust. When his parents had trouble communicating in Mandarin, the counselor was still able to communicate briefly with his parents in his own slightly broken Minnan dialect, gained the guardian's understanding and trust, and in the absence of his parents, was authorized to accompany the student to the Mental Health Center to seek medical treatment, and then got in touch with his third sister who could communicate in Mandarin. The counselor remained empathetic throughout the communication with his third sister. When the third sister rushed to the school to pick up the student, the counselor took the initiative to apply for free meals and temporary accommodation for her to relieve her financial pressure and convey humanistic care. On this basis, his third sister actively cooperated with the counselor's suggestion, and on the next day, after signing the Parental Informed Consent Form, she picked up Xiao Z back to her hometown, and took Xiao Z to a professional major hospital for further treatment.

In addition to maintaining proactive communication with Little Z's family, the counselor actively responded to other students' parents. At the classroom site, three female students were frightened and this caused concern among the parents of the female students. While sending Little Z to the doctor and receiving Little Z's family properly, the counselor actively contacted other worried parents, patiently explained the process of the incident, and ensured a common concern for the follow-up of all students in the class, including their children, so as to reassure the parents of the students, and at the same time, gained the understanding and protection of Little Z and her family by the parents of other students, thus forming a good home-school linkage.

### **2.2.4. Crisis Management Recovery Phase:**

#### **Implementation of Follow-Up Visits and Comprehensive Reconstruction and Repair**

Although the campus crisis is under control, this does not mark the end of crisis management. Instead, those involved need to focus on post-crisis recovery, working to restore the state of disruption and chaos brought about by the crisis to normal order. In this recovery phase of crisis event management, counselors focused on the following four areas of post-crisis recovery and conclusion.

### **(1) Carry out ex post facto assistance**

Considering Little Z's relatively difficult family financial situation and complex family life pattern, although Little Z has already received the Family Poverty Funding, the counselor took the initiative to apply to the school for Little Z's temporary difficulties as well.

The financial subsidy is used for Xiao Z's follow-up treatment and medication, so that her family will not be forced to interrupt her rehabilitation program due to financial reasons. At the same time, in order to ensure that Xiao Z could keep up with his academic progress, the counselor also applied for a green channel for him, so that he could attend classes and take exams online during his treatment at home, and also set up a study help group according to Xiao Z's needs, so that special students could provide extra tutorials for him. After Xiao Z successfully returned to school after a semester of treatment, the counselor applied for a work-study position in his office and appointed Xiao Z as a counselor's assistant, which not only indirectly provided Xiao Z with financial help, but also improved Xiao Z's confidence in returning to campus life by giving him appropriate attention and exercise.

In addition to providing long-term attention to Little Z, the counselor maintained communication with Little Z's family and provided appropriate advice on future employment for his family, especially his brother and third sister.

### **(2) Pay Attention to students' mental health**

At the scene of Xiao Z's sudden acute mental illness, three female students were affected by their emotional state and were agitated and cried on the spot. The Psychological Counseling Center intervened at the first time to pacify them. Counselors paid attention and guidance through subsequent heart-to-heart talks, and the three affected female students eventually regained stability and took the initiative to provide academic support for Xiao Z.

At the same time, through roundtables, mental health themed class meetings, and the attention of a team of student leaders, counselors ensure that all students in their classes are in a stable emotional state and are guided to continue learning about mental health and acquiring the ability to intervene in psychological crises.

### **(3) Addresses the potential impact of public opinion**

After the crisis incident, rumors circulated among some students in the class that Xiao Z was crazy about love. Through conversations with individual key students and class meetings, the counselor openly and sincerely discussed the crisis with the students and, under the premise of protecting Xiao Z's privacy, appropriately shared with the students the plight of Xiao Z's life and sudden illnesses, with an emphasis on guiding the class to pay attention to physical and mental health, to rationally look at the pressures of life, to be empathetic, and to do their best to help their classmates in different plights.

Rumors end with understanding and love. Z and his parents also let go of their fears that they would be criticized because of the help and tolerance of their classmates.

### **(4) Do a good job of summarizing and reflecting**

After properly handling this crisis incident, counselors take the initiative to report and summarize to the relevant leaders by reviewing the whole process and forming a written text on the treatment plan and reflections. At the same time, based on the experience and reflection, through a series of training and learning, counselors to further improve their own and students' psychological crisis intervention awareness and ability.

## **3. Principles of Crisis Event Management in Colleges and Universities under the 4R Theory**

As the direct manager of college students during the school period, in the face of campus crisis events, counselors If not dealt with in time, it will cause irreparable losses and regrets to the students themselves, their families, the school and even the society. The 4R theory is a very effective model for dealing with crisis. Counselors and schools can comprehensively and skillfully use the 4R theory to improve the campus crisis intervention program and deal with campus crisis events, in order to minimize the impact of campus crisis events.

There are three main principles that frontline student workers and even schools can maintain in applying various approaches, including the 4R theory, in responding to a crisis event on campus.

### **3.1. Recognize Opportunities and Resolving Potential Crises in a Timely Manner**

Awareness of the first opportunity is the premise and foundation of crisis management, and only on the basis of timely awareness can we better cope with potential crises. This anticipatory management attitude can prevent the crisis at the source before it comes. The premise of this case is that Xiao Z's roommate noticed Xiao Z's abnormality early and reported it to the counselor at the first time, thus leaving enough space for subsequent emergency intervention.

