Psychological Competencies for Crisis Intervention in Wartime: Assessment of Future Psychologists using Digital Technologies

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Abstract: This study examines the use of digital technologies to assess psychological competencies relevant to crisis intervention among future psychologists during wartime and the postwar period. Methods. Analysis, synthesis, comparison, and generalization identified key competencies. Psychodiagnostic methods assessed empathy (I. Yusupov's method), stress resilience (Holmes–Rahe method), communication and organizational skills (KOS-2 test), and rapid decision-making (LFR-25 questionnaire). Participants were 50 third- and fourth-year psychology students aged 17–21 during the 2023–2024 academic year. Data were collected using Google Meet, Zoom, and the "I-PSYCHOLOGIST" AIS and analyzed with descriptive statistics, Pearson's correlation coefficient, and independent-samples t-tests. Results. Most students showed average empathy and communication skills, threshold stress resilience under wartime conditions, and typical decision-making ability. Some showed low emotional and leadership skills. Digital tools facilitated competency assessment, although technical limitations affected the continuity of online interaction. Discussion and conclusions. Digital technologies supported educational interaction and the assessment of psychological competencies under wartime conditions. Empathy, stress resilience, communication skills, and decision-making characteristics were assessed using digital tools, while their contribution to competency development requires further investigation. The study contributes to preparing psychologists for wartime conditions and informs improvements to training programs through digital tool integration. The findings may also inform psychological training and support practices in response to contemporary challenges.

Keywords: Crisis intervention, Digital training, Military conditions, Online counseling, Professional competencies, Psychological readiness.

INTRODUCTION

The modern world faces a number of global problems that are of universal human and planetary significance and can be solved only through cooperation among all nations [1, 2]. These problems include those arising from the interaction between nature and society, socioeconomic and military-political relations, as well as issues related to human development, securing the future of humanity, population growth, and the fight against poverty, hunger, disease, drug addiction, and so on.

The issues of maintaining peace on Earth, preventing military disasters and conflicts, and the use of nuclear weapons remain among the most important in today's world [3]. The danger of a Russian-Ukrainian war is particularly relevant today; its current phase has posed a total challenge to globalisation, particularly in terms of psychological support and assistance aimed at restoring individuals' mental health [4].

The modern world has undergone transformations that have given rise to new societal challenges and crisis situations requiring prompt psychological intervention. Psychological support in crisis situations has been recognized as critically important for restoring an individual's mental health [4]. In particular, it has been established that a significant portion of the world's population has faced psychological problems due to crises, and global conflicts have led to the displacement of tens of millions of people, a significant number of whom required psychological support. These findings pointed to the need to improve training methods for specialists providing psychological assistance in extreme conditions.

In Ukraine, following the outbreak of the war on February 24, 2022, the need for psychological support rose sharply, underscoring the importance of training professionals to work in conditions of uncertainty [5]. Studies have shown that the use of digital technologies in the training of psychologists has helped build their readiness for crisis intervention, but this area remains under-researched [6].

The novelty of this study lay in its analysis of the impact of digital technologies on the training of psychologists to work in crisis situations, particularly during wartime and in the postwar period. Its relevance stemmed from the growing need for qualified professionals capable of acting effectively in challenging conditions, while its social value was determined by the study's potential to improve the psychological well-being of society in a global context.

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Research has established that the psychological readiness of professionals to work in crisis situations involved the development of such competencies as empathy, stress resilience, and the ability to make quick decisions [7, 8]. Some studies focused on the analysis of psychological support for victims of armed conflicts, emphasizing the importance of specialized professional training [9, 10]. It was found that information and communication technologies (ICT) played a key role in developing the digital competencies of psychologists required for effective counseling [11, 12]. In particular, the use of video conferencing platforms for online counseling was examined, demonstrating the accessibility and cost-effectiveness of psychological services [13, 14, 15].

During the COVID-19 pandemic, online support was found to be essential for the timely provision of psychological assistance [16, 17, 18]. Studies also examined the ethical challenges of online counseling, particularly with regard to compliance with professional standards [19, 20]. The use of information and communication technologies (ICT) in the education and training of psychologists was recognized as essential for adapting to the modern online environment, where digital technologies were becoming the foundation of professional practice [21, 22].

Despite significant progress, limited empirical evidence is available on how digital technologies can be used to assess the professional competencies of future psychologists preparing for crisis intervention under wartime conditions. In particular, insufficient attention has been paid to the combined assessment of empathy, stress resilience, communication and organizational skills, and decision-making abilities through digital platforms. This study addresses this gap by examining these competencies among psychology students using online psychodiagnostic tools and identifying their implications for professional training in crisis situations.

