

fostering their holistic development in terms of moral, intellectual, physical, and aesthetic aspects. By integrating Marxist theory with contemporary national education contexts, the research seeks to incorporate these principles into Civic Education within universities and reform existing teaching methodologies.

Subjects and Methods. Twenty students exhibiting bi-directional affective disorders were randomly selected from ten different Chinese colleges and institutions. With 100 students in each group, a total of 200 participants were evenly divided into an experimental group and a control group. The control group received standard collegiate Civic Education, while the experimental group was exposed to a Civic Teaching Mode enriched with Marxist insights. The 6-month trial was followed by data collection and analysis employing a customized emotional disorder scale and SPSS 23.0 software.

Results. Following 6 months of instruction, students in the experimental group displayed a decrease in affective disorder scale scores from 9.56 ± 0.58 to 1.24 ± 0.37 . Conversely, students in the control group exhibited scores dropping from 9.74 ± 0.62 to 7.89 ± 0.52 .

Conclusions. In comparison to traditional Civic Education, the integration of Marxist principles and the contextual specifics of Chinese education effectively address the limitations of conventional instruction, so as to comprehensively improve the two-way emotional barriers of students.

Effect of ideological and political education and psychological health pathway construction in universities on social anxiety disorders of college students

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Background. Faced with interpersonal communication challenges, college students often experience social anxiety disorders. This study aims to investigate the potential of constructing pathways for ideological and political education and mental health within universities to alleviate social anxiety disorders among college students.

Subjects and Methods. A one-semester intervention study was conducted. The intervention group, consisting of 100 college students, received a combined approach of ideological and political education and mental health pathways. In contrast, the control group, comprising 100 college students, followed conventional mental health education methods. Data were collected using the Social Anxiety Inventory (SAI) and the College Student Ideological and Political Quality Scale (PQCS). Descriptive and inferential statistical analyses were performed using SPSS20.0.

Results. After an intervention, the SAI score of the intervention group was significantly lower than that of the control group,

indicating a significant improvement in social anxiety. At the same time, the scores of the intervention group on the ideological and political quality scale were significantly higher than those of the control group, indicating that ideological and political education and mental health pathways have the effect of improving the ideological and political quality of college students.

Conclusions. The results indicate that the combination of ideological and political education in universities and mental health pathways can effectively improve the social anxiety status of college students and enhance their ideological and political qualities.

The therapeutic effect of the integration of ideological and political education models and paroxetine treatment in universities on students' entrepreneurial and employment anxiety disorder

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Background. Paroxetine is a commonly used psychotherapy drug, and the ideological and political education model in universities is an educational model aimed at cultivating students' sense of social responsibility, professional ethics, and innovative spirit. The study on the therapeutic effect of combining ideological and political education in universities with paroxetine on students' entrepreneurial and employment anxiety disorder aims to reduce anxiety symptoms and improve students' mental health levels.

Subjects and Methods. This study studied 240 college students and randomly divided them into two groups: one group ($n=120$) received the intervention of the ideological and political education model combined with paroxetine treatment, while the other group ($n=120$) served as the control group and only received routine guidance and education. SAS (Self Rating Anxiety Scale) was mainly used to evaluate students' anxiety symptoms, lasting for 12 weeks, and the effects were compared between the two groups.

Results. After 12 weeks of treatment, the anxiety scale score of the intervention group was significantly lower than that of the control group, and the difference between the two was significant ($P<0.05$). The students in the intervention group showed significant progress in improving anxiety symptoms, clarity of career planning, and innovative attitudes.

Conclusions. This study shows that the combination of ideological and political education mode and paroxetine can significantly reduce the anxiety level of employment and entrepreneurship

among college students, improve their attitude towards employment and entrepreneurship, and demonstrate broad application prospects.

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Improving attention deficit in athletes through personalized football teaching combined with atomoxetine treatment

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Background. Attention Deficit Disorder (ADHD) is a common neurodevelopmental disorder that seriously affects athletes' training and competition performance. Traditional drug treatment methods such as atomoxetine can improve symptoms, but there are also side effects. Featured football teaching, as a new nondrug treatment method, is worth exploring its therapeutic effect.

Subjects and Methods. This study recruited 60 athletes diagnosed with ADHD and randomly divided them into an intervention group and a control group, with 30 participants in each group. The intervention group received characteristic football teaching and atomoxetine treatment, while the control group only received atomoxetine treatment. The research period is 12 weeks, and quantitative evaluation is conducted using the ADHD rating scale and the exercise performance rating scale.

Results. After the study, the ADHD scores of both groups of athletes decreased, while the exercise performance scores of the intervention group were significantly higher than those of the control group. The statistical analysis results show that feature-based football teaching has a significant effect on improving athletes' attention deficit and improving sports performance.

Conclusions. Featured football teaching emerges as an effective means to enhance concentration and performance among athletes with ADHD. As a non-pharmacological intervention, its therapeutic impact is noteworthy, meriting promotion and practical application. Future research could delve into exploring the personalized football teaching's therapeutic effects on diverse ADHD athlete profiles, striving to develop tailored treatment plans for athletes with ADHD.

Enhancing bipolar disorder treatment among employed college students through the integration of civic education and lamotrigine: a context of educational psychology

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Background. The current psychological problem of bipolar disorder among college students due to employment pressure is characterized by a long course of illness, high suicide, and disability rates. Traditional drug therapy not only accelerates the circulation frequency of manic and depressive episodes but also leads to drug tolerance. Therefore, the study aims to combine ideological and political education with lamotrigine in the context of educational psychology to achieve the combined treatment of bipolar disorder among employed college students.

Subjects and Methods. This study focused on 50 college students with bipolar disorder who were employed. The participants were divided into two groups, Group A and Group B, based on illness duration. Group A received a single lamotrigine treatment, while Group B received a combination of ideological and political education and lamotrigine treatment, with a total treatment time of six months. After the experimental results were processed using SPSS17.0 statistical software, and the Hamilton Depression Scale scores of the two groups of patients before and after treatment were compared.

Results. After three months of treatment, the score was 18.77 ± 2.37 points. After six months of treatment, the score decreased to 7.67 ± 2.57 points, significantly lower than the control group's 14.34 ± 2.17 points at this time.

Conclusions. The integration of ideological and political education with lamotrigine treatment yields a substantial therapeutic impact on bipolar disorder among employed college students. This comprehensive approach underscores the importance of considering educational psychology when devising treatment strategies for psychological disorders.

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