

A Study on the Efficacy of the “One-Body-Five-Dimension” Psychological Education Model in Enhancing Mental Health Outcomes Among Higher Vocational College Students

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ABSTRACT

Background: Students in higher vocational colleges face significant mental health challenges, exacerbated by intensive skill-based training and early career pressures. The “Three-Wide Education” philosophy provides a holistic framework but lacks integration with evidence-based therapeutic modalities. **Aims:** This study investigates the efficacy of the “One-Body-Five-Dimension” (OBFD) psychological education model in addressing mental health challenges among students in higher vocational colleges, guided by the “Three-Wide Education” philosophy. **Methods:** An integrated approach incorporating expressive arts therapy, horticultural therapy, and positive psychology is proposed to address issues of resource fragmentation and limited intervention scope. A mixed-methods case study was conducted with 1,248 vocational students. The intervention comprised: 1) a “Mind Home” publicity platform, 2) a curriculum-based teaching platform, 3) a “Five-Season” practical education platform, 4) a “Heart Cultivation Garden” experiential platform, and 5) a six-level crisis prevention platform. Data included pre/post PsyCap surveys (PCQ-24, CD-RISC-10), interviews, reflective journals, and institutional records. **Results:** Implemented at a secondary psychological counseling station within Guangdong Nanhua Vocational College of Industry and Commerce, the intervention yielded significant improvements in students’ psychological capital (PsyCap). Notable increases were observed in self-efficacy ($d=1.03$), resilience ($d=0.68$), hope ($d=0.96$), and optimism ($d=1.06$). Participation in the “Five-Season” activities was associated with a 32% reduction in crisis incidents, while engagement in horticultural therapy provided empirical support for the “labor-nurtures-mind” hypothesis. Institutionally, a cross-functional crisis team facilitated a 100% resolution rate for identified high-risk cases. **Conclusion:** These findings suggest that integrating traditional educational frameworks with contemporary therapeutic methods can systematically enhance mental health literacy and mitigate psychological issues. The OBFD model effectively enhances psychological resources and creates a sustainable mental health ecosystem within vocational education. Moreover, the model’s scalability and low reliance on specialized infrastructure present a replicable framework for other vocational institutions. Future efforts will prioritize the development of digital tools for real-time monitoring and the expansion of community partnerships to ensure sustained long-term impact.

Keywords: *Three-wide education, Psychological education, Higher vocational colleges, Psychological capital, Expressive arts therapy, Horticultural therapy.*

1. INTRODUCTION

In recent years, the mental health challenges faced by students in higher vocational colleges have become increasingly prominent. Research indicates

that this population exhibits elevated levels of stress, anxiety, and low self-efficacy (Yu & He, 2023). The unique educational context of vocational institutions—characterized by intensive skill-based training and early exposure to career pressures—

exacerbates these issues, suggesting a need for targeted psychological interventions. However, many secondary psychological counseling stations—the crucial “last mile” connecting central services to students—face significant hurdles, including insufficient resources, professional expertise, and an overemphasis on form over substance (Liang & Liu, 2017). Traditional interventions are often fragmented, temporally limited, and narrowly scoped, compromising their effectiveness. These limitations hinder their ability to effectively meet students’ growing developmental psychological needs.

The philosophy of “Three-wide Education” (whole-person education through all members, all processes, and all dimensions) has emerged as a promising paradigm for addressing these challenges. It aims to integrate mental health support across institutional, curricular, and extracurricular dimensions (Ministry of Education et al., 2023; Ministry of Education, 2018). Nevertheless, existing implementations often lack systematic integration with evidence-based therapeutic modalities such as expressive arts therapy or horticultural therapy (Zhao, 2025). This gap underscores the need for innovative models that bridge theoretical frameworks with practical interventions. This study introduces the “One-Body-Five-Dimension” psychological education model, which synergistically integrates the “Three-wide Education” philosophy with expressive arts therapy, horticultural therapy, and positive psychology.

The OBFD model comprises five interconnected platforms: (1) a “Mind Home” publicity platform fostering collaboration among school, family, and community; (2) a curriculum-based teaching platform; (3) a “Five-Season” practical education platform; (4) a “Heart Cultivation Garden” experiential platform; and (5) a six-level crisis prevention platform. These platforms collectively aim to establish a comprehensive, scalable, and sustainable mental health ecosystem. By embedding therapeutic techniques into daily academic and extracurricular activities, the model addresses both immediate psychological needs and fosters long-term resilience.

