

Mechanisms and Practical Pathways for Cultivating College Students' Psychological Resilience through the Integration of Moral, Intellectual, Physical, Aesthetic, and Labour Education: An Analysis of Campus Educational Scenarios

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Abstract

Review Article

College students continually encounter uncertainty in academic work, career decision-making, interpersonal relationships, and role transitions. Psychological resilience is not merely a personal trait to be repaired through counselling after a crisis; it is an adaptive resource developed through everyday learning, interaction, and practice. This paper uses policy document analysis, literature analysis, and analysis of campus educational scenarios to examine how the integration of moral, intellectual, physical, aesthetic, and labour education can foster college students' psychological resilience. The analysis argues that these educational domains may separately and jointly influence value identification, cognitive adjustment, frustration tolerance, emotion regulation, social support, and self-efficacy. The key lies not in increasing the number of activities, but in embedding educational elements in campus scenarios with authentic tasks, appropriate challenge, relational interaction, and opportunities for reflection. In some higher-education practices, fragmented goals, departmentalised psychological education, superficial activity experience, insufficient stakeholder collaboration, and result-oriented evaluation may still occur. Universities should therefore use resilience- development goals to guide the design of integrated scenarios and a "challenge support reflection transfer" activity chain, supported by multi-stakeholder collaboration and process evaluation. This approach forms a closed loop of "goal identification- scenario embedding collaborative implementation process evaluation feedback improvement" and offers an analytical approach for integrating resilience cultivation into everyday campus education.

Keywords: five-domain education integration, college students, psychological resilience, campus educational scenarios: collaborative education.

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1. Introduction

1.1 From Risk Response to Developmental Resource Cultivation

The university years are a critical period for knowledge acquisition and career preparation, as

well as a transition from relatively protected learning environments to circumstances requiring greater autonomy and responsibility. More demanding courses, competition in academic evaluation, uncertainty in employment choices, friction in dormitory and student-organisation relationships,



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and the shift from family dependence to self-management can all bring pressure, setbacks, and temporary disequilibrium. Educational responses to these situations should not be confined to identification, referral, and counselling after problems have emerged. More importantly, students should gradually develop the capacity in everyday life to regulate emotion, sustain goals, seek support, reinterpret difficulty, and continue acting.

Psychological resilience is commonly understood as a dynamic process through which individuals maintain or regain positive adaptation in adversity, under pressure, or amid major change, rather than as a fixed label of being "never vulnerable" [10-13]. This understanding implies that universities should, on the one hand, respect students' real feelings when they encounter difficulty and avoid turning "being strong" into a moral demand to suppress help seeking; on the other hand, they should provide resources and support conditions that students can practise using. The Action Plan for Strengthening and Improving Student Mental Health in the New Era (2023-2025), issued by 17 central departments, calls for mental-health education to run through students' entire developmental process [5]. Relevant higher-education mental-health, health-education, and school health policies likewise call for whole-process education and health promotion [20-23]. Psychological education should therefore extend beyond specialised courses and crisis intervention into everyday teaching, learning, and campus life.

1.2 Contributions and Limitations of Existing Research

Recent research on five-domain education integration has moved from policy interpretation centred on the concurrent development of the five domains towards the internal integration of educational activities. Such research emphasises the interconnection of goals, content, and methods across the five domains, rather than a simple aggregation of five types of courses and activities [7-9]. Research on psychological resilience has focused more on its conceptualisation, measurement, influencing factors, and psychological intervention. Dimensions identified in domestic resilience-scale

research including goal focus, emotional control, positive cognition, family support, and interpersonal assistance indicate that resilience involves both personal and supportive resources [10]. These findings provide an important basis for universities' related work.

Nevertheless, the two bodies of research leave room for further connection. First, discussion of five-domain education integration often remains at the levels of curriculum coordination, evaluation reform, or practical models, with insufficient explanation of the specific psychological processes through which it helps students cope with difficulty. Second, resilience cultivation is frequently assigned to mental-health courses, group counselling, or counselling services, with less attention to why disciplinary classrooms, sports training, arts performances, labour service, and student-organisation life can also become settings for psychological growth. Without this mediating link, universities may treat five-domain activities as "comprehensive-quality projects" and resilience as a "special task" of the psychological service unit, making sustained synergy difficult.

