

Figure 3. Mediating effect diagram

#### Integrated analysis model:

##### (1) The basic concept of integrated analysis model

Integrated model analysis refers to structural equation model analysis with both measurement model and structural model. Simply speaking, integrated model analysis can be considered as the synthesis of confirmatory factor analysis and path analysis, which takes into account both internal and external aspects and integrates the core concepts of both.

##### (2) Examples of integrated model analysis

Usually, a unified model analysis contains multiple latent variables, which can be used not only as exogenous and endogenous variables, but also as mediating variables. In the illustrative illustration of path analysis, we propose that the dependent variable *X* influences the independent variable *Y* by influencing the mediator variable *M*. In other words, the level of loneliness will affect the level of subjective well-being, but the level of loneliness will be affected by attachment style. As shown in Figure 4.

After assuming the model, model definition, parameter estimation and analysis should be carried out. After analysis, if all the fitting indices meet the fit criteria, then the model is good. If one item does not meet the fit criteria, the model still needs to be modified.

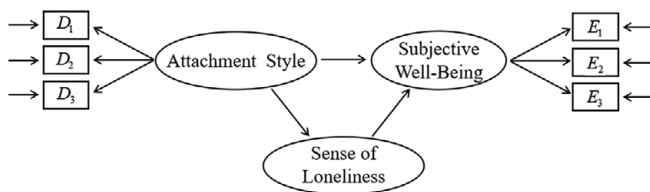


Figure 4. Figure of the integrated model of structural equations for individual subjective well-being

**Conclusions.** The wide application of structural equation model reflects the progress of data analysis and statistical methods. This new method of data analysis and statistics lays a methodological foundation for our comprehensive understanding and in-depth study of psychological phenomena. However, we should not blindly use this method, should fully grasp the basic principles of the constitutive equation model, applicable conditions to use this method, in order to give full play to the advantages of this method.

## The clinical effect of strengthening education management combined with psychotropic drugs on schizophrenia in vocational college students

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**Background.** Schizophrenia is a group of chronic diseases with unknown causes. It usually starts slowly or subacute in young adults. In clinical practice, it is often manifested as a syndrome with different symptoms, involving various obstacles in perception, thinking, emotion, and behavior, as well as uncoordinated mental activities. Patients are generally conscious and their intelligence is basically normal, but some patients may suffer from cognitive impairment during the disease process. Schizophrenia has a huge impact on the mental health of vocational college students. The study will strengthen education and management and combine psychotropic drugs to conduct clinical treatment of vocational college students' schizophrenia and observe its effect, so as to provide a scientific basis for the clinical treatment of vocational college students' schizophrenia.

**Subjects and Methods.** 60 students suffering from schizophrenia were selected from several vocational schools and divided into two groups: drug treatment group and combined treatment group. The students in the drug treatment group take conventional psychotic drugs for treatment, while the students in the combined treatment group take conventional psychotic drugs for treatment and also receive strengthened education and management. Before and after treatment, Minnesota Multiphasic Personality Inventory (MMPI) was used to evaluate the condition of schizophrenia of the two groups of students, and the evaluation results were statistically analyzed.

**Results.** The MMPI scores of the two groups of students before treatment were  $65.32 \pm 3.24$  and  $65.48 \pm 3.21$  respectively. The MMPI scores of the two groups of students after treatment decreased compared with those before treatment. The average MMPI score of the drug treatment group after treatment was  $57.46 \pm 3.18$ , and the average MMPI score of the combined treatment group was  $45.83 \pm 2.87$ , which was statistically significant ( $P < 0.05$ ) compared with the scores before the experiment. However, the remission effect of the combined treatment group after treatment was more significant than that of the drug treatment group. Table 1 shows the comparison of MMPI scores between the two groups before and after the experiment.

**Conclusions.** Conventional psychotic drug treatment has a certain effect on the remission of schizophrenia in vocational college students, but the treatment plan of strengthening education management and combining psychotic drugs proposed in the study has a more significant effect on the remission of schizophrenia in vocational college students, providing a scientific basis for the clinical treatment of schizophrenia of vocational college students.