It was hypothesized that the systematic integration of digital technologies into the professional online training of future psychologists would enhance their readiness for effective crisis intervention during wartime and the postwar period.

MATERIALS AND METHODS

Research Methodology

The study aimed to analyze the impact of digital technology integration on the development of future psychologists' psychological readiness for crisis intervention during wartime and in the postwar period. The methodology combined theoretical analysis to identify key competencies (empathy, stress resilience, communication and organizational skills, and the ability to make quick decisions) with empirical testing to assess their levels using psychodiagnostic methods in a digital environment. The study was conducted in accordance with ethical standards, including voluntary participant consent, data confidentiality, and safety measures during online interactions. The methodology was based on the principles of reproducibility, which was ensured by a clear description of procedures, instruments, and statistical analysis.

Participants

The study included 50 undergraduate students majoring in psychology (3rd–4th years) enrolled in full-time (60%) and part-time (40%) programs. Of these, 32 (64%) were women and 18 (36%) were men. The participants' ages ranged from 17 to 21 (mean age: 19.2 years; standard deviation: 1.3). The sample was formed through voluntary participation among students in the psychology department of one of Ukraine's higher education institutions. Participants were selected based on the following criteria: specialization in psychology and access to digital platforms for completing tasks. The inclusion of full-time and part-time students provided variation in study formats; however, the single-institution sample limits the generalizability of the findings.

Variables

The study operationalized the psychological readiness of future psychologists for crisis intervention through four key competencies:

- Empathy tendencies: the ability to identify and empathize with the emotional state of others, as measured using I. Yusupov's methodology.
- Stress resilience: the ability to adapt to crisis conditions, assessed using the Holmes-Rage method.
- Communication and organizational skills: effectiveness in interaction and coordination, as measured by the KOS-2 test.
- Ability to make quick decisions: the ability to analyze a situation and make effective decisions in crisis situations, as assessed using the LFR-25 questionnaire.

The independent variable was the integration of digital technologies (the Google Meet and Zoom platforms and the 'Ya-Psykholoh' Automated Information System) into the training process, which influenced the development of the aforementioned competencies.

Procedures and Tools

The study design was consistent with the objective and hypothesis, involving an assessment of the impact of digital technologies on psychological readiness using online psychodiagnostic methods. All procedures were conducted in accordance with ethical standards: participants provided informed consent, data were processed anonymously, and technical measures ensured confidentiality. The following instruments were used:

- Yusupov's Methodology (2002 version, adapted for the Ukrainian-speaking population in 2010) for assessing empathic tendencies. Psychometric properties: Cronbach's alpha reliability coefficient = .82; validity was supported by a correlation with the "Empathy Assessment" method (r = .75).
- The Holmes–Rahe Stress Scale (1967 version, adapted in 2005) for assessing stress resilience. Psychometric properties: Cronbach's alpha reliability coefficient = .79; validity was supported by a correlation with a stress resilience questionnaire (r = .70).
- The KOS-2 Test (1998 version, adapted in 2012) for assessing communication and organizational skills. Psychometric properties: Cronbach's alpha reliability coefficient = .85; validity was supported by a correlation with an organizational skills test (r = .78).
- The LFR-25 Questionnaire (author: T. Kornilova; 2008 version, adapted in 2015) for assessing decision-making ability. Cronbach's alpha reliability (r = .73).

The "Ya-Psykholoh" Automated Information System (AIS) platform (2022 version), which contains more than 200 psychodiagnostic methods, was also used to automate data collection [23]. Google Meet and Zoom platforms, as well as the Padlet tool, were used to organize online interaction and facilitate the interactive collection of responses.

Organizing the Study

The study was conducted during the 2023–2024 academic year at the psychology department of a Ukrainian university. The strategy consisted of three stages:

1. Theoretical analysis to identify key competencies and develop a methodology using methods of analysis, synthesis, and generalization.
2. Empirical testing of participants using psychodiagnostic methods in a digital environment (Google Meet, Zoom, the "I-PSYCHOLOGIST" AIS). Participants received instructions on how to use the platforms and take the tests.
3. Data Analysis to Assess the Impact of Digital Technologies on Psychological Readiness.

The study was conducted throughout the 2023–2024 academic year within five educational components of the bachelor's degree program in Psychology, totaling 27 ECTS credits. Google Meet and Zoom were used for online classes, consultations, and communication with students, while the "I-PSYCHOLOGIST" Automated Information System supported psychodiagnostic assessment and data collection. Digital technologies were integrated into educational activities throughout the academic year, whenever circumstances permitted. Due to ongoing hostilities in Ukraine, interruptions in electricity supply and internet connectivity occasionally affected the continuity of online activities. Nevertheless, the educational and assessment activities were maintained as far as technically feasible.