1.3 Research Approach and Analytical Framework

This paper does not conduct questionnaires, interviews, or causal tests. Instead, it undertakes a normative analysis based on policy documents, existing research, and common campus activities in ordinary universities. Campus educational scenarios are defined as educational situations in which students undertake authentic or near-authentic tasks, interact continuously with peers, teachers, and their environment, and receive feedback and opportunities for reflection. On this basis, the paper develops an "educational elements-campus scenarios-psychological mechanisms resilience manifestations" framework: the five domains are sources of resources; scenarios are the carriers through which resources operate; psychological mechanisms mediate the conversion of educational activities into individual capacities; and resilience is manifested in emotion regulation, goal persistence, coping with frustration, interpersonal support, and

meaning-making under pressure.

The analytical contribution of this paper is to treat campus educational scenarios as the carrier through which five-domain educational elements are converted into psychological development; to propose a "challenge support reflection transfer" cultivation chain; and to distinguish everyday resilience cultivation from psychological intervention requiring professional assessment, counselling, or referral. These discussions are normative and practice-design oriented; they do not constitute empirical judgements about any particular university or student group.

Using task authenticity, degree of challenge, interactional relationships, support conditions, and opportunities for reflection as selection criteria, the paper provides a structured analysis of three typical campus scenarios: team sports competitions, labour practice or volunteer service, and campus arts performances or project-based courses.

2. Core Concepts and Theoretical Foundations

2.1 Meanings of Five-Domain Education Integration, Psychological Resilience, and Campus Educational Scenarios

Five-domain education integration does not eliminate the distinctive goals and disciplinary logics of moral, intellectual, physical, aesthetic, and labour education. Rather, under shared educational goals, it enables different educational elements to support one another within the same task or across a sequence of activities. Moral education provides value orientation; intellectual education supplies tools for understanding and solving problems; physical and labour education offer embodied participation and experiences of challenge; and aesthetic education supports emotional expression, aesthetic appreciation, and spiritual nourishment. The relative weight of the elements may vary across scenarios, but they should not be isolated from one another. Relevant policies have made explicit requirements for the systematic development of labour, physical, and aesthetic education [1-4], while student mental-health management also emphasises integrating health education throughout school teaching and

learning [6].

Psychological resilience should not be narrowly understood as merely enduring frustration. For college students, it includes recognising and regulating emotions under pressure; adjusting goals and strategies after setbacks; seeking help and maintaining supportive relationships; placing temporary failure within a longer-term personal-development narrative; and developing the expectation "I can cope" after completing demanding tasks. Resilience is therefore processual, relational, and situational. Experience formed in one setting becomes a resource available in another only through reflection and transfer.

2.2 The Dynamic, Resource-Based, and Relational Nature of Psychological Resilience

Psychological resilience is not an inborn, fixed quality. It is a dynamic process of continuing adjustment, recovery, and reorganisation in the face of pressure, adversity, and environmental change [11-16]. When students encounter academic setbacks, interpersonal conflict, or career-choice pressure, their adaptation may change with task difficulty, individual appraisal, and external support. Resilience cultivation should therefore not seek to create a personality that is "never vulnerable"; it should help students to identify difficulties, adjust strategies, restore action, and summarise experience in concrete situations.

Resilience is also resource-based. Internal resources such as a sense of purpose, positive cognition, problem-solving strategies, emotion-regulation skills, and self-efficacy can be developed through educational activity. External resources, including teacher guidance, peer assistance, organisational support, and campus culture, can reduce the helplessness students may experience when confronting difficulty alone. Internal and external resources are not separate; they jointly shape coping in concrete tasks. Critical reviews of the resilience construct likewise caution against reducing it to a single personal trait [18].

Resilience is further relational. Social-ecological theory holds that positive adaptation depends not

only on individual capacities but also on access to effective support from family, peers, school, and the wider social environment [17]. Accordingly, university resilience cultivation should attend both to students' own capacity development and to supportive relationships, resource provision, and campus conditions, so that students can obtain help, adjust action, and transfer learning when facing difficulty. The association between resilience and academic persistence in undergraduate learning also points to the value of everyday educational support [19].

