

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.