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THE CONTRIBUTING FACTORS FOR PSYCHOLOGY STUDENTS CONTINUING HIGHER EDUCATION IN THE MIDST OF WAR

Ukrainian college students continue pursuing their education despite the Russian invasion. More knowledge is needed on how students handle their decision to continue or discontinue studies amidst war and crisis. Instructors, administrators, and students can benefit from research on the guidelines and protocols for continuing education during times of war to ensure the safety and enrichment of students. Psychology students are unique as their level of skills requires them to become mentally resilient. Despite war and trauma, college counseling and psychology-related students continue higher education studies and aspirations, demonstrating their psychological abilities and resilience to adjust to challenging times. Motivating factors such as optimism for the future, family, and friends have been found to encourage a sense of purpose during a crisis. Social support and coping strategies most influence resilience among those experiencing war. Fostering protective factors such as community, family, altruism, resilience, and optimism can motivate college students to continue education despite challenging times such as war. Personal altruism can ensure students have a strong personal commitment to the profession, assuring perseverance despite war challenges. This research provides recommendations for counseling programs amidst war and crisis on supportive care to students, enhancement of protective factors, encouragement of altruism, understanding of the benefits of continuing counseling education, and the implementation of self-care to alleviate the war stressors of college students. Additionally, this article provides key factors to consider when students are choosing to continue or discontinue counseling/psychology programs when struck by war and crisis to ensure the support of students, faculty, and university staff.

Keywords: *counselor education, protective factors, students, trauma, war.*

INTRODUCTION

Higher education positively and negatively impacts students' mental health (Pfund et al., 2020). The impact and motivating factors of students, who have chosen to continue education during disasters, including pandemics and war, are yet to be explored. As a result of the post-pandemic era, organizational changes in postsecondary institutions are starting to consider practical applications during times of crisis (McLean & Warren, 2022). Exploring the continuation of education for students, instructors, and administrators post the Russian invasion of Ukraine must continue. It is crucial to examine mental health counseling and psychology-related programs as students in these professions are essential to the overall recovery of a nation during and after a crisis by providing psychological first-aid and coping skills to deal with the psychological impact of war. College can often be difficult for students as they are experiencing a transitional time by taking a leap into financial investment, making new friends, and investing time into their future (Pfund et al., 2020). Depression and anxiety are prominent concerns among college students (Ibrahim et al., 2013); however, researchers have found benefits to continuing higher education. Achievement requires active learning, participation, determination to chase one's aspirations, and a sense of autonomy (Fairlamb, 2022). Higher education plays a crucial role in developing students' lives as they look to improve their financial status through higher education, resulting in higher pay and reducing the likelihood of unemployment (Bowman et al., 2020). College students typically explore and develop their attitudes and beliefs during this time. In addition, students gain general knowledge, critical thinking skills, leadership skills, and information about their field of study during college (Bowman et al., 2020). Additionally, Bowman et al. (2020) stated that college students significantly improve their long-term mental well-being and life outcomes for their future.

In the last few years, the impact of COVID-19 disrupted teaching and navigating higher education (Mukerji, 2021). Along with this disruption came a considerable adjustment for teachers, administrators, and students to adjust to the new online format. Western and third-world countries began to embrace online learning (Mumtaz et al., 2021). This disruption created a greater awareness of the need to equip higher education institutions to manage crises such as war or a world pandemic. Countries such as Pakistan provide online learning, and this format gives hope to refugees by giving them the ability to learn amid world disruption (Mumtaz et al., 2021). Making education more reliable and affordable became one of the many positive aspects of the devastating world pandemic (Mumtaz et al., 2021). This disruption created the possibility of continuing education digitally and diminished the digital divide by socioeconomic status (Mukerji, 2021). Besides the reduced socioeconomic divide to online learning and the ability to study wherever and whenever during a disaster, it is essential to explore further the role that higher education, teachers, and administrators play in students' lives during a disaster such as war.

The object of the study: To discuss adjustment strategies to challenging war circumstances in the educational environment while moving forward in students' learning and simultaneously maintaining hope for the future and fostering resilience.

The subject of the study: To identify practical applications, protocols, and interventions that support college students to continue their education during war.

