

Sanquan education concept on the treatment of students' recognition of functional cognitive impairment

Tao Huang

Hunan University of Information Technology, Changsha 410151, China

Background. Many schools have readjusted their teaching management strategies in order to implement the principle of “Sanquan education”, that is, whole-process education and all-round education. The purpose of this study is to understand the influence of Sanquan teaching concept on the identification of students with functional cognitive impairment.

Subjects and Methods. Patients with cognitive impairment in a school were selected as research objects and randomly divided into a control group and an experimental group. The control group received the traditional teaching management mode, while the experimental group implemented the new teaching management mode that fully implemented the three-in-one education policy. The Montreal Cognitive Assessment Scale was used for assessment and SPSS22.0 was used for statistical analysis.

Results. After 6 months of experiment, the control group's cognitive rating scale score changed from 11 to 13 points, while the experimental group's cognitive rating scale score changed from 12 to 26 points. In the experimental group, the symptoms of patients with functional cognitive impairment were significantly alleviated ($P < 0.05$). The experimental results show that the introduction of the concept of Sanquan education into teaching management has a significant impact on students' recognition of functional cognitive impairment.

Conclusions. The introduction of the “Sanquan education” policy in school teaching management can have a positive impact on the identification of students with functional cognitive impairment, reduce the symptoms of patients, and provide a potential therapeutic method with research significance. The results of this study provide a reference for school management and treatment of mental illness.

The positive effects of symbolized characteristics of Luoqing cross pattern decoration on public anxiety disorders based on social psychology

Yan Lu

Shanghai Business School, Shanghai 201400, China

Background. In recent years, the incidence of anxiety disorders has been increasing. The cause of anxiety disorders is not clear,

but it may be related to genetic factors, personality characteristics, cognitive processes, etc. In order to study the positive impact of anxiety disorder among people in intangible cultural heritage, the social behavior of Luoqing cross pattern symbolization and the emotional face of people with anxiety disorder were identified.

Subjects and Methods. The study used task-state fMRI technology, which required participants to complete the task of emotional face recognition during the MRI scan. The study compared the difference in activation of brain regions under positive and negative emotional faces between the GAD patient group and the healthy control group. SPSS24.0 was used for data analysis.

Results. In positive mood, compared with healthy controls, the brain regions with significantly enhanced activation in the anxiety disorder group included the right posterior central gyrus ($t = 3.02$, $P < 0.05$), the right superior temporal gyrus ($t = 3.86$, $P < 0.05$), and the right caudate nucleus ($t = 4.02$, $P < 0.05$). The brain regions with significantly weakened activation in the anxiety disorder group included the right superior frontal gyrus ($t = 3.11$, $P < 0.05$), the right medial frontal lobe ($t = 4.01$, $P < 0.05$), the left middle frontal gyrus ($t = 2.69$, $P < 0.05$), the left insula ($t = 3.08$, $P < 0.05$), the left anterior cingulate gyrus ($t = 2.38$, $P < 0.05$), the left hippocampus ($t = 3.48$, $P < 0.05$), etc.

Conclusions. When the Luoqing cross pattern ornament was symbolized, the mood of the people with anxiety disorders was more positive. This helps in the diagnosis and treatment of anxiety disorders from a social perspective.

Acknowledgement. A School-level Educational Teaching Research Project at Shanghai Business School in 2023 (No.SBS-2023-XJJG-07); Shanghai Cultural and Educational Integration project in 2023.

Positive effects of employee psychological assistance programs on HR patients with social anxiety disorder

Lijun Gao

Shaanxi Institute of International Trade & Commerce, Xi'an 712046, China

Background. With the continuous improvement of employees' humanized needs, more and more enterprises have set up employee psychological assistance programs. The way of diagnosing and advising organizations and employees through professionals, providing professional guidance, training and counseling is also of certain research value for the treatment of HR patients with social anxiety disorder.

