

Table 1. Anxiety of college students of different genders

Gender	High counterfeit products	False propaganda	High price	Some products are seriously damaged
Male	4.24±0.28	4.10±0.53	3.88±0.39	4.01±0.25
Female	4.45±0.33	4.37±0.18	3.91±0.27	4.11±0.44
<i>P</i>	<0.05	<0.05	>0.05	>0.05

The effect of psychological intervention on self-efficacy and coping style of depression patients under medical guidance in colleges and universities

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Background. During the study period in college, students often suffer from depression because of serious psychological depression. When suffering from depression, it is difficult for college students to make effective self-adjustment. This will reduce their sense of self-efficacy, and ultimately lead to college students' difficulty in effectively relieving their depression. The research points out that psychological intervention can specifically reduce college students' depression, improve their well-being status, and then enhance their sense of self-efficacy, and promote college students' rehabilitation.

Subjects and Methods. The study took 108 students with depression admitted to a university hospital as subjects, and randomly divided them into group A and group B. The students in group A were treated with routine psychological intervention, and the students in group B were treated with college medical guidance on the basis of psychological intervention. Hamilton Depression Scale (HAMD) of the two groups was observed. General Self-Efficacy Scale (GSES) was used to analyze the change of self-efficacy of the two groups, and the questionnaire survey was conducted to evaluate students' coping style.

Results. The HAMD and GSES scores of the two groups of students were shown in Table 1. The results showed that there was a significant difference between the two groups in the scores after intervention.

Conclusions. The self-efficacy of college students with depression has seriously affected their rehabilitation effect. Therefore, the study proposed a psychological intervention strategy combined with college medical guidance. In the effect evaluation, the psychological intervention strategy of medical guidance in colleges and universities can significantly reduce the students' depression scores and enhance their sense of self-efficacy. Therefore, in college teaching, we need to make full use of college medical

guidance to improve the effect of psychological intervention and alleviate students' depression.

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Table 1. Differences between the two groups of students before and after intervention

Group	HAMD		GSES		Questionnaire survey on coping style	
	Before intervention	After intervention	Before intervention	After intervention	Before intervention	After intervention
Group A	19.17±2.64	15.22±2.37	14.86±2.35	20.18±2.54	13.19±2.21	16.24±3.39
Group B	19.53±2.41	10.06±2.15	14.39±2.48	25.39±2.62	13.22±2.23	19.78±3.16
<i>P</i>	>0.05	<0.05	>0.05	<0.05	>0.05	<0.05

Analysis of the effect of psychological training on the treatment of the pre-competition psychological obstacles of ski jumpers

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Background. In view of the problem that the psychological barriers of ski jumpers before competitions affect the athletes' performance on the competition ground, this paper discusses the therapeutic effect of psychological training on the athletes' psychological barriers before competitions, so as to find a reasonable and effective intervention method to help athletes avoid psychological barriers.

Subjects and Methods. 40 ski jumpers were selected as the research objects. With the help of computer, they were randomly divided into two groups. One group was the psychological training group, and 60 times of psychological training were carried out in the 6-month experiment. The other group was General group without any intervention. At the beginning and end of the experiment, the Trait Anxiety Inventory for Sport (TAIS) was used to compare the pre competition psychological disorders of the two groups of athletes.

Results. The score of the TAIS scale of the two groups after intervention was recorded and compared, as shown in Table 1. As can be seen in Table 1, the average and total TAIS scores of