

A Practical Study on the Construction of a "Five-in-One" System for Heart Cultivation Work

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Abstract: Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the school has adhered to the overall policy of "integrating heart cultivation with moral education, combining development with prevention, leadership with collaboration, and integrating family, school, and medical education." The school has explored and formed a unique "all-staff involvement, all-process coverage, and all-round service" "Three-All" large-scale psychological work model, achieving remarkable educational results.

Keywords: Integration of Heart and Five Educations; Heart Cultivation and Moral Education; Large-Scale Psychological Work Model; Five-in-One Heart Cultivation Work System.

1. Background of Implementation

College student mental health education is an important component in colleges' fulfillment of the fundamental task of moral education. The school implements the concept of "Three-All" education, focusing on the education management system, improving intervention capabilities, innovating consultation methods, reforming research and teaching, and integrating heart cultivation into the "Five Educations." The innovative "Five-in-One" work system was proposed and implemented to comprehensively enhance the quality of heart cultivation and moral education.

2. Main Practices

2.1. Building a "Collaborative" Education Mechanism to Jointly Establish a Heart Cultivation System

A three-level collaborative heart cultivation mechanism of "Party Committee leadership, department cooperation, and platform interconnection" was established. Mental health education has been incorporated into the specialized assessment of Party building, with dedicated reports to the Party Committee. The school's internal institutions formed a "Departmental Joint Conference" system, ensuring integrated support for the psychological health of teachers and students. A "6 Centers and 6 Workstations" heart cultivation platform was created to continuously promote mental health education for teachers and students.

The school formed a leadership group, set up special funds, and established professional institutions to coordinate the work. Led by the Student Affairs Office and the Human Resources Department, the internal institutions such as the Propaganda and United Front Department, the Youth League Committee, and the secondary colleges jointly formed a "Departmental Joint Conference" system. Professional teachers in ideological and political education, mental health, and student management personnel constituted the heart cultivation team, systematically advancing the integration of mental health education with ideological and political education. A value guidance mechanism for students was improved through pathways such as Party member psychological development and value education, ensuring an

integrated psychological education system for the psychological health of both teachers and students. The Psychological Center, together with the Dormitory Management Center, Assistance Center, Yiban Development Center, New Media Center, Campus 110 Command Center, and secondary-level psychological workstations, formed the "6 Centers and 6 Workstations" heart cultivation platform. Through optimized classroom teaching, psychological counseling, class activities, dormitory activities, club activities, social practice, and volunteer activities, the platform nurtures students' positive psychological qualities and continuously promotes mental health education for teachers and students.

Through exploration, professional psychological health screening, follow-up, counseling, and intervention work have been fully integrated into various aspects of students' campus life, professional learning, social practice, internships, and excellence defenses. Educational elements such as financial assistance, ideological and political education, management, and safety have been fully integrated with psychological education, forming a "large-scale psychological" work model that involves all staff, covers the entire process, and reaches all aspects.

2.2. Establishing a "Seamless" Intervention Mechanism to Jointly Manage Psychological Crises

The "Medical-School Alliance Plan," "Family-School Collaboration Project," and "Capacity Enhancement Plan" have been implemented, achieving a "seamless" psychological intervention mechanism through the tripartite collaboration of family, school, and medical institutions. A strategic cooperation relationship with the Municipal Mental Health Center has been established, ensuring a close connection between the two sides. Deep cooperation is carried out in crisis intervention, personnel exchange, scientific research, science popularization, and social services, achieving co-creation and joint construction between the medical and educational sectors.

A psychological crisis early warning information system has been established, with regular mental health assessments for freshmen and periodic full-coverage mental health evaluations. A multi-dimensional, systematic mental health

database has been formed. Based on this, a series of measures for early prevention, post-intervention, traditional tracking, and data early warning have been implemented to ensure precise implementation of mental health education policies. A six-level crisis early warning platform has been constructed, consisting of "professional hospital—psychological center—secondary workstations—classrooms—dormitories—families." This platform ensures regular prevention, timely early warning, and immediate intervention. A psychological crisis intervention plan has been perfected, providing follow-up services for students in crisis, with special attention to crisis prevention and intervention during special periods and in different seasons.

The "5-in-1" approach, which includes "1 letter of care, 1 required psychological course, 1 round of comprehensive screening, 1 intervention system, and 1-on-1 follow-up," has been implemented. The "1 letter of care" refers to a letter sent to new students along with their admission notice, which details common psychological issues encountered in college and their solutions, including interpersonal communication, emotional management, and romantic relationships. The "1 required psychological course" refers to the mandatory public course "College Student Mental Health" offered to all freshmen. The course innovatively establishes a "Five-in-One" teaching model and a "Seven-Step Teaching Method," effectively stimulating students' learning interest. The "1 round of screening" refers to the comprehensive psychological health screening conducted for freshmen using big data technology, establishing a grid-based psychological information management system to collect data for subsequent general education and intervention. The "1 intervention system" refers to targeted psychological intervention plans or prescriptions for key groups and individual students identified through the screening process. The "1-on-1 follow-up" refers to the assignment of a professional teacher to provide individualized management and follow-up for key students. The "5-in-1" approach runs through the entire psychological education process, and through multiple pathways inside and outside the school, continuously enhances the professional quality of the working team.