2.3 Theoretical Foundations of Five-Domain Education Integration

From the perspective of dynamic-process theories of resilience, individuals do not passively receive the effects of pressure; rather, they continuously adjust relationships among risks, resources, and coping responses [11-13]. Five-domain education integration can provide diverse resources across continuous activities of learning, interaction, and practice, enabling students to convert coping experience in one task into strategies available for later use. From a social-ecological perspective, resilience is determined not only by individual characteristics but also by support systems composed of peers, teachers, organisations, and campus culture [17]. By linking courses, activities, relational support, and campus culture through authentic tasks, five-domain education integration has a theoretical basis for bringing internal capacities and external resources into the same educational process.

3. Practical Difficulties in Promoting Psychological Resilience through Five-Domain Education Integration

3.1 Fragmented Educational Goals and the Absence of a Shared Language of Resilience

In some universities, training schemes separately specify requirements for ideological and political education, disciplinary courses, physical education, aesthetic education, and labour education, but do not clearly articulate how these requirements jointly

support students in coping with pressure, persisting towards goals, and seeking help. Teachers may therefore focus primarily on disciplinary knowledge or completion rates; student-affairs units may emphasise activity coverage; and psychological centres may assume most responsibility for risk identification and counselling. Students gain experience through multiple activities without necessarily understanding it as transferable psychological resources. Fragmented goals can also make activities compete for time and lead to the misunderstanding that five-domain integration merely "adds extra tasks".

3.2 Departmentalised Psychological Education and the Underuse of Everyday Educational Scenarios

Mental-health courses and counselling services are indispensable, particularly for crisis identification, professional assessment, and referral, where professional boundaries must be maintained. However, if psychological resilience is equated entirely with the work of a psychological centre, disciplinary, physical-education, and arts teachers may regard psychological growth as outside their responsibility. As a result, learning frustration in class, emotional fluctuation in training, and relational conflict in student organisations may sometimes be treated as isolated incidents, without appropriate educational responses. Resilience cultivation then takes the form of "courses without scenarios" and "activities without connection". Policy also calls for improving school health and health-education systems [23].

3.3 Emphasis on Activity Completion Rather Than Experience, with Challenge Lacking Support and Review

Sports competitions, volunteer service, labour weeks, arts festivals, and social practice have considerable educational potential; however, some activities use participation numbers, displayed outcomes, and awards as their principal indicators. When tasks are too simple, students have little

opportunity to experience overcoming difficulty; when tasks are overly demanding without guidance, students may feel helpless. Some activities lack systematic post-activity review focused on identifying difficulties, adjusting strategies, obtaining support, and transferring experience. Without reflection, experience is unlikely to become self-efficacy or problem-solving capacity.

3.4 Insufficient Collaboration and Discontinuous Support Networks

Counsellors often understand students' everyday circumstances; disciplinary teachers can observe learning processes; physical and arts teachers encounter students' performance and emotion; psychological professionals possess specialised support capacity; and student organisations exert peer influence. Yet, in some educational practices, stakeholders may lack task-based collaboration around specific scenarios. Collaboration does not mean unrestricted sharing of students' private or psychological information. Rather, it means connecting observation, support, necessary referral, and educational feedback within each stakeholder's remit. Without clear boundaries and communication mechanisms, students may repeatedly receive inefficient activities or miss timely assistance when professional support is needed.

3.5 Result-Oriented Evaluation and Neglect of the Nonlinear Process of Growth

Evaluation based primarily on competition rankings, volunteer-service hours, awards for work, or activity sign-ins is administratively convenient but cannot show how students move from avoiding difficulty to being willing to try, from emotional dysregulation to expressing a need for help, or from acting alone to learning to collaborate. Psychological resilience is not suitable for simple scoring or student labelling. Evaluation should give greater attention to behavioural evidence in task processes, the quality of reflection, and trajectories of improvement; otherwise, students may treat educational activities as a means of earning credits or certificates.

4. Mechanisms through Which Five-Domain Education Integration Promotes Psychological Resilience

4.1 Value Guidance and Meaning-Making

Difficulty does not automatically generate resilience. The role of moral education is to help students understand rules, fairness, responsibility, and collective purposes in concrete tasks, so that temporary frustration is not interpreted simply as a complete negation of personal ability. Responding to service users' needs in volunteer work, taking responsibility for an unfinished part of a team project, and respecting different views in classroom discussion can all provide an interpretive framework for why action is worthwhile? Value guidance should avoid abstract exhortation and instead address real choices within tasks: how to treat mistakes, honour commitments, and balance personal goals with team needs.

