

Traditional music education on alleviating bipolar disorder in college students

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Background. With the rapid development of society and the acceleration of people's pace of life, the mental pressure of college students is increasing day by day, and bipolar disorder has become an important health problem they face. Traditional music education is regarded as an effective means of psychotherapy, which can alleviate emotional disorders. However, the current research on traditional music education in alleviating college students with bipolar disorder is still in the development stage, so this study attempts to explore the alleviating effect of traditional music education on college students with bipolar disorder.

Subjects and Methods. The study designed an experimental group to receive a six-month course of traditional music education and a control group to receive a six-month course of traditional psychotherapy. SPSS23.0 software was used for the correlation test, and $P < 0.05$ indicated that the difference was statistically significant. Both groups of students were tested before and after, and their changes in several aspects were analyzed.

Results. The experimental group showed significant improvement in the alleviation of affective disorder, the improvement of self-adjustment ability, and the alleviation of anxiety and depression symptoms, and the difference was significant ($P < 0.05$). However, the improvement of the control group was relatively low, and there were still some difficulties in emotional expression and social ability.

Conclusions. Traditional music education has a remarkable effect on alleviating bipolar disorder in college students, and it has a better effect than traditional psychotherapy. At the same time, it is of great significance to popularize and apply traditional music education in the field of college students' mental health.

Innovative ideological and political education for intervention in autism

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Background. College students are among the high-risk population for autism, making it crucial to explore effective intervention methods for their development. This study aims to provide effective intervention strategies and support through innovative

ideological and political education for college students with autism.

Participants and Methods. The study included 100 college students with autism who received innovative ideological and political education as the experimental group, and another 100 college students with autism as the control group. The Autism Diagnostic Observation Schedule (ADOS) was used to evaluate both groups, and the innovative ideological and political education intervention was conducted. The intervention consisted of 4 cycles as one treatment course with 5 days in one cycle. Autism scores were tested for both groups at each cycle until three treatment courses were completed.

Results. After one treatment course, the average scores for the experimental and control groups were 74 and 73, respectively. After three treatment courses, the average scores were 58 and 72 for the experimental and control groups, respectively. The experimental group showed significant improvement in autism symptoms and enhanced social and communication abilities after receiving the innovative ideological and political education intervention. There were no significant changes in autism symptoms and social abilities in the control group.

Conclusions. Innovative ideological and political education has a positive intervention effect on autism among college students. These research findings provide evidence-based intervention methods and support for college students with autism, helping them better integrate into social environments and develop their potential.

Design psychology and visual communication on consumers' social anxiety disorder

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Background. Consumer social anxiety disorder is a common psychological problem that affects consumers' social behavior and purchase decisions, and in severe cases, affects patients' social circle and quality of life. This research is to study the effects of cultural and creative design and visual communication strategies on consumer social anxiety disorder from the perspective of design psychology and to provide effective intervention tools and strategies.

Subjects and Methods. 200 consumers with social anxiety disorder were selected as the experimental group, and another 200 consumers with anxiety were selected as the control group. Generalized Anxiety Disorder-7 (GAD-7) scale was used to evaluate the two groups. In each cycle, the two groups of consumers were tested for social anxiety disorder scores until the end of three courses.

Results. The mean scores of the experimental and control groups were 18 and 17, respectively, after one course of treatment and 13 and 18 after three courses. After receiving the intervention of cultural and creative design and visual communication, the anxiety level was significantly reduced, the social ability was