

The psychological impact of art mental health teaching on students suffering from traumatic stress disorder

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Background. Post-Traumatic Stress Disorder (PTSD) is a serious mental illness that often causes long-term and persistent psychological distress to patients. Therefore, it is crucial to provide effective psychological support and help to these students. In this context, the art mental health teaching activity, as an innovative intervention method, is widely used in the intervention and treatment of students' mental diseases.

Subjects and Methods. Art mental health teaching activities integrate the principles of art and psychology to promote emotional release and psychological rehabilitation by allowing students with PTSD to express, create and share art works. And through the color, lines and shape elements to convey the inner feelings. Data on symptom improvement of PTSD patients were analyzed by 3D-CAM during the experiment.

Results. After a detailed analysis of the psychological and emotional effects of students with PTSD, it is found that art and mental health teaching activities play a positive role in helping this special group. The results showed that about 85.15% of students suffering from PTSD achieved significant emotion regulation effects by participating in art activities and 12.55% of autistic patients improved after participating in fine arts mental health teaching activities.

Conclusions. Fine arts mental health teaching activities have a positive psychological impact on students suffering from PTSD and autism. It can not only help students to regulate their emotions and reduce their anxiety but also provide them with a positive space for growth and development. In addition, art activities also provide an opportunity to relax and meditate to help students restore their inner peace and tranquility.

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work effect and mental health. The concept of five education emphasizes the balanced development of intellectual education, physical education, aesthetic education, labor education and moral education. However, the same idea applies to the counselor's own mental health and career development.

Subjects and Methods. A questionnaire survey was used to quantify a large group of college counselors. The questionnaire included measures related to the concept of anxiety disorder and five educations, such as anxiety level, job satisfaction, physical health, etc. By distributing questionnaires and collecting data, the overall situation of the counselors was statistically analyzed, so as to understand the general effect and influencing factors of the concept of five education development in reducing anxiety disorders.

Results. 3D-CAM (comprehensive literature analysis, in-depth interview, and questionnaire survey) was used to analyze the positive effects of the concept of five education on anxiety disorder in college counselors and found that the concept of five education has a regulating effect on anxiety disorder in 56.65% of college counselors. About 22.65% of patients with anxiety disorders showed significant improvement.

Conclusions. By applying the concept of five education, college counselors can pay better attention to their own physical health, artistic creation, participation in labor and cultivate moral quality. The balanced development of these aspects will help to reduce work stress, improve job satisfaction, enhance the counselors' psychological resilience and adaptability, better respond to the needs of students, and provide more appropriate support and guidance.

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The impact of teaching reform on students' attention deficit

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Concept of five education simultaneously on the anxiety of college counselors

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Background. College counselors are faced with great psychological pressure and challenges in their daily work, which leads to anxiety disorders in some counselors, which seriously affects their

Background. Students' attention deficit has a negative impact on their learning and development. In traditional teaching environments, students with attention deficit often face problems such as difficulty concentrating, distraction, difficulty maintaining sustained attention, and controlling attention. At the same time, teaching reform has become a focus of attention in the education industry, aiming to improve students' learning outcomes and cultivate comprehensive development abilities.

Subjects and Methods. The study adopts an experimental group and a control group design. The experimental group received teaching reform measures, including improving teaching methods, increasing interaction and cooperative learning, etc; The control group continued to use traditional teaching methods. The study collected data on students' attention deficit scores and academic performance, and used SPSS 22.0 statistical software for