The primary research question guiding this study is: How does the integration of these theoretical and practical components enhance the psychological capital (PsyCap) of higher vocational college students? Specifically, we examine

improvements in self-efficacy, resilience, hope, and optimism, while also assessing institutional-level outcomes such as the reduction in crisis incident rates and intervention efficiency. The significance of this research lies in its potential to provide a replicable framework for vocational colleges, particularly for those with limited specialized mental health infrastructure.

Key contributions of this study include: (1) empirical validation of the “labor-nurtures-mind” hypothesis through horticultural therapy; (2) demonstration of the efficacy of arts-based interventions in reducing defensive behaviors; and (3) development of a tiered crisis prevention system that effectively leverages existing institutional resources. These findings advance the discourse on “psychological education” by demonstrating how traditional educational frameworks can be dynamically adapted to address contemporary mental health challenges.

2. THEORETICAL FOUNDATION

The integration of psychological interventions within educational frameworks has evolved considerably, particularly in addressing the unique needs of vocational college students. Traditional approaches often adopted a deficit-oriented perspective, focusing primarily on crisis intervention rather than preventive mental health promotion. This paradigm has shifted toward positive psychology, which emphasizes cultivating psychological capital (PsyCap) through targeted strengths-based interventions (Seligman & Csikszentmihalyi, 2000). The four core components of PsyCap—self-efficacy, resilience, hope, and optimism—have been empirically linked to academic persistence and career adaptability among higher vocational college students (Zhang, 2006).

Within China’s educational context, the philosophy of “Three-wide Education” (whole-person education through all members, processes, and dimensions) has gained traction as a systemic approach to fostering student development (Feng, 2020). This concept represents a comprehensive project for implementing the fundamental task of fostering virtue through education in higher education institutions in the new era. Studies highlight its potential to coordinate resources across administrative, academic, and student life domains (Zhang, 2022). However, challenges remain in achieving seamless school-family-community collaboration and in embedding evidence-based therapies into the educational fabric (Yin & Hu,

2024). Expressive arts therapy has proven effective in reducing anxiety and improving emotional regulation (Gussak, 2007), yet its application in vocational settings is often sporadic.

Horticultural therapy represents another underutilized resource in vocational education. Research suggests that nature-based interventions can enhance attentional restoration and stress recovery (Chen et al., 2016), with particular relevance to vocational students facing high cognitive demands. The therapeutic benefits of gardening activities align with China's emphasis on "labor education" yet few studies have systematically examined their combined psychological and pedagogical value (Wu & Qiu, 2013). This gap is especially pronounced in institutional models that could bridge individual therapy with broader educational objectives.

Recent policy initiatives, such as the Comprehensive Action Plan for Strengthening and Improving Student Mental Health Work in the New Era, have called for innovative models that transcend traditional counseling formats (Chen, 2023). While some institutions have developed tiered support systems, they often focus on risk identification rather than proactive capacity building (Ma & Yang, 2018). Similarly, while seasonal activity systems are common, they rarely synchronize therapeutic content with academic milestones as systematically as the "Five-Season" approach.

The current study advances this discourse by demonstrating how multiple evidence-based modalities can be cohesively embedded within an educational framework. Unlike previous works that treated expressive arts, horticultural therapy, and positive psychology as discrete interventions (Miao, 2025), our model operationalizes their synergies through five interconnected platforms. This systemic approach addresses both the structural limitations of fragmented services and the theoretical need for integrated psychological nurturing. Moreover, the emphasis on minimal infrastructure requirements distinguishes it from resource-intensive clinical models, making it particularly viable for vocational colleges with constrained budgets.

3. METHODS

This study employed a mixed-methods case study design to evaluate the "One-Body-Five-

Dimension" psychological education model implemented at the School of Digital Intelligence Management, Guangdong Nanhua Vocational College of Industry and Commerce. This approach combined quantitative assessments of psychological capital (PsyCap) with qualitative analyses of processes at the secondary psychological counseling station and patterns of student engagement.

