Treatment of social anxiety disorder by integrating digital news communication with psychological identification

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Background. Social anxiety disorder is a mental illness characterized by anxiety or fear in public or social activities. It often occurs in adolescence or early adulthood and can cause further decline in the patient's social function. The treatment method for social anxiety disorder mainly focuses on psychological treatment based on the clinical symptoms of patients, supplemented by medication treatment.

Subjects and Methods. 42 patients with social anxiety disorder were divided into a control group and an experimental group, with 21 patients in each group. The control group received duloxetine 60mg/d and conventional psychological treatment. The experimental group received digital news communication and psychological identification treatment on the basis of the control group. After 8 weeks of treatment, the treatment effectiveness of patients were evaluated using the Social Avoidance and Distress (SAD) scale.

Results. There was no significant difference in the evaluation of the SAD scale between the two groups of patients before treatment (P>0.05); After 8 weeks of treatment, the SAD scale evaluation showed significant differences (P<0.05), the SAD scale scores of both groups of patients decreased, and the scores of the experimental group were significantly lower than those of the control group (P<0.01).

Conclusions. The combination of drug therapy and psychotherapy has a certain therapeutic effect on patients with social anxiety disorder. On this basis, digital news dissemination and psychological identity therapy can enhance the effectiveness of clinical treatment.

Adverse effects of anxiety disorder and attention deficit on metacognitive monitoring of autonomous learning in college students

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Background. Metacognitive monitoring is an advanced management skill that is a necessary condition for successfully planning, monitoring, and evaluating learning activities. It plays the most central role in improving learning outcomes. There is a certain connection between attention deficit and anxiety disorder. This phenomenon may be related to functional abnormalities in brain areas and abnormal levels of neurotransmitters. Mental illnesses such as anxiety disorder and attention deficit can have an impact on the autonomous learning ability of college students.

Subjects and Methods. The study investigated 50 college students and diagnosed their condition based on the Self-rating Anxiety Scale (SAS) and Attention Deficit Hyperactivity Disorder Diagnosis Scale (ADHD). They were divided into anxiety group, attention deficit group, anxiety and attention deficit group, and control group according to the results. Subsequently, the autonomous learning ability of the four groups was evaluated using the College Student Learning Autonomy Scale.

Results. The control group had the best score on the Learning Autonomy Scale for college students, while the anxiety group had no significant difference from the control group (P>0.05); There was a significant difference between the attention deficit group and the control group (P<0.05); The score of the anxiety and attention deficit group was significantly lower than that of the control group (P<0.01).

Conclusions. The impact of anxiety disorder on the metacognitive monitoring of autonomous learning among college students is not significant, while attention deficit has a more significant impact on metacognitive monitoring of autonomous learning among college students.

Combining ideological and political education with innovation and entrepreneurship education on attention deficit of college students

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Background. Attention deficit generally refers to attention deficit hyperactivity disorder. Attention deficit is a kind of common mental disease, mainly manifested as hyperactivity, inattention, and impulsivity, with a global incidence of about 3%-6%. Attention deficit disorder can be treated with medication, such as central stimulants, but it is important to follow medical advice. At the same time, psychological treatment can also be carried out to correct the patient's behavior and learn appropriate social skills.

Subjects and Methods. The study divided 30 college students with attention deficit into a control group and an experimental group, with 15 in each group. The control group received routine medication and psychological treatment, while the experimental group received ideological and political education and innovation