

Research on the Linkage Mechanism of Psychological Education in Higher Vocational Colleges under the “One-Stop” Student Community Comprehensive Management Model

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Abstract: Student community management is an important part of student management in higher vocational colleges. Doing a good job in student community management can effectively prevent and resolve campus crisis incidents and maintain campus stability. Under the student community comprehensive management model, various departments should cooperate closely, take students as the center, give full play to the functional role of each department, and actively promote the construction of the psychological education linkage mechanism. This paper analyzes the problems existing in the process of carrying out the psychological education linkage mechanism in higher vocational colleges, and puts forward the construction strategies of the psychological education linkage mechanism in higher vocational colleges under the “one-stop” student community comprehensive management model: clarify responsibilities and cooperate with each other; integrate resources to form a joint force; highlight key points and conduct classified guidance; improve systems for long-term operation. At the same time, it is necessary to give full play to the role of the school’s mental health education platform, counselors, head teachers, and various community organizations.

Keywords: Comprehensive management model; Higher vocational colleges; Psychological education; Linkage mechanism

Online publication: December 31, 2025

1. Introduction

In recent years, the role of college student communities in college students’ mental health education has become increasingly prominent. Various colleges and universities have explored student community management models that suit their own characteristics and achieved certain results. For example, some schools have integrated student communities with psychological counseling rooms to jointly provide services for students; some schools have established mental health education centers in student communities to offer psychological

counseling services; some schools have combined student communities with club activities to improve students' psychological quality through various activities; others have integrated mental health education into campus culture construction by promoting campus culture development^[1-10].

However, difficulties and problems have also emerged in advancing the construction of the psychological education linkage mechanism. These difficulties and problems mainly include: first, under the comprehensive management model of student communities in higher vocational colleges, there is a lack of effective communication and linkage between various departments, making it impossible to form a joint force; second, in student community management, the roles of counselors, head teachers and various club organizations have not been fully exerted, failing to form a joint force; third, there is a lack of a systematic and comprehensive psychological education linkage mechanism. The construction of the psychological education linkage mechanism under the comprehensive management model of student communities in higher vocational colleges is an important measure for colleges to strengthen and improve the ideological and political education of college students, and an important way to enhance the effectiveness of college education^[11].

The report of the 19th National Congress of the Communist Party of China pointed out that to cultivate and practice core socialist values, "we should focus on cultivating new people of the era who are capable of shouldering the responsibility of national rejuvenation"^[12]. "Cultivating and practicing core socialist values" is a major strategic arrangement of the Party and the country. The General Secretary pointed out: "We must adhere to taking moral education as the central link, and integrate ideological and political work into the entire process of education and teaching to achieve full-process education and all-round education"^[13]. To do a good job in ideological and political work, we must adhere to people-oriented principles and fully implement the Party's educational policy. Higher vocational colleges are an important part of China's higher education, undertaking important tasks such as cultivating high-quality technical talents and promoting employment and entrepreneurship. With the continuous expansion of the scale of higher vocational colleges in China and the increasing number of students enrolled, the number of students in higher vocational colleges has shown a year-by-year increasing trend under the promotion of the enrollment expansion policy. However, with the increase in the number of students and the decline in the quality of student sources, higher vocational colleges are facing a severe employment situation. In addition, the frequent occurrence of college students' psychological problems and safety issues in recent years has brought new challenges to the mental health education work of higher vocational colleges.

According to the requirements for student community management specified in the *Provisions on the Management of Students in Regular Institutions of Higher Education* (hereinafter referred to as the Provisions) issued by the Ministry of Education: "Student communities shall establish a leading group for work, with school Party and government leaders as group leaders, and counselors, head teachers, mental health education teachers and personnel from relevant departments as members." It can be seen that the management of student communities in higher vocational colleges is a systematic project, which requires the establishment of a scientific, standardized, clear-duty, coordinated, and efficient student community management mechanism. Therefore, establishing and improving a scientific, standardized, clear-duty, coordinated, and efficient student community management mechanism is an important guarantee for promoting the healthy growth and development of students, maintaining the safety and stability of schools, and promoting the construction of a harmonious campus.