The purpose of the study: To outline the best protocols and approaches that benefit college students in continuing counseling or psychology-related studies during wartime. Additionally, it guides administrators, educators, and students to understand adjustment strategies to challenging circumstances while moving forward in their learning, maintaining hope for the future, and fostering resilience.

METHODS AND MATERIALS

The theoretical framework for this conceptual article operates from examining resilience models that act as a means of strength, protection, and risk reduction for those experiencing war, crisis, and trauma. The researchers focused on the psychological resilience needed, the social support networks that enhance resilience, and coping strategies viewed under trauma-focused lenses. Trauma-focused lenses are often resolved using problem-focused and emotion-focused approaches. A model provided by Richardson (2002) discusses «Resilient reintegration», which is one of the most favorable outcomes of the process surrounding a person's reaction to stressful or adverse situations. Resilient reintegration happens when an individual gains insight and growth due to disruptive occurrences. In the foundational framework of this theory, a strong emphasis is placed on the individual's genetic predisposition to access their full potential. Richardson (2002) discusses the metatheory of resiliency, which is parted in three waves. The first wave was primarily described as a collection of abilities and traits that can assist people in overcoming hardship. The second wave emphasized assisting individuals in achieving personal growth and the adaptation process in the process of turmoil. The third wave is described as energy within everyone, and it drives the individual to become self-actualized, altruistic, filled with wisdom and harmony, and with spirituality as a source of strength.

Although resilience is assumed to be one of the factors contributing to the decision of Psychology students to continue education during the war in Ukraine, these factors have yet to be fully explored; therefore, the researchers ensured to assess fifty-three articles examining protective factors of resilience during war, crisis, and world pandemic. The close analysis of these articles provides a better understanding for psychology/counseling program educators and administrators to understand students and their role during a time of crisis. The authors discuss highlights of Ukrainian history, trauma impact, speculation on continuing education amid war, and essential needs for mental health counseling and psychology students and educational programs. Next, the authors discuss motivating factors for continuing higher education during wartime. These factors include installing hope and exploring protective factors to give insight into practical applications resulting in resilience and alleviating war stressors for students. Lastly, the authors outline recommendations and practical applications for college professors and administrators to implement in their work with students when they encourage them to continue their education.

RESEARCH RESULTS

Historic Landmarks of Recent Devastating Events. War is one of a person's most painful and devastating experiences. Ukraine has a history of war since 2014 that escalated with a large-scale Russian invasion in February 2022 that has caused upheaval and trauma for all Ukrainian people. As a result of the war, they experienced many struggles due to safety, missile attacks, displacement, military draft, family separation, losses of loved ones, and sometimes, all of their material possessions. Additionally, many individuals from Ukraine have experienced intergenerational trauma due to the famine-genocide of the 1930s and 1940s, atrocities from World War II, and the Chernobyl nuclear power plant incident (Bromet et al., 2005; Havenaar et al., 1997; Haydabrus et al., 2022). Ukraine gained independence in 1991; however, Russia constantly challenges this independence (Temple et al., 2021). In 2014, a violent war began between Russia and Ukraine, resulting in the annexation of Crimea and the occupation of some Eastern Ukraine territories of Donetsk and Luhansk regions (Temple et al., 2021). In February 2022, the Russian invasion of Ukraine resulted in the displacement of millions of Ukrainians and the loss of life, homes, lifestyles, and access to

preventative health care for millions of Ukrainians (Flockhart & Korosteleva, 2022; Haydabrus et al., 2022). These invasions by Russia were attempts to overtake the country and end its independence (Flockhart & Korosteleva, 2022). As of November 2022, Russia's current war and invasion of Ukraine resulted in the internal displacement of 5.9 million people (Internal Organization of Migration, Ukraine Returns Report, 2022). In addition, there are 7.9 million Ukrainian refugees from the Russian invasion (Operational Data Portal: Ukraine Refugee Situation, 2022). The Russian invasion and war have resulted in devastation to the Ukrainian people.