3.1 Participants and Setting

The intervention targeted 1,248 higher vocational college students (Mean age = 19.3 years, SD = 1.2) enrolled in skill-based programs with intensive practicum requirements. Participants were recruited through stratified sampling to ensure representation across academic years, gender (58% female), and program specializations. The school provided an ideal implementation context due to its established psychological service infrastructure and willingness to pilot innovative educational models.

3.2 Intervention Framework

The OBF model comprised five synergistic platforms, each addressing distinct aspects of psychological nurturing:

- **Mind Home Publicity Platform:** This component established a school-family-community collaborative network via monthly mental health newsletters disseminated through the college's new media matrix, parent-teacher workshops, and an anonymous interactive mailbox. Trained Dormitory Psychological Observers (n = 256) facilitated mental health literacy campaigns at the dormitory level.
- **Curriculum-Based Teaching Platform:** Expressive arts therapies were integrated into the compulsory course Mental Health Education for College Students, including: sandplay therapy for resolving unconscious conflicts; psychodrama sessions simulating workplace stressors; and guided meditation incorporating visualization exercises such as "My Future Self in Ten Years." Each technique was adapted to vocational education contexts through industry-specific case scenarios.
- **Five-Season Practical Education Platform:** As detailed in "Table 1", this platform organized interventions according to academic timelines:

Table 1. Structure of the Five-Season Practical Education Platform

Season	Duration	Key Interventions	Psychological Focus
Adaptation	Sep-Oct	Freshman orientation, icebreaking retreats	Social integration
Warmth	Nov-Jan	Winter sports, exam stress workshops	Physical resilience
Hope	Feb-Apr	Horticultural planting, career visioning	Goal-directed energy
Self	May-Jun	5:25 Mental Health Month events	Identity consolidation
Growth	Jul-Aug	Internship support, alumni mentoring	Transition preparedness

- **Heart Cultivation Garden Experiential Platform:** This 800 m² therapeutic space integrated horticultural therapy with labor education. Students participated in biweekly 90-minute sessions involving plant cultivation, landscape design, and reflective journaling.
- **Six-Level Crisis Prevention Platform:** Expanded traditional models to include family and community (school–college–class–dormitory–family–community). A “High-Care Red Tier I Support Team” provided personalized plans for high-risk cases, and green-channel referrals were established with external agencies.

3.3 Data Collection and Analysis

Quantitative data were collected via pre- and post-intervention surveys using the Chinese PCQ-24 and CD-RISC-10 scales (7-point Likert). Qualitative data included 32 semi-structured interviews, 120 reflective journals, and crisis intervention records. Quantitative analysis used paired-sample t-tests with Bonferroni correction and Cohen’s *d* for effect sizes. Qualitative data underwent thematic analysis in NVivo 12. A convergent mixed-methods design was used for triangulation.

4. FINDINGS

The findings demonstrate the multifaceted efficacy of the “One-Body-Five-Dimension” (OBFD) model across psychological, institutional, and pedagogical domains. Through convergent mixed-methods analysis, we observed significant enhancements in students’ psychological capital (PsyCap), systemic improvements in crisis prevention, and robust validation of its core therapeutic components.

4.1 Enhancement of Psychological Capital

Statistically significant improvements ($p < 0.01$) were found across all PsyCap dimensions with

large effect sizes: self-efficacy ($d=1.03$), resilience ($d=0.68$), hope ($d=0.96$), optimism ($d=1.06$). Pre- and post-intervention comparisons using paired-sample t-tests revealed substantial gains, with large effect sizes ($d > 0.8$) observed for three of the four core components, demonstrating the model’s efficacy in fostering students’ psychological resources. Qualitative data revealed a cascading growth pattern: gains in self-efficacy from psychodrama preceded increases in hope and optimism, which subsequently bolstered resilience.

Self-efficacy reflected students’ enhanced confidence in handling vocational challenges. Qualitative data traced this growth to the curriculum-based psychodrama exercises, where repeated workplace scenario rehearsals built competence beliefs. As an accounting major reported: “After role-playing 15 different client negotiations, I stopped doubting whether I could handle real audits—the practice made me trust my training.” This aligns with Bandura’s sources of self-efficacy, particularly mastery experiences (Locke, 1997).

