

to feel afraid, worried, nervous, troubled, and even fearful or feel a sense of impending death.

Subjects and Methods. To investigate the impact of integrating digital media technology into immersive animation design on psychological anxiety, a study was conducted on 52 patients with psychological anxiety, randomly divided into a control group and an experimental group, with 26 patients in each group. The control group received routine medication and psychological treatment, while the experimental group received digital media immersive animation design treatment based on the control group. The treatment period was 6 weeks. Before and after treatment, the patient's anxiety was evaluated using the Self-Rating Anxiety Scale (SAS).

Results. There was no significant difference in the SAS scale before treatment between the control group and the experimental group ($P>0.05$), indicating comparability between the two groups of patients. After treatment, there was a significant difference in the SAS scale between the control group and the experimental group ($P<0.05$), and the anxiety score of the experimental group was significantly lower than that of the control group.

Conclusions. Under different treatment schemes, the treatment effect of patients with psychological anxiety is different. Traditional medicine and psychotherapy have limitations. The psychotherapy of digital media technology combined with immersive animation design can improve clinical efficacy.

Optimizing the teaching system of geotechnical engineering majors on students' psychological anxiety

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Background. Excessive anxiety among students may lead to both psychological and physical symptoms, including significant emotional fluctuations, lack of concentration in memory, withdrawn personality, social difficulties, decreased sleep quality, decreased appetite, wild thoughts, numbness in limbs, restlessness in sitting and standing, etc.

Subjects and Methods. To study the impact of optimizing the teaching system of geotechnical engineering majors in vocational colleges on students' psychological anxiety from the perspective of educational psychology, an experiment was conducted on 50 students majoring in geotechnical engineering with psychological anxiety. The students were randomly divided into two groups, with 25 in the control group and 25 in the experimental group. The control group students received routine psychological counseling treatment, while the experimental group students received education system optimization treatment on this basis, with a treatment period of 3 months. Before and after treatment, the Self-rating Anxiety Scale (SAS) was used for testing.

Results. There was no significant difference in the SAS scores before treatment between the control group and the experimental

group, indicating homogeneity between the two groups of students. After treatment, the SAS scores of the control group students decreased by 11 points, while the SAS scores of the experimental group students decreased by 20 points, significantly higher than the control group.

Conclusions. The anxiety relief effect of students with psychological anxiety varies under different treatment methods, while the effect of conventional treatment is relatively average. From the perspective of educational psychology, optimizing the teaching system of geotechnical engineering in vocational colleges can further reduce the psychological anxiety of students in this major.

Intervention effect of community humanistic management combined with psychological education on community anxiety disorder patients

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Background. Anxiety disorder, also known as anxiety neurosis, is a neurological disorder caused by anxiety, such as fear, insomnia, and anxiety. This study explores the intervention and management effects of community humanistic management combined with psychological education on patients with depression and anxiety disorder.

Subjects and Methods. Based on 84 patients with anxiety disorder, there were 42 males and 42 females, and both groups of patients took the same anti-anxiety medication. The control group of patients received psychological education intervention. Two groups of patients were scored using the Self-Rating Anxiety Scale before and after intervention. The Self-Rating Anxiety Scale includes 20 items, and the symptom situation was evaluated using a 4-level scoring method. The higher the score, the more severe the anxiety situation. The results were tested using SPSS24.0 statistical software.

Results. The difference in results was statistically significant ($P<0.05$). The scores of the two groups of patients before and after intervention were significantly lower than those before the intervention, and the scores of the observation group after intervention were significantly better than those of the control group. The difference between the two groups was statistically significant. A comparison of trust and satisfaction in nursing between the two groups of patients showed that the intervention group had significantly higher trust and satisfaction in nursing quality than the control group.

Conclusions. By combining community humanistic management with psychological education, experience, and reference are provided for the innovation of management models for social anxiety disorder patients. Community psychological intervention