

## Intervention effect analysis of alprazolam combined with biofeedback therapy on travel anxiety disorder in college students

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**Background.** Due to economic pressure and environmental impact, college students often hesitate when planning their travels, resulting in anxiety to some extent. The conventional treatment method has relatively little effect on the treatment of college students' travel anxiety disorder, so the study will use alprazolam combined with biofeedback therapy to intervene and treat college students' travel anxiety disorder.

**Subjects and Methods.** 72 college students with travel anxiety disorder from a certain university were selected as the research subjects and divided into Group C and Group D according to the driver allocation method. Group C received traditional medication or psychological intervention, while Group D received a combination of alprazolam and biofeedback therapy. After the experiment, the data was processed using SPSS 20.0 statistical software.

**Results.** The number of effective cases in Group D reached 30, with an effective rate of 95.38%, while Group C only had 81.54%, significantly lower than Group D; After treatment, the anxiety score of Group D was  $29.1 \pm 3.6$ , lower than Group C's  $39.0 \pm 3.8$ , and significantly lower than the  $41.7 \pm 3.9$  before the experiment; After treatment, the number of nausea and vomiting in Group D was 1, appetite loss was 3, and hair loss was 2 points, both lower than those in Group C. The incidence of adverse reactions after treatment was relatively low.

**Conclusions.** The combination of alprazolam and biofeedback therapy is effective in the intervention and treatment of travel anxiety disorder in college students.

## Effect of illustration art combined with Compound sea snake capsule on Alzheimer

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**Background.** Alzheimer is a progressive neurodegenerative disease with a variety of symptoms. Illustrative art teaching and

Compound sea snake capsule are considered as potential therapeutic methods, but there is a lack of research on the therapeutic effect of the combination of the two.

**Subjects and Methods.** 50 patients with Alzheimer's disease were randomly divided into experimental group and control group. The experimental group received illustration art teaching and Compound sea snake capsule treatment, and the control group received conventional treatment. The treatment period was 12 weeks. Cognitive function was assessed by the Alzheimer's Disease Assessment Scale - Cognitive Subscale (ADAS-Cog) and Mini-Mental State Examination (MMSE), and statistical analysis was carried out with SPSS23.0.

**Results.** In the experimental group, ADAS-Cog scores were  $34.2 \pm 3.6$  and  $28.5 \pm 4.1$ , and MMSE scores were  $19.8 \pm 2.1$  and  $22.4 \pm 2.4$ . In the control group, the ADAS-Cog scores were  $34.5 \pm 3.9$  and  $33.8 \pm 4.2$ , and the MMSE scores were  $19.5 \pm 2.3$  and  $19.7 \pm 2.6$ . T-test of independent sample showed that the scores of the experimental group after treatment were significantly lower than those before treatment ( $P < 0.05$ ), while the scores of the control group were not significantly different before and after treatment ( $P > 0.05$ ).

**Conclusions.** Illustration art teaching combined with compound Hai snake capsule is significant in the treatment of Alzheimer's disease. The cognitive and mental functions of the experimental group improved significantly, while the control group did not change. Therefore, the combination therapy can be used as an effective adjunctive therapy to manage Alzheimer's disease.

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## The role of digital art in treating students with functional cognitive disorders

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**Background.** Functional Cognitive disorders are a common neurodevelopmental disorder that negatively affects students' learning and social skills. Digital art as an innovative therapeutic approach has aroused wide interest in the field of psychology, but its therapeutic effect in identifying functional cognitive disorders is still unclear.

**Subjects and Methods.** The subjects of this study were 60 middle school students diagnosed with functional cognitive disorders. They were randomly divided into two groups. One group received digital art communication therapy, and the other group received regular rehabilitation training as a control group. The treatment period was 12 weeks, three times a week. SPSS23.0 was used for