

Horticultural landscape therapy on anxiety disorders of spatial design students

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Background. Generalized Anxiety Disorder (GAD) is a mental illness that causes mental pain and disease burden comparable to depression, and has a significant impact on patients' social functions and life quality. Therefore, the Diagnostic and Statistical Manual of Mental Disorders in the United States regards "difficulty in maintaining attention" as one of the diagnostic criteria for GAD. This study used horticultural landscape therapy combined with group mindfulness intervention to intervene in anxiety disorders among spatial design students.

Subjects and Methods. This experiment targeted 140 students with anxiety disorders and randomly divided them into two groups. The control group composed of 70 people and used traditional mindfulness intervention therapy, while the experimental group used horticultural landscape therapy combined with group mindfulness intervention to intervene in anxiety disorders of spatial design students. This experiment was measured using the Hamilton Anxiety Scale.

Results. The results showed that at the end of the 8-week treatment, the Hamilton Anxiety Scale scores of both groups decreased compared to baseline, while the pre-intervention scores of both groups increased compared to baseline. The efficacy of the Milton Anxiety Scale in the experimental group was higher than that in the control group, and the clinical curing rate was also higher in the experimental group than in the control group.

Conclusions. Horticultural landscape therapy combined with group mindfulness intervention can effectively alleviate anxiety symptoms and improve attention maintenance function in patients with generalized anxiety disorder in spatial design students.

discomfort and confusion about future employment; and secondly anxiety and fear towards interpersonal relationships and interactions with people surroundings. The study uses psychological intervention to treat students with psychological anxiety in order to alleviate their symptoms and maintain a sound mental health.

Subjects and Methods. 60 students aged 10-14 from a certain school were chosen and divided into a male group of 30 and a female group of 30. Before and after treatment, the Simplified Mental State Score (MMSE) and Pittsburgh Sleep Quality Index (PSQI) scores of adolescents were performed, and the effects of single drug treatment and combination treatment were compared. Finally, SPSS 23.0 was used for data analysis, and the measurement data were expressed in the form of mean \pm standard deviation and t-test was used.

Results. The MMSE scores of single drug therapy and combination therapy before treatment were analyzed as $t=0.01$ and $P>0.05$, while the PSQI scores were analyzed as $t=0.02$ and $P>0.05$; The data analysis of MMSE scores for single drug therapy and combination therapy after treatment was $t=4.39$, $P<0.05$, and the data analysis of PSQI scores was $t=6.02$, $P<0.05$. The best effect of combination therapy was summarized.

Conclusions. Psychological anxiety problems among students often affect their cognition, memory, and life skills. Medication and psychological intervention can alleviate students' anxiety and improve their quality of life.

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Intervention of innovative reform in medical education on students' anxiety disorders

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The blended teaching mode and its impact on students' psychological anxiety

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Background. Anxiety and depression are common psychological disorders among adolescents, mainly caused by internal factors such as individual personality and physical and mental health, as well as external influences from family, school, and society. The manifestations on students are firstly pressure such as academic

Background. Generalized Anxiety Disorder (GAD) is a common mental illness among adolescents, characterized by generalized and persistent anxiety, lack of clear targets, nervousness, and even involvement of the respiratory and digestive systems. Cognitive behavioral therapy has an improvement effect on anxiety disorders. This research was conducted to provide treatment interventions for students with anxiety disorders.

Subjects and Methods. Firstly, 90 adolescent anxiety disorder patients aged 13-22 from a certain hospital were selected. Next, they were randomly divided into a control group and an observation group. The control group received routine drug treatment, while the observation group received cognitive behavioral therapy on this basis. The final treatment period was 16 weeks, with a

round of treatment every 8 weeks. Statistical software SPSS23.0 was used for statistical description, and t-tests were used for measurement data.

Results. After a round of 8-week treatment, there was no statistically significant difference in the anxiety symptom scale scores between the two groups ($P>0.05$). After the second round, the Hamilton Anxiety Scale scores of the observation group were significantly lower than those of the control group ($P<0.05$); The difference in stress status scores at different times was significantly lower in the observation group than in the control group after the start of the second round ($P<0.05$). In short, cognitive behavioral therapy has a relieving effect on students' anxiety disorders.

Conclusions. Drug therapy is mostly targeted at adult patients. However for adolescent patients, it is necessary to gradually combine cognitive behavioral therapy to promote the relief of anxiety disorders in students.

Relationship between locust control and farmers' anxiety

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Background. The anxiety of farmers is closely related to their survival and daily life, and the prevention and control of locusts are closely related to their survival. The prevention and control of locusts is related to farmers' food production and safety, so farmers bear the survival and life pressure brought by locusts. Their anxiety psychology not only lies in dealing with locusts, but also requires emotional and psychological adjustment for treatment.

Subjects and Methods. Firstly, 1,184 farmers aged 23-31 from a certain city were randomly selected. Secondly, the Perceived Social Support Scale, Basic Psychological Needs Scale, Depression Anxiety Stress Scale, and Life Satisfaction Scale were used to score the anxiety psychology of farmers. Finally, SPSS 23.0 statistical software, analysis of variance, and t-test were used.

Results. After comparing the scoring results of various scales, it was found that the positive prediction of understanding social support for farmers' satisfaction was $t=15.471$, $P<0.001$, and the positive satisfaction with basic psychological needs was $t=6.205$, $P<0.001$. The combined understanding of depression, anxiety, and stress emotions for basic psychological needs of social support was $t=-5.963$, $P<0.001$. Overall, the best effect was achieved by adjusting farmers' basic psychological needs and satisfaction.

Conclusions. Depression and anxiety, combined with basic psychological needs, have a greater alleviating effect on farmers, and provide intervention methods for individual development and happiness acquisition. Therefore, combined with locust prevention and control measures, they provide improvement and regulation for farmers' anxiety psychology.

Intervention analysis of CBT and entrepreneurship training for college students' social anxiety

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Background. Social Anxiety Disorder (SAD) is a common mental disorder characterized by intense fear and anxiety in social situations. Social anxiety may prevent college students from actively participating in social activities and innovative entrepreneurial practices, thus affecting their personal growth and career development. The combination of cognitive behavioral therapy and college innovation and entrepreneurship training is expected to provide a comprehensive and effective method for the intervention of college students with social anxiety disorder.

Subjects and Methods. 120 college students with social anxiety disorder were randomly divided into an experimental group and a control group, with 60 people in each group. The experimental group received 10 weeks of cognitive behavior therapy (CBT) combined innovation and entrepreneurship training, while the control group only received innovation and entrepreneurship training. Social anxiety and cognitive status were assessed using the Stanford Acute Stress Response Questionnaire and the 3-Minute Disorder Assessment Scale. SPSS23.0 was used for descriptive statistics, analysis of variance and correlation analysis.

Results. The social anxiety of the experimental group was significantly reduced, and the SASRQ score was significantly reduced compared with the control group. The experimental group performed better on the 3D-CAM score, indicating improved cognitive status.

Conclusions. Cognitive behavioral therapy combined with innovation and entrepreneurship training has a significant intervention effect on the social anxiety disorder of college students, which is helpful in improving their social ability and innovation and entrepreneurship potential. This comprehensive intervention strategy has a positive significance in promoting the overall development and mental health of college students.

The guiding effect of clothing design assisted therapy based on Chinese elements on young patients with autism

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Background. Autism disorder (ASD) affects social, communication and behavioral patterns and appears in childhood. Although