

Alleviation effect of popularizing psychological education on vocational colleges students with generalized social anxiety disorders

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Background. Social anxiety disorder (SAD), also known as social phobia (SP), refers to a common mental disorder in which patients are afraid of doing things in front of others or engaging in social activities in public. If exposed to this environment, patients may experience anxiety or panic attacks. At present, the main psychological methods for treating social anxiety disorders in clinical practice include cognitive therapy, behavioral therapy, analytical therapy, cognitive behavioral therapy, Morita therapy, and so on.

Subjects and Methods. This study focused on 130 students with generalized social anxiety disorder, who were divided into two groups. A control group of 75 individuals received conventional cognitive behavioral therapy. The experimental group adopted cognitive behavioral therapy combined with mental health education content. Symptom Checklist 90 (SCL-90) was used for diagnosis in the experiment.

Results. The experimental results showed that before intervention, the two groups exhibited corresponding symptoms of interpersonal sensitivity, terror, anxiety, and hostility. After a 12-day intervention, the experimental group showed lower scores in terms of sensitivity, terror, anxiety, and hostility compared to the control group.

Conclusions. Based on the preliminary results of this study, it can be inferred that cognitive behavioral therapy combined with mental health education is an effective method for treating social anxiety disorder.

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Ceramic art experience on the psychological guidance of children with autism

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Background. Lack of basic perception of interpersonal relationships and social skills is considered the core symptom of autism

spectrum disorders (ASD) in children. In this regard, it is generally advocated to provide non-drug compensatory and alternative therapies, including group intervention, video shaping, social storytelling, social problem solving, critical response training, script and cue protocols, and computer-based interventions. Among them, ceramic art experiential therapy is receiving increasing attention due to its fun and compatibility with children's physical and mental characteristics.

Subjects and Methods. This study focused on 58 children with autism spectrum disorders, who were divided into two groups. A control group of 28 people received routine group intervention therapy. The experimental group consists of 30 people, who underwent group intervention therapy combined with ceramic art experience. Diagnosis was conducted using the Parent and Student Forms of the Social Skill Improvement System Rating Scales (SSIS-RS) in the experiment.

Results. The experimental results show that the control group is more prone to problems of excessive activity and lack of attention in the child self-evaluation problem behavior subscale than the experimental group children.

Conclusions. As a new treatment method, ceramic art experiential therapy is increasingly receiving more attention. This study shows that ceramic art experience has a positive psychological guidance for children with autism, which can increase their expression, communication skills, and desire for interaction.

Introduction of applied psychology in human resource management of vocational colleges and universities for guiding students and patients with mood disorders

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Background. Students may experience many psychological problems due to academic pressure and family environment, while teachers may also experience mood disorders due to work pressure and low income. The conventional psychological counseling methods have had limited effectiveness, so the study aims to introduce applied psychology into human resource management in vocational colleges in order to improve human resource management to provide counseling for students, teachers, and patients with mood disorders.

Subjects and Methods. Sixty-six faculty and student patients with dysphoria in a higher-level institution were taken as objects of study, and the two sets of prisoners were categorized into Group E and Group F. Among them, Group E adopts the traditional approach to humanity administration in higher vocational colleges, and Group F adopts the approach to humanity administration in higher vocational colleges that integrates applied psychology. The experiment lasted for six

months and quantified the mental status of teachers and students using the Yang Mania Scale and the Concise Psychiatric Scale. After the experiment, statistical analysis was conducted using SPSS 26.0.

Results. After the experiment, the manic score of Group F was 8.00 ± 2.51 points, and the psychiatric symptom score was 15 ± 1.11 points, both lower than Group E and before the experiment.

Conclusions. The introduction of applied psychology in human resource management in vocational colleges has an effective effect on guiding students and patients with mood disorders.

Treatment of mental anxiety disorders in students by combining cognitive behavioral therapy with college student management strategies

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Background. College students often experience mental anxiety due to academic pressure, employment pressure, and environmental pressure. Conventional drug therapy can easily develop resistance under sustained action. Therefore, research has combined cognitive behavioral therapy with university student management strategies to treat college students' mental anxiety through a combination approach.

Subjects and Methods. A total of 120 students with mental anxiety disorder in their third and fourth years of a certain major in a certain university were selected as the research subjects. According to different treatment methods, the two groups of student patients were divided into Group E and Group F. Group E used traditional treatment methods, while Group F used a combination of cognitive behavioral therapy and university student management strategies. After treatment, Hamilton's anxiety of 200 hours was used to quantify the mental state of students, and SPSS 21.0 statistical software was used for data analysis.

Results. The overall effective rate of treatment in Group F was as high as 96.15%, higher than 76.92% in Group E; After treatment, the Hamilton score of Group F was 13.21 ± 2.07 , which was lower than the 27.18 ± 4.62 score before treatment, and also significantly lower than the 19.28 ± 3.49 score of Group E. Meanwhile, the incidence of adverse reactions in Group F after treatment was 1.15%, lower than Group E's 6.58%.

Conclusions. The combination of cognitive behavioral therapy and university student management strategies is effective in treating students' mental anxiety disorder.

Intervention effect of combining art education with aesthetic psychology theory and risperidone on schizophrenia patients

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Background. Schizophrenia, as a disabling mental disorder, is often characterized by hallucinations, delusions, and confusion. Once schizophrenia occurs, patients will form a physiological and psychological burden, which will affect their normal lives. Although traditional drug therapy is effective, there are also some cases of high recurrence rates. Therefore, research has integrated aesthetic psychological theory into art education and combined it with risperidone to intervene and treat schizophrenia patients.

Subjects and Methods. 80 patients with schizophrenia from a certain hospital from 2021 to 2022 were selected as the research subjects and were evenly divided into Group A and Group B based on different treatment methods. Group A was treated with traditional drugs, while Group B was treated with combination therapy. The clinical symptoms were quantified using the Concise Psychiatric Scale and analyzed using SPSS21.0 software after the experiment.

Results. After 6 weeks of treatment, the anxiety and depression scores of Group B were 4.01 ± 1.82 , the thinking disorder scores were 6.02 ± 2.41 , and the vitality scores were 4.18 ± 0.98 , which were lower than before the experiment. At this time, the scores of Group A were 5.96 ± 1.78 , 7.42 ± 2.35 , and 5.64 ± 1.21 , respectively, significantly higher than those of Group B.

Conclusions. The method of combining art education with risperidone, which integrates aesthetic psychological theory, has effective intervention and treatment effects on patients with schizophrenia.