Resilience showed a slightly more modest but still substantial gain with the “Five-Season” activities providing structured adversity exposure. The “Warmth Season’s” exam stress workshops taught cognitive reframing techniques, while horticultural therapy’s inevitable plant failures modeled adaptive responses to setbacks. Post-intervention, 73% of students could articulate specific resilience strategies compared to 42% initially, indicating improved metacognitive awareness of coping processes.

Hope improvements stemmed primarily from the goal-setting components in “Hope Season” activities. Students created detailed “pathway thinking” maps connecting current actions to future vocational aspirations, with measurable milestones. One Industrial Internet Technology major’s pathway illustrated this progression: “Weekly technical diagnostics practice → Summer internship at Huawei → Certification exam →

Senior Technician in 5 years.” Such concrete planning translated survey-based optimism into actionable hope, addressing a key deficit noted in vocational student populations (Snyder, 2002).

Optimism demonstrated the largest effect size, attributable to the model’s integration of positive psychology. The “Three Good Things” journaling exercise—where students recorded daily positive events—cultivated an attentional bias toward favorable experiences. Neurobiological mechanisms may underpin this shift, as suggested by research on the effects of gratitude interventions on serotonergic systems.

Subgroup analyses revealed differential growth patterns across student characteristics: rural students showed 22% greater resilience gains than their urban peers ($p < 0.05$); male students improved more in self-efficacy ($d = 1.21$ vs. 0.89 for females); and senior students demonstrated stronger hope increases ($d = 1.15$ vs. 0.82 for freshmen). These variations informed personalized intervention adjustments, such as additional resilience-building for urban students or career-specific efficacy exercises for upperclassmen.

The composite PsyCap score increased from 4.42 to 5.24 ($d = 1.16$), surpassing meta-analytic benchmarks for school-based interventions (typical $d = 0.45$) (Rones & Hoagwood, 2000). This robust effect suggests the model’s multidimensional approach—combining skills training, therapeutic activities, and environmental support—creates synergistic benefits beyond isolated interventions.

Mechanistically, the changes followed a cascading pattern observed in longitudinal mediation analysis: early gains in self-efficacy (Month 1-3); subsequent hope and optimism increases (Month 4-6); final resilience improvements (Month 7-9). This sequence aligns with PsyCap development theories positing that confidence precedes positive future expectations, which then buffer adversity responses. The intervention’s durability was evidenced by 6-month follow-up data showing retained benefits (mean 84% of post-test scores), with hope demonstrating the strongest persistence ($r = 0.91$). This contrasts with typical “fade-out” effects in brief psychological trainings, suggesting the model’s embeddedness in academic routines promotes sustained internalization.

Comparative analysis with traditional counseling approaches revealed the OBFD model’s superior PsyCap outcomes, particularly in the hope and optimism dimensions. This differential efficacy likely stems from the current model’s pervasive integration across curricular and extracurricular contexts, providing continuous reinforcement absent in sporadic therapy sessions. Qualitative insights enriched these quantitative findings. Students frequently described interconnected PsyCap growth: “When my plants thrived despite mistakes (resilience), I started believing I could improve my grades (self-efficacy), which made my future feel brighter (hope/optimism).” Such narratives exemplify the model’s success in fostering not just isolated skills but an upward spiral of psychological resource building.

The PsyCap enhancements translated into measurable academic and vocational outcomes: a 27% reduction in course withdrawal rates, a 19% increase in internship completion rates, and a 0.35 GPA improvement among previously struggling students. These practical impacts underscore how psychological resources directly enable vocational success, particularly in demanding skill-acquisition contexts. The findings provide empirical support for integrating PsyCap development into the core mission of vocational education, beyond peripheral counseling services.

4.2 Institutional and Systemic Impact

The institutional impact manifested through two key mechanisms. First, the cross-functional “High-Care Red Tier I Support Team” achieved a perfect (100%) resolution rate for high-risk psychological crises through its targeted support protocol. This team-based approach integrated faculty observations, family insights, and community resources, addressing a critical gap in traditional reactive counseling models. Second, the six-level prevention network reduced the annual incidence of crisis events by 32%, demonstrating how systemic early detection complements individual interventions.

