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PATTERNS AND APPROACHES OF STUDENTS SUPPORT IN CRISIS SOCIAL LANDSCAPE

PADRÕES E ABORDAGENS DE APOIO AOS ALUNOS NO CENÁRIO SOCIAL DE CRISE

PATRONES Y ENFOQUES DE APOYO A LOS ESTUDIANTES EN CONTEXTOS SOCIALES DE CRISIS

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ABSTRACT: Various actors, including educational institutions, NGOs, regulatory bodies, and public organizations, seek to address the mental and psychosocial needs of displaced students or those experiencing prolonged stress, while also offering academic and educational adaptation support. In recent decades, wars in Syria and Ukraine, the COVID-19 pandemic, and conflicts in the Middle East have exacerbated mental well-being and academic performance issues in crisis contexts. However, psychological and academic support are often treated separately, limiting their effectiveness. Based on an integrative review, this study analyzes current practices and perspectives in these fields and proposes an integrative model of pedagogical and psychological support for students affected by prolonged stress or displacement. The model is based on Kolb's experiential learning cycle, incorporating reflection and iteration as central principles.

KEYWORDS: Mental well-being. Students support. Academic support for students in crisis. Experimental learning. Mental health.

RESUMO: Diversos atores, como instituições educacionais, ONGs, órgãos reguladores e organizações públicas, buscam atender às necessidades mentais e psicossociais de estudantes deslocados ou sob estresse prolongado, oferecendo também apoio acadêmico e de adaptação educacional. Nas últimas décadas, guerras na Síria e na Ucrânia, a pandemia de covid-19 e conflitos no Oriente Médio agravaram os problemas de bem-estar mental e desempenho acadêmico em contextos de crise. Contudo, o apoio psicológico e o acadêmico costumam ser tratados separadamente, o que limita sua eficácia. Com base em uma revisão integrativa, este estudo analisa práticas e perspectivas atuais nesses campos e propõe um modelo integrador de apoio pedagógico e psicológico para estudantes afetados por estresse prolongado ou deslocamento. O modelo fundamenta-se no ciclo de aprendizagem experiencial de Kolb, incorporando reflexão e iteração como princípios centrais.

PALAVRAS-CHAVE: Bem-estar mental. Apoio aos estudantes. Apoio acadêmico para estudantes em crise. Aprendizagem experiencial. Saúde mental.

RESUMEN: Diversos actores, incluyendo instituciones educativas, ONG, organismos reguladores y organizaciones públicas, buscan abordar las necesidades mentales y psicosociales de estudiantes desplazados o aquellos que experimentan estrés prolongado, a la vez que ofrecen apoyo académico y de adaptación educativa. En las últimas décadas, las guerras en Siria y Ucrania, la pandemia de COVID-19 y los conflictos en el Medio Oriente han exacerbado los problemas de bienestar mental y rendimiento académico en contextos de crisis. Sin embargo, el apoyo psicológico y académico a menudo se tratan por separado, lo que limita su efectividad. Basado en una revisión integradora, este estudio analiza las prácticas y perspectivas actuales en estos campos y propone un modelo integrador de apoyo pedagógico y psicológico para estudiantes afectados por estrés prolongado o desplazamiento. El modelo se basa en el ciclo de aprendizaje experiencial de Kolb, incorporando la reflexión y la iteración como principios centrales.

PALABRAS CLAVE: Bienestar mental. Apoyo a los estudiantes. Apoyo académico para estudiantes en crisis. Aprendizaje experiencial. Salud mental.

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INTRODUCTION

Psychological and pedagogical support for students serves as an essential factor of cooperation among educational process subjects in overcoming the objective and subjective challenges that students face in conditions of extended stress and dislocation. The Syrian crisis and the war in Ukraine resulted in massive refugee flows to many countries in Asia, Europe, and North America, making the issue of providing diverse support for pupils and students from this demographic a pressing concern for educators and councilors around the globe.

