

distributed by education level were not statistically significant ($P>0.05$).

Conclusions. The possibility of anxiety disorders among investment banking practitioners is high, and psychological guidance and proper guidance need to be strengthened. This survey study provides a theoretical basis for the development of targeted interventions for anxiety disorders in the future.

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Innovative and entrepreneurial thinking training combined with psychological nursing intervention on the relief of Graduate's employment anxiety

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Background. Severe employment competition and pressure have triggered students in higher vocational school to develop negative emotions of anxiety. They show intense, excessive as well as persistent worries and fears, and even somatic anxiety symptoms. In order to alleviate the anxiety triggered by the employment pressure of graduates of higher vocational school, the study introduces psychological care to intervene in graduation innovation and entrepreneurial thinking training and analyzes its ability to alleviate anxiety.

Subjects and Methods. 48 graduates suffering from anxiety disorders in a higher vocational school were used as experimental research subjects, and the experimental group received a training program combining psychological nursing intervention and innovative entrepreneurial thinking; the control group received traditional innovation and entrepreneurship training courses. The Hamilton Anxiety Scale (HAMA), Hamilton Depression Scale (HAMD), Symptom Self-assessment Scale SCL90, and Self-Acceptance Questionnaire (SAQ) were evaluated before the experiment, and after the 2nd, 4th, and 8th weeks of the experiment, respectively.

Results. Graduates who participated in the training on the integration of psychological care into innovative and entrepreneurial thinking showed a significant decrease in the scores of all scales compared to the pre-experimental period ($P<0.05$), and the relief of anxiety was more pronounced compared to the control group ($P<0.05$).

Conclusions. Psychological care integrated with innovative and entrepreneurial thinking training had a significant effect on the anxiety of graduates. They had a more rational and accurate control of the employment situation and restored their confidence in their future work and life.

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The intervention effect of using the scaffolding teaching model in middle school English on students' social anxiety disorder

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Background. A common psychological problem, social anxiety disorder, is prevalent among primary and secondary school students. Social anxiety disorder mainly manifests itself in the form of intense fear and apprehension in social situations, and excessive worry and fear make the patients gradually avoid socializing. In order to provide timely intervention for students with social anxiety disorder, the study introduced a scaffolding teaching model for middle school English in the middle school classroom.

Subjects and Methods. 80 students with social anxiety disorder in a junior high school were randomly divided into an experimental group and a control group. The experimental group was taught using the junior high school English scaffolding teaching mode, while the control group was taught using the traditional English teaching mode, and the Symptom Self-assessment Scale (SCL-90) and Liebowitz Social Anxiety Scale (LSAS) were used to assess the patient's social anxiety before and after the treatment.

Results. Middle school English scaffolding teaching model has positive guidance effect on social fear ($P<0.05$), students in the experimental group had a significant decrease in the scores of all scales after the experiment ($P<0.05$), compared with the control group the intervention on social fear was more obvious ($P<0.05$).

Conclusions. The scaffolding teaching model of middle school English has a positive impact on students' anxiety and phobia, and the self-confidence of students with anxiety disorders was gradually built up and their social scope was gradually expanded.

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Law education reform in universities on reducing college students' learning anxiety

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Background. With the rapid development of society, the learning anxiety of college students is gradually increasing. Law education emphasizes rational thinking and behavioral norms, enabling college students to establish a correct outlook on life. Therefore,

law education should be an important part of psychological health interventions for college students.

Subjects and Methods. The study selected 120 students with learning anxiety and randomly divided them into two groups. One group is a blank group, which only uses traditional legal education. The other group is the experimental group, which adopts an educational approach that combines psychology and law to reform. The experimental period lasted for one semester, and the course arrangements of the two groups were consistent. Before and after the experiment, a questionnaire survey was conducted using the Self Rating Anxiety Scale (SAS). Based on the experimental results, the psychological relief of anxiety in the two groups was analyzed.

Results. The number of students in the blank group who had mild, moderate, or severe learning anxiety before the experiment began was 64, 53, and 3, respectively. In the experimental group, there were 62, 54, and 4 students who had mild, moderate, and severe cases of learning anxiety, respectively. After the test, there were 71, 47, and 2 students in the control group who had mild, moderate, or severe learning anxiety, respectively. In the experimental group, there were 81, 27, and 0 students who did not have learning anxiety, respectively. The number of students with mild to severe learning anxiety increased.

Conclusions. The integration of psychological reform in law teaching can effectively alleviate the learning anxiety of college students.

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Intervention of emotional interaction in college art and design courses for autism patients' emotions

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Background. Patients with autism experience severe social impairments and sluggish emotional expression. A novel form of autism treatment is now art therapy. There is, however, a dearth of research on the use of art therapy with patients who are students. This study intends to investigate the therapeutic impact of university-level art design classes on autistic patients when they are exposed to emotional interaction.

Subjects and Methods. 100 patients with autism were selected from a certain university and randomly divided into a blank group and an experimental group. The blank group did not use art therapy, while the experimental group used art therapy with emotional interaction and design courses. The experimental period lasts for one month. Both before and after the experiment were evaluated using the Kirschner Autism Behavior Scale (CABS).

Results. According to the experimental findings, there were 25 patients had moderate understanding difficulties, 13 patients

had mild understanding difficulties. 12 patients in the blank group who had severe emotional understanding difficulties before the experiment. In the experimental group, there were, respectively, 11, 27, and 12 patients with mild, moderate, and severe emotional comprehension difficulties. After the experiment, the number of patients with mild to moderate to severe emotional understanding difficulties increased in the blank group to 11, 27, and 12, while it grew to 19, 28, and 3 in the experimental group.

Conclusions. The therapy of art and design courses in universities with emotional interaction has alleviating effect on the emotional understanding disorders of patients with autism.

Innovative enterprise management models on financial management personnel emotional anxiety disorders

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Background. With the acceleration of economic development, competition between enterprises has become increasingly fierce. Financial management personnel in enterprises face significant work pressure in competition. Therefore, scientific reform of enterprise management models has certain practical value.

Subjects and Methods. This research aims to explore the impact of innovative enterprise management models on emotional anxiety disorders of financial management personnel. 200 different enterprise financial management personnel were randomly selected to conduct a self-made financial work anxiety scale questionnaire survey. Then, a certain enterprise was selected for an experiment on management model reform. In the experiment, the enterprise used innovative reform management models for management, and the experiment lasted for 2 months. A self-made questionnaire survey was conducted again on the 20 financial management personnel of the enterprise after 2 months. Analyze the work emotional anxiety of financial management personnel based on the survey results.

Results. The experimental results showed that among the 200 financial managers who participated in the questionnaire survey using traditional enterprise management models, 115 financial management personnel had a severe emotional anxiety disorder, and 187 financial management personnel believed that the current management model needed improvement. After conducting a two-month experiment on a certain enterprise, 18 out of 20 financial management personnel believe that the reformed management model can alleviate their work anxiety.

Conclusions. The scientific and innovative reform of enterprise management models can effectively alleviate the emotional anxiety of management personnel.