Just as the General Secretary pointed out, "we should establish a work pattern where the Party Committee exercises unified leadership, the Party and government work together to manage, relevant departments assume

their respective responsibilities, and the whole society cooperates in coordination”^[14]. In January 2023, the Ministry of Education and 12 other departments jointly issued the *Opinions on Improving the Mechanism for Collaborative Education by Schools, Families, and Society*, which further clarified the roles of schools, families, and society in the education process and provided guidance for their collaborative education.

In view of the important role of the construction of the psychological education linkage mechanism under the comprehensive management model of student communities in higher vocational colleges in promoting the healthy growth and development of students, and to further improve the comprehensive management of student communities, it is of great significance to study and propose strategies for constructing the psychological education linkage mechanism in higher vocational colleges under the “one-stop” student community comprehensive management model. This paper conducts an empirical study with a higher vocational college in Sichuan Province as an example, and puts forward countermeasures and suggestions from the school level and the student level, respectively, in order to provide a reference for higher vocational colleges to carry out psychological education work.

2. Connotation of comprehensive management of student communities

Comprehensive management of student communities is a new model of student community management. Under the new situation, the construction of “one-stop” communities in colleges and universities has begun to focus on giving play to students’ dominant role, guiding students to participate in community construction^[15]. At the same time, to achieve effective management of students, it is necessary to coordinate the relationships between various departments and enable them to form a joint force. In a sense, comprehensive management of student communities is a “one-stop” working model. Under this comprehensive management model, all departments must cooperate closely, share information, and share resources.

2.1. Clear responsibilities and divided work with cooperation

Under the comprehensive management model of student communities, each department has clear responsibilities and conducts divided work with cooperation, which is conducive to the orderly development of various work in student communities. Unclear division of responsibilities between departments leads to overlapping in student community management work and increases work difficulty. Therefore, under the comprehensive management model of student communities, all departments must clarify their respective responsibilities and work scopes, enhance the sense of collaboration between departments, and thus improve the effect of comprehensive management of student communities.

2.2. Efficient collaboration and information sharing

The comprehensive management of student communities implements a “one-stop” service model. Instead of finding solutions only after students’ problems arise, measures should be taken in advance to prevent problems before they occur. For some problems that are difficult to solve, they can be put aside temporarily, and students can be guided to find solutions through various means. Therefore, all departments should strengthen communication and connection, realize information sharing, and form a joint force. Each department should give full play to its own advantages, understand students’ situations in a timely manner, and take effective measures to solve the problems faced by students.

For some emergencies or issues involving students’ interests, investigations and understanding should be conducted before carrying out relevant work. When the relevant departments do not have an understanding of

such issues, they can first communicate and connect with students through phone calls or text messages. During this process, students' opinions and ideas should be fully respected. Only the work carried out on this basis can be recognized and supported by students.

For some temporary and phased work, it can be put aside temporarily and handled later. During this period, other methods can be adopted to solve the problems encountered by students. In short, relatively complex and difficult-to-solve problems should be left to the final stage of work for resolution. This approach can avoid phenomena such as mutual shirking of responsibilities and prevarication when problems occur.

3. Connotation and functions of the psychological education linkage mechanism

The psychological education linkage mechanism refers to an operational mechanism in which various departments coordinate, cooperate, connect with, and promote each other in their work to achieve the goals of psychological education. Specifically, it involves strengthening the construction of the psychological education linkage mechanism through complementary advantages and advantage aggregation among different departments. Establishing this mechanism helps colleges and universities carry out psychological education work, grasp students' ideological trends in a timely manner, and assist students in solving problems. Through the construction of the psychological education linkage mechanism, the ideological and political education, moral education, and mental health education of various departments in the university can be organically integrated, promoting the coordinated development of the university's moral education and mental health education. Currently, Chinese colleges and universities are actively exploring the "one-stop" student community comprehensive management model, and student community management personnel need to proactively update their concepts, innovate work methods, and reform management mechanisms.