For instance, comprehensive strategies like community-based volunteers, United Nations High Commissioner for Refugees (further – UNHCR) programs, and partnerships with Syrian non-governmental organizations (further – NGOs) to offer Mental Health and Psychosocial Support Services (further – MHPSS) are all part of psychological support for displaced Syrian students. Basic psychological first aid and trauma support are among these services, as are more specialized interventions like art therapy and the Common Elements Treatment Approach (CETA), which teaches non-specialists how to deal with stress and trauma. To combat stigma and enhance long-term well-being, strategies include including mental health into gender-based violence response, child protection programs, and primary care while also encouraging cultural sensitivity and resilience in local communities.

Organizations such as UNICEF, Voices of Children, Terre des hommes, national Red Cross, and Caritas sections offer psychological help to Ukrainian children and youth in Europe, frequently in collaboration with EU agencies. Direct psychological services, mental health awareness initiatives, professional capacity building for locals, and resources for refugees to seek assistance in their host nations are all examples of support.

Meanwhile, successful combining of psychological and pedagogical support within the educational process, with the aim to enable good students' performance, enhance their motivation, shape necessary integrative competence including both hard and soft skills, and all the more so, create strong attitude for life-long learning, represents much more difficult and challenging task than organizing purely psychological (counselling support). In the process of designing and implementing appropriate strategies and programs, definitely, the available scientific provisions and best practices in the field of students support in crisis are of high value, since it can become a strong foundation for working both with refugee children and youth and those who still live in war-affected areas.

LITERATURE REVIEW

Researchers looking into how to support students psychologically and academically during COVID-19 found that while all students were coping with the virus, many were also

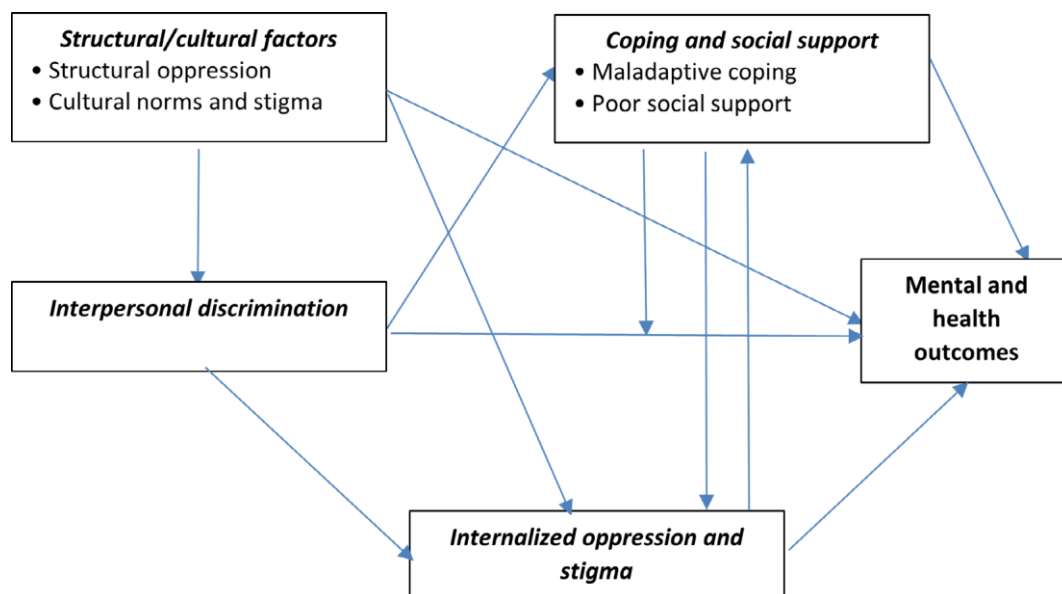
facing other issues, such as mental health issues, systemic racism, overtly hostile acts of racism, sexism, homophobia, transphobia, and economic inequality. It is in line with psychological research on “intersectional stress” to look at the particular stress risks that students can encounter as a result of their intersecting marginalized identities (Ching et al., 2018). In order to evaluate the complex interactions between stressors and the environment, Ching et al. (2018) proposed a model of “intersectional stress” (Figure 1) that, in our opinion, can also be used to characterize complex-nature stress experienced by students and students in situations of prolonged stress and displacement.

