

fostering their holistic development in terms of moral, intellectual, physical, and aesthetic aspects. By integrating Marxist theory with contemporary national education contexts, the research seeks to incorporate these principles into Civic Education within universities and reform existing teaching methodologies.

Subjects and Methods. Twenty students exhibiting bi-directional affective disorders were randomly selected from ten different Chinese colleges and institutions. With 100 students in each group, a total of 200 participants were evenly divided into an experimental group and a control group. The control group received standard collegiate Civic Education, while the experimental group was exposed to a Civic Teaching Mode enriched with Marxist insights. The 6-month trial was followed by data collection and analysis employing a customized emotional disorder scale and SPSS 23.0 software.

Results. Following 6 months of instruction, students in the experimental group displayed a decrease in affective disorder scale scores from 9.56 ± 0.58 to 1.24 ± 0.37 . Conversely, students in the control group exhibited scores dropping from 9.74 ± 0.62 to 7.89 ± 0.52 .

Conclusions. In comparison to traditional Civic Education, the integration of Marxist principles and the contextual specifics of Chinese education effectively address the limitations of conventional instruction, so as to comprehensively improve the two-way emotional barriers of students.

Effect of ideological and political education and psychological health pathway construction in universities on social anxiety disorders of college students

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Background. Faced with interpersonal communication challenges, college students often experience social anxiety disorders. This study aims to investigate the potential of constructing pathways for ideological and political education and mental health within universities to alleviate social anxiety disorders among college students.

Subjects and Methods. A one-semester intervention study was conducted. The intervention group, consisting of 100 college students, received a combined approach of ideological and political education and mental health pathways. In contrast, the control group, comprising 100 college students, followed conventional mental health education methods. Data were collected using the Social Anxiety Inventory (SAI) and the College Student Ideological and Political Quality Scale (PQCS). Descriptive and inferential statistical analyses were performed using SPSS20.0.

Results. After an intervention, the SAI score of the intervention group was significantly lower than that of the control group,

indicating a significant improvement in social anxiety. At the same time, the scores of the intervention group on the ideological and political quality scale were significantly higher than those of the control group, indicating that ideological and political education and mental health pathways have the effect of improving the ideological and political quality of college students.

Conclusions. The results indicate that the combination of ideological and political education in universities and mental health pathways can effectively improve the social anxiety status of college students and enhance their ideological and political qualities.

The therapeutic effect of the integration of ideological and political education models and paroxetine treatment in universities on students' entrepreneurial and employment anxiety disorder

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Background. Paroxetine is a commonly used psychotherapy drug, and the ideological and political education model in universities is an educational model aimed at cultivating students' sense of social responsibility, professional ethics, and innovative spirit. The study on the therapeutic effect of combining ideological and political education in universities with paroxetine on students' entrepreneurial and employment anxiety disorder aims to reduce anxiety symptoms and improve students' mental health levels.

Subjects and Methods. This study studied 240 college students and randomly divided them into two groups: one group ($n=120$) received the intervention of the ideological and political education model combined with paroxetine treatment, while the other group ($n=120$) served as the control group and only received routine guidance and education. SAS (Self Rating Anxiety Scale) was mainly used to evaluate students' anxiety symptoms, lasting for 12 weeks, and the effects were compared between the two groups.

Results. After 12 weeks of treatment, the anxiety scale score of the intervention group was significantly lower than that of the control group, and the difference between the two was significant ($P<0.05$). The students in the intervention group showed significant progress in improving anxiety symptoms, clarity of career planning, and innovative attitudes.

Conclusions. This study shows that the combination of ideological and political education mode and paroxetine can significantly reduce the anxiety level of employment and entrepreneurship