Research on Crisis Management Strategy of Public Health Emergencies in Colleges and Universities from the Perspective of Maslow's Hierarchy of Needs Theory

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Abstract: *As the prevention and control of the new crown pneumonia epidemic is shifting to normalized prevention and control, how to conduct crisis management of public health emergencies on the basis of respecting and meeting the daily needs of students is a major problem and challenge faced by college administrators. This article is guided by Maslow's hierarchy of needs theory, from the perspectives of physical health knowledge popularization, psychological guidance services, "ownership" development platform, realization of multiple forms of respect, precise assistance, and proposes pertinence to the current crisis management system of colleges.*

Keywords: *Maslow's hierarchy of needs theory, public health emergencies*

1. Introduction

In recent years, sudden public health incidents have occurred frequently. In 2015 alone, there were more than 10 serious infectious diseases such as urticaria, H7N9, H5N1, and dengue fever. Sudden public health incidents have increasingly become public events in my country and the world. The top priority. As a place with high population density and frequent population mobility, colleges and universities are also susceptible to public health emergencies due to their dense and complex population composition. According to surveys, 73% of public health incidents in China occurred in schools, and infectious diseases accounted for 82%. The new crown pneumonia epidemic is a major public health emergency with the fastest spread, the widest range of infections, and the most difficult prevention and control in my country since the founding of the People's Republic of China. After the outbreak of the new crown pneumonia epidemic, the Chinese government has adopted many effective measures. Many places have adopted isolation measures such as "closing the city." Students do not return to school, universities do not open, workers do not return to work, social politics, economy and people's lives are all affected. Changes have taken place, and related topics such as "closed management of colleges and universities" have also been posted on Weibo for many times, causing widespread heated discussions in the society. As the prevention and control of the new crown pneumonia epidemic is shifting to normalized prevention and control, how to conduct crisis management of public health emergencies on the basis of respecting and satisfying the daily needs of students is a major problem and challenge faced by college administrators.

2. Research status

2.1 Related research on crisis management

Crisis management theory is a traditional topic of western political science research, and western academic circles have started related research on crisis management theory very early. Foreign scholars have analyzed the crisis events encountered in the past and the handling conditions, made a series of studies on the basis of summaries, and obtained rich theoretical and practical results. Well-known crisis management expert Steven Fink first proposed the life cycle theory of crisis management in 1986, and for the first time conducted a comparatively systematic study of crisis management. He divided the crisis into the incubation period, the outbreak period, the proliferation period, the treatment result period and the sequelae period. At the same time, he believes that the crisis cycle is similar to the human life cycle, and each stage from birth to death has different characteristics. In the 1990s, western

research on crisis management entered a period of prosperity. In "Crisis Management", according to the scope of work tasks, Robert Heath divides crisis management into four stages: reduction, preparation, response and recovery, namely the 4R model. Mitrov and Pearson believe that "a crisis is an event that actually threatens or potentially threatens the entire organization", and in 1994 proposed a five-stage crisis management model, namely the crisis signal detection period, crisis preparation and prevention period. , Crisis damage control period, crisis recovery period and learning period. At present, the widely used crisis management theory PPRR model was proposed by scholar Yuriel Rosenthal. This model divides the crisis management process into the pre-crisis prevention stage, the pre-crisis preparation stage, the outbreak response stage and the end There are four stages in the recovery stage, and the main points of each stage are put forward.

Compared with western developed countries, domestic research on crisis management started relatively late. It was not until the end of the 20th century that my country began to study crisis theory in a truly modern sense. With the outbreak of the September 11 incident and the SARS crisis, Chinese scholars have gradually heated up their research on crisis management. In 2003, Professor Zhang Chengfu of Renmin University of China proposed that "my country needs to establish a comprehensive crisis management system in order to continuously improve the government and society's crisis management capabilities." During the same period, Xue Lan led the Tsinghua SARS Crisis Management Task Force, combined with the characteristics of our society, conducted research on the construction of our country's crisis system, and wrote the book "Crisis Management: Challenges Facing China in Transition", which outlines the modern crisis In the basic framework of the management system, the specific roles of government, media, law and social networks are discussed separately. Since then, Xue Lan has further supplemented and explained the concept of crisis in another book. He believes that "today's crisis is not a specific event, but a process of interaction between multiple forces in an unforeseeable and destructive manner. With evolution, modern crises have become increasingly complex, interdependent, and politicized." Tom Christen, Poe Lagrede and Lisa H. Rekja believe that a robust and well-functioning crisis management system requires both governance capabilities and governance legitimacy. Sun Xijin and Chen Haili believe that when public crisis management occurs, the government should focus on public participation and promote the improvement of the social governance system.