The model’s success stemmed from its dual focus on individual transformation and systemic change. Unlike traditional approaches that isolated psychological services from daily campus life, this framework embedded mental health support into routine academic and extracurricular activities. For example, the “Hope Season” career visioning exercises coincided with internship applications, providing timely stress management tools. Such

synchronization addressed the temporal fragmentation noted in prior studies (Luo, 2018).

Institutional of college data revealed broader cultural shifts beyond clinical metrics. The student council recorded a 55% increase in proposals for mental health-themed events, indicating growing grassroots engagement. Faculty meeting minutes showed a threefold rise in pedagogical discussions incorporating psychological principles, suggesting the model's diffusion into general teaching practices. These changes reflect the "all-member education" ideal within the "Three-wide Education" philosophy, where mental health becomes a shared responsibility beyond counseling centers (Yao, 2021).

The model's scalability emerged as a defining strength, requiring no specialized infrastructure beyond existing campus spaces. The "Heart Cultivation Garden" repurposed underutilized courtyard areas, while the "Five-Season" activities leveraged the standard academic calendar. This resource-light design proved particularly valuable for vocational colleges with limited mental health budgets, as confirmed by administrators from three peer institutions during model dissemination workshops.

4.3 Validation of Core Therapeutic Components

Integrating expressive arts therapy into the core curriculum produced unexpected pedagogical benefits. Faculty reported a 40% reduction in classroom conflicts after implementing sandplay techniques, indicating that these methods lowered psychological defensiveness, allowing for the safe release of internal conflicts, promoting emotional flow and psychological healing. This achieved the educational effect of "nurturing the heart with beauty" and effectively broadened the channels for mental health education. As one instructor observed: "Students who previously resisted feedback became more open after expressing frustrations through art—their designs often revealed stressors we could then address." This aligns with broader findings about arts-based interventions facilitating emotional disclosure.

Psychodrama sessions simulating workplace conflicts improved emotional regulation, with post-intervention surveys showing a 38% increase in students' ability to articulate stressors. Sandplay therapy demonstrated particular efficacy for non-verbal emotional processing, as one reticent student

described: "Arranging miniature figures helped me visualize my internship anxiety—the counselor then guided me to rebuild the scene with solutions." This aligns with emerging evidence on sensorimotor approaches to cognitive restructuring (Yang, 2020).

Building upon the institutional characteristics of union-facilitated education and model worker cultivation, our college established the "Heart Cultivation Garden" workshop. This initiative represents a paradigm shift in vocational education by seamlessly integrating labor practice with psychological nurturing. This innovative approach provides empirical support for the "labor-nurtures-mind" hypothesis through structured horticultural activities that simultaneously develop vocational skills and emotional regulation capacities. Guided by the goal of cultivating positive psychological qualities, the program deeply integrates labor education with psychological development. Students participated in biweekly 90-minute sessions involving plant cultivation, landscape design, and therapeutic gardening, with each task carefully designed to align with psychological growth objectives. Its design incorporates three evidence-based mechanisms for psychological transformation:

Embodied cognition pathways enabled students to process emotions through physical labor. Activities like soil preparation and pruning required focused attention that naturally induced meditative states, with 68% of participants reporting "flow-like concentration" during tasks. Reflective journals documented how this bodily engagement facilitated emotional breakthroughs, as one student described: "Transplanting seedlings became a metaphor for my own transition—learning that roots need time to establish before flourishing helped me accept my own adjustment period."

Productive accomplishment cycles reinforced self-efficacy through tangible outcomes. Each semester culminated in a "Harvest Festival" where students showcased their cultivated plants and designed garden spaces. Pre-post comparisons showed a 1.4-point increase (7-point scale) in pride of accomplishment, particularly among students with previous academic struggles. Faculty observed carryover effects into vocational training, noting that "students who excelled in the garden demonstrated greater persistence in mastering technical skills."

Ecotherapeutic elements leveraged nature's restorative properties. The garden's design incorporated biophilic principles with sensory-rich

zones featuring aromatic herbs, textured foliage, and wind chimes. Students spending ≥ 30 minutes weekly in these spaces showed greater improvements in mood regulation, supporting attention restoration theory.

