

Treatment of social anxiety disorder by integrating digital news communication with psychological identification

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Background. Social anxiety disorder is a mental illness characterized by anxiety or fear in public or social activities. It often occurs in adolescence or early adulthood and can cause further decline in the patient's social function. The treatment method for social anxiety disorder mainly focuses on psychological treatment based on the clinical symptoms of patients, supplemented by medication treatment.

Subjects and Methods. 42 patients with social anxiety disorder were divided into a control group and an experimental group, with 21 patients in each group. The control group received duloxetine 60mg/d and conventional psychological treatment. The experimental group received digital news communication and psychological identification treatment on the basis of the control group. After 8 weeks of treatment, the treatment effectiveness of patients were evaluated using the Social Avoidance and Distress (SAD) scale.

Results. There was no significant difference in the evaluation of the SAD scale between the two groups of patients before treatment ($P>0.05$); After 8 weeks of treatment, the SAD scale evaluation showed significant differences ($P<0.05$), the SAD scale scores of both groups of patients decreased, and the scores of the experimental group were significantly lower than those of the control group ($P<0.01$).

Conclusions. The combination of drug therapy and psychotherapy has a certain therapeutic effect on patients with social anxiety disorder. On this basis, digital news dissemination and psychological identity therapy can enhance the effectiveness of clinical treatment.

central role in improving learning outcomes. There is a certain connection between attention deficit and anxiety disorder. This phenomenon may be related to functional abnormalities in brain areas and abnormal levels of neurotransmitters. Mental illnesses such as anxiety disorder and attention deficit can have an impact on the autonomous learning ability of college students.

Subjects and Methods. The study investigated 50 college students and diagnosed their condition based on the Self-rating Anxiety Scale (SAS) and Attention Deficit Hyperactivity Disorder Diagnosis Scale (ADHD). They were divided into anxiety group, attention deficit group, anxiety and attention deficit group, and control group according to the results. Subsequently, the autonomous learning ability of the four groups was evaluated using the College Student Learning Autonomy Scale.

Results. The control group had the best score on the Learning Autonomy Scale for college students, while the anxiety group had no significant difference from the control group ($P>0.05$); There was a significant difference between the attention deficit group and the control group ($P<0.05$); The score of the anxiety and attention deficit group was significantly lower than that of the control group ($P<0.01$).

Conclusions. The impact of anxiety disorder on the metacognitive monitoring of autonomous learning among college students is not significant, while attention deficit has a more significant impact on metacognitive monitoring of autonomous learning among college students.

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Combining ideological and political education with innovation and entrepreneurship education on attention deficit of college students

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Adverse effects of anxiety disorder and attention deficit on metacognitive monitoring of autonomous learning in college students

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Background. Metacognitive monitoring is an advanced management skill that is a necessary condition for successfully planning, monitoring, and evaluating learning activities. It plays the most

Background. Attention deficit generally refers to attention deficit hyperactivity disorder. Attention deficit is a kind of common mental disease, mainly manifested as hyperactivity, inattention, and impulsivity, with a global incidence of about 3%-6%. Attention deficit disorder can be treated with medication, such as central stimulants, but it is important to follow medical advice. At the same time, psychological treatment can also be carried out to correct the patient's behavior and learn appropriate social skills.

Subjects and Methods. The study divided 30 college students with attention deficit into a control group and an experimental group, with 15 in each group. The control group received routine medication and psychological treatment, while the experimental group received ideological and political education and innovation

and entrepreneurship education on the basis of the control group. The study used the Attention Deficit Hyperactivity Disorder Diagnostic Scale (ADHD) to diagnose treatment effectiveness.

Results. There was no significant difference in ADHD scores between the control group and the experimental group before the experiment ($P>0.05$), but there was a significant difference in ADHD scores after the experiment ($P<0.05$), there was a significant difference in ADHD scores between the control group before and after the experiment ($P<0.05$), there was a significant difference in ADHD scores between the experimental group before and after the experiment ($P<0.01$).

Conclusions. For college students with attention deficit, conventional medication and psychotherapy have a certain therapeutic effect, while ideological and political education and innovation and entrepreneurship education can further enhance the clinical efficacy.

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Packaging design of cultural-creative products on consumers' OCD based on cognitive psychology

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Background. In response to the large number of obsessive compulsive disorder problems among consumers, many cultural and creative products have used psychological knowledge to improve the packaging design.

Subjects and Methods. The study recruited 100 volunteers as research objects and randomly divided them into a control group and an experimental group. The control group was oriented to the initial packaging of a certain cultural and creative product, while the experimental group was oriented to the packaging of a certain cultural and creative product combined with the concept of cognitive psychology, including the principle of easy understanding and acceptance and the principle of participation. The Yale-Brown OCD severity Scale was used to evaluate the study, and Eviews 11 was used for statistical analysis.

Results. Over the course of the study, the compulsion rating scale score changed from 14 to 13 in the control group, while the compulsion rating scale score changed from 13 to 8 in the experimental group. In the experimental group, the symptoms of OCD patients were significantly relieved ($P<0.05$). The experimental results show that the application of cognitive psychology to the packaging design of cultural and creative products has a significant impact on consumers' compulsive psychology.

Conclusions. Introducing the concept of cognitive psychology into the packaging of cultural and creative products can effectively affect the compulsive psychological symptoms of consumers, and provide a potential therapeutic method with research value.

Ideological and political education integrated into educational psychology on schizophrenia of college students

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Background. The development of educational psychology provides new ideas for ideological and political education in colleges and universities.

Subjects and Methods. The study selected students with schizophrenia in a university as the research objects and randomly divided them into an experimental group and a control group. The experimental group adopted the ideological and political education in colleges and universities integrated with the idea of educational psychology, while the control group adopted the traditional ideological and political education in colleges and universities. The Minnesota Multiple Personality Inventory (MMPI) was used to calculate schizophrenia symptom scores, and statistical software SAS was used for data analysis and comparison.

Results. Over the course of six months, the schizophrenia score scale in the control group changed from 65 to 63, while the schizophrenia score scale in the experimental group changed from 67 to 58. In the experimental group, the symptoms of patients with schizophrenia were significantly relieved ($P<0.05$). The experimental results show that the application of educational psychology to ideological and political education in colleges and universities has a significant impact on college students with schizophrenia.

Conclusions. The application of educational psychology in ideological and political teaching in colleges and universities has obvious positive effects on college students with schizophrenia, and provides a potential treatment method. The results of this study provide a reference for ideological and political teaching in colleges and universities and the alleviation of schizophrenia symptoms.

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