

Patients with mania may have clinical symptoms such as self-talk and exaggerated actions, and depression. Seriou's mania has a great impact on students' life and mental state. In schools, teachers are more required to carry out correct ideological education and psychological counseling for students. Therefore, the research is conducted from the ideological education of college teachers and staff to improve students or treat students' mania symptoms.

**Subjects and Methods.** 108 manic patients were selected from 3 colleges and universities to participate in the designed manic intervention experiment. In the experiment, the subjects were divided into experimental group and control group. The control group was treated with routine relaxation training; The experimental group was treated with ideological education and regular relaxation training. The results were reflected by the Bech Rafaelsdn Mania Rating Scale (BRMS), Hamilton Anxiety Scale, and Depression Scale.

**Results.** Table 1 shows the results of manic scale scores in the intervention experiment. In Table 1, the BRMS score of the control group decreased from 25.46 before the experiment to 18.25, with a decrease of 7.21 points; The BRMS score of the experimental group decreased from 24.53 before the experiment to 12.15, a decrease of 12.38 points.

**Conclusions.** Through the ideological education of college teachers and staff, the research conducted intervention treatment on students' mania, and compared the decline trend of the scores of the two groups. The decline trend of the experimental group was more obvious. The method adopted by the experimental group was more effective in the treatment of students' mania. It shows that the ideological education of teaching staff plays an important role in the mental health of students. Colleges and universities should give full play to the role of ideological education to ensure the mental health of students.

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**Table 1.** RBMS score results of intervention experiment

Group Category	BRMS			
	Before experiment	The first month	The second month	The third month
Control group	25.46±1.07	23.57±1.67	20.47±1.63	18.25±2.07
Experimental group	24.53±1.38	20.14±2.11	16.86±2.33	12.15±1.48

## Analysis of the impact of cross-border e-commerce on consumer behavior anxiety from the perspective of consumer psychology

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**Background.** The research object of consumer psychology is consumers. By studying the psychological and behavioral changes of consumers in the process of consumption, we can summarize relevant consumption laws and apply them to commercial operations to improve sales performance. The rapid development of e-commerce has promoted the continuous development of cross-border e-commerce. Many consumers are keen on overseas fashion brands and have bought a large number of fashion brand clothing and other products without considering the actual use of the goods, thus causing anxiety and regret for their excessive consumption afterwards. In this kind of consumer groups, college students are very easy to appear excessive consumption behavior. Therefore, the article analyzes the impact of cross-border e-commerce on consumer behavior anxiety and behavior from the perspective of consumer psychology.

**Subjects and Methods.** The study selected college students in the consumer group as the research object, and randomly selected 460 college students from different genders, ages, majors, etc. These students have different consumer psychologies and behaviors. Types of overseas shopping commodities, reasons for purchasing and students' views on cross-border e-commerce platforms were recorded and analyzed. The impact of cross-border e-commerce on consumer behavior anxiety and behavior was explored, and the reasons for college students' anxiety, and use 1-5 grades were analyzed. The data processing software is Statistic software.

**Results.** After statistical processing, the anxiety level of college students in different genders with different issues of cross-border e-commerce platforms is shown in Table 1. In Table 1, students of different genders have different anxiety levels on different issues of cross-border e-commerce platforms. Different from male college students, female college students have more anxiety about high fake products and false propaganda ( $P < 0.05$ ).

**Conclusions.** The development of cross-border e-commerce has brought more goods to consumers and promoted their consumption, but at the same time, there are also some drawbacks, such as exaggerated publicity, false publicity, etc., which has led to consumers' excessive consumption, led to the emergence of college students' "borrowing and lending" behavior, and increased their anxiety. While consumers need rational consumption and financial management, cross-border e-commerce should guarantee after-sales service and establish a good reputation.

**Table 1.** Anxiety of college students of different genders

Gender	High counterfeit products	False propaganda	High price	Some products are seriously damaged
Male	4.24±0.28	4.10±0.53	3.88±0.39	4.01±0.25
Female	4.45±0.33	4.37±0.18	3.91±0.27	4.11±0.44
<i>P</i>	<0.05	<0.05	>0.05	>0.05

## The effect of psychological intervention on self-efficacy and coping style of depression patients under medical guidance in colleges and universities

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**Background.** During the study period in college, students often suffer from depression because of serious psychological depression. When suffering from depression, it is difficult for college students to make effective self-adjustment. This will reduce their sense of self-efficacy, and ultimately lead to college students' difficulty in effectively relieving their depression. The research points out that psychological intervention can specifically reduce college students' depression, improve their well-being status, and then enhance their sense of self-efficacy, and promote college students' rehabilitation.

**Subjects and Methods.** The study took 108 students with depression admitted to a university hospital as subjects, and randomly divided them into group A and group B. The students in group A were treated with routine psychological intervention, and the students in group B were treated with college medical guidance on the basis of psychological intervention. Hamilton Depression Scale (HAMD) of the two groups was observed. General Self-Efficacy Scale (GSES) was used to analyze the change of self-efficacy of the two groups, and the questionnaire survey was conducted to evaluate students' coping style.

**Results.** The HAMD and GSES scores of the two groups of students were shown in Table 1. The results showed that there was a significant difference between the two groups in the scores after intervention.

**Conclusions.** The self-efficacy of college students with depression has seriously affected their rehabilitation effect. Therefore, the study proposed a psychological intervention strategy combined with college medical guidance. In the effect evaluation, the psychological intervention strategy of medical guidance in colleges and universities can significantly reduce the students' depression scores and enhance their sense of self-efficacy. Therefore, in college teaching, we need to make full use of college medical

guidance to improve the effect of psychological intervention and alleviate students' depression.

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**Table 1.** Differences between the two groups of students before and after intervention

Group	HAMD		GSES		Questionnaire survey on coping style	
	Before intervention	After intervention	Before intervention	After intervention	Before intervention	After intervention
Group A	19.17±2.64	15.22±2.37	14.86±2.35	20.18±2.54	13.19±2.21	16.24±3.39
Group B	19.53±2.41	10.06±2.15	14.39±2.48	25.39±2.62	13.22±2.23	19.78±3.16
<i>P</i>	>0.05	<0.05	>0.05	<0.05	>0.05	<0.05

## Analysis of the effect of psychological training on the treatment of the pre-competition psychological obstacles of ski jumpers

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**Background.** In view of the problem that the psychological barriers of ski jumpers before competitions affect the athletes' performance on the competition ground, this paper discusses the therapeutic effect of psychological training on the athletes' psychological barriers before competitions, so as to find a reasonable and effective intervention method to help athletes avoid psychological barriers.

**Subjects and Methods.** 40 ski jumpers were selected as the research objects. With the help of computer, they were randomly divided into two groups. One group was the psychological training group, and 60 times of psychological training were carried out in the 6-month experiment. The other group was General group without any intervention. At the beginning and end of the experiment, the Trait Anxiety Inventory for Sport (TAIS) was used to compare the pre competition psychological disorders of the two groups of athletes.

**Results.** The score of the TAIS scale of the two groups after intervention was recorded and compared, as shown in Table 1. As can be seen in Table 1, the average and total TAIS scores of