

The new mode of computerized therapy in improving the symptoms of bipolar disorder in adolescents

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Background. Bipolar disorder usually leads to serious mental health problems, including anxiety, depression, psychotic symptoms, and cognitive impairment. Therefore, timely diagnosis and treatment are crucial. The existing computer therapy is mostly based on Acceptance and Commitment Therapy (ACT), which takes functional contextualism as its philosophical foundation and empirical research on the basic properties of human cognition and language. Its goal is to improve psychological flexibility by balancing acceptance and change.

Subjects and Methods. The study designed a computerized treatment program for bipolar disorder based on six core technologies of ACT: (1) facing bipolar disorder directly, (2) accepting the current situation without avoiding it, (3) cognitively controlling one's own state, (4) observing one's psychological state more, (5) living in the present, and (6) maintaining independent values. Adolescents were selected for the MDQ questionnaire, and a control group experiment was conducted. The experimental group received computerized therapy for eight weeks of intervention.

Results. After treatment analysis, the results were obtained and analyzed by SPSS 23.0. The MDQ value of the experimental group significantly decreased, but there was no significant improvement in the control group. 58% of the tested adolescents in the experimental group showed significant improvement in symptoms.

Conclusions. The research results show that the new computer therapy model for bipolar disorder based on ACT has certain effects and can be used for primary autonomous intervention treatment. Further treatment is worthy of deeper research.

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Venlafaxine combined with Sweet Dream oral liquid on patients with depression and mania

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Background. Depression and mania are common mental illnesses. Venlafaxine combined with Sweet Dream oral liquid is

widely used in the treatment of these mental diseases as a drug therapy. However, the analysis of its efficacy is relatively limited. **Subjects and Methods.** 100 middle school students diagnosed with depression and mania were recruited and randomly divided into test group and control group. The test group received Venlafaxine combined with Sweet Dream oral liquid, and the control group received placebo. SPSS23.0 software was used for data processing and statistical analysis.

Results. After 8 weeks of treatment, symptoms of depression and mania were improved in both test and control groups. Depressive symptom scores decreased from 32.5 ± 6.2 to 18.3 ± 4.9 ($P < 0.001$) in the test group and from 34.2 ± 5.8 to 20.1 ± 5.4 ($P < 0.001$) in the control group. The score of mania symptoms decreased from 29.7 ± 7.1 to 15.2 ± 4.6 ($P < 0.001$) in the test group and from 31.0 ± 6.5 to 16.8 ± 5.2 ($P < 0.001$) in the control group. The test group showed a significant advantage in symptom improvement.

Conclusions. The results show that Venlafaxine combined with Sweet Dream oral liquid has a significant effect on middle school students with depression and mania. It can significantly improve the symptoms of depression and mania, alleviate the condition, and improve patients' life quality. Therefore, this drug therapy can be considered as an effective treatment option for depression and mania in middle school students.

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Psychology-based cohesion education & drug effects on depressed college students

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Background. The prevalence of depression is increasing among students in higher education due to academic stress and interpersonal relationships. Although medication is the main form of intervention, medication alone may not achieve the desired results. Recently, cohesion education based on educational psychology has received attention and is considered as a possible effective non-pharmacological treatment.

Subjects and Methods. Three hundred college and university students who had been diagnosed with depression were selected for the study. They were randomly divided into three groups: a medication group, a cohesion education combined with medication group, and a control group. Among them, cohesion education covered teamwork, group activity organisation, and interactive communication skills, which lasted for six months,