The study was conducted online, providing opportunities for participation by both full-time and part-time students. The technical requirements for online psychological assessment were taken into account, particularly the availability of internet connectivity [24].

Statistical Analysis

SPSS software (version 26) was used for statistical analysis, and Microsoft Excel was used to create tables and charts. The following methods were applied:

- Descriptive statistics (mean and standard deviation) to assess the level of competencies using the I. Yusupov, Holmes–Rahe, KOS-2, and LFR-25 methods.
- Correlation analysis (Pearson's correlation coefficient) to determine the relationship between the use of digital technologies and the level of psychological readiness (significance level: $p < .05$).
- Independent-samples t-test to compare the results between the groups of full-time and part-time students (significance level: $p < .05$).

The use of these methods was justified by their suitability for analyzing quantitative data from psychodiagnostic tests and comparing groups with a small sample size.

RESEARCH RESULTS

Today's challenges call for new approaches to psychological support, especially in remote and crisis situations, such as epidemics, armed conflicts, and the like. The importance of changing the mechanisms of interaction between practicing psychologists and clients is becoming particularly relevant due to the need for rapid adaptation to new conditions [25]. Online counseling—which offers anonymity, time for reflection, new interaction mechanisms, and safety—enables psychologists to work effectively in remote settings, using digital technologies to support clients in crisis situations.

In the context of our study, online counseling has both advantages and technical challenges [26]. Internet connection problems and the sudden interruption of a conversation with a client complicate the psychotherapeutic process, reducing the effectiveness of therapeutic communication. In addition, the remote format may affect professional empathy, which is important for providing psychological assistance. These features require psychologists to have specific technical skills and adapt to the particular requirements of online counseling [27].

Researchers L. Familiarska and L. Kliots found that 43.1% of psychologists use online communication tools such as Viber, telephone, and email to provide psychological services online. Overall, 37.3% of specialists use the Zoom platform, 15.7% prefer Skype, and 5.7% use Google Meet. Interestingly, among psychologists with extensive professional experience (15 or more years of experience), the use of Viber predominates. It is noted that technical limitations and a lack of knowledge about the capabilities of other services are significant barriers to their use: 45% of respondents stated that they were unaware of the existence of other services, 24% lacked the skills to use other services, and 29% did not fully understand their capabilities.

In the context of developing the skills of future psychologists to work in crisis situations, we recommend using the following digital tools and resources, which are freely available and provide support in various areas of a psychologist's practice.

Online Counseling as a Form of Psychological Support. Online counseling is becoming particularly important during times of war and other crises. Platforms such as Google Meet, Zoom, and Jitsi Meet ensure that psychological support is widely accessible and have become key tools for scheduling sessions and holding meetings without spatial or temporal limitations. A stable internet connection is essential for high-quality communication, especially when using services such as Microsoft Teams and Discord (audio and video conferencing with interactive chat).

Technical Equipment. A stable internet connection ensures high-quality communication. These platforms, along with GoToMeeting and FreeConference, enable web conferencing and create a dynamic and multifunctional online environment for learning and professional activities.

Interactivity and Engagement. Tools such as Mentimeter, Onlinetestpad, Google Forms, and Kahoot for conducting surveys provide real-time feedback, while Padlet facilitates interactive engagement and the sharing of instructional materials, which helps increase participant engagement. Interactive learning and communication include the use of Padlet and Jamboard as online whiteboards for group sessions and interactive collaboration, Mindmapeditor and Wordclouds as tools for visualizing ideas and concepts, and Thinglink as a service for creating multimedia presentations.

The psychodiagnostic instruments were used to assess four complementary components of psychological readiness for crisis intervention. I. Yusupov's methodology comprised 36 questions and assessed empathic tendencies, with a maximum possible score of 180 points. The Holmes–Rahe scale assessed exposure to stressful life events, with the resulting scores interpreted in relation to stress-related vulnerability and resilience. The KOS-2 test comprised 40 yes/no questions and provided separate scores for communication and organizational aptitudes. Each scale had a maximum of 20 points, with five interpretation levels: very low (1–4), low (5–8), moderate (9–12), high (13–16), and very high (17–20). The LFR-25 questionnaire was used to examine personal characteristics associated with decision-making, with the results interpreted according to the instrument's scoring criteria.