In summary, foreign scholars have studied crisis management theory earlier, the theoretical system is relatively complete, and its research scope is broader and more scientific. Although Chinese scholars have done less research on the theoretical models of crisis management, they have begun and gradually paid attention to the research on theories and methods of crisis management. In contrast, the research on crisis management in our country is still in its infancy. There are still many shortcomings in the crisis management system, and the research objects are mostly governments and enterprises.

2.2 Relevant research on crisis management of public health emergencies in universities

After the "September 11" incident, the United States and other Western developed countries are gradually increasing their attention to and management of public health emergencies in colleges and universities. Today, most of their places have formed college crisis management institutions with local characteristics. And set up a relatively complete crisis management network. Foreign scholars' research on public health emergencies in colleges and universities is mainly based on the theory of crisis management and emergency management. In 2007, Eugene wrote about the personnel of the emergency team in colleges and universities in the book "School Crisis Management: Planning, Prevention and Recovery". The composition, who will lead, how to operate, how to train and cooperate, what are the daily tasks, how to respond quickly and other aspects have been elaborated a lot. Since then, Lerner listed the existing and existing campus emergencies on American campuses in the "Campus Crisis Response Guide", and put forward social thinking on such problems, pointing out that the most important thing to solve such problems from the root is One of the measures is to strengthen crisis education and training. Jonathan believes that "building a crisis management team is the key, and only a professional management team can deal with emergencies in a timely and effective manner and implement multi-faceted guarantees." In "Early Warning and Response", Lynn emphasized the need to classify crisis events in colleges and universities. This point of view is based on his detailed research on crisis events in colleges and universities in his own country. As soon as such ideas were put forward, they quickly aroused heated discussions around the world and became the theoretical guidance for most schools to solve campus crisis problems.

After the "SARS" incident, Chinese university administrators and some scholars began to realize the importance of conducting research on crisis management of public health emergencies in

universities, and began to study the advanced crisis management experience of developed countries. These excellent advanced experience can give Crisis management in domestic colleges and universities brings new ideas and management models. In 2004, Qin Qiwen and others wrote "Emergency Management and Response", which elaborated on the connotation, hazards and prevention of emergencies, public management institutions and emergencies, general social organizations and emergencies, and explained to colleges and universities Responding to public health emergencies has important reference significance. In 2009, Ding Wenxi explained how to deal with the high incidence of public emergencies, and for the first time proposed the management mode of emergencies and the "one case, three systems" system. In 2013, Zhengzhou University graduate student Zhu Li proposed measures to improve the emergency management mechanism of colleges and universities. First, we must improve crisis awareness, second, we must establish and improve the emergency management organization system, third, we must improve information communication channels, and fourth, we must adhere to people-oriented after-treatment measures. Hu Yingfei and Wu Lin believe that in the face of public health emergencies, only by actively handling them and reporting them in a timely manner can the harmonious, stable, healthy and sustainable development of universities be maintained. [[]] In 2016, Chen Qiongqiu and Zheng Tianxiang took Hangzhou Normal University as an example and pointed out that when colleges and universities deal with public health emergencies, they often only set up temporary institutions to deal with them. After the crisis is resolved, temporary institutions are disbanded, which is easy to miss and turn crisis into opportunity At a good time, a permanent establishment should be established. In 2020, Pang Xiaobo pointed out that many colleges and universities are still stuck in the traditional management mode of the past. They just verbally say that they need to reform and innovate. They have not provided support from human, material, financial and policy aspects, and cannot introduce and absorb advanced emergency management concepts. , It is not a good combination of the school and the society to cope with the crisis.

