

Enhancing deficit schizophrenia treatment in college students through the integration of paliperidone and reformed civic education in higher education

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Background. College students face challenges in communication, employment, learning, and emotional interaction, contributing to a range of psychological issues. Deficit schizophrenia, though uncommon among college students, can exhibit symptoms of delayed thinking and cognitive impairment. Prolonged use of traditional medications can lead to tolerance. This study investigates the synergy of reformed ideological and political education in higher education with Paliperidone to offer comprehensive intervention for college students with deficit schizophrenia.

Subjects and Methods. A study was conducted on 85 college students with defective schizophrenia at a certain university. They were divided into Group C and Group D. Group C received a single treatment with Paliperidone, while Group B received combined treatment with reformed ideological and political education and teaching in universities. The treatment lasted for 3 months, and after treatment, SPSS 20.0 was used for data analysis, and the Mental Classification Cognitive Test Scale was used to quantify the mental status of college students.

Results. Post-treatment, positive symptoms in Group D reduced to 15.46 ± 1.53 points, negative symptoms dropped to 15.61 ± 3.51 points, and general psychiatric symptoms decreased to 15.12 ± 1.21 points. These values were lower than pre-treatment levels and Group C scores. The effective treatment rate for Group D reached 96.67%, surpassing Group C.

Conclusions. The intervention involving the combined use of reformed ideological and political education in universities with Paliperidone exhibited efficacy in addressing deficit schizophrenia in college students. This approach showcases the potential of interdisciplinary interventions in higher education for improving psychological well-being.

Alleviating anxiety disorders in college students through football training and competition system reform

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Background. College students frequently grapple with anxiety stemming from academic and employment pressures, often

leading to the development of anxiety disorders over time. Football training, as a team sport, not only enhances physical fitness but also aids in anxiety reduction during physical activities. Nonetheless, existing football training and competition systems face challenges that undermine their effectiveness in treating anxiety. This study investigates the potential of reforming the football training and competition system as an intervention to address anxiety disorders in college students.

Subjects and Methods. A study was conducted on 67 college students with anxiety disorders, who were divided into an observation group and a control group. The control group adopts traditional methods, while the observation group adopts the reformed football training and competition system for sports intervention. After the experiment, SPSS 20.0 software was used for statistical analysis.

Results. After the observation group experiment, the somatization score of college students was 17.10, the anxiety score was 15.25, and the interpersonal sensitivity score was 14.31. The neuroticism score was 11.66, which was significantly better than the pre-experimental score. Meanwhile, after the experimental intervention, 13.4% of 9 people had anxiety factor scores greater than 2. Significantly lower than the 40.3% before the experiment.

Conclusions. The reform of the football training and competition system proves highly effective as an intervention strategy for addressing anxiety disorders among college students.

Cross-border e-commerce integrated with regional economic development on mixed depression among financial professionals

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Background. In recent years, mixed-type depression has become a widely recognized mental health issue. The rise of cross-border e-commerce and the new pattern of regional economic development may make financial professionals face more complex work environments, which may affect their mental health status. Considering that the combination of cross-border e-commerce and regional economic development may have a certain degree of impact on the mental health of financial practitioners, the study aims to explore the nature and extent of this impact, in order to take effective measures to improve the work environment and quality of life of financial practitioners.

Subjects and Methods. The study followed 80 financial professionals with mixed depression for 1 year. It investigated the extent of mixed-type depression in patients before and after the intersection of cross-border e-commerce and regional economic development. The study used the Hamilton Depression Scale (HAMD) to assess the severity of mixed depressive symptoms.

Results. After the mutual integration of cross-border e-commerce and regional economic development, the average HAMA score of mixed depression among financial employees

decreased to approximately 10.45, with a significant pre-post difference ($P < 0.05$), indicating that the patients' mixed depression was significantly alleviated.

Conclusions. The combination of cross-border e-commerce and regional economic development has a significant positive impact on the mixed depression of financial professionals. Prove that while promoting economic restructuring and cross-border e-commerce development, it also indirectly promotes the psychological health of practitioners.

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Enhancing learning effect for students with bipolar depression through the interactive English translation teaching model

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Background. Bipolar depression students may face various challenges during the learning process, such as emotional fluctuations and lack of concentration. Traditional teaching models may not achieve ideal results in response to the special needs of such students. Given this, the study aims to explore whether the interactive English translation teaching model can bring better learning experiences and effects to students with bipolar depression. Through an in-depth analysis of the characteristics of this teaching model, combined with the characteristics of students with bipolar depression, the study aims to provide educators with new strategies and methods.

Subjects and Methods. The study selected 120 students with bipolar depression as the research subjects and randomly divided them into an experimental group and a control group. The experimental group students were taught using interactive English translation teaching mode, while the control group students were taught using traditional teaching mode. The study used the Bipolar Depression Rating Scale (BDRS) to evaluate the intervention of students with bipolar depression.

Results. Before the experiment, there was no significant difference in bipolar depression scores between the two groups of students ($P > 0.05$); After the experiment, the bipolar depression symptoms of the experimental group students were significantly improved and significantly lower than those of the control group students ($P < 0.05$).

Conclusions. The interactive English translation teaching model shows promise in alleviating symptoms of bipolar depression among students. Furthermore, this model positively impacts both their learning experience and mental well-being.

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Incorporating the “moving westward” spirit into higher education practical teaching to mitigate student anxiety: an exploratory study

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Background. Modern college students are faced with multiple pressures, leading to an increasing incidence of anxiety incidence rate. Traditional teaching models may not achieve ideal results in response to the special needs of such students. The spirit of moving westward, as a valuable experience in the history of New China, represents the spiritual core of overcoming difficulties and striving hard. The study will explore how to combine the “spirit of westward migration” with practical teaching to cultivate students' psychological resilience and promote their healthy growth.

Subjects and Methods. The study focused on 90 students with anxiety disorder and randomly divided them into an experimental group and a control group. The experimental group students adopted the “spirit of moving westward” to integrate into the practical teaching of university education courses, while the control group students adopted traditional teaching methods. The study used the Hamilton Anxiety Scale (HAMA) to evaluate the intervention of anxiety disorders in students.

Results. Before the experiment, there was no significant difference in anxiety scores between the two groups of students ($P > 0.05$); After the experiment, the anxiety symptoms of the experimental group students were significantly improved and significantly lower than those of the control group students ($P < 0.05$).

Conclusions. The integration of the “spirit of westward migration” into practical teaching of higher education courses can alleviate students' anxiety symptoms and have a positive effect on their learning and physical and mental health.

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Utilizing information-based enterprise management to mitigate anxiety disorders among moderate and severe managers

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Background. Informatization has become a key element of modern enterprise management, and managers face severe anxiety in