

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