

phenomenon is common in many countries and regions. To study the social and psychological reasons for this phenomenon and propose strategies to help patients escape their fear.

Subjects and Methods. Fifty women with a history of incarceration and phobias were selected as the experimental group, and 50 women with a history of imprisonment and no phobias were selected as the control group. The Anxiety Disorders Interview Schedule for DSM-IV (ADDIS-IV) was used to analyze the 100 women comprehensively.

Results. The experimental group had a mean score of 88, and the control group had a mean score of 72 out of 100 on the 20-item comprehensive assessment. The study found that factors such as domestic violence, gender discrimination, mental health, and local culture may lead to the incarceration of women, and women with excessive life stress and a history of incarceration are more likely to develop phobias. In addition, the local social structure and legal system may also lead to the imprisonment and phobias of women.

Conclusions. The results showed domestic violence and gender discrimination were the leading causes of women's incarceration and phobias. Therefore, the provision of psychosocial counseling and treatment services should be strengthened to reduce the incidence of incarceration and phobia among women.

Intervention effect of head acupuncture therapy combined with traditional music aesthetic education on children's social anxiety disorders

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Background. Social Anxiety Disorder (SAD) is a highly prevalent anxiety disorder characterized by the excessive or irrational fear of particular external objects and situations. The study proposes to treat social anxiety disorders in children with the help of head acupuncture therapy. Considering the pathological features of anxiety disorders in children, a combined intervention with traditional music aesthetic education is also proposed.

Subjects and Methods. Children suffering from social anxiety disorder were taken as research subjects and randomly divided into experimental and control groups. Both groups were treated with head acupuncture. The experimental group added a traditional music aesthetic education intervention to help the children relieve their anxiety through music and learning. The experimental intervention time was six weeks, and the experimental data were statistically analyzed with the help of the Hamilton Anxiety Scale (HAMA) and Social Anxiety Scale for Children (SASC). The difference was statistically significant at $P < 0.05$.

Results. After the experimental intervention, it was found that there was a statistically significant difference between the social anxiety scale scores of the two groups of children ($P < 0.05$), with a significant effect of decreasing the scores of the SASC scale for children in the experimental group by more than 15%.

Conclusions. Aesthetic education is a combination of aesthetic and beauty teaching, and its combination with cephalic acupuncture therapy can better alleviate the symptoms of children's social anxiety disorder and help and guide their cognitive behavior.

The mitigation effect of curriculum civics and politics combined with innovative aesthetic education teaching on college students' depression

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Background. Depression, a psychological disorder, often manifests in persistent melancholy and inattention. Psychologist Sigmund Freud believes that literature and art can better channel individual emotional stress, so the study is based on the course of civics teaching joint innovation of aesthetic education teaching to achieve a positive and effective intervention in the mental health of college students.

Subjects and Methods. This research took depressed college students from one university as the research subjects. They were divided into a control group (conventional civics teaching method) and an experimental group (course civics combined with art appreciation method), and the students were guided to improve the dissolution of depression and depressive symptoms. The intervention time was six weeks and was assessed with the help of the Self-Depression Scale for Depression (SDS) and the Quality of Life Measurement Scale (WHOQOL-BREF).

Results. After the experimental intervention, the SDS scores of the experimental group and the WHOQOL-BREF sub-scales were higher than those of the control group, and the difference was statistically significant ($P < 0.05$). The mean score of the SDS scale in the experimental group had a score difference of more than 15 points before and after the experiment.

Conclusions. The joint study of Civics and Aesthetic Education gives students a new cognition of their own emotions and thoughts, and the change of "cognitive bias" makes the depression symptoms of college students to a greater extent.