Subjects and Methods. The study selected 38 people with SAD and 22 healthy controls to complete the Liebowitz Social Anxiety Scale. At the same time, eye tracking technology was used to investigate the eye movement attention of the two groups of subjects to their own faces with different emotions, and the changes in symptoms and eye movement characteristics of SAD patients were followed up for 4 weeks.

Results. The healthy group scored 9.950 ± 4.87 , and before the EPA intervention, SADHR patients had a higher score on the Liebowitz Social Anxiety Scale of 77.610 ± 24.00 . After the EPA intervention, the Liebowitz Social Anxiety Scale score of SADHR patients was significantly reduced by 52.6% compared with the previous one. The results of eye tracking studies changed, with a significant increase in the order of first fixation points in the 4-week region of interest.

Conclusions. Patients with SADHR have a high level of self-attention, and most of them are negative and have low self-evaluation. After using the EPA intervention, the self-evaluation of SADHR patients improved. Social anxiety symptoms were not significantly correlated with eye movement features of one's own face.

Paroxetine drugs and painting therapy on learning anxiety disorder in painting college students

Ping Zou* and Haixia Xu

Qingdao Huanghai University, Qingdao 266427, China

*Corresponding author.

Background. Paroxetine is used to treat patients with depression with anxiety disorders, and has a faster effect and better long-term efficacy than imipramine. Aiming at the strong psychological defense of college students majoring in painting, painting can reduce the psychological defense mechanism of painters and better observe subconscious thoughts. In order to determine the multidirectional treatment of learning anxiety disorders in painting college students, a combination of paroxetine drugs and painting therapy was conducted.

Subjects and Methods. In this study, 60 college students majoring in painting, 30 patients treated with paroxetine drug and painting therapy, and 30 patients without combination therapy were studied, and the analysis data were processed using SPSS25.0 and the Learning Anxiety Scale to explore the effect of paroxetine drug and painting therapy on learning anxiety disorder among college students majoring in painting. At the same time, the experimental induction paradigm was adopted to stimulate learning anxiety events.

Results. College students majoring in painting who received paroxetine medication and painting therapy on time showed a lower level of study anxiety than the standard level of 8.00, which was 6.97. No combination therapy resulted in a learning anxiety level of 8.59 when the learning anxiety event was triggered. The relationship between paroxetine drugs and painting therapy and study anxiety had a significant moderating effect, resulting in $\beta=0.022$, $P<0.01$.

Conclusions. Paroxetine medication and painting therapy can effectively relieve the study anxiety of college students majoring in painting.

Combining lamotrigine tablets on students with bidirectional emotional disorders in the context of educational psychology in higher education teaching reform

Wanxiong Zhang¹, Hai Zhang^{1*} and Qianzhu Chen²

¹Northeast Normal University, Changchun 130117, China and ²Changchun Affiliated School of Beijing Normal University, Changchun 130021, China

*Corresponding author.

Background. The potential of comprehensive educational reforms, backed by principles of educational psychology, to positively impact bipolar disorder students is underexplored. Combining such strategies with medical treatment, such as risperidone, might further enhance positive psychological effects. This study hypothesizes that such a synergistic approach can optimize teaching methods and improve the mental health landscape in higher institutions.

Subjects and Methods. We utilized a mixed-methods approach in this non-randomized controlled trial. Study participants included students diagnosed with bipolar disorder across different universities and currently under risperidone treatment. Our research tools included standardized measures such as the Young Mania Rating Scale (YMRS), Hamilton Depression Rating Scale (HDRS), as well as the General Self-Efficacy Scale (GSES). Data were collected and analyzed using SPSS23.0.

Results. A statistically significant improvement was observed in the student participants' psychological well-being signs, attributed to the educational reform combined with risperidone treatment. These alterations demonstrated substantial improvements in YMRS and HDRS scores, manifesting reduced manic and depressive symptoms. Furthermore, higher GSES scores reflected enhanced self-efficacy.

Conclusions. Educational reform that accommodates the unique learning needs of students with bipolar disorder, combined with risperidone treatment, seems to result in significant positive psychological effects. This study underscores the potentially valuable cross-disciplinary approach to addressing mental health issues within higher education institutions.