

Results. Comparing the significance of the four quantitative testing results before and after intervention, data of SAS ($t=1.308$, $P>0.1$), SDS ($t=2.529$, $P<0.05$), HAMA ($t=11.931$, $P<0.001$), and HAND ($t=6.771$, $P<0.001$) were obtained. This indicates that its treatment intervention model is more suitable for the treatment of obstacles in college students.

Conclusions. The Intervention of Red Culture and Ideological Education can help promote college students' self-awareness and inner emotional organization, effectively alleviate anxiety, depression, and physical health problems. It provides technical guidance for various intervention and treatment plans.

Acknowledgement. Research result of Jiangxi Province graduate innovation project (No. YC2019_B025); Phased research results of Jiangxi Province Education Science Planning Project 2021 (No. 21YB231).

College art appreciation teaching on aesthetic psychology of depressed university students

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Background. The prevalence of depression is increasing due to the tremendous pressure of life and study. Depression may lead to excessive depression, thinking disorder, cognitive dysfunction, other problems, and extreme behaviors such as suicide. To improve the treatment effect of depression, to study the auxiliary treatment of art appreciation teaching on the psychological influence of patients with depression.

Subjects and Methods. Twenty depressed college students who received art appreciation teaching were selected as the experimental group, and 20 other depressed college students were selected as the control group. The 17-item version of the Hamilton Depression Scale (HAM-D) was used to collect data from the two groups of college students. Five art appreciation courses were taken as a cycle, and five courses were taken as a course of treatment. In each process, the two groups of college students were tested for depression scores until the end of three courses.

Results. The average scores of the experimental and control groups were 20 and 25 after one session and 15 and 23 after three sessions, respectively. The experimental group significantly improved psychological adjustment and emotion management, while the control group had no significant change.

Conclusions. Learning and appreciating artworks can change negative emotions, improve self-awareness and cognition, and cultivate positive emotional experiences. Therefore, colleges and universities should pay attention to and strengthen the teaching of art appreciation and provide effective psychological intervention and aesthetic education help for college students with depression.

The positive impact of environmentally artistic design in cultural architecture on OCD audience

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Background. Recurrent compulsive thoughts and behaviors caused by obsessive-compulsive disorder (OCD) against the subjective wishes of the individual can lead to significant distress and anxiety for the patient. To improve the therapeutic effect on patients with severe OCD, to study the positive impact of environmental art design of cultural architecture under the characteristics of modern aesthetic psychology on patients with OCD.

Subjects and Methods. Twenty-five patients with obsessive-compulsive disorder were selected as the experimental group and another 25 patients with obsessive-compulsive disorder as the control group. Maudsley Obsessive-Compulsive Inventory (MOCI) was used to collect data on the two groups. Learning and appreciating seven days of aesthetic art design as a cycle and three cycles as a course of treatment. In each process, the two groups of patients were tested for obsessive-compulsive disorder scores until the end of 5 courses.

Results. The mean scores of the experimental and control groups were 33 and 35 after one course of treatment and 22 and 36 after five treatment methods, respectively. The experimental group significantly improved symptom relief, emotion regulation, and psychological comfort, while the control group had no significant change.

Conclusions. Creating a building environment with aesthetic value and emotional resonance can significantly alleviate the symptoms of OCD and improve the audience's emotional regulation ability and psychological comfort. Therefore, attention should be paid to the application and publicity of aesthetic and psychological characteristics in cultural architecture design to provide comfortable environmental art experiences for obsessive-compulsive disorder audiences.

Social psychological factors and strategies for women's incarceration-induced phobias

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Background. The incarceration of women is a risk factor for phobias in women. Depth phobia can seriously affect patients' quality of life and even induce the risk of suicide. However, this

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.