4.2 Cognitive Adjustment and Problem Solving

Intellectual education is more than knowledge accumulation; it also involves translating complex problems into actionable steps that can be analysed, tried, and revised through feedback. When students face the risk of failing a course, delayed projects, or unsuccessful job searches, they may be prone to global self-negation, catastrophic interpretations, or unstructured procrastination. Disciplinary teaching and project-based learning can use goal decomposition, evidence gathering, option comparison, staged feedback, and error review to help students distinguish "not yet completed" from "complete failure". Combined with staged attainment in sports training and process improvement in labour tasks, this capacity turns persistence from a slogan of willpower into an executable strategy.

4.3 Frustration Experience and the Development of Will

Physical education, labour, and social practice offer embodied challenges that classroom knowledge cannot readily replace. Their educational value lies not in generating high pressure but in designing an

appropriate level of difficulty: students must invest effort to complete a task, while being able to obtain support from peers, teachers, and available resources. Errors in team competitions, repetition and fatigue in labour tasks, and communication obstacles in social practice can all help students experience the relationship between effort, adjustment, and renewed attempts. Specific review should follow competitions or tasks for example, revisiting initial goals, key difficulties, effective strategies, and possible improvements so that "failure" becomes information rather than an identity judgement.

4.4 Emotion Regulation and Positive Experience

Aesthetic and physical education provide routes to emotion regulation that differ from verbal persuasion. Artistic creation, choral rehearsal, dramatic expression, and aesthetic appreciation can enable students to approach and express complex feelings in relatively safe symbolic forms; sports training and group activity can provide bodily release, rhythm regulation, and positive emotional experiences. Aesthetic education should not serve only programme presentation, and physical education should not pursue only competitive results. Teachers should attend to students' emotional expression after creative frustration, anxiety about public performance, or competition loss, and use peer appreciation, constructive feedback, and renewed participation to help students develop more stable modes of emotion regulation.

4.5 Social Connection and Support Networks

Psychological resilience is not merely an individual

capacity to "endure alone"; it also depends on available supportive relationships [10-13]. Role division, shared goals, and mutual back-up in team tasks allow students to experience both receiving help and providing it. Counsellors, course instructors, and student leaders should ground their concern in visible task support, such as offering choices, clarifying rules, recognising specific progress, and helping students connect with resources. Students experiencing persistent low mood, marked functional impairment, or safety risks should receive assessment and support from qualified professionals; ordinary activities must not substitute for professional intervention.

4.6 Self-Efficacy and the Formation of Responsibility

Self-efficacy arises from concrete experience of being able to complete demanding tasks, rather than from general encouragement. Tasks in labour education, volunteer service, and social practice often have real recipients and direct feedback: a service proposal being adopted, equipment being maintained, or a team division of labour being successfully coordinated allows students to see the consequences of action. Moral education connects this sense of competence with responsibility; aesthetic education helps students appreciate the value and dignity of labour and service; intellectual education helps optimise methods; and physical education supports sustained effort. In this way, personal efficacy and public responsibility can reinforce one another.

The correspondence between educational elements and functions in resilience cultivation is shown in Table 1.

Table 1. Correspondence between Five-Domain Education Elements and Psychological Resilience-Cultivation Functions

Educational domain	Main campus scenarios	Core psychological mechanisms	Related resilience qualities	Implementation considerations
Moral education	Ideological and political courses; class and student-organisation activities; volunteer service	Value identification; meaning-making	Sense of responsibility; goal orientation	Discuss authentic choices and avoid sloganisation
Intellectual education	Disciplinary classrooms; project learning; academic guidance	Cognitive adjustment; problem solving	Strategic flexibility; goal persistence	Emphasise error analysis and staged feedback
Physical education	Training; team competitions; extracurricular exercise	Stress release; frustration experience	Sustained action; recovery after setbacks	Use an appropriate level of difficulty and arrange post-event review
Aesthetic education	Arts courses; performances; campus culture	Emotional expression; positive experience	Emotion regulation; positive cognition	Do not substitute prizes for processes of aesthetic experience and expression
Labour education	Labour weeks; service projects; practice bases	Self-efficacy; responsibility formation	Practical adaptation; sense of responsibility	Use authentic and safe tasks with specific feedback

Five-domain educational elements operate through campus educational scenarios and specific psychological mechanisms, and subsequently appear as resilience manifestations; the overall logic is shown in Figure 1.