2.3. Providing "Menu-Style" Counseling Services for Joint Protection of Mental Growth

According to the counselor's areas of expertise, the content of counseling, and the method of consultation, a variety of self-selected counseling services are offered. Growth studios, scenario theaters, and group counseling workshops are set up; based on counseling content, short-term counseling is provided for visitors facing real-life issues such as exam anxiety, pressure from academic advancement, and interpersonal relationships, while long-term counseling is available for those dealing with personal growth issues like emotional regulation, family relationships, and social functioning recovery. Based on counseling methods, services include 24-hour phone consultations, "Growth Tree Hollow" online consultations, "Q鹅" voice consultations, "Words as Faces" letter consultations, and "One Meter of Sunshine" peer consultations. A comprehensive system of appointment, consultation, referral, transfer, confidentiality, ethics, and supervision has been established. Collaborative efforts with multiple universities ensure the safety, professionalism, and effectiveness of the counseling work. Teachers and students

receive comprehensive psychological services, providing strong professional support for maintaining a safe, harmonious, and stable campus.

2.4. Conducting "Guided" Research and Teaching for Joint Promotion of Vocational Education Characteristics

Classroom teaching is actively utilized as the main channel for college student mental health education. Using a design process that emphasizes "discovering core issues, solving life problems, extending workplace topics, and solidifying ideals and beliefs," information technology and resources are flexibly employed to seamlessly integrate online and offline learning, ensuring a smooth transition between in-class and out-of-class activities. Classroom teaching adopts a group-based approach, forming "micro-classes" within the "big class." Groups of 6-8 students are formed, and they engage in learning, discussion, sharing, and interaction within their course groups, enhancing classroom participation and the depth of experience. Through the seven steps of "Exploration, Performance, Solution, Guidance, Discussion, Evaluation, and Extension," a dual teaching framework of campus + workplace is established. This allows students to learn psychological knowledge, address real-world issues, build psychological skills, and ultimately develop a well-rounded personality.

2.5. Expanding "Immersive" Second-Classroom Activities to Share a Heart-Nurturing Atmosphere

Each year, relying on the "5·25" College Student Mental Health Awareness Month and "World Mental Health Day" themed educational activities, a variety of innovative and distinctive educational activities are organized. These include psychological committee member training camps, comprehensive psychological tests, psychological salons, fun psychology sports events, group sandtray experiences, mindfulness meditation and stress-relief group counseling, medical-educational cooperative consultations, psychology essay contests, and psychology cartoon contests. Specialized columns are created on platforms such as WeChat official accounts, video accounts, and student class groups to organize the creation and display of mental health education content, widely promoting mental health knowledge.

The "Five-Heart, Five-Education" Hidden Cultivation Plan is implemented, emphasizing the integration of mental health education with traditional Chinese culture, aesthetic education, arts, sports, and labor education. A series of activities such as "Aesthetic Education for Heart Nourishment," "Reading for Clarity," "Music for Joy," "Exercise for Strength," and "Horticulture for Tranquility" are carried out, creating brand projects for psychological health education. A four-level pathway connecting "school, academy, class, dormitory" ensures that psychological education activities run throughout the year and are integrated into the entire student cultivation process, fostering positive emotions and a healthy mindset in students and stimulating their enthusiasm for learning.

3. Innovations of the Outcomes

3.1. Innovation in Educational Philosophy

The concept of "All-staff involvement, full-process

coverage, and all-round service, co-building, co-management, co-protection, and co-promotion of a large psychological work system" has been created. The aim of heart cultivation—"nurturing both heart and moral character for harmonious development"—has become deeply ingrained, emphasizing the school's commitment to the fundamental task of moral education through mental health education.

3.2. Innovation in Systems and Mechanisms

A four-level collaborative heart-cultivation mechanism of "Party Committee leadership, departmental cooperation, center leadership, and platform interconnection" has been constructed. The "departmental joint conference system" continues to be utilized to provide integrated support for the mental health of teachers and students, advancing mental health education throughout the entire process and permeating all aspects of campus life.

3.3. Innovation in Heart Cultivation Pathways

By uniting the resources of families, schools, and medical institutions, psychological education is systematically introduced into classrooms, activities, and dormitories in a steady and orderly manner. A 24/7, full-coverage, and whole-hearted student service response mechanism has been innovatively established, combining heart cultivation with moral cultivation, and unifying education with talent development. A "Five-in-One" new psychological education pathway has been formed, integrating education, teaching, practical activities, counseling services, prevention and intervention, and scientific research.

4. Experience Summary

4.1. Key Elements and Insights: High-level Planning, Strong Promotion, and Focused Implementation

Under the strong leadership of the school's Party Committee, the "Five-in-One" heart cultivation work system continuously optimizes its structures and mechanisms, ensuring the provision of high-quality teachers and funding. This effort aims to cultivate highly skilled talents with both

moral integrity and professional competence in information technology, laying a solid foundation for the school to establish a new pattern of "Three-All Education."

4.2. Deficiencies and Future Plans

Currently, some issues remain, such as the lack of professionalism in secondary workstations, insufficient depth in the integration of the "Five Educations," and less prominent achievements in course construction. In the next phase, the school plans to strengthen research efforts on mental health work, enhance surveys and analyses, refine measures, improve mechanisms, and strengthen faculty development and resource support, striving to address the aforementioned deficiencies.

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