The instruments assessed different but related psychological characteristics. Empathy reflected sensitivity to other people's emotional experiences; stress resilience concerned responses to stressful circumstances; communication and organizational aptitudes characterized interpersonal interaction and coordination; and decision-making characteristics reflected responses to situations requiring choices under uncertainty. The results were analyzed separately for each instrument rather than combined into a single numerical index. Together, they provided a multidimensional description of competencies relevant to crisis intervention, without constituting a direct assessment of actual professional performance.

Diagnostics and Educational Activities. The "Ya-Psykholoh" AIS is an online platform for psychodiagnostic methods. The effective use of ICT tools, such as the "Ya-Psykholoh" system, provides access to more than 200 online psychodiagnostic methods for studying a wide range of psychological phenomena, which is essential for the prompt work of psychologists [23].

Additional Resources for Psychological Preparation. Wordwall and Genially allow you to create interactive activities and multifunctional multimedia presentations that explain complex psychological concepts in an accessible format, while Mozabook enhances the remote learning experience with visual effects, thereby improving the quality of education.

These tools facilitate the more effective adaptation of future psychologists to working in an online environment and develop critical thinking, stress resilience, and rapid response skills in crisis situations [22]. Such technical support and the use of various digital tools contribute to the development of new approaches to providing psychological support and assistance in the modern conditions of a rapidly changing and evolving world [28].

Therefore, it is important for future psychologists to actively use digital ICT tools in their professional practice, as this facilitates the effective collection, analysis, and synthesis of large volumes of information, as well as its exchange [29]. Such tools enable psychologists to conduct psychological assessments, process results, carry out psychological prevention and education, provide counseling, plan professional development and self-education, collaborate with educators and various organizations, and document their activities.

The use of digital ICT tools should serve as a foundation for future psychologists, enabling them not only to address professional issues but also to gain a deeper understanding of the psychological aspects of crisis situations. Consequently, knowledge and understanding of the key characteristics of crises and their impact on the human psyche help identify effective methods for providing psychological support during difficult times. It is important to consider a wide range of events, from personal crises to global catastrophes, in order to identify approaches to restoring and maintaining mental health, using modern technological resources to ensure the most effective psychological intervention.

The analysis of the psychological aspects of crisis situations makes it possible to identify their key characteristics and their impact on the human psyche from the perspective of modern psychology. Crisis situations are characterized by increased risk, unpredictability, and potential negative consequences for people's mental health. Such situations encompass a wide range of events, from family conflicts and job loss to military hostilities and natural disasters [30]. The impact of these situations on the human psyche requires in-depth analysis, particularly psychological responses to stress, including anxiety, depression, and post-traumatic stress disorder, which significantly affect an individual's subsequent psychological recovery. Research pays particular attention to methods of psychological support and intervention that can help individuals effectively cope with difficult life challenges [31, 32].

The study of individual and group aspects of the impact of crisis situations is of great importance. Each such situation has a unique impact on an individual or a group, particularly in terms of the development of internal and external psychological support resources. Various crisis intervention models used by psychologists to provide assistance during crises are examined. Analyzing the diversity of approaches and identifying their types helps to understand how simple, complex, extreme, and catastrophic conditions affect a person's psychological state, and which intervention and support methods are necessary in such situations [33].

In her analysis of extreme situations, O. Kaminska identifies several classification criteria: the duration of events, which may be short-term, medium-term, or long-term, and the causes of their occurrence, which include natural, technological, anthropogenic, and mixed factors. In addition, O. Kaminska examines the qualitative aspects of extreme situations, such as natural, socio-political, economic, occupational, domestic, somatic, transport-related, criminal, and military situations. She also considers the scale of such situations, distinguishing between global, local, group, and individual manifestations, and emphasizes the complexity and severity of their consequences, which are determined by crises, disasters, emergencies, and social calamities [34].

Ya. Ovsiannikova considers a crisis situation to be a state that leads to a disruption in a person's functioning and involves changes in their usual social environment and the spatial and temporal parameters of life, causing psychological distress resulting from prolonged dissatisfaction with oneself and one's interactions with others [35].

The outlined approaches to defining crisis situations are important for our study, as they make it possible to take into account the complexity and diversity of psychological responses to crises, including anxiety,

depression, feelings of guilt, anger, and stress. This contributes to a deeper understanding of the mechanisms of psychological adaptation and the importance of high-quality professional training for future psychologists to conduct interventions in conditions of rapid change and uncertainty.