The intervention's labor education components delivered unexpected vocational benefits. Landscape design activities enhanced spatial reasoning skills crucial for construction majors, while plant physiology lessons provided biology applications for agricultural students. This dual focus addressed a key challenge in vocational education—integrating theoretical knowledge with practical skills. Post-intervention, 78% of participants reported the garden activities “made classroom concepts more concrete and memorable.” Throughout the entire process of sowing, nurturing, and harvesting, students not only experienced the joy of labor but also gained emotional healing and life insights through interaction with nature (Liddle, Fisher, & Chan, 2020), strongly validating the practical value of “strengthening the mind through labor and fortifying the heart through embodiment.”

Qualitative data revealed profound shifts in students' relationship with labor. Where previously many vocational students viewed manual work as merely instrumental (e.g., “just something to get through for grades”), the therapeutic context fostered intrinsic appreciation. One student's reflection captured this transformation: “Pruning taught me that care isn't about being nice—sometimes you must cut back to encourage healthy growth, in plants and in myself.” This mindset shift aligned with the cultivation of the craftsman spirit central to vocational education. Institutional outcomes extended beyond individual benefits. The garden became a campus hub for interdisciplinary collaboration, hosting: pharmaceutical students studying horticulture's effects on geriatric mental health; business administration majors developing eco-tourism marketing plans; and culinary arts programs harvesting organic ingredients. This cross-pollination of vocational specialties embodied the “Three-wide Education” ideal, transforming a psychological intervention into a campus-wide pedagogical resource.

4.4 Innovation and Personalization

The model's innovation lies in its multimodal, contextually embedded design. Peer-mediated support networks operationalized the peer mutual aid principle through a three-tier structure:

Dormitory Psychological Observers: 256 trained students monitoring daily wellbeing. Class Psychological Committee Members: 42 peer counselors facilitating group activities. School-Level Psychological Core Members: 18 advanced students leading crisis first-response. Ongoing capacity-building training transformed students from passive recipients into active mental health advocates. The peer assistance program trained 256 student volunteers in basic counseling skills, creating a self-replenishing support network. Notably, 63% of peer helpers were former intervention recipients, demonstrating the model's cyclical empowerment effect. As one participant-turned-helper explained: “I used the sandplay techniques I learned to help my roommate through breakup distress—it felt meaningful to pay forward what helped me.” This system achieved 73% early detection of emerging psychological issues before professional intervention was required, significantly reducing clinical service burdens.

Seasonally-aligned activity design demonstrated how temporal synchronization enhances intervention relevance. The adaptive programming of the “Five-Season” framework included: Adaptation Season: Freshman orientation using psychodrama to navigate group dynamics. Warmth Season: Winter light therapy combating seasonal affective disorder. Hope Season: Spring planting rituals integrating horticultural therapy with career planning. Self Season: 5·25 Mental Health Month events (phonetically related to “I Love Me” in Chinese) promoting self-acceptance. Growth Season: Alumni-led resilience workshops preparing for summer internships. Participation data showed 89% engagement continuity across consecutive seasons, indicating strong program adherence. Thematic analysis of 320 activity reflections revealed students particularly valued the “Hope Season's” tangible metaphor: “Nurturing seedlings while planning my career made growth feel visible—both required patience and consistent care.”

Personalization was central. Qualitative data revealed how personalized approaches resonated differently across demographics. Male students particularly benefited from non-verbal expressive therapies, with 72% reporting they “could express difficult feelings through music or clay when words felt awkward.” Conversely, senior students emphasized the practical value of hope-building exercises, with one noting: “Mapping my three-year career plan with actual industry salary data made optimism feel concrete, not just positive

thinking.” This responsiveness to individual differences distinguished the model from one-size-fits-all approaches, while maintaining systemic coherence through its unifying five-dimension framework. The balance between standardization and personalization proved particularly effective for higher vocational college students, whose psychological needs are often tightly interwoven with their professional identity formation (Wang et al., 2014).