Parmar et al. (2025) investigated how a peer-support program affected the mental and social health of online postgraduate health students during the COVID-19 pandemic. In 2021, Western Sydney University in Australia introduced peer support groups for a diverse group of domestic and foreign students participating in an online postgraduate health course. Four Zoom focus group sessions were used to gather data, which were then verbatim transcribed, translated as needed, and subjected to inductive theme analysis.

Three main themes emerged: (i) social support and emotional health; (ii) interacting with others and making friends; and (iii) engagement facilitators and obstacles. This study emphasizes how the peer support program helps post-graduate health students - the majority of whom are international students - improve their social and emotional well-being. Even though online learning presented difficulties throughout COVID-19, students benefited greatly from the peer support program on a social, emotional, and cultural level.

Figure 1

An integrative model of processes and outcomes of intersectional stress and trauma



Note. Ching et al. (2018).

Although in-person group sessions are the norm for peer support treatments, the advent of COVID-19 led to the introduction of digital peer support, which is peer support conducted online (Fortuna et al., 2020). According to Fortuna et al. (2020), digital peer support programs facilitate peer connections using technology, including social media, online groups, smartphone applications, video conferencing apps, video games, and virtual reality. Given that students were isolated and many were abroad in different countries and time zones during the COVID-19 pandemic, this was popular in the education sector at the time.

Peers are an essential support system in educational settings because of their close proximity, shared trust, and capacity to spot early warning signs of distress, all of which promote a feeling of acceptance and belonging (Graves et al., 2022; Wiedermann et al., 2023). Peer support programs are becoming more and more popular in colleges and universities, a sign of their success in raising academic achievement and student well-being. This makes them a long-term strategy for fostering pleasant learning environments (Scheef & Buyserie, 2020).

Mudi (2024) examines the vital role that educational psychology plays in helping students deal with stress and anxiety, which are, as the author correctly notes, growing problems that have an impact on both academic achievement and general well-being. The study explores the psychological theories and methods used by educational psychologists to recognize, comprehend, and address these mental health issues in learning environments. The study investigates the efficacy of a range of therapies, including cognitive-behavioral techniques, mindfulness training, and supportive counseling services, by conducting a thorough evaluation of the body of existing literature and empirical research.

Analysis of case studies from various educational settings reveals best practices and effective implementations. The study ends with suggestions for how educational institutions and legislators should prioritize mental health resources and create all-encompassing plans to successfully handle students' stress and anxiety.

King and Kabat-Farr (2022) examine curricular choices and course design that take into account the personal and contextual stressors that business school students face. Professors in business schools have the chance to encourage students to take an active approach to stress management, impart stress-reduction techniques, and connect these practices to their lives outside of the classroom. By linking studies from the management, psychology, biology, and sociology literatures, the authors employ an intersectional lens to comprehend the human experience of stress and coping, painting a more nuanced picture of stress for students in the 2020–2021 school year.

Following that, King and Kabat-Farr (2022) look at recent pedagogical changes in two business courses: Organizational Behavior for second-year students and Personal and Professional Development I for first-year students. We talk about how many stressors can be addressed through module design (by fostering a sense of community and connections to

services, societies, and supports) and course design (by adhering to the principles of simplicity, predictability, and consistency). Instead of considering course changes brought on by the epidemic as a short-term “fix” for the current circumstance, educators might take this opportunity to reconsider the significance of student stress in the learning process. To achieve this, the essay makes suggestions for long-term curriculum changes for business schools.

