

Horticultural landscape therapy on anxiety disorders of spatial design students

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Background. Generalized Anxiety Disorder (GAD) is a mental illness that causes mental pain and disease burden comparable to depression, and has a significant impact on patients' social functions and life quality. Therefore, the Diagnostic and Statistical Manual of Mental Disorders in the United States regards "difficulty in maintaining attention" as one of the diagnostic criteria for GAD. This study used horticultural landscape therapy combined with group mindfulness intervention to intervene in anxiety disorders among spatial design students.

Subjects and Methods. This experiment targeted 140 students with anxiety disorders and randomly divided them into two groups. The control group composed of 70 people and used traditional mindfulness intervention therapy, while the experimental group used horticultural landscape therapy combined with group mindfulness intervention to intervene in anxiety disorders of spatial design students. This experiment was measured using the Hamilton Anxiety Scale.

Results. The results showed that at the end of the 8-week treatment, the Hamilton Anxiety Scale scores of both groups decreased compared to baseline, while the pre-intervention scores of both groups increased compared to baseline. The efficacy of the Milton Anxiety Scale in the experimental group was higher than that in the control group, and the clinical curing rate was also higher in the experimental group than in the control group.

Conclusions. Horticultural landscape therapy combined with group mindfulness intervention can effectively alleviate anxiety symptoms and improve attention maintenance function in patients with generalized anxiety disorder in spatial design students.

discomfort and confusion about future employment; and secondly anxiety and fear towards interpersonal relationships and interactions with people surroundings. The study uses psychological intervention to treat students with psychological anxiety in order to alleviate their symptoms and maintain a sound mental health.

Subjects and Methods. 60 students aged 10-14 from a certain school were chosen and divided into a male group of 30 and a female group of 30. Before and after treatment, the Simplified Mental State Score (MMSE) and Pittsburgh Sleep Quality Index (PSQI) scores of adolescents were performed, and the effects of single drug treatment and combination treatment were compared. Finally, SPSS 23.0 was used for data analysis, and the measurement data were expressed in the form of mean \pm standard deviation and t-test was used.

Results. The MMSE scores of single drug therapy and combination therapy before treatment were analyzed as $t=0.01$ and $P>0.05$, while the PSQI scores were analyzed as $t=0.02$ and $P>0.05$; The data analysis of MMSE scores for single drug therapy and combination therapy after treatment was $t=4.39$, $P<0.05$, and the data analysis of PSQI scores was $t=6.02$, $P<0.05$. The best effect of combination therapy was summarized.

Conclusions. Psychological anxiety problems among students often affect their cognition, memory, and life skills. Medication and psychological intervention can alleviate students' anxiety and improve their quality of life.

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Intervention of innovative reform in medical education on students' anxiety disorders

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The blended teaching mode and its impact on students' psychological anxiety

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Background. Anxiety and depression are common psychological disorders among adolescents, mainly caused by internal factors such as individual personality and physical and mental health, as well as external influences from family, school, and society. The manifestations on students are firstly pressure such as academic

Background. Generalized Anxiety Disorder (GAD) is a common mental illness among adolescents, characterized by generalized and persistent anxiety, lack of clear targets, nervousness, and even involvement of the respiratory and digestive systems. Cognitive behavioral therapy has an improvement effect on anxiety disorders. This research was conducted to provide treatment interventions for students with anxiety disorders.

Subjects and Methods. Firstly, 90 adolescent anxiety disorder patients aged 13-22 from a certain hospital were selected. Next, they were randomly divided into a control group and an observation group. The control group received routine drug treatment, while the observation group received cognitive behavioral therapy on this basis. The final treatment period was 16 weeks, with a