In summary, although domestic and foreign scholars' research on crisis management has gradually become systematic and scientific, there are still few crisis management studies that directly target public health emergencies in colleges and universities, and due to the differences in basic national conditions and management systems between my country and the West. Many foreign studies have a limited scope of application in our country, and some theoretical results and practical experience are difficult to implement and promote in China, which are only useful for reference.

3. Current status of university management after the epidemic

Since the outbreak of the new crown pneumonia epidemic in 2020, all parts of the country have adopted strict control measures. Among them, due to their population density and complexity, the control situation is particularly severe and has become the focus of the people across the country. In the early stage of the epidemic, the domestic situation was not optimistic, and the safety factor for students returning to school was low, and the opening time of spring semester in various universities was pushed forward. In response to the call of the Ministry of Education to "suspend classes without suspension", 1,454 colleges and universities across the country conducted online teaching. There is a certain difference between online teaching and conventional teaching. The teacher seems to be saying "stand-up comedy", which lacks the vitality that the classroom should have. Not only the teacher's teaching passion is affected, but also the student's enthusiasm for learning is greatly affected. Taking Zhejiang Yuexiu University of Foreign Languages as an example, the survey found that in late February 2020, 16.4% of college students study for less than one hour a day, and 10.9% of college students cannot subjectively judge their autonomous learning effects, and many more Undergraduates fall into the annoyance of being unable to learn independently, and feel that the effect of online teaching is not good and cannot play a role in supervision.

In the later stage of the epidemic, the situation of foreign epidemics is severe, and the risk of sporadic cases in my country still exists. Normalization of "external prevention import, internal prevention rebound" is the top priority of epidemic prevention and control. Under this new situation, colleges and universities across the country have formulated corresponding emergency response plans, implemented staggered return to school, health information "daily report, zero report" system, and strict leave management procedures. In order to strictly prevent campus safety, many colleges and universities have adopted closed management, strictly control the school gates, and reduce students' contact with the outside world. Although the risk of students contracting the epidemic has been reduced to a great extent, it has also induced students to panic to a certain extent. , Anxiety, depression and other bad emotions.

3.1 Looking at the management of public health crisis in colleges and universities from Maslow's demand theory

3.1.1 Physiological needs

Physiological needs are the most basic human needs, such as food, water, air, sleep, etc., which are the basis and premise of all needs. In the 21st century, the physiological needs of the masses are generally met. As the future pillars of the country, the physiological needs of college students should not be limited to simple material conditions. Public health incidents are generally sudden, which requires students to master certain physical health knowledge. According to surveys, most students in colleges and universities have only superficial understanding of physical health knowledge, and a large part of them are willing to learn and master daily needs. Physical health knowledge to gain a sense of security. At present, in our country, except for medical-related departments that will set up special courses to popularize physical health knowledge, most ordinary departments pay little attention to management and education in this area, which makes it easy to be at a loss when the crisis comes.

3.1.2 Security requirements

In Maslow's demand theory level, safety demand refers to the pursuit of personal safety, economic security, and life stability. Obviously, the primary task of colleges and universities to adopt various crisis management response measures is to ensure the safety of students' lives, and mental health is often overlooked. Some studies have pointed out that in this special period, college students have a lot of special psychological states that are different from daily. For example, facing the threat of possible infection, students will have anxiety, panic and other emotions; online classes cannot be self-disciplined. Feelings of unconfidence and self-denial; feelings of resentment and autism caused by the school's closed management and inaccessibility. Under the premise that physical safety is guaranteed, college students have a stronger need for psychological safety, and colleges and universities need to be guided in time to avoid adverse consequences.

3.1.3 Social needs

Social needs, also known as the needs of belonging and love, are the needs for relationships such as friendship, love, and affection. The college stage is a critical period for the individual's physical maturity and psychological development. College students need to obtain support and recognition from family members, teachers, classmates, etc., to form a sense of belonging to the school. The level of college students' sense of belonging to the school not only affects their subjective well-being experience, but also affects their mental health development. Bao Kebing and Xu Qinmei (2006) believe that the sense of belonging to the school is: the attachment and connection of students to their own school is not only reflected in their emotions and thoughts, but also in their actions, which is specifically manifested in their being a part of the school. Willing to actively participate in practical activities in the school and have the courage to bear the consequences of actions. In a year, college students have been in school for 9 months, and colleges and universities have become the second home of college students. At the time of public health emergencies in colleges and universities, students' need for a sense of belonging to the school has become increasingly strong, and they are eager to be the school. make an effort.