Numerous organizations offer mobile apps and web services aimed at promoting students’ mental health and wellbeing. These resources could include interactive tools, podcasts, movies, self-help articles, and tests for mental health assessments. Furthermore, some educational institutions provide students with remote help through teletherapy platforms or virtual counseling services (Gholami et al., 2025).

Counseling centers at colleges and universities strive to better serve the increasing number of students who come to them for assistance. Researchers are investigating the best innovative ways to provide support and the effects that mental health has on pupils. Additionally, they look for methods to improve services for both students and clinicians by bringing counseling center practices into line with what students want. A study by Cohen et al. (2022) investigated students’ worries about mental health services.

Students voiced concerns about the mental health services provided on campus throughout the co-design workshops and one-on-one interviews for their empirical study. The identification of the structural and psychological obstacles that kept people from obtaining services was largely responsible for bringing these problems to light. One structural obstacle was the counseling centers’ appointment hours, which sometimes clashed with students’ schedules.

Additionally, even though many students understood they could go to the counseling center in case of a mental health crisis, the hours that the facility was open for appointments did not always match the times when students felt they needed help. “They can’t like go see counseling services at like midnight or something if they’re having a panic attack or something”, one participant said, highlighting this discrepancy.

When considered collectively, structural limitations like waitlists, appointment hours, and travel time might hinder students’ ability to seek help by limiting their access to services and giving the impression that the counseling facility is inaccessible. The primary psychological obstacle was the fear of stigma associated with mental illness. Actually, Cohen et al.’s study categorizes the primary disadvantages of “offline” counseling in higher education.

University students are increasingly experiencing psychological distress, which can have substantial repercussions for individuals and includes symptoms ranging from normal mood swings to the onset of a serious mental disease (Barkham et al., 2019). Although it is lower among students than among similar non-student populations, suicidal conduct has also gone up. According to international statistics, 4.3% of students have made an attempt at suicide at some point in their lives (Bruffaerts et al., 2019).

It is convenient to bring up the study by King et al. (2022) when discussing the practical application of the concepts of using mental health apps for diagnosing and preventing suicide ideations in students. In their pilot randomized controlled trial, they assessed the effectiveness of an online intervention for college students at risk of suicide called Electronic Bridge to Mental Health Services (eBridge), which included personalized feedback and optional online therapy delivered through motivational interviewing techniques.

Willingness to seek mental health treatment, actual treatment connection, and readiness to seek information or talk to family and friends about mental health care were the main goals. Even though only 29% of students sent at least one message for online counseling, eBridge students shown significantly better readiness for getting help, including a willingness to speak with friends, family, and a mental health professional. Students who participated in eBridge reported feeling less stigmatized and were more likely to seek mental health treatment.

Research has demonstrated that online therapies have a favorable impact on students' mental health. According to Han et al. (2018), ProHelp is a brief, two-module online psychoeducational program designed to encourage college students to seek help for suicidal thoughts and actions. A pilot test of the program was conducted. Two five-minute courses that address stigmatizing attitudes, perceived obstacles to seeking help, risk factors, and suicide warning signs make up the program.

To evaluate the program's effectiveness, 156 Chinese and 101 Australian university students participated in a one-month follow-up and post-test. Participants were assigned at random to either the attention control program or the psychoeducational program. Qualitative reviews indicated that the ProHelp tool was easy to use, clear, and helpful. This study provides early indications that a brief online psychoeducational course could enhance the suicide literacy of Chinese and Australian university students.

Global problems including the COVID-19 pandemic, climate change, and geopolitical conflicts have had a major impact on students' mental health in recent years, according to Widermann et al. (2023). To lessen the psychological strain that students are under during these trying times, this opinion piece offers evidence-based suggestions for strengthening mental health assistance within educational systems.

This article makes the case that creating a robust educational infrastructure requires a proactive, all-encompassing approach to mental health. In addition, the authors stress the importance of interdisciplinary cooperation between general practitioners, mental health specialists, community organizations, and legislators when developing and putting into practice support plans. By fostering partnerships, educational institutions can successfully utilize the knowledge of various stakeholders to develop focused solutions.