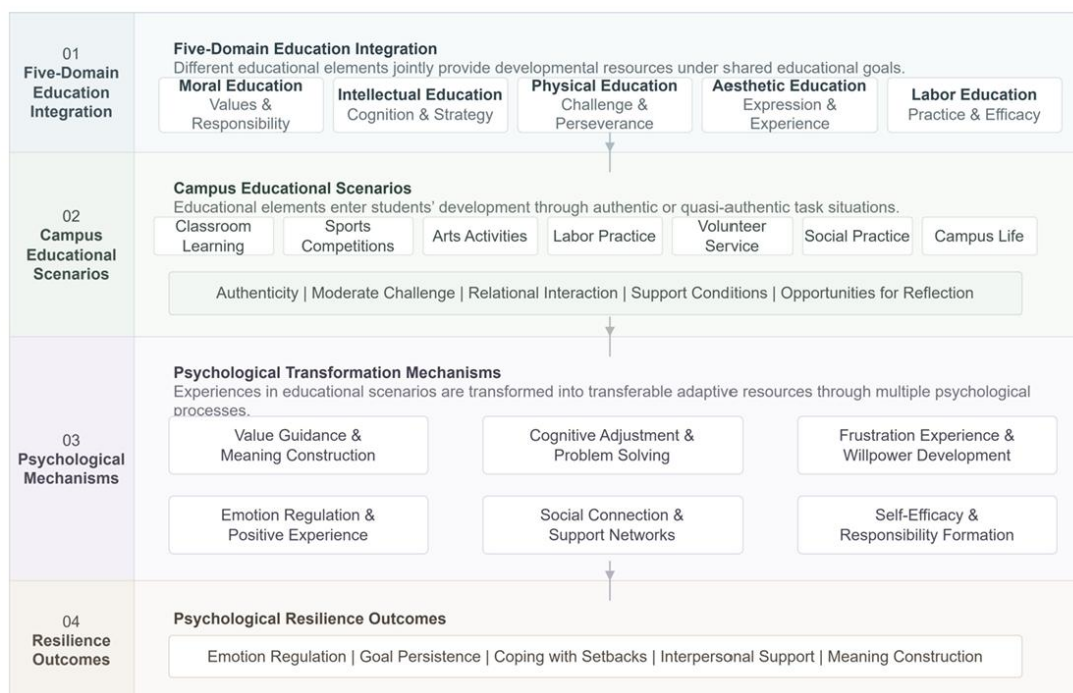


Figure 1. Mechanisms through Which Five-Domain Education Integration Promotes College Students' Psychological Resilience in Campus Educational Scenarios

5. Pathways for Cultivating Psychological Resilience through Campus Educational Scenarios

Five-domain education integration does not require every educational scenario to carry all educational elements simultaneously. Lead elements should be determined by task characteristics, while other elements should be incorporated naturally through authentic activity processes.

5.1 Integrating Resilience-Development Goals into Curricula and Activities

Universities can state "the ability to regulate emotion, adjust strategies, seek support, and sustain action under pressure" as a developmental goal in training schemes and programme-level arrangements, rather than as an abstract personal quality. Different year groups can have progressive priorities: early-year students may focus on adaptation, help seeking, and basic self-management; middle-year students on collaboration,

task persistence, and problem solving; and final-year students on responding to uncertainty in career transitions. Courses, sports activities, labour practice, and campus-culture projects can correspond to the same goal, without requiring every activity to carry every objective.

5.2 Building Integrated Educational Scenarios and Avoiding Activity Patching

Scenario design should include at least five elements: authentic tasks, appropriate challenge, collaborative relationships, timely support, and reflection and transfer. For example, a disciplinary project course can combine team research, presentation and defence, document preparation, and community service. Students must use disciplinary knowledge to solve problems, observe team rules, and undertake material and service-related labour, and gain opportunities for aesthetic expression and emotional experience through presentation. The key is to organise educational elements from the internal

needs of a single task, rather than append a labour activity or lecture at the end of a project.

5.3 Establishing a "Challenge-Support Reflection Transfer" Activity Chain

Challenge requires boundaries. Team competitions can set staged goals rather than focus only on final rankings; when students make mistakes, teachers should guide them to analyse training, communication, and strategy, rather than attribute mistakes to poor attitude. Labour or volunteer service should offer clear role descriptions, necessary skills training, and safety protection; project-based courses should provide staged checkpoints to prevent a small number of students from carrying the entire task. After activities, a brief reflection card or group review can focus on "What was difficult? What did I do? Who provided support? How can I apply this next time?" Such reflection is not used to publicly judge students' psychological states, but to help them identify developmental experience.