**Table 1.** Comparison of MMPI scores of patients before and after the experiment

Group	Before treatment	After treatment	<i>P</i>
Medication group	65.32±3.24	57.46±3.18	>0.05
Combined treatment group	65.48±3.21	45.83±2.87	<0.05
<i>P</i>	>0.05	>0.05	-

## Analysis of the effect of psychological atmosphere creation on anxiety patients in physical education classroom teaching

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**Background.** Anxiety disorder is a common mental disease, which is characterized by tremors, palpitation, sweating, and other symptoms, and has become one of the main psychological problems of college students. The psychological atmosphere is a relatively stable emotional state, which can promote emotional communication and trigger psychological resonance. Through the creation of a good psychological atmosphere in physical education classroom teaching, this paper explores its intervention effect on anxiety patients.

**Subjects and Methods.** In a domestic university, 900 college students of different grades were selected by random sampling, and the Self-rating Anxiety Scale (SAS) was filled in anonymously. After statistical results, 126 patients with anxiety disorder were selected. Then they were randomly divided into a control group and an observation group, 68 in each group. The students in the observation group studied in the PE class with a positive psychological atmosphere, while the students in the control group studied in the regular PE class. After one semester of study, the anxiety level was assessed again by the SAS scale.

**Results.** Table 1 shows the statistical results of SAS scores of the two groups before and after physical education classroom teaching. It can be found that after the experiment, the anxiety score of the students in the observation group decreased significantly and was lower than that of the control group, with a statistically significant difference ( $P < 0.05$ ).

**Conclusions.** Anxiety has seriously harmed the physical and mental health of college students. The study created a positive psychological atmosphere in physical education classroom teaching and intervened the anxiety patients. The results show that the optimized creation of a psychological atmosphere in physical education classrooms can improve the anxiety symptoms of college students, and has certain clinical application value.

**Table 1.** Statistical results of SAS scores of two groups of college students before and after physical education classroom teaching

Group	<i>n</i>	Before experiment	After experiment	<i>P</i>
Control group	68	55.36±4.17	53.59±4.01	0.74
Observation group	68	55.18±3.82	44.27±3.64	0.00
<i>P</i>	-	0.79	0.00	-

## Study on risk prediction and intervention coping of mild cognitive impairment in patients with hypertension

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**Background.** While the ageing population is increasing, diseases such as senile dementia and hypertension have gradually become important health risks for the elderly. The existing research shows that long-term hypertension will affect the structure and function of cerebral vessels, leading to the decline of cerebrovascular compliance, vascular deformation, cerebral blood flow reduction and other problems. The occurrence of these conditions will lead to the decline of the brain's self-regulation ability, which will lead to cognitive decline and dementia. The study will analyze the risk factors of mild cognitive impairment (MCI) in hypertensive patients, and determine the regulatory role between adaptation and cognitive function in the treatment of hypertensive patients.

**Subjects and Methods.** In this study, 180 hypertensive patients were investigated to analyze their cognitive factors and functional status. The investigation was completed by the Montreal Cognitive Assessment (MoCA). After the investigation, SPSS 25.0 software was used to analyze the data and screen the independent risk factors of mild cognitive impairment. The experimental results are shown in Table 1.

**Results.** As shown in Table 1, 124 of 180 hypertensive patients developed MCI, with a prevalence rate of 68.9%. It can be seen from the table that the total score and scores of each dimension in the MCI group were significantly lower than those in the normal cognitive function group ( $P < 0.05$ ), with the largest difference being delayed recall and executive function.

**Conclusions.** In this study, the research center was placed at risk of mild cognitive impairment in hypertensive patients. Through the MoCA scale investigation experiment, it was found that 124 of 180 hypertensive patients had a lower cognitive function in all dimensions than normal. The experiment shows that the problems such as micro hemorrhage caused by hypertension and the increase of cerebrovascular events affect the cognitive function of the elderly, which is obviously reflected in memory and executive ability.