Lastly, it is stressed how important it is to keep assessing and improving mental health support programs to guarantee their effectiveness and flexibility in the face of changing crises.

The Child Rights Resource Center (2020) introduced the idea of “psychosocial safety” in a policy brief that summarizes the effects of displacement on social and psychological processes that are essential to the healthy development of Syrian children and offers suggestions for how specific interventions can strengthen protective factors to help move the country closer to long-term solutions.

Berezka (2022) considers psychological support for Ukrainian students’ assimilation in Europe in light of the ongoing Russo-Ukrainian war. The researcher describes how, in recognition of the complexities of the psycho-emotional states of Ukrainian applicants and students, Masaryk University’s Career Center designed a number of services aimed at psychological support for the process of Ukrainian applicants’ integration into the European space. The intermediate results of the quality assessment of the produced services attest to their expediency and efficacy, which is achieved thanks to complexity, variety of forms, and types of service.

At the same time, despite a huge array of studies devoted to designing programs and landscapes of psychological support for pupils and students being in crisis conditions, there is an evident lack of integrative, synergetic approach, combining both crucial elements—psychological support and academic (pedagogical) support. Meanwhile, lack of pedagogical support can level out positive effects of psychological interventions and launching new circle of psychological problems, anxiety, and stress caused by academic/performance issues.

With this in mind, the objective of our research is to outline the vectors for building holistic landscape of psychological and pedagogical support for high schools and higher education students being in the conditions of prolonged stress and displacement, based on reflection and iterative approach.

METHODS

Research Design

This study employed a qualitative descriptive design to explore the experiences and perspectives of pedagogical and psychological support for pupils and students in the conditions of prolonged stress or displacement. A qualitative approach was deemed appropriate to explore the theoretical provisions and practical implications. Integrated review method with the elements of case study were applied.

According to Torracco (2016), integrative reviews are a subset of non-systematic reviews that focus on novel or developing subjects that might profit from a comprehensive

conceptualization and synthesis. The constructivist paradigm, which holds that knowledge is created by the researcher, serves as the foundation for this investigation.

Sampling and Data Collection

Sampling was carried out by scoping themes and abstracts, in databases ScienceDirect, Wiley, MDPI, ResearchGate, ERIC based on the categories “mental support for students in crisis”, “psychological support for students in crisis”, “academic support for students in crisis”, “support to displaced students within educational environment”, “integrated support for students”, “mental health and well-being of students under prolonged stress”. In total, 54 entries were revealed, of which 6 were written on language other than English, 10 were duplicated, 3 were of not sufficient scientific quality, and 3 appeared actually off-topic in their content.

Finally, 32 publications were included in the sample for further processing (the publication by Torracco (2016) was chosen by us in the initial process of starting research, while designing research methodology).

Data Analysis

Data analysis within narrative and integrative review methodology was conducted using inductive thematic analysis, where themes were identified directly from the data without pre-determined categories.

RESULTS AND DISCUSSION

Combining academic and mental support for students, also referred to as a holistic approach, entails incorporating mental wellness into educational systems through the use of a Multi-Tiered System of Supports (further – MTSS), counseling, self-care promotion, education that de-stigmatizes mental health, supportive communities, and academic support services like tutoring. Students are better prepared for success in school and in life because to this integration, which also helps them manage stress, build resilience, enhance academic achievement, and develop coping mechanisms.

Psychoeducation programs can be introduced in schools, colleges, and universities to educate and teach students about mental health, raising their knowledge of the symptoms and consequences of hopelessness and depression. Furthermore, the programs should educate coping skills and the health advantages of physical activity, as well as offer online fitness regimens (Pretorius, 2021).

Along with the programs, more professional psychological treatments might be made free and available to students online. During times of crisis, online peer counseling and group assistance can help to enhance support systems even more (Visser & Wyk, 2021).

