

Subjects and Methods. The study selected 200 patients with bipolar disorder as the experimental subjects and randomly divided them into an experimental group and a control group, with 100 patients in each group. The experimental group received treatment with ideological and political education combined with psychological care, while the control group received traditional psychological intervention treatment for a duration of 6 months. After completion, the patient's symptoms were evaluated using the Bipolar Disorder Control Scale and the results were statistically analyzed using SPSS23.0 software.

Results. The research results showed that patients in the experimental group showed significant improvements in emotional control and the attitudes toward work and life, with an overall decrease of 20% in depression and arrogance levels.

Conclusions. The research results indicate that combining ideological and political education with psychological care is an effective comprehensive intervention method that can improve the overall rehabilitation level of patients with bipolar disorder, and is worth promoting and applying in clinical practice.

An emotional interaction-based intervention for emotional understanding in a college design course for individuals with autism spectrum disorder

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Background. Individuals with Autism Spectrum Disorder (ASD) often exhibit difficulties in socialization and communication, especially in emotional understanding. These challenges not only affect their relationships with peers and families, but may also impact their learning and daily life. The aim of the study was to investigate the effectiveness of an emotionally interactive college-designed curriculum based intervention on emotional understanding for individuals with ASD, in order to help individuals with ASD better understand and express their emotions, and thus improve their social interactions and quality of life.

Subjects and Methods. The study divided 130 students with ASD into an experimental group and a control group. Students in the experimental group were enrolled in a college-designed course based on emotional interaction; students in the control group were enrolled in a regular course and the experiment was maintained for one semester. The study used the Reading the Mind in the Eyes Test (RMET), a mental health measurement scale, to assess patients' understanding of emotions.

Results. Students in the experimental group had significantly higher emotional comprehension scores at the end of the

experiment than before the experiment began ($P < 0.05$), as well as significantly higher emotional comprehension scores at the end of the experiment than students in the control group ($P < 0.05$).
Conclusions. A college-designed curriculum based on emotional interaction helps students with autism to make emotional understanding and produce positive effects for intervention treatment for students with autism.

Effect of art painting on preschool children with from psychological anxiety the perspective of art psychology

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Background. In recent years, the psychological anxiety problem among preschool children has received widespread attention from parents, educators, and researchers. From learning pressure to social interaction with peers, these factors can all lead to the accumulation of psychological stress, resulting in psychological anxiety. Art painting is seen as a way to facilitate individual emotional expression and psychological adjustment, providing children with a stress-free environment where they can freely express their emotions and thoughts without worrying about being judged or misunderstood. The research aims to explore the impact of art painting on the psychological anxiety of contemporary preschool children from the perspective of art psychology.

Subjects and Methods. The study randomly divided 88 preschool children with psychological anxiety into an experimental group and a control group. The control group received routine intervention, while the experimental group received art painting from the perspective of art psychology on the basis of routine intervention. The study used the Preschool Anxiety Scale (PAS) to assess the level of psychological anxiety in preschool children.

Results. After the experiment, the psychological anxiety scores of the experimental group children were significantly lower than before ($P < 0.05$), and meanwhile significantly lower than the psychological anxiety scores of the control group students after the experiment ($P < 0.05$).

Conclusions. From the perspective of art psychology, art painting has a positive and positive effect on alleviating psychological anxiety in preschool children, and can serve as an auxiliary means of intervention.

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