Interventions were tailored to vocational specialties (e.g., avatar-based psychodrama for digital media majors) and demographics (e.g., traditional art forms for ethnic minority students, increasing participation by 41%). The model’s cross-contextual reinforcement ensured therapeutic gains transferred beyond clinical settings. Culinary arts students applied stress-reduction techniques during high-pressure kitchen practicums, while construction engineering management majors utilized sandplay principles to troubleshoot design frustrations. Faculty reported a 29% decrease in requests for assignment extensions, suggesting improved emotional resilience directly impacted academic functioning. Preventive analytics flagged at-risk students via academic behaviors (e.g., sudden grade drops), enabling proactive outreach that prevented escalation in 78% of cases. Critically, 92% of participants felt the tiered system offered “the right level of support without stigma” (Adilan & Jing, 2024).

The model’s dual emphasis on psychological and moral nurturing addresses vocational education’s unique character-building demands. Counseling sessions integrated discussions on professional ethics with stress management, particularly for internships involving customer service or safety-sensitive roles. A student majoring in Industrial Internet Technology reflected: “Learning to handle angry clients with patience wasn’t just about keeping calm—my instructor showed how it reflected the craftsman spirit.” This integration validates the principle of parallel cultivation of mind and virtue (Li, 2024).

The convergence of these approaches created a dynamic ecosystem where psychological education became inseparable from daily vocational training. Unlike traditional counseling center models that compartmentalized mental health support, this integration normalized help-seeking behaviors while destigmatizing therapeutic processes. As one human resource management student noted: “Discussing performance anxiety with my

instructor felt natural because we’d already practiced stress-management techniques during mock interview classes.” This seamless blending of psychological and vocational development epitomizes the model’s transformative potential (Huang & Song, 2023). This balance of systemic coherence and individual responsiveness—embedding mental health into daily vocational life while adapting to diverse needs—epitomizes the “Three-Wide Education” ideal and offers a replicable framework for resource-limited settings.

5. DISCUSSION

The OBF model effectively bridges the “Three-Wide Education” framework with contemporary therapeutic practices, demonstrating that a systemic, multi-platform approach can significantly enhance PsyCap and institutional mental health capacity. The findings reinforce the bidirectional relationship between psychological resources and vocational competence (Ma, 2020). The model’s success is attributed to its dual focus on individual-level skill building and ecosystem-level support integration, moving beyond isolated counseling.

5.1 *Practical Implications and Policy Relevance*

The model provides an actionable, scalable blueprint. The significant reduction in crisis incidents suggests such integrated models should inform national mental health guidelines for vocational education. School administrators can adopt the temporal (“Five-Season”) and structural (multi-platform) frameworks to design context-sensitive programs.

5.2 *Limitations and Future Directions*

The single-institution case study design limits generalizability. Furthermore, participant self-selection may have introduced bias, as students with greater initial interest in mental health or higher baseline functioning might have been more likely to engage fully. The reliance on self-reported PsyCap measures is mitigated by behavioral and institutional data. The absence of a randomized control group, while ethically justified, precludes definitive causal claims. Future research should employ longitudinal, multi-site designs, incorporate neurophysiological measures (e.g., cortisol, HRV), and explore digital adaptations (VR, AI) of the model. Investigating organizational facilitators and

the model's cross-cultural applicability are also key directions.

6. CONCLUSION

This study validates the OBF model as an effective, systemic approach to enhancing mental health in vocational education. By synergistically integrating expressive arts, horticulture, and positive psychology within the "Three-Wide Education" framework, it significantly improves students' psychological capital and institutional crisis management. Its design offers a practical, replicable model for fostering psychologically resilient and vocationally competent students, transforming mental health support from a peripheral service into a core educational component.

ACKNOWLEDGMENTS

Funding projects:

2024 Guangzhou Philosophy and Social Sciences Planning Project (Co-construction): "Research on the Innovative Model of Psychological Education in Secondary Psychological Counseling Stations of Higher Vocational Colleges from the Perspective of Three-wide education" (Project No. 2024GZGJ156).

2024 University-level Scientific Research Project (Special Project on Party Building and Curriculum-based Ideological & Political Education): "Research on the Effectiveness of Enhancing Psychological Education in Higher Vocational Colleges from the Perspective of Three-wide education" (Project No. 2024DS03).

2023 University-level "Soul-Molding and Dream-Chasing Project" Elite Cultivation Program for Three-wide education: "Creative Thinking·Healthy Behavior·Embodied Learning—Practice and Exploration of the 'One-Body-Five-Dimension' Psychological Education Model in Universities for the New Era" (Project No. 2023SQ03).

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