Additional academic support for students can be provided in the form of video tutorials and asynchronous lessons, which enable greater freedom for instructors and students. Senior students can serve as mentor tutors to help students transition to online learning and develop academic resilience. In terms of treatments and interventions, the primary focus should be on increasing resilience, as it is one of the strongest protective factors.

Peer support programs help displaced students deal with issues including academic navigation, social integration, and emotional well-being by matching them with peers who have gone through similar things. Two notable examples are the IIE's Platform for Education in Emergencies Response (further – PEER), which makes educational opportunities and student stories more accessible, and the Kaldor Center's Displaced Scholars Peer Mentoring Program for researchers. At the local university level, there are additional programs that help academic achievement and integration, frequently incorporating volunteer mentors.

Peer mentoring and support have been utilized as therapies to assist people deal with life's challenges and enhance mental health in a variety of settings. The use of these techniques for adolescent refugees is examined in a literature review by Barbaresos et al. (2023). Every examined article describes how the interventions improved the lives of young refugees by helping them cope with life's challenges, improve their mental health, or provide them with access to important resources.

Moreover, peer support programs in war-affected countries frequently concentrate on establishing safe spaces, offering students and families practical support, and delivering psychosocial assistance through trained community members. These efforts are supported by groups like UNICEF and Education Cannot Wait, which provide community-based programs in nations like Ukraine, educate teachers, and create secure learning settings. Facilitating emotional support, linking people to more comprehensive mental health resources, and empowering communities and schools with resilience skills are important components.

It is now believed that in addition to providing direct mental health counseling, additional social and community support for Syrian refugee children should be promoted in mental health support projects for Syrian children.

At the same time, educators, mental health services, and regulators should focus on the trauma-informed approach and its systemic and culturally sensitive integration into national education systems to support resilience, inclusion, and well-being among displaced learners. According to Koliandri and Datsogianni's review from 2025, education is particularly important for fostering social inclusion, equity, and psychological healing in children who have been displaced by war.

By establishing secure and encouraging learning environments in schools, trauma-informed methods can lessen educational inequalities and stop more marginalization. The authors stress the proven advantages of trauma-informed methods for the social inclusion, mental health, and academic achievement of refugee children. By encouraging empathy, lowering stigma, and advancing multicultural understanding, addressing trauma via education also improves community cohesiveness and integration.

Adopting such methods on a systemic level helps end trauma and exclusionary loops. In the end, trauma-sensitive, inclusive, and rights-based educational institutions are essential to the social welfare of refugee children and their effective assimilation into host communities.

Furthermore, socio-emotional learning is a crucial part of refugee education, giving them the tools they need to function in their social and emotional environments. It contains skills that can assist students in managing stress and anxiety, establishing and achieving objectives, navigating conflict, and forming relationships. In addition to fostering resilience and general well-being, investments in social-emotional learning can assist refugees and displaced students in acquiring the skills necessary for success in postsecondary education and beyond.

Overall, peer support improves students' academic performance by offering emotional support, practical assistance, and shared experiences. This lowers stress and increases engagement, which in turn improves academic achievement and learning adaption. By encouraging a sense of community and lowering anxiety due to a common understanding of the demands of academic life, this type of support also enhances mental health. Peer support is a sustainable way to improve the whole educational experience since it provides students with a reliable, relatable source of knowledge and encouragement. This helps students gain confidence and adopt effective learning practices.

Scholars have concentrated on the critical roles that psychological resources and social support play in academic adjustment. A significant source of social support, perceived peer support describes the assistance, concern, and criticism that students get from their classmates or peers in a variety of ways, such as material, emotional, and informational support (An & Guo, 2023).

A strong theoretical foundation for comprehending the connection between academic adjustment and perceived peer support is offered by social support theory. According to this theoretical viewpoint, social network support is essential for stress management and environmental adaptation (Cohen & McKay, 2020). In the context of higher education, students' academic adjustment processes are significantly impacted by perceived peer support, which is a crucial aspect of social support (Zhu et al., 2025).

