

months and quantified the mental status of teachers and students using the Yang Mania Scale and the Concise Psychiatric Scale. After the experiment, statistical analysis was conducted using SPSS 26.0.

Results. After the experiment, the manic score of Group F was 8.00 ± 2.51 points, and the psychiatric symptom score was 15 ± 1.11 points, both lower than Group E and before the experiment.

Conclusions. The introduction of applied psychology in human resource management in vocational colleges has an effective effect on guiding students and patients with mood disorders.

Treatment of mental anxiety disorders in students by combining cognitive behavioral therapy with college student management strategies

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Background. College students often experience mental anxiety due to academic pressure, employment pressure, and environmental pressure. Conventional drug therapy can easily develop resistance under sustained action. Therefore, research has combined cognitive behavioral therapy with university student management strategies to treat college students' mental anxiety through a combination approach.

Subjects and Methods. A total of 120 students with mental anxiety disorder in their third and fourth years of a certain major in a certain university were selected as the research subjects. According to different treatment methods, the two groups of student patients were divided into Group E and Group F. Group E used traditional treatment methods, while Group F used a combination of cognitive behavioral therapy and university student management strategies. After treatment, Hamilton's anxiety of 200 hours was used to quantify the mental state of students, and SPSS 21.0 statistical software was used for data analysis.

Results. The overall effective rate of treatment in Group F was as high as 96.15%, higher than 76.92% in Group E; After treatment, the Hamilton score of Group F was 13.21 ± 2.07 , which was lower than the 27.18 ± 4.62 score before treatment, and also significantly lower than the 19.28 ± 3.49 score of Group E. Meanwhile, the incidence of adverse reactions in Group F after treatment was 1.15%, lower than Group E's 6.58%.

Conclusions. The combination of cognitive behavioral therapy and university student management strategies is effective in treating students' mental anxiety disorder.

Intervention effect of combining art education with aesthetic psychology theory and risperidone on schizophrenia patients

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Background. Schizophrenia, as a disabling mental disorder, is often characterized by hallucinations, delusions, and confusion. Once schizophrenia occurs, patients will form a physiological and psychological burden, which will affect their normal lives. Although traditional drug therapy is effective, there are also some cases of high recurrence rates. Therefore, research has integrated aesthetic psychological theory into art education and combined it with risperidone to intervene and treat schizophrenia patients.

Subjects and Methods. 80 patients with schizophrenia from a certain hospital from 2021 to 2022 were selected as the research subjects and were evenly divided into Group A and Group B based on different treatment methods. Group A was treated with traditional drugs, while Group B was treated with combination therapy. The clinical symptoms were quantified using the Concise Psychiatric Scale and analyzed using SPSS21.0 software after the experiment.

Results. After 6 weeks of treatment, the anxiety and depression scores of Group B were 4.01 ± 1.82 , the thinking disorder scores were 6.02 ± 2.41 , and the vitality scores were 4.18 ± 0.98 , which were lower than before the experiment. At this time, the scores of Group A were 5.96 ± 1.78 , 7.42 ± 2.35 , and 5.64 ± 1.21 , respectively, significantly higher than those of Group B.

Conclusions. The method of combining art education with risperidone, which integrates aesthetic psychological theory, has effective intervention and treatment effects on patients with schizophrenia.