5.4 Establishing Clear Multi-Stakeholder Roles and Professional Boundaries

A faculty or school can use a programme-development or student-affairs coordination mechanism to organise scenario construction. Disciplinary teachers embed problem solving and subject tasks in class; counsellors connect class groups, student organisations, and everyday support; physical, aesthetic, and labour-education teachers organise relevant professional activities; psychological professionals provide resilience-education content, crisis-identification training, and referral guidance; and student organisations contribute peer mobilisation and activity feedback. Collaboration should focus on jointly reviewing scenario quality and students' general developmental needs, not on transferring psychological-diagnosis work to non-professionals.

Everyday resilience cultivation is developmental educational support. Where students show persistent

emotional distress, marked functional impairment, or safety risks, qualified professionals should provide assessment, counselling, or referral; general activities cannot replace professional psychological intervention.

5.5 Improving Evaluation and Support through Process Evidence

Evaluation can draw on growth portfolios, task records, staged reflection, teacher observation, and peer feedback, focusing on whether students can describe difficulties, propose feasible strategies, participate in collaboration, and adjust action in response to feedback. Student evaluation should primarily provide developmental feedback and avoid fixing a single performance as a personality judgement. At the institutional level, non-sensitive and anonymised activity feedback can be aggregated to determine whether task difficulty is appropriate, support is adequate, and scenarios genuinely provide opportunities for reflection. Evaluation results should feed back into activity improvement rather than serve merely as a basis for awards and rankings.

5.6 Promoting Continuous Improvement through a Closed Implementation Loop

The implementation loop begins with identifying common developmental tasks at different stages of study and then designing matched educational scenarios. During implementation, task completion, support provision, and student reflection are documented. After the activity, relevant stakeholders examine which elements promoted proactive coping and which created unproductive burden, and use the findings to adjust the next cycle's goals and tasks. The loop does not seek intensive monitoring of every individual student; rather, it uses routine, low-burden educational improvement to ensure that campus life continues to provide accessible developmental resources.

The pathways above can be further summarised as a closed process for cultivating college students' psychological resilience, as shown in Figure 2.

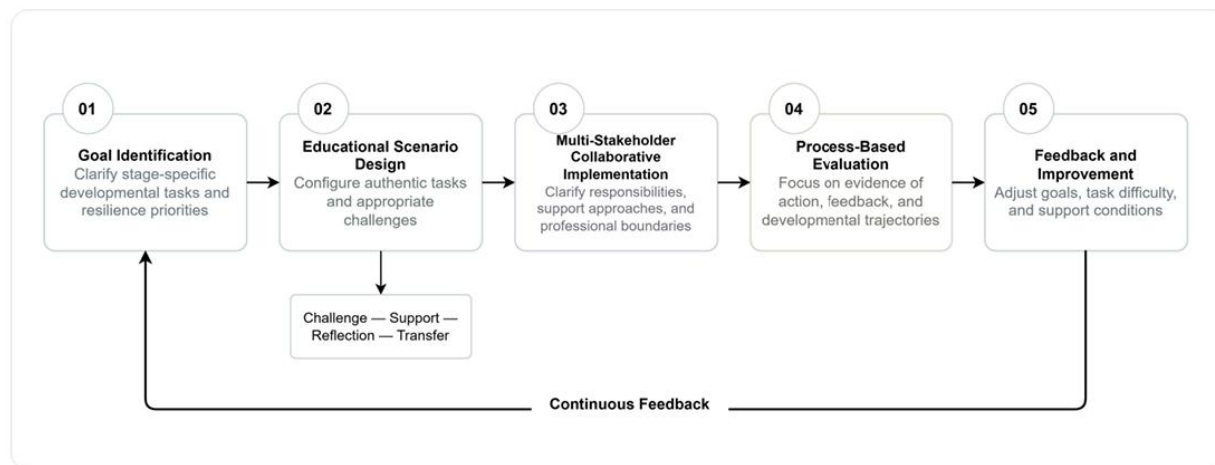


Figure 2. Closed Implementation Loop for Cultivating College Students' Psychological Resilience through Five-Domain Education Integration

6. Structured Analysis of Typical Campus Educational Scenarios

The following scenarios are structured theoretical analyses; they do not correspond to any particular institution, activity case, or outcome conclusion. Five-domain education integration does not require every scenario to carry all educational elements. Instead, lead elements should be selected in accordance with task characteristics, while other elements are integrated naturally in the activity process.