At present, higher vocational colleges face certain problems and shortcomings in student community management. For example, communication between departments is insufficient, collaboration efforts are inadequate, and there is a lack of information sharing. In the process of implementing student community comprehensive management, all departments must clarify their own responsibilities, cooperate with each other, and form a joint force. Only in this way can the development of student community construction be better promoted.

Constructing a psychological education linkage mechanism under the "one-stop" student community comprehensive management model is of great significance: (1) It is conducive to strengthening the ideological and political education of college students; (2) It helps promote the mental health of college students; (3) It facilitates the employment of college students; (4) It contributes to the construction of campus culture. All departments must cooperate closely, form a joint force, and work together to advance the smooth progress of student community management. Colleges and universities should align with the "one-stop" student community comprehensive management model, strengthen the construction of the psychological education linkage mechanism, and actively explore new models and methods for psychological education to provide guarantees for cultivating high-quality talents.

4. Strategies for constructing the psychological education linkage mechanism under the "one-stop" student community comprehensive management model

Currently, under the "one-stop" student community comprehensive management model, various departments of higher vocational colleges must strengthen communication and collaboration, construct a psychological education linkage mechanism, and promote the development of mental health education. In this process, it is

necessary to clarify responsibilities and cooperate with each other, integrate resources to form a joint force, highlight key points and conduct classified guidance, and improve systems for long-term operation.

4.1. Clarifying responsibilities, cooperating with each other, integrating resources, and forming a joint force

Higher vocational colleges should strengthen top-level design, integrate resources, clarify responsibilities, form a joint force, and continuously improve the psychological education linkage mechanism.

First, clarify job responsibilities and establish a work model characterized by division of labor, collaboration, and each department performing its own duties. For instance, the Student Community Management Office is responsible for the daily management and services of students; the School Mental Health Education Center takes charge of curriculum development, team building, teaching research, and training guidance for mental health education; and the secondary colleges of the university are responsible for the daily management and services of mental health education.

Second, strengthen organizational leadership, set up a leading group for the psychological education linkage mechanism, coordinate the relationships between various departments in a unified way, and incorporate psychological education into the scope of daily work.

Third, integrate resources, strengthen the construction of school and college-level mental health education teams, establish student mental health service institutions, and form a mental health service team composed of the Student Affairs Office, the Communist Youth League Committee, and the Student Union.

4.2. Highlighting key points, conducting classified guidance, improving systems, and ensuring long-term operation

In daily management, attention should be paid to guiding and managing students' psychological issues, and an in-depth understanding of students' living habits, personality traits, interpersonal relationships, and other aspects should be gained. When students encounter psychological problems, it is necessary to promptly understand their inner needs, provide timely counseling and assistance, and at the same time help students fully recognize their own problems. For students with minor psychological problems, psychological counseling can be provided. For students with more serious psychological problems, educational guidance should be given through communication and heart-to-heart talks. Meanwhile, it is essential to establish and improve systems related to mental health education work to ensure the orderly development of the work.

5. Conclusion

Under the "one-stop" student community comprehensive management model, various departments must cooperate closely, give full play to the functional role of each department, and actively promote the construction of the psychological education linkage mechanism. Constructing the psychological education linkage mechanism for higher vocational colleges under the "one-stop" student community comprehensive management model is conducive to better serving students, creating a good campus atmosphere, improving students' mental health, and laying a foundation for building a harmonious campus.

Funding

2025 School-Level Scientific Research Project of Nanchong Vocational College of Culture and Tourism:

“Research on the Linkage Mechanism of Psychological Education in Higher Vocational Colleges under the ‘One-Stop’ Student Community Comprehensive Management Model” (NCWL2025Q045)

Disclosure statement

The authors declare no conflict of interest.

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