In today's world, where crises and stressful situations are becoming increasingly common, the development of the personal competencies of future psychologists is essential for providing effective and timely psychological assistance in crisis situations. Understanding and developing key skills such as empathy, stress resilience, communication skills, and the ability to make quick decisions are important prerequisites for building a successful professional career as a psychologist. Thus, empathy enables psychologists to effectively sense and understand clients' emotional states, which is particularly important in crisis situations. Stress resilience helps psychologists maintain professional effectiveness under high levels of stress, while communication skills ensure clear and effective communication with clients and colleagues. The ability to make quick decisions is critical when complex situations require an immediate response. These competencies form the foundation on which psychologists build their professional practice in crisis situations.

Amid the hostilities in Ukraine, educators and psychologists emphasize the practical focus of research on preparing future psychologists to work in crisis situations. Today’s societal challenges—the disruption of familiar ways of life and the loss of social connections—require individuals to be able to adapt and mobilize their inner resources. Accordingly, the training of psychology students covers psychological assessment, outreach, education, counseling, and individual and group psychotherapy, with the aim of effectively assisting those experiencing the consequences of war [36].

Therefore, the primary task of psychologists working with people who have survived or are currently experiencing wartime events is to accelerate their psychological adaptation and prevent psychological complications that may result from trauma. To effectively assist individuals facing the loss of their homes, jobs, or financial instability, psychologists must demonstrate compassion, respect for each person’s dignity, and use their professional skills to support clients’ motivation and belief in their own strengths and ability to recover from trauma.

RESULTS

A theoretical analysis of the personal readiness of future psychologists to work in crisis situations identified essential key competencies—such as empathy, stress resilience, communication and organizational skills, and rapid decision-making—which became the subject of an experimental study using the diagnostic methods described above. The study was conducted using digital technologies among third- and fourth-year psychology students during the 2023–2024 academic year. The study participants consisted of 50 full-time and part-time students aged 17 to 21.

The results of the study provide evidence of the applicability of digital technologies for assessing psychological competencies relevant to crisis intervention among future psychologists during wartime. The following section presents the analysis and interpretation of the empirical findings.

The experimental study consisted of three stages. During the first (descriptive) stage, the psychological characteristics of the respondents were identified, including their empathy tendencies, stress resilience, level of communication and organizational skills, and ability to make quick decisions.

During the second (developmental) stage of the experimental study, digital tools and resources were integrated into the process of online professional training for future psychologists in crisis intervention.

In the third (final) stage of the experimental study, a comparative analysis of the study results was conducted, and general conclusions were drawn.

Educational components of the “Psychology” educational and professional program (first (bachelor’s) level of higher education, major C4 Psychology, field of study C Social Sciences, Journalism, and Information), into which digital tools and resources have been integrated:

Psychodiagnostics – 6 credits

Fundamentals of Psychological Counseling – 6 credits

Fundamentals of Psychocorrection – 4 credits

Practicum in Individual Counseling – 5 credits

Practicum in Group Psychocorrection – 6 credits.

Total – 27 ECTS credits

The integration of digital tools and resources into the online professional training program for future psychologists in crisis intervention fosters the development of the ability to solve complex, specialized tasks and practical problems in the field of psychology, which are characterized by complex and uncertain conditions.

To determine the level of empathic tendencies among higher education students, I. Yusupov’s method

was used. It consisted of 36 questions, with a maximum score of 180. The anonymity of the study was ensured through the use of unique participant numbers, and the results obtained make it possible to assess the overall level of their empathic tendencies.

The identified levels of the development of key empathic skills among psychology students are presented in a graph, which makes it possible to better understand the distribution of empathic tendencies and identify potential areas for further development of the personal and professional skills of future psychologists (Figure **1a**).

Table 1: Descriptive Statistics for the Variables under Study

Indicator	M	SD
Empathy (Yusupov's method)	94.6	18.3
Stress resilience (Holmes–Rahe)	151.2	27.5
Communication skills (KOS-2)	14.9	3.1
Decision-making (LFR-25)	18.3	4.2

The descriptive statistics results (Table **1**) showed that the students' mean empathy level was M = 94.6 (SD = 18.3), corresponding to an average level of empathic tendencies. Stress resilience scores were characterized by relatively high variability (M = 151.2; SD = 27.5), which may be due to the impact of wartime conditions on the students' emotional state.

An analysis of the survey results among 50 students revealed the following levels of empathic tendencies: 5 students exhibited a very high level of empathy, indicating their exceptionally high emotional sensitivity and, at the same time, a potential risk of emotional burnout; 15 students demonstrated a high level of empathy, indicating a favorable outlook for their future psychological practice; 20 students demonstrated a moderate level of empathy, indicating an adequate emotional response; low and very low levels of empathy were observed in 10 students, indicating a need to develop their emotional skills. The results of this study underscore the need for further development of empathy skills among psychology students to ensure their effective professional practice.