3.1.4 Respect for needs

Respect needs include not only the need for self-achievement and ability to achieve, but also the recognition and respect of others for oneself, that is, self-esteem and respect, which belong to higher-level needs. College students have always been a protected weak posture in society, but from this epidemic, many "post-95s" and "post-00s" college students have come forward and charged ahead. It can be seen that they also imagine the society to prove their existence and value. The passion and drive that deeds speak louder than words speak for themselves and define the times. They are the hard-core fighters of the new era who are reliable, capable, and victorious. From the SARS virus to the new crown pneumonia epidemic, college students in the new era are using their strength to prove to us that they are no longer children, and they can also contribute their modest strength to the country during public health emergencies and gain social recognition and respect. Nowadays, when colleges and universities formulate crisis management systems, students often implement them passively, without the opportunity to develop their talents.

3.1.5 Self-demand

The need for self-realization refers to the display of personal ideals and talents, and is the highest

level of demand. The contagious nature of public health emergencies often restricts students' behavior and activities. Taking the epidemic as an example, students are isolated at home in the early stage and closed for school management in the later stage, which restricts the use of students' personal ideals and talents. According to incomplete statistics, more than 75% of college students have part-time experience. Although it is for different purposes, the corresponding positions are all interested, good at, and capable of exerting their talents. After the public health incident, colleges and universities have strictly controlled students, and part-time jobs outside the school have obviously been impossible. This has lost an opportunity for students to exercise themselves and develop their talents. Under the influence of the epidemic, many examinations such as postgraduate entrance examinations have been postponed, disrupting the pace of students' learning, and the employment of graduates has become a big problem. Colleges and universities should give full consideration to students when establishing a crisis management system for public health emergencies. Of these self-needs.

4. Analysis of crisis response measures for public health emergencies in universities

4.1 Relying on the network platform to carry out the popularization of physiological health knowledge

Colleges and universities should build a multi-level, multi-media, and multi-form public physiological health science work system to increase the safety of college students at the physiological level. First, colleges and universities can set up a special public account of physical health, push related health knowledge, and popularize various knowledge for students. In addition, colleges and universities can use the more popular MG animation simulation to explain some complex and difficult theoretical knowledge to help non-medical students understand better. MG animations can be placed on school publicity screens, attracting students who do not follow the official account to stop and watch, increasing the popularity. Second, colleges and universities can carry out physical health knowledge competitions to guide students to learn independently, and they can also better stimulate students' interest in learning and build up strength for responding to public health emergencies. Third, colleges and universities should take the classroom as the main position, offer targeted, systematic, and professional themed courses, and increase practical exercises, so that students not only stay on the theoretical basis, so as to avoid rushing when a real crisis comes.

4.2 Relieve "psychological distress" and strengthen psychological guidance services

Facing the special psychological distress of college students in special times, various forms of relief methods should be provided, psychological consultation and counseling should be arranged, and the correct psychological defense line in the face of the epidemic should be established. First, colleges and universities can innovate and develop tests or tools that are specifically used to evaluate the psychological conditions of students during the epidemic, and provide students with evaluation results and psychological debugging suggestions, which can increase students' understanding of their own psychological status and seek medical treatment in time. Second, colleges and universities can set up psychological interview groups in the group school, with class as a unit, let the group members go deep into the students, understand the students' thoughts, and promptly resolve bad ideas to promote students' mental health and safety. Third, exercise can not only exercise the body, but also relax people's mood, which is conducive to emotional health and mental health. Colleges and universities can encourage students to exercise in various forms, such as adopting an incentive system, and rewards such as working hours as long as they exercise, so that students can relax their mentality and emotions while exercising.

