

Enterprise human resource innovation management and mental health education on anxiety disordered employees

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Background. Affected by work pressure and other factors, some employees in enterprises may experience anxiety disorders characterized by symptoms such as anxiety, depression, and panic. Under the influence of anxiety disorders, the work of these employees will be significantly affected. In this situation, enterprise human resource management has innovated and intervened in employee anxiety disorders. Mental health education, as a way of psychological regulation, has important practical significance. Therefore, in the face of employee anxiety disorder, the study adopts an intervention method of combining human resource innovation management with mental health education.

Subjects and Methods. The research enrolled 40 employees diagnosed with anxiety disorders, who were subsequently randomly assigned to either a control group or an intervention group, each containing 20 participants. The control group was exposed to the enterprise's innovative human resource management strategies. In contrast, the intervention group received a combination of two months of mental health education built upon the former approach. The assessment of employees was carried out utilizing metrics including the Hamilton Anxiety Scale (HAMA), and the data were subjected to statistical analysis employing SPSS 23.0 software.

Results. After intervention, both groups showed some improvement in anxiety disorders. Compared to the control group, the HAMA score of the intervention group was significantly lower than that of the control group ($P < 0.05$).

Conclusions. Through innovative management of enterprise human resources combined with mental health education, employees' anxiety disorders have been significantly alleviated, and their mental health levels have been improved.

experience low emotions in their academic and daily lives. Over time, these students' sleep, diet, and other conditions have also been affected. In order to improve these students' mood disorders, universities need to take measures to intervene. The application of virtual reality technology in intelligent ideological and political education teaching has improved teaching effectiveness and increased students' sense of experience. In response to the issue of mood disorders among college students, we will apply intelligent ideological and political education teaching to it.

Subjects and Methods. 70 college students with mood disorders were selected from a certain university and randomly divided into a control group (35) and an experimental group (35). The former adopts general ideological and political education, while the latter adopts intelligent ideological and political education for a period of 3 months. The Beck Ravensden Mania Scale (BRMS) was used to measure students' emotional status, and the data was processed by using SPSS 23.0 software.

Results. After 3 months of teaching, the mood disorders of the control group and experimental group students were alleviated to some extent. Compared with the control group, the intervention group had significantly lower BRMS scores ($P < 0.05$).

Conclusions. Applying virtual reality technology to ideological and political education teaching in universities can not only improve teaching quality, but also effectively adjust students' psychological conditions and improve their mood disorders.

The alleviation of PTSD through collaborative education of ideological and political education under educational psychology

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Background. The complex social and family environment puts some college students under significant psychological pressure and stimulation and some students experience Post Traumatic Stress Disorder (PTSD). If not intervened in a timely manner, it will cause significant harm to students' physical and mental health and even threaten the stability of the campus. From the perspective of educational psychology, collaborative education of ideological and political education for college students can improve the timeliness of ideological and political education, and is of great significance for timely intervention of students' psychological issues. It can be applied to students PTSD intervention.

Subjects and Methods. The study conducted selection and grouping of 60 PTSD students, resulting in a control group (30) and an intervention group (30). The former adopts general ideological and political education, while the latter adopts a collaborative education strategy for college students' ideological and political education, lasting for 3 months. PTSD was evaluated using indicators such as the Self-rating Scale for Post-traumatic

The value impact of smart ideological and political education on emotional disorders of college students

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Background. Due to disharmony with roommates and other factors, some college students have mood disorders and may