Based on the scoring key for the Holmes–Rahe method, the results, averaged by stress resilience level, show that a significant proportion of students fall within the threshold level of stress resilience, which may be associated with the impact of martial law on their emotional state. The category with high stress resilience is smaller but still substantial, while the category with low stress resilience is also considerable (Figure **1b**).

An analysis of students' life events in the context of martial law in Ukraine showed that stress resilience significantly affects their emotional state. Events such as the death of loved ones, divorce, legal problems, academic workload, and social conflicts significantly increase stress levels. The results of the study on stress resilience indicate varying reactions among students: some demonstrate a high level of adaptation thanks to effective stress-coping strategies; others have moderate or low levels of stress resilience, which may indicate a need for additional psychological support and the development of relevant skills.

The results of the study aimed at identifying students' levels of communication and organizational skills were obtained using the adapted test "Diagnostics of Communication and Organizational Aptitudes (KOS-2)." A graph is used to visualize the results (Figure **2a**), showing that the majority of students (20 individuals) have an average level of communication aptitudes, indicating a balanced combination of the desire to communicate and the need for independence. Regarding organizational skills, the largest group of students (18 individuals)

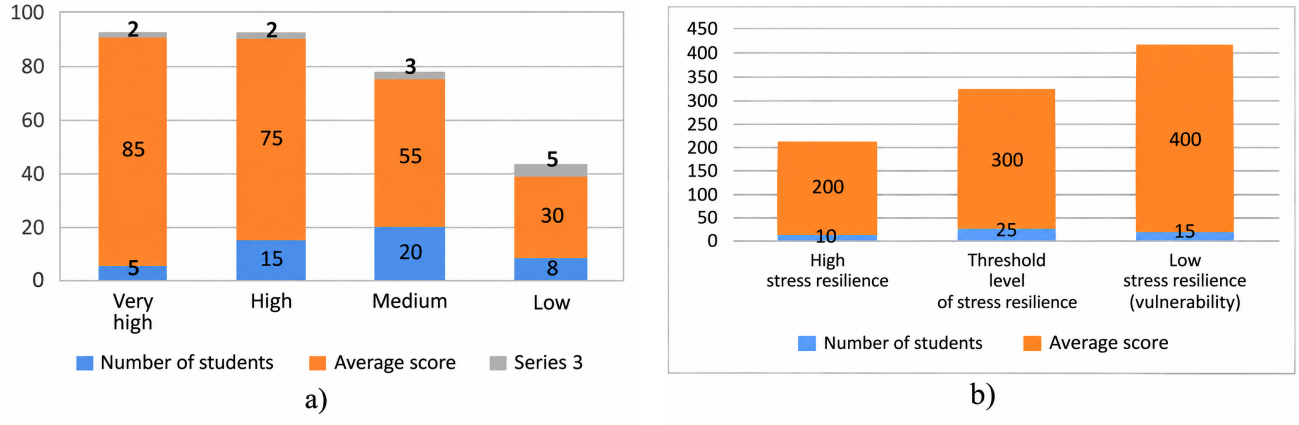


Figure 1: (**a**) Results of the empirical study of students' empathic tendencies using I. Yusupov's method. (**b**) Results of the empirical study of students' stress resilience using the Holmes–Rahe method