The first step is to build up a keen observation and early warning mechanism to catch the signs that may trigger a crisis through careful observation of the environment, personnel and resources; the second step is to build up an efficient information collection and transmission system to ensure that key information can reach the counselors in time. In this case, the school has built a four-level psychological crisis prevention network of "school-college-class-dormitory", and the counselors have established a four-level psychological crisis prevention network of "school-college-class-dormitory". In this case, the school's four-level psychological crisis prevention network of "school - college - class - dormitory", the crisis early warning system of "everyone is a supervisor and an alarmist" set up by counselors, and the training provided to students on mental health education and crisis intervention skills can greatly help teachers and students to foresee crises and eliminate the seeds of potential risks.

### **3.2. Seize the Opportunity to Quickly Turn Around a Dangerous Situation**

Campus crisis events have an extremely short critical processing time due to their suddenness and urgency, and counselors are therefore Dangerous situations must be quickly turned around in the shortest possible time. This requires counselors to cultivate to three major abilities in student work. First, busy but not chaotic, calm and collected emotional control ability. In the face of crisis events, counselors can first control their own emotions, rational and clear risk assessment, to calm the parties involved and the emotions of the students present, stabilize the scene. In this case, the counselor was able to think calmly when faced with the agitated Xiao Z. Slowly approaching and holding Xiao Z tightly and then soothing him was the key to protecting Xiao Z's life and health. Second, the ability to respond quickly and deal with emergencies immediately. In this case, the

counselor went into the scene at the first time, maintained the order of the scene, reported to the relevant leaders according to the needs of the scene, and initiated the school's crisis intervention work in the shortest possible time. At the same time, the counselor immediately sent Xiao Z to the doctor after stabilizing her, which maximized the protection of Xiao Z's rights and interests. Thirdly, the ability to manage the work with comprehensive consideration and cooperation. In the face of a crisis, counselors should not only consider the hazards and key points of disposal from the perspective of the students themselves, their parents, the school and even the society, but also seek teamwork and cooperation with various departments to secure sufficient human, material and financial resources for the prompt and thorough handling of the crisis. The counselor in this case collaborated with the security department, the psychological counseling center, the student work office and other teams to ensure the life and health of the student Xiao Z and the subsequent rehabilitation treatment, to solve the problem of the emotional state of the rest of the students, and to control the risk of the potential spread of public opinion.

### 3.3. Keep Warm and Sincere, and Nourish the Heart with Love

Student management requires not only theoretical and technical support, but also care, sincerity, and "more heart". First, careful. Counselors in the work of students not only to macro-control, but also to be meticulous, to cultivate a small see the big, sensitive insight into the crisis, to prevent problems before they occur. The second is sincere. In the face of the counselor's sincere treatment, the students will generally be sincere for sincere, the counselor full trust, but also will support and cooperate with the counselor's work. In this case, it is the counselor usually listen to students' voices in time, and effectively solve the students' problems, which shaped the good relationship between teachers and students of total trust and mutual support. In the first time of the crisis, the students will report to the counselor in time, the students will accept the intervention of the counselor. Third, "more heart". Counselors not only need to be attentive in their daily work, but also in the process of dealing with campus crises, that is, in dealing with crises, "more thoughts", try to consider all aspects. Attaching importance to the recovery of students' psychological state after the campus crisis, protecting the privacy of the students concerned, paying attention to their spiritual recovery, counselors should also continue to track the mental health of the students concerned, and always adhere to the concept of student-centeredness, so as to provide students with more in-depth support and help; through care and understanding, warm the hearts of the students, stimulate the students' intrinsic positive power, so that students can better cope with the crisis and turn the crisis into an opportunity. Through care and understanding, we warm students' hearts and inspire their inner positive strength, so that they can better cope with stress and turn crisis into opportunity.

## 4. Conclusion

With the rapid development of society, colleges and universities are frequently tested when facing various emergencies. As frontline student workers, such as counselors in Chinese colleges and universities, they must always be aware of the need to be prepared for crisis, and deal with all

kinds of crisis events faced by college students quickly and effectively in the ever-changing environment. In this context, frontline student workers need to possess a deep understanding of the different stages of crisis management, as well as relevant knowledge and experience. The core of crisis management lies in responding to all kinds of emergencies quickly, calmly and in an orderly manner to ensure safety and stability on campus. In practice, applying the 4R theory of crisis management (i.e., reduce, prepare, reflect, and recover) to the work of college counselors can enable them to deal with all kinds of campus crisis events more rationally and effectively.

The improvement of the level of practical application ability of frontline student workers not only helps to better cope with campus crises, but also provides useful references for college administrators to improve their crisis management methods. In this ever-changing era, the role of frontline student workers, such as counselors in Chinese universities, is becoming more and more important, and their professionalism and crisis management ability will have a far-reaching impact on the safety and stability of the whole university. Therefore, continuous learning and upgrading of skills to meet the requirements of the times is an important aspect of every frontline worker's work in colleges and universities that needs urgent attention and practice.

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