The invasions and war with Russia have resulted in public, mental health, and social services interruptions. As a result of the continued Russian attacks, power supply and heating systems have been disrupted, making it difficult for Ukrainians to function daily (Internal Organization of Migration, Ukraine Returns Report, 2022). The destruction of Ukraine's infrastructure makes it difficult for some Ukrainians to meet their basic needs of food, water, heat, and other needs and continue higher education studies. In addition, many Ukrainians are exhausting their savings for their energy and heat supplies, often rotating their gas, fuel, and electricity sources for their heat supply (Internal Organization of Migration, Ukraine Returns Report, 2022).

Mental health challenges also are a consequence of the war with Russia. Survivors of war trauma are at a higher risk for developing physical symptoms of their distress, such as headaches, weakness, and fatigue. Individuals are also at an increased risk of developing post-traumatic stress disorder, anxiety, and depression due to the War (Haydabrus et al., 2022; Kurapov et al., 2022). In addition, an increased risk for alcohol and substance abuse due to individuals finding ways to cope with distress. When experiencing war, many may experience increased physical abuse, sexual assault, and violation sexually, which increases the trauma and atrocities of war (Müllersdorf et al., 2011). Ukrainians have experienced many adversities and challenges due to the long history of war and upheaval; however, they have the motivation to pursue a life of purpose and hope and continue to reconstruct their nation.

Continuing Education amid War. As Russia invaded Ukraine in 2022, many individuals tried to gain a sense of normalcy and self-sustain by continuing to work. The invasion of Russia in Ukraine has caused devastation and disruption to the country, resulting in grief, pain, and loss. The factors that promote the continuation of higher education amid the war in Ukraine are unknown. The speculation of these factors can be described as protective, motivating, and stabilizing factors that college students use to continue to attend college during adverse and traumatic war conditions. Education is one factor that allows students to envision themselves in the future and provides students with a sense of purpose and meaning as they experience instability in other areas of life (Pfund et al., 2020). Generally, finding a purpose in life has influenced adolescent development and emerging adults' wellness. Recognizing that there is no way to shield people in an active war, it is essential to acknowledge the need to continue research that provides knowledge to build protective measures to help college students cope with their reality. Khamis (2019) looked at Posttraumatic Stress Disorder (PTSD) and emotion regulation among Syrian refugee children and adolescents. They identified the high rate of mental health challenges within this war-torn population. The study validated the need to research further stabilizing factors to help individuals impacted by war. Given the high prevalence of mental health problems within these populations, there is a great need for research to examine predictive factors that may add to or protect against the development of these mental health disorders in children and adolescent refugees (Khamis, 2019).

The Trauma of War. Although research is still ongoing on the impact of trauma from the war in Ukraine, several studies have started to examine the long-term impact of the trauma caused by the war. Other war-torn countries have analyzed the impact war has on individuals'

mental health and found that it often results in trauma. Samara et al. (2020) looked at prolonged exposure to toxic stress and its effect on children and young adults during the war in the Middle East (Samara et al., 2020). Trauma can adversely affect brain development and other organs when children and young adults experience toxic stress for long periods and under war-type scenarios. The impact of war can increase psychopathology and potentially harm the cognitive and emotional development of the brain. There is a large amount of documented research on the adverse consequences of war on children and young adults. Studies on children and young adult refugees detail the profound effects of trauma from war exposure. These side effects include post-traumatic stress disorder (PTSD), anxiety, depression, mood disorders, long-term behavioral concerns, and other adjustment difficulties (Fazel et al., 2012). On a larger scale, the long-term effects of trauma on a country affect children and adults, increasing the likelihood of lower socioeconomic challenges (Bogic et al., 2015). It takes years for government institutions to rebuild their schools, colleges, businesses, and communities from the devastation of the war. Two basic tenets of government-wide programs, such as healthcare and school systems, need time to rebuild to be functional and productive in serving their community (Samara et al., 2020). Ongoing research is valuable to help support individuals and families, institutions, and government systems with the potential long-term effects of war-related trauma.