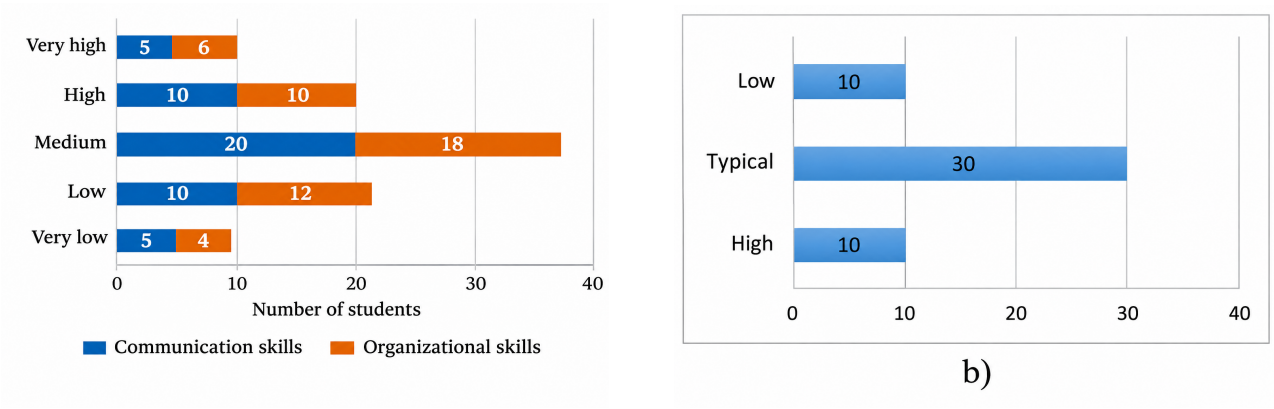


Figure 2: (**a**) Results of the empirical study of students using the "Diagnostics of Communication and Organizational Aptitudes (KOS-2)" method. (**b**) Results of the empirical study of students using the "Personal Factors in Decision-Making (LFR-25)" questionnaire

demonstrates average scores, indicating their ability to take initiative with certain limitations. A smaller number of students demonstrate high (10 individuals) and very high (6 individuals) levels of communication and organizational skills, which may indicate the presence of leadership qualities and well-developed communication skills. However, a small number of students (5 individuals) demonstrate very low levels in these areas, highlighting the need for further development of their communication and organizational skills.

An analysis of the results of the "Diagnosis of Communicative and Organizational Aptitudes (KOS-2)" test revealed that most students demonstrate an average level of communicative and organizational skills, indicating their ability to adapt to new social conditions and establish contacts with various people, albeit with a low level of initiative and leadership qualities. A small number of students demonstrated high levels, which may indicate the presence of pronounced leadership and communication abilities necessary for effective teamwork. The results underscore the need for further development of students' communication and organizational skills to prepare them professionally for work in crisis situations.

To analyze students' ability to make quick decisions, the "Personal Factors in Decision-Making (LFR-25)" questionnaire, developed by T. Kornilova, was used. The data visualization in the graph (Figure **2b**) shows that the majority of students (30 individuals) have a typical level of decision-making ability, demonstrating their ability to adequately assess situations and make well-considered decisions. Ten students showed an above-average level, which may indicate an overestimation of their own abilities and a tendency to make risky decisions, while another ten showed a below-average level, which may indicate indecisiveness or a tendency to overanalyze situations. The study results highlight the need to develop students' decision-making skills in order to improve their competence and effectiveness in their future professional activities.

Pearson's correlation analysis identified positive relationships among the psychological indicators presented in Table **2**. Empathy was positively correlated with stress resilience ($r = 0.29$, $p < 0.05$), communication skills ($r = 0.41$, $p < 0.01$), and decision-making ability ($r = 0.33$, $p < 0.05$). Stress resilience was associated with communication skills ($r = 0.26$, $p < 0.05$) and decision-making ability ($r = 0.35$, $p < 0.05$). A positive correlation was also observed between communication skills and decision-making

Table 2: Correlations between the Variables under Study

Indicators	Empathy	Stress Resilience	Communication	Decision-Making
Empathy	1			
Stress Resilience	0.29*	1		
Communication	0.41**	0.26*	1	
Decision-Making	0.33*	0.35*	0.38**	1

*p < 0.05; **p < 0.01

Pearson's correlation analysis revealed statistically significant relationships between several psychological indicators. In particular, a positive correlation was found between empathy levels and communication skills ($r = 0.41$; $p < 0.01$), indicating the important role of emotional sensitivity in the development of effective professional interaction. A moderate correlation was also found between stress resilience and decision-making ability ($r = 0.35$; $p < 0.05$).

ability ($r = 0.38$, $p < 0.01$). These findings indicate statistically significant associations among the assessed psychological characteristics.

The study revealed a wide range of average scores for students' responses to questions related to caution in actions, confidence in communication, problem-solving, and risk-taking. The average score for preparation for quizzes and exams was 2.83, which may indicate the impact of stress caused by uncertainty about the future. The question regarding considering all possible options when solving problems had a low average score of 2.53, indicating difficulties in decision-making. High scores of 3.33 for decisiveness and 2.87 for risk-taking highlight the students' willingness to adapt to change. The highest score of 3.98 for trust in a partner when sufficient information is available reflects a high level of trust and mutual understanding. Overall, students demonstrate independence and a willingness to adapt and resolve complex life situations.

To examine differences between full-time and part-time students, the independent-samples Student's t-test was applied. A statistically significant difference in stress resilience was identified between the two groups ($t = 2.11$, $p = 0.038$). This finding indicates a difference in the assessed stress-resilience scores according to the form of study, although it does not establish the reasons for this difference.