Academic adjustment is facilitated by perceived peer support in several ways. First of all, peer emotional support can help students cope with stress and anxiety, offer psychological solace, and improve their ability to handle academic difficulties (Camacho-Morles et al., 2021). Second, students can gain useful learning tools and techniques through peer-to-peer

information sharing and experience exchange, which improves their understanding of the course material and academic achievement (Wentzel et al., 2021).

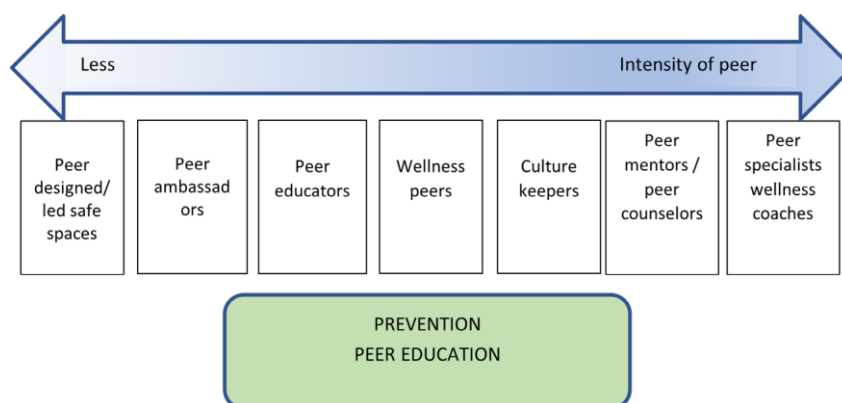
Additionally, students' academic self-efficacy and drive are enhanced by perceived peer support, creating an atmosphere that supports academic achievement (Altermatt, 2019). The long-lasting influence of perceived peer support on academic adjustment is further supported by longitudinal research. According to a study by Worley et al. (2023), students' academic adjustment was greatly strengthened when they perceived peer support early in the transition from secondary to tertiary education. This support not only helped predict academic improvement in higher education but also improved academic achievement by fostering positive peer interactions. These results highlight the ongoing importance of perceived peer support in helping students adapt to higher education settings.

Displaced students and those who are under prolonged stress due to hostilities, social upheavals, or other negative external factors, often face multiple challenges within academic environment. Based on comprehensive literature analysis, we can claim that introduction of peer-support programs based on trauma-informed approach is one of the most optimal ways of providing integrative psychological and pedagogical support for these students.

In higher education, the perception of peer support is very strong. However, research shows that it is equally useful in high school. In addition to teaching kids a variety of social and emotional literacy skills, it fosters enduring relationships within the school community (Gowing, 2019; King & Fazel, 2021).

California School-Based Health Alliance summarized possible elements of peer-support programs, with various intensity (Figure 2).

Figure 2
Peer-to-peer support programs-models



Note. California School-Based Health Alliance (2025).

Integrating psychological assistance into academic digital resources should be done in order to facilitate the required monitoring and management, as well as to offer the best

possible pedagogical and psychological help for students who are experiencing stressors. It entails providing digital mental health interventions, integrating self-help tools, apps, and virtual counseling into learning platforms, and leveraging data to deliver individualized support.

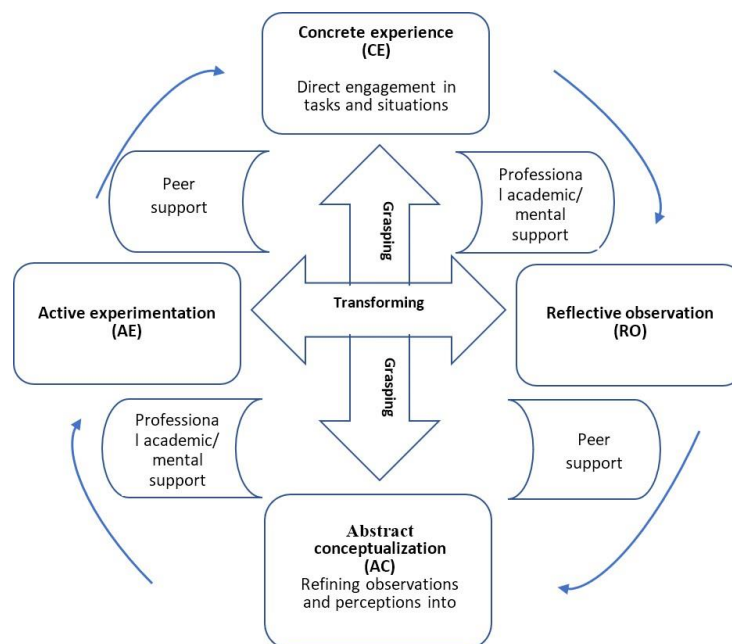
Creating online communities, offering resilience training, guaranteeing access to mental health specialists, encouraging proactive communication from educators, and utilizing digital mental health interventions (further – DMHIs) for accessibility are important tactics. A unique chance to incorporate mental health support into their framework is offered by digital learning platforms like ProFuturo, which offer a comprehensive approach to education and wellbeing.

Barriers to obtaining help may include the assumption that treatment is unnecessary or ineffective, a lack of time, or a tendency to address one’s own problems. It could also be related to perceived cultural obstacles or cultural sensitivity issues. But integrating mental health and well-being resources and services into overall academic resources landscape, first of all, digital one, would be perceived as an integral part of education environment, and not something ‘marginalized’, stigmatized, or unnecessary.

We also propose to build such integrative model based on experiential learning paradigm—that, Kolb cycle, involving students in “learning by doing”. Individualized Iterative process and appropriate monitoring can be provided through student’ personal account in the institution’ digital system (which is usually applied for access to curricula modules). The proposed model is depicted in Figure 3.

Figure 3

Iterative integrative model of the organization of pedagogical and psychological support for students in conditions of prolonged stress, displacement, or other stress factors



Note. Developed by the authors based on Gummelt et al. (2024).

By organizing learning through experience, reflection, conceptualization, and action, the Kolb Cycle offers a framework for mental support programs in addition to academic adaptation and performance (Yulinda et al., 2023). In order to create a never-ending cycle of learning and self-improvement, program members participate in tangible experiences, think back on them, generate abstract notions, and then actively experiment with these concepts. Because it combines experiential learning with critical analysis and real-world application, this method enables customized support, building resilience and practical skills to effectively manage mental well-being.

Such integrative system can be implemented on the base of Intranet technologies and thus can be created and maintained easily even in territories highly affected by hostilities, due to absence of continuous high-speed internet connection.

CONCLUSION

The research demonstrated that factors affecting students' mental health, well-being, and academic performance under conditions of prolonged stress or displacement are of complex nature, and their elements are interconnected within sophisticated 'matrices' of connections.

Comprehensive literature review allowed revealing various models, approaches, and strategies of psychological support for students in crisis, among which one of the prominent places belongs to peer support. However, these approaches are usually divorced from academic adaptation and performance domain, and this fact represents a risk of levelling out positive results of psychological/mental health support.

Moreover, these paradigms of support are of linear nature, not enabling students to practice self-reflection sufficiently. This divorce is perceived also by students, and they may consider addressing to mental well-being programs as 'marginalizing', stigmatizing, or simply unnecessary practice.

With this in mind, we proposed iterative integrative model of the organization of pedagogical and psychological support for students in conditions of prolonged stress, displacement, or other stress factors. The model combines organically academic (pedagogical) and mental well-being (psychological) support, possible for introducing both in HE and high school. Further studies can focus on practical detailing and empirical testing this model, to obtain empirical results that would allow further enhancement of pedagogical and psychological support for students in crisis.

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