Mental Health Needs of Counseling and Psychology Students. Counselors support people suffering from depression, anxiety, post-traumatic stress disorders, and other mental health conditions; therefore, the counseling profession can provide the mental health services needed during war or crisis. Shimelash Yasegnal (2022) investigated the exposure endured by civilians during war and their traumatic experiences. This investigation concluded that the traumatic consequences of war resulted in mental health disorders, substance abuse, psychosis, PTSD, displacement, and depression (Shimelash Yasegnal, 2022). These findings encourage mental health professionals' support by increasing counseling training and advocacy and encouraging the education and equipping of those in counseling or psychology-related fields.

The current war in Ukraine amplified existing mental health disorders such as anxiety and depression. The results of the study by Haydabrus (2022) among four Ukrainian universities reported that 97.85% of college students were experiencing psycho-emotional symptoms. In addition, the psycho-emotional symptoms were demonstrated with reports of «exhaustion (86.7 %), depression (84.3 %), nervousness (84.4%), anger (76.9%), loneliness (51.8%)» (Haydabrus, 2022, p. 6).

Motivation: A Hope for the Future. The motivation to learn is an intrinsic inner process that results in action or the will to cause an individual to move towards action that satisfies their needs; however, motivating factors amid war are still unknown (Lesjak et al., 2015). Intrinsic and extrinsic motivating factors in academics are crucial components that can provide insight into understanding the learning process and the displayed performance of college students (De la Fuente et al., 2022). When assessing academic performance, intrinsic and extrinsic motivating factors, results indicated a strong association: goal-oriented, task-oriented, learning beliefs, self-efficacy in achievement and learning, and anxiety about performing (Pintrich et al., 1993). Maintaining motivation and academic performance in war is unknown, but activating problem-solving strategies during unknown circumstances is a social problem-solving strategy that college students already have instilled in themselves. Cognitive, emotional, and behavioral skills are necessary to engage in the everyday problem-solving processes of humanity, demonstrating college students already have the psychological ability to adjust to challenges such as war.

The heartbreaking acts of violence Russia has done to the Ukrainian people are hard to comprehend. The catastrophic consequences for civilians left them with unmet basic needs

such as medicine, food, and primary health care. The results of the war and the trauma endured make hope a complex concept to imagine. Hope is an everyday force that drives people to achieve their intended future outcomes (Shimshock & Le, 2022). Research conducted by Fadhliya et al. (2022) found that Syrian refugees identified factors that promoted resilience. One of these factors was future-driven, which provided individuals with hope for the future. Additionally, working towards something gave Syrian refugees hope and a sense of meaning and purpose (Fadhliya et al., 2022). An individual's family also appeared to be an essential factor that promoted hope for Syrian refugees. These motivating factors of hope, family, friends, and romantic relationships increased well-being and a sense of purpose.

Protective Factors. Individuals have a sense of safety and competence that influences their world perception.

Protective factors decrease the individual's vulnerabilities or environmental hazards effects that enable a more positive adaptive functioning of the individual than if the factors were absent. In addition, research has found that protective factors can reduce the negative consequences of trauma from war or terroristic attacks (Birkeland et al., 2017). Protective factors may influence how individuals decide to work through challenges resulting from the trauma experience. Individual, family, and community are three protective factors an individual may possess (Mohr & Rosen, 2017). Protective factors are the resources, skills, and personality characteristics a person possesses that help moderate the effects of trauma (Sánchez-Teruel et al., 2021, 2020). These protective factors may help the individual to increase their adaptive functioning and reduce the risk of developing maladaptive responses to trauma. Resiliency, optimism, a sense of hope for the future, and a sense of belonging are themes of protective factors from the different categories that influence a person's adaptive functioning from trauma.

Resilience. Although mental disorders result from traumatic events that affect large populations, many people seem to endure these events without experiencing negative consequences on their daily functioning (Ota et al., 2022). Some people can maintain appropriate functions and attain successful results amid difficult experiences. Agrawal and Singh (2018) define resilience as «the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances» (p. 833). Resiliency is the ability to function in an adverse environment for an extended time, bounce back, and maintain healthy outcomes by functioning with little to no negative impact in everyday life. Resiliency is a process, not a trait of a person. It is a process that an individual must live, endure, and surpass. However, some individuals will adapt in some areas while struggling in others. Furthermore, resiliency is not a factor on its own; it functions through other protective factors and social support systems, making it dynamic and dependent on the person's available resources. Identifying individuals' resources is essential to understanding their psychological resiliency (Lines et al., 2020). While there is much research on psychological resiliency around adversity and identifying protective factors that play a role in a person's emotional health, there is minimal research regarding stabilizing factors among college students during adverse or traumatic events such as wartime. Wartime would be considered an ongoing or repeated single or chronic adversity (Lines et al., 2020). This trauma exposure can impact college students' ability to stabilize their quality of life.

Sense of Community and Sense of Belonging. Sociality and connectedness are critical neurobiological pathways that encourage the production of the oxytocin hormone (Procyshyn et al., 2020). Social-evolutionary studies have found that oxytocin can promote neural regions that encourage empathy and social connectedness (Procyshyn et al., 2020). Changes in hormone levels can impact the central nervous system and affect behavior (Donaldson & Young, 2008). Testosterone levels are associated with aggression and are often found in «dysregulated neurohormonal systems» (Procyshyn et al., 2020, p. 2). During war

and crisis, students are at a higher risk for mental health disorders, and a sense of connection with others can be found beneficial. College students continue to seek purpose and distraction through their studies amid the war in Ukraine.

Nuwayhid et al. (2011) studied the development of community resilience during the 2006 war in Lebanon. The research identified that war among the affected population created a sense of identity within their community (Nuwayhid et al., 2011). As a collective spirit developed in Lebanon, the community came together for a common goal that progressed into a sense of resiliency, creating an unusual phenomenon of togetherness.

Recommendation for Counseling Programs in the Midst of War and Crisis. When war strikes, no one is fully prepared for what it will mean to higher education and the implications it will bring to college students, professors, and administrators. We could learn some lessons from delivering educational programs under COVID-19 restrictions. COVID-19 brought worldwide disruption to academic institutions in 190 countries and brought high levels of uncertainty in the guidelines of counseling programs (The Economic Times, 2020). Clinical directors had to learn to collaborate with faculty and administrators to mitigate the training and the disruption to clients' services as best as possible. This disruption and crisis created an opportunity for new practices, such as online teaching and telehealth platforms, as a new way of professional life. This new way of teaching brought students into the professor's home virtually, and professors could see their students' homes, pets, and, often, family members in the background. Teaching and schooling became much more intimate. Before the war, during the COVID-19 pandemic, Ukrainian students and teachers reassessed their educational values and concluded that virtual learning could never replace the contact of student teaching (Rebukha & Poloshchuk, 2020). Even though COVID-19 rocked the educational system in Ukraine and worldwide, it laid a foundation and skill level for college students to be comfortable with the virtual learning system. College students could connect with peers quickly to offer emotional support and safety as the war continued.

During the war, many Ukrainian students have remained in Ukraine, while others have spread worldwide in search of safety and family. However, education has adjusted and continued to provide education to students, hoping that Ukraine will soon be restored. The refugee crisis has encouraged a global humanitarian response, ensuring access to education and the opportunity for Ukrainians to rebuild their lives in the hopes of a better tomorrow. The following recommendations hope to initiate protocols to be considered in counseling and psychology-related programs to ensure the continuation of the profession despite the war.

Continuation of Education. Universities endured transformation due to the impact of war on higher education. After World War I, there was a significant impact on British and Irish universities (Brewis et al., 2020). After the war began, student enrollment numbers dramatically dropped due to students having to serve in the military during the war (Brewis et al., 2020). In this transformation, there was a shortage of educators, forcing institutions to allow women and men students to contribute in the same classroom together (Brewis et al., 2020). The war brought death and despair but forced institutions to have a new outlook to begin a positive transformation. Students described universities as places of mourning where faculty and colleges continuously honored those killed in the war by sending and posting pictures of those fallen (Brewis et al., 2020). Conversely, universities held social activities, parties, and dances, rapidly increasing student enrollment (Brewis et al., 2020).

Continuing education will encourage students to maintain a goal that fosters hope for the future (Fadhliia et al., 2022) and builds resilience. Increasing a sense of belonging through building a community in the university occurs through continuing education. Students stay connected to other university students through social activities and academics. Fulfilling the same academic demands while experiencing war can create a sense of community that they are not alone. The deadline of assignments, the conceptualization of case studies, and the

treatment planning of actual or fictional clients can create a sense of normalcy and consistency in a time of inconsistency and uncertainty. Continuing education can create a sense of belonging, hope, and resiliency for students who are experiencing war.

Student Selection. Increasing or maintaining the education of students in counseling or psychology-related fields can help mitigate war-related and psycho-social problems. Ukraine has established the psychology-counseling profession in the past ten years and has begun to provide training, standardized care, and universal ethical principles to the Ukrainian people (Temple et al., 2022). The continuation of training can continue to be beneficial with the appropriate support of administrators and educators for students. The unique challenge of counseling and psychology-related programs is that programs must assess students' academic success and vocational performance simultaneously. Predicting resilience and success in a counseling and psychology-related program while experiencing life-changing events like war can be challenging. To the benefit of counseling and psychology-related school programs, personality assessments can be a constructive tool in predicting the success of counseling and psychology students. Psychologists and mental health-related professionals are primarily Social (S) types in the Holland typology (Toomey et al., 2008). According to Holland (1997), individuals constantly seek environments that fit their personalities to reach congruence, satisfaction, and achievement. A study by Barth et al. (2019) stated that some counselors' and mental health professionals' guiding theories were building relationships and the ability to see a change in others. Being future-focused and optimistic about the change people can make can be a factor of resilience and endurance during difficult times for those entering this field.

Additionally, educators and administrators can provide resources that enable a person to be flexible and adaptable in stressful and traumatic experiences, enhancing student resilience. Adaptive functioning is associated with an individual's ability to cope and adapt to challenges in life. Resilient people can reformulate the traumatic event and reduce the negative emotional consequences while increasing positive ones with higher levels of optimism.

Educators and administrators must foster protective factors to increase students' overall well-being. Individual protective factors are qualities, skills, or personality traits a person may possess that help in adaptive functioning. Individual factors include problem-solving skills, intelligence, education level, flexibility, self-esteem, faith, sense of meaning, optimism, and emotional regulation (Morh & Rosen, 2017). Educators and universities can enhance individual protective factors by providing opportunities for students to utilize their strengths in class or developing self-awareness assignments to provide opportunities to identify their strengths. Resiliency, optimism, a sense of hope for the future, and a sense of belonging are themes of protective factors from the different categories that influence a person's adaptive functioning from trauma.

Active Supportive Care. Fostering communication and continuity for students and faculty can allow administrative staff to evaluate the redesign of services (Agasisti & Soncin., 2021). A student-centered approach and active communication are significant components that will help educators and administrators orchestrate an organizational plan for an emergency. It is fair to mention that organizational change often causes chaos and anxiety among educators. McLean and Warren (2022) stated that when leadership is self-aware and aware of organizational needs and is open and willing to accept the challenge of the time and the collaborative ideas of others, it results in an excellent opportunity to thrive (McLean & Warren, 2022). Educators must be encouraged to become divergent thinkers, flexible, and aware of themselves and the needs of their students. Instructors must keep social justice competence in mind to foster awareness in themselves and awareness in their students, as war can be highly traumatic. Partaking in a posture of humility guided by person-centeredness can encourage instructors, students, and administrators to embrace their limitations and become

authentic with their struggles of war and uncertainty. The COVID-19 pandemic emphasized the need for flexibility by rapidly adapting to online classes or online learning (Almahasees et al., 2021). Educators rapidly learned new educational platforms to offer flexibility to students regardless of place and time, placing humanness and equal ground among instructors, administrators, and their students. Student-centered learning and a posture of humility can ensure a careful assessment of the crisis, and collaboratively and creatively, students, educators, and administrators can accommodate students' needs.