Thus, the results of the experimental study indicate that future psychologists are sufficiently prepared to work effectively in crisis situations, but they also identify certain aspects that require further development and improvement.

DISCUSSION

The novelty of the study lies in its focus on preparing psychologists to work in wartime and postwar conditions through digital tools such as the "Ya-Psykholoh" Automated Information System (AIS) and video conferencing platforms. The theoretical significance lies in clarifying the role of digital technologies in the development of professional competencies, while the practical significance lies in providing recommendations for their integration into educational curricula to improve the effectiveness of training psychologists for crisis intervention. The practical value also includes the possibility of using the data obtained to develop targeted training programs aimed at improving empathy, stress resilience, communication and organizational skills, as well as decision-making abilities among psychology students. The results are operationalized through the implementation of tools such as Google Meet, Zoom, Mentimeter, and Padlet in practical classes, diagnostics, and interactive learning, thereby facilitating the adaptation of future psychologists to online interaction. In the context of global research and practice, the study aligns with the global trend toward the digitalization of psychological education and counseling, addressing the challenges posed by contemporary crises, such as wars and pandemics, as highlighted in international reports (The Social Enterprise in a World Disrupted, "Deloitte 2021 Global Human Capital Trends Report"). Compared with other studies, such as research on the use of ICT in psychological practice [13], our study focuses on the specific context of wartime conditions and proposes new approaches to professional training, thereby contributing to global psychological research and practice.

The findings should be interpreted by distinguishing between the assessment of existing psychological competencies and their development through digital technologies. In this study, online platforms facilitated educational interaction and psychodiagnostic assessment, allowing the researchers to identify students' levels of empathy, stress resilience, communication and organizational aptitudes, and decision-making characteristics. However, the research design did not include a separate evaluation of competency changes attributable specifically to digital technology use. Therefore, the results demonstrate the applicability of digital tools for assessing psychological characteristics relevant to crisis intervention, while their effectiveness in developing these competencies requires further investigation.

The study has certain limitations. The sample consisted of 50 third- and fourth-year psychology students from a single Ukrainian university, which limits the generalizability of the findings to the broader population of future psychologists. The results reflect the psychological competencies of the participating students within the specific educational and wartime context of the study. Further research involving larger samples from different higher education institutions would help establish whether similar patterns can be observed among other groups of psychology students.

CONCLUSION

The integration of psychological support and assistance into an online format opens up new prospects for the professional training of psychologists to work in crisis situations. The use of distance learning technologies and empirical research makes it possible to effectively organize the educational process and develop the ability to apply modern information and

communication technologies in a psychologist's professional practice.

Online platforms ensure broad access to psychological support and assistance during wartime crises and help develop the skills needed to work remotely with clients, regardless of their physical location.

These advantages of the online format serve as the foundation for strengthening future psychologists' readiness for psychological intervention in crisis situations. The development of empathy, communication, and organizational skills, as well as stress resilience and decision-making speed, significantly improves the quality of psychological assistance. Therefore, we recommend strengthening educational programs in psychology with integrated, practice-oriented components that will help prepare future psychologists to work effectively in the unpredictable conditions of the modern world.

The novelty of this study lies in its focus on training psychologists for crisis intervention in the unique context of wartime conditions, which sets it apart from other approaches. The findings offer new perspectives for improving psychological education, helping professionals adapt to global challenges and strengthening their ability to provide effective psychological support in the context of modern crises.

The findings confirm the practical applicability of digital technologies for assessing psychological competencies relevant to crisis intervention in the context of wartime education. Google Meet, Zoom, and the "I-PSYCHOLOGIST" AIS supported educational communication and psychodiagnostic activities under challenging conditions. Although these technologies offer opportunities for further competency development, the present study primarily assessed students' existing psychological characteristics and did not establish a direct causal effect of digital technology use on their improvement. Further research should examine changes in these competencies over time and evaluate the effectiveness of specific digital educational interventions.

ETHICS STATEMENT

Participation in the study was voluntary. All participants provided informed consent. The collected data were processed anonymously, and confidentiality was maintained throughout the research.

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CONFLICT OF INTEREST

The authors declare no conflicts of interest.

AUTHOR CONTRIBUTIONS

Hanna M. Alieksieieva: conceptualization, methodology, writing – original draft, and writing – review and editing.

Iryna O. Cherezova: methodology, investigation, formal analysis, and writing – review and editing.

Viktoriia V. Fedoryk: investigation, data curation, visualization, and writing – review and editing. All authors reviewed and approved the final manuscript.

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