

## Study on the effect of Huayu Changshen Formula combined with ideological and political psychological intervention on students with anxiety disorder

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**Background.** With the increasing academic pressure on students, students have become a large group of anxiety patients. Some studies have shown that Huayu Changshen Formula can relieve the stagnation of liver qi in patients, and has high application value in the clinical treatment of anxiety disorders. In order to improve its treatment effect on students with anxiety disorder, the study proposed a combined treatment method of Huayu Changshen Formula and ideological and political psychological intervention to improve the diagnosis and treatment level of students with anxiety disorder.

**Subjects and Methods.** A total of 86 students with anxiety disorders from February 2020 to November 2020 were retrospectively analyzed. All patients were randomly divided into the experimental group and the control group. The patients in the experimental group were treated with the combination of Huayu Changshen Formula and ideological and political psychological intervention, and the patients in the control group were treated with paroxetine. The treatment lasted for 10 weeks. Before and after the treatment, Hamilton Anxiety Scale (HAHA) was used for scoring to understand the anxiety level of patients. The symptom scale of liver qi stagnation syndrome was used to score the patient's condition. All data were analyzed by SPSS24.0 software.

**Results.** Before treatment, there was no significant difference in HAHA score and Traditional Chinese Medicine (TCM) symptom score between the two groups; After treatment, the HAHA scores of the patients in the experimental group and the control group decreased to about 7.88 and 12.39 respectively, and the TCM symptom scores of the patients in the experimental group decreased by about 4.86 points compared with the control group. The difference between the two groups of patients was statistically significant ( $P < 0.05$ ). The observation of the overall efficacy of the two groups of patients showed that the recovery rate of the experimental group patients reached 28.78%, which was 24% higher than that of the control group. The overall efficacy difference between the two groups was statistically significant ( $P < 0.05$ ).

**Conclusions.** The combined treatment of Huayu Changshen Formula and ideological and political psychological intervention has improved the overall treatment level of anxiety disorder, and its therapeutic effect is far better than that of paroxetine, which can significantly improve students' anxiety disorder, and can be popularized in the clinical treatment of anxiety disorder.

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**Table 1.** Changes in patients' HAHA score and TCM symptom score before and after the treatment

Project	HAHA		TCM symptom	
	Before treatment	After treatment	Before treatment	After treatment
Experimental group	21.57±1.25	7.88±0.14	13.68±1.17	2.86±1.48
Control group	20.69±2.14	13.29±2.69	14.55±0.09	7.72±3.09
<i>t</i>	3.55	4.21	2.15	2.48
<i>P</i>	0.135	0.001	0.143	0.001

## Study on the neurobiological mechanism of exercise intervention on students' depression — based on theoretical mechanics teaching

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**Background.** Depression is a common psychiatric disease, which has become one of the main causes of the loss of healthy life years. According to the survey, up to 50% of the patients with depression are school students. Depression mainly depends on drug therapy, psychological intervention and physical therapy. In recent years, