

among college students, improve their attitude towards employment and entrepreneurship, and demonstrate broad application prospects.

Acknowledgement. The Excellence Project for University Students (No. 2017XGJPPF4006).

Improving attention deficit in athletes through personalized football teaching combined with atomoxetine treatment

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Background. Attention Deficit Disorder (ADHD) is a common neurodevelopmental disorder that seriously affects athletes' training and competition performance. Traditional drug treatment methods such as atomoxetine can improve symptoms, but there are also side effects. Featured football teaching, as a new nondrug treatment method, is worth exploring its therapeutic effect.

Subjects and Methods. This study recruited 60 athletes diagnosed with ADHD and randomly divided them into an intervention group and a control group, with 30 participants in each group. The intervention group received characteristic football teaching and atomoxetine treatment, while the control group only received atomoxetine treatment. The research period is 12 weeks, and quantitative evaluation is conducted using the ADHD rating scale and the exercise performance rating scale.

Results. After the study, the ADHD scores of both groups of athletes decreased, while the exercise performance scores of the intervention group were significantly higher than those of the control group. The statistical analysis results show that feature-based football teaching has a significant effect on improving athletes' attention deficit and improving sports performance.

Conclusions. Featured football teaching emerges as an effective means to enhance concentration and performance among athletes with ADHD. As a non-pharmacological intervention, its therapeutic impact is noteworthy, meriting promotion and practical application. Future research could delve into exploring the personalized football teaching's therapeutic effects on diverse ADHD athlete profiles, striving to develop tailored treatment plans for athletes with ADHD.

Enhancing bipolar disorder treatment among employed college students through the integration of civic education and lamotrigine: a context of educational psychology

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Background. The current psychological problem of bipolar disorder among college students due to employment pressure is characterized by a long course of illness, high suicide, and disability rates. Traditional drug therapy not only accelerates the circulation frequency of manic and depressive episodes but also leads to drug tolerance. Therefore, the study aims to combine ideological and political education with lamotrigine in the context of educational psychology to achieve the combined treatment of bipolar disorder among employed college students.

Subjects and Methods. This study focused on 50 college students with bipolar disorder who were employed. The participants were divided into two groups, Group A and Group B, based on illness duration. Group A received a single lamotrigine treatment, while Group B received a combination of ideological and political education and lamotrigine treatment, with a total treatment time of six months. After the experimental results were processed using SPSS17.0 statistical software, and the Hamilton Depression Scale scores of the two groups of patients before and after treatment were compared.

Results. After three months of treatment, the score was 18.77 ± 2.37 points. After six months of treatment, the score decreased to 7.67 ± 2.57 points, significantly lower than the control group's 14.34 ± 2.17 points at this time.

Conclusions. The integration of ideological and political education with lamotrigine treatment yields a substantial therapeutic impact on bipolar disorder among employed college students. This comprehensive approach underscores the importance of considering educational psychology when devising treatment strategies for psychological disorders.

Acknowledgement. The Yancheng Social Science Fund Project 2023 (No. 23skA163).