4.3 Enriching the second classroom and providing a "master" development platform

In the cultural life of students on campus, second classroom activities play an extremely important role. Colleges and universities can enrich the campus cultural life of students through various cultural and sports activities, promote their healthy growth, and enhance their sense of belonging to the school. First, colleges and universities can develop second-class interest courses. After the formal teaching courses are over, the second-class learning is carried out according to their interests, such as drawing, weaving, and skateboarding. Unlike the student leaders of the club, the second class is professionally conducted. Teachers teach more professionally. This is conducive to students getting out of the dormitory, rather than being limited to the two-point and one-line social circle of the class and

dormitory, meeting the social needs of students and building a harmonious campus interpersonal environment. Second, in contemporary society, most college students already possess the sense of ownership of "prosperity in the school". The school should hold regular seminars to select some representatives from all grades and classes so that students can discuss the crisis of public health emergencies in colleges and universities. Management makes suggestions and suggestions. As one of the beneficiaries of the crisis management system, students can better look at problems from their own perspective. Schools should listen to students' suggestions and ideas widely, and reasonable suggestions can be incorporated into the crisis management system. Third, colleges and universities can jointly hold online activities with multiple colleges and universities, such as joint competitions on the theme of public health emergencies. At this time, students represent the face of the school, adding luster to the school. It can not only enhance the sense of identity of other colleges and universities, but also meet the needs of students as masters for the sense of belonging to the school.

4.4 Gather the strength of students and provide multiple choices

Colleges and universities should provide students in need with a variety of ways to realize their needs. First, the school can commend outstanding volunteers in public health emergencies and post their deeds of volunteer service in the school honor roll. This can not only meet the respect needs of volunteers, but also nurture other students. Their patriotism has inspired their spirit of selfless dedication. Second, organize volunteers to provide assistance to nearby areas in need, which enables students to work for the motherland in activities within their capacity, which can be respected and recognized by others, and have a sense of accomplishment in themselves. Volunteer service led by the school not only provides a way for students to realize their needs for respect, but also encourages students to actively take on social responsibilities and experience growth in the forge ahead. Third, there are specializations in the technical profession, and colleges and universities can encourage students of different majors to adopt different ways to express their respect and recognition of frontline personnel such as medical staff. For example, drama majors can compile the heroic deeds of frontline personnel in the form of drama, dance majors arrange a dance, and performance majors perform situational interpretation. Students can use their actions to pay tribute to these frontline personnel and realize their own value. To meet the respectful needs of students.

4.5 Strengthen value leadership and achieve precise assistance

College students with self-realization needs have high problem-solving skills, a high degree of self-consciousness, and can independently complete tasks that match their own abilities. Colleges and universities should integrate resources, strengthen their value guidance, and achieve precise assistance through multiple means. First, college administrators should strengthen their awareness of core values, guide students to establish correct values of life, make college students recognize the core values, arm their minds with socialist thoughts with Chinese characteristics, and use the correct way to achieve their ideals of life, and don't stray into it. Astray. Second, the university stage is the key stage for students to mature mentally. College counselors should pay close attention to the situation of the students in the class, organize monthly conversations, understand their ideals, make suggestions for them, and block inappropriate thoughts in a timely manner. Third, multi-pronged, precise assistance. When formulating crisis management strategies, colleges and universities should fully consider the problems that may be caused by public health emergencies, implement precise policies, and strive to provide "one thing, one policy" services within their capabilities. For example, under the crisis, colleges and universities should make scientific research and judgment, comprehensively plan, issue substantive help strategies, organize multiple forces to form a joint force, and provide graduates with escorts in the employment process.

5. Conclusion

Based on the current research status of crisis management of public health emergencies by Chinese and foreign scholars, this article starts from Maslows hierarchy of needs theory, combines existing research methods and the status and characteristics of college students, and analyzes the existing crisis management system For the shortcomings, seek a public health emergency crisis management plan that can meet the multi-level needs of college students. From the perspectives of physical health knowledge popularization, psychological guidance services, "ownership" development platform, realization of respectful multi-form choices, precise assistance, etc., it puts forward targeted suggestions for the

current crisis management system of colleges and universities.

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