Fostering Support and Community in the Classroom. There is a clear need for a robust social support system that bonds people together for a common cause of rising above the opposition. This phenomenon can be created in educational settings such as counseling programs to foster a sense of togetherness as they all work towards a common goal. Students who enter college with PTSD symptomology have higher success rates when they have social support to help stabilize their functioning (Kuhl & Boyraz, 2017). As a result, students establishing social support is an essential protective factor in helping students during times of crisis. Community is a category of protective factors, which is an individual's sense of belonging to their community (Morh & Rosen, 2017). As a result of Covid 19, college students have developed the ability to build community and social support through online college platforms (Chakraborty et al., 2020). It was beneficial to students to create a college community online where students could engage with one another academically and socially during those uncertain times of a world pandemic. Likewise, one of the protective factors among college students during wartime is a sense of belonging and community involvement as a response to the trauma (Sánchez-Teruel et al., 2021, 2020). Educators are encouraged to create opportunities for students to be involved in helping their communities as part of practicing their counseling and psychology-related skills while helping their communities during war and crisis. In doing so, educators will continue cultivating resilience and endurance while providing an opportunity to do good for others, which can be mutually beneficial.

Foster Altruism. Despite war's adverse effects on the human psyche, research shows that war creates a new collective sense of cooperation and a desire to work together toward a common cause (Bauer et al., 2016). The higher the war-related violence, the more people feel an altruistic desire to participate in community groups and take on more of a leadership role in their community to improve their devastating reality (Bauer et al., 2016). Altruism means reducing personal gains and promoting compassion and the needs of others (Hassan et al., 2022). Altruistic behaviors such as helping others and volunteering positively affect individuals' wellness, resulting in mutual satisfaction (Inagaki & Eisenberger, 2016). Altruism is a positive life predictor for life satisfaction that promotes supporting others and reduces the activation of the sympathetic nervous system in response to stress (Inagaki & Eisenberger, 2015). Others may argue that altruism and egoism similarly affect similar genetic, cultural, and moral factors (Peng, 2022). However, altruism (self-sacrificial) or egoism (selfish) can serve as protecting factors for counseling or mental health-related students during war or crisis. Regardless of the individual's inner intention (self-sacrificing or egoism), it is known to be beneficial; therefore, educators and administrators are encouraged to provide students with the opportunity to practice altruistic behavior. Examples of altruistic opportunities include but are not limited to community work, helping one another, creating accountability partners where they check on each other, and sharing resources.

Implementation of Wellness and Self-care. Wellness is a broad concept that differs worldwide. Wellness is a continuous state and not an endpoint working towards health and balance of body, mind, and spirit (Blount & Acquaye, 2018). Wellness is dynamic and includes many different areas, and as a result, when one area is affected, it influences the other areas (Myers & Sweeney, 2008). Increasing students' awareness of the different

wellness areas may help them adapt and utilize different coping and self-care skills to address their needs. Universities providing education and resources can help students feel supported and have additional resources to address their wellness.

For individuals who have experienced the ongoing trauma of war, it is essential to operate from a strength-based perspective (Blount & Acquaye, 2017). Universities and professors need a strength-based perspective when working with college students. A strength-based perspective means assuming that an individual can work through challenges. Encouraging students to use their resources and increase protective factors will help reduce traumatic events' adverse emotional effects (Sánchez-Teruel et al., 2021, 2020).

Furthermore, a holistic wellness approach enables students to engage in healthy self-care skills, take personal responsibility, and make lifestyle changes (Blount & Acquaye, 2018). Students may struggle with their mental and physical sense of well-being. Providing additional education and resources to help students increase their coping and self-care can help them increase their wellness while experiencing trauma. Increase education about self-care and coping skills to help students utilize skills such as the use of mindfulness, exercise, nutrition, and emotional regulation skills. Students participating in regular self-care activities can help to increase wellness and adaptive functioning (Kuhl & Boyraz, 2017). Mindfulness is one self-care skill that can increase a student's ability to increase support and adapt after a trauma. Research has found that mindfulness has psychological benefits and may help college students exposed to trauma (Kuhl & Boyraz, 2017). Students exposed to trauma may better manage their emotions effectively and enhance their relational functioning through the use of mindfulness (Kuhl & Boyraz, 2017). Regular and intentional self-care and coping skills increase students' well-being and help them adapt to traumatic situations.