6.1 Team Sports Competition

Team sports competitions organise training, matches, and necessary event support around shared goals. Students may encounter challenges such as insufficient physical capacity, repeated errors, pressure related to winning and losing, disappointment at being a substitute, and conflict with teammates.

Physical and moral education are the lead elements in this scenario. Physical-education teachers can set staged training goals based on students' foundations; teachers and team captains can guide students around rules, fairness, responsibility, and respect; and peer assistance, tactical discussion, and post-match

review provide necessary support. Other elements, such as data recording or equipment organisation, should enter naturally only when they serve the competition task.

Appropriate failure enables students to experience pressure, while review helps them turn "losing" into identifiable issues in technique, communication, or preparation. This can develop coping characterised by acknowledging disappointment, adjusting strategy, sustaining effort, and being willing to seek help. Such experience may transfer to academic tasks or unsuccessful job searches. High-pressure training should not replace educational support; persistent emotional distress or safety risks require timely professional referral. This analysis is a scenario-design proposition, not evidence of an empirically established effect.

6.2 Labour Practice or Volunteer Service

Labour practice or volunteer service commonly involves authentic service tasks such as maintaining public spaces, providing community science communication, or supporting events. Students may encounter routine or tedious work, difficulty communicating with service recipients, limited resources, and unequal division of labour.

Labour and moral education are the lead elements in this scenario. Organisers should clarify service recipients, role responsibilities, and safety rules, and provide necessary operational training, opportunities for role rotation, and process feedback. Service should be connected with responsibility, respect, and the public good. Process optimisation and environmental organisation can be integrated naturally when needed by the task, rather than added mechanically.

By completing concrete tasks, students experience the consequences of action and may develop the sense that difficulties can be addressed through division of labour, communication, and improvement. They may also understand that receiving help and helping others are both parts of a support network. These experiences can transfer to team collaboration, career preparation, and public participation. Service should not be reduced to compulsory check-ins, and tasks should not exceed students' capacities or safety limits.

6.3 Campus Arts Performance or Project-Based Course

Campus arts performances or project-based courses typically proceed from proposing ideas and gathering materials to rehearsal or production and public presentation. Students may experience frustration when their creative work is rejected, anxiety about presentation, delay in progress, or disagreement within the team.

Aesthetic and intellectual education are the lead elements in this scenario. Teachers can shift evaluation from a single finished product towards creativity, investment, collaboration, and revision; use disciplinary knowledge to support revision of plans; use artistic expression to help students process feelings; and provide support through staged feedback, role division, and constructive peer review. Labour input or physical training should be included only where genuinely required by production or rehearsal tasks.

Students may thereby learn to express emotion, receive feedback, and revise plans while maintaining a willingness to express themselves in the face of

imperfect outcomes. Related experience may transfer to classroom presentations, job interviews, and later project collaboration. Students' willingness to express themselves and individual differences should be respected; public presentation must not substitute for professional support for individual psychological distress.

7. Conclusion and Research Prospects

Psychological resilience cultivation should not be confined to mental-health courses and counselling services; it should be treated as a developmental goal that everyday university education can jointly support. The value of five-domain education integration lies not in placing five kinds of activities side by side, but in organising value guidance, problem solving, challenge experience, emotion regulation, social support, and responsibility formation into a continuous process in authentic campus scenarios. The "educational elements-campus scenarios psychological mechanisms resilience manifestations" framework proposed here explains how different educational elements can complement one another; the "goal identification scenario embedding-collaborative implementation process evaluation feedback improvement" loop provides an operational approach for moving from isolated activities towards sustained cultivation.

This paper is a theoretical and practical analysis and does not track or test particular universities, student groups, or activity programmes; it therefore cannot support conclusions about effects. Subject to ethical and privacy protection requirements, future research may use interviews, case studies, or small-scale longitudinal observation to examine how five-domain elements enter different campus scenarios, students' subjective experiences, and the conditions under which resilience development may be supported.

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