CONCLUSION AND FUTURE RESEARCH RECOMMENDATIONS

It is essential to explore the long-term effects of experiencing war in college and its effects on students, particularly those in the counseling and psychology fields, as they are essential during and after the war. Further research should explore the lived experiences of faculty, administrators, and students to increase the knowledge of how to support them best and structure programming. Additionally, exploring techniques and strategies to decrease the trauma's effects and increase students' adaptive functioning can benefit further understanding. A qualitative study is needed to explore students' experiences attending college during the war and the motivating factors influencing their functioning and adaptation. A phenomenological and consensual qualitative research study is recommended as it will help to investigate the key factors that promote the continuation of higher education amid the war so those factors can be further explored later. Further study examining the protective factors of trauma from war prevention of post-traumatic stress disorder and other maladaptive functioning is needed to increase knowledge for supporting this population. Future research should also examine individual resources such as resilience, optimism, and social support's impact on adapting when experiencing ongoing trauma from war. Initiating research on the best approaches to support people experiencing war is vital to decreasing the adverse effects of trauma and meeting specific needs. More research is needed on moderating the effects of trauma on the college student population. A sizeable quantitative study can be beneficial to understanding factors that encouraged the continuation of education so institutions can create a crisis-first response model for higher education. In further exploring this, more support can be structured and established for students, educators, and administration of academic institutions as they continue their operation under stressful circumstances. Additionally, researchers can propose a crisis operation plan incorporating protective factors that must be

fostered in counseling/psychology programs and higher education institutions as they operate during wartime, maintaining hope and dignity.

The continuation of higher education programs can be beneficial to students and instructors during wartime. The authors offer some recommendations as a starting platform for reformatting programming that can continue to function despite adverse circumstances. Recommendations include creating a sense of community for students and providing the opportunity to continue working towards their future career goals, which results in hope for the future. Additionally, carefully select students as part of the gatekeeping responsibility and offer active support and care in the classroom. Creating a safe space for students to practice self-care must be intertwined with classroom activities. Lastly, it provides opportunities to foster altruism inside and outside the classroom, depending on the current climate of the war.

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ФАКТОРИ, ЩО СПРИЯЮТЬ ПРОДОВЖЕННЮ ВИЩОЇ ОСВІТИ СТУДЕНТАМИ-ПСИХОЛОГАМИ ПІД ЧАС ВІЙНИ

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Українські студенти продовжують здобувати освіту, незважаючи на російське вторгнення. Тому потрібні додаткові знання, як студенти приймають рішення продовжувати або припинити свою освіту під час війни та кризи. Викладачі, адміністратори університетів та студенти мають бути проінформовані про результати досліджень з інструкціями та протоколами для безперервної освіти під час війни, щоб забезпечити безпеку та професійне зростання студентів. Студенти-психологи унікальні, оскільки їхні професійні навички обумовлюють формування психологічної стійкості. Незважаючи на війну та психологічні травми, студенти коледжу, які займаються консультуванням і психологією, продовжують навчання та прагнення до вищої освіти, демонструючи свої психологічні здібності та стійкість, щоб адаптуватися до важких часів. Було виявлено, що такі мотиваційні чинники, як оптимізм щодо майбутнього, родина та друзі, сприяють відчуттю мети під час кризи. Також на стійкість тих, хто переживає війну, позитивно впливають соціальна підтримка та копінгові стратегії. Стимулювання таких факторів захисту, як громада, сім'я, альтруїзм, стійкість і оптимізм, може мотивувати студентів продовжувати навчання, незважаючи на такі складні часи, як війна. Особистий альтруїзм сприяє формуванню в студентів відданості професії, забезпечуючи наполегливість, незважаючи на виклики війни. Це дослідження містить рекомендації для освітніх програм психології, які функціонують під час війни та кризи, щодо підтримки студентів, посилення їхніх захисних факторів, заохочення альтруїзму, розуміння переваг безперервної психологічної освіти та впровадження піклування про себе для полегшення стресів студентів, пов'язаних з військовим часом. Додатково в цій статті наведені ключові фактори, які слід враховувати студентам, коли вони зважують, чи продовжувати психологічну освіту під час війни та кризи та як при цьому забезпечити підтримку студентів, викладачів і співробітників університету.

Ключові слова: війна, захисні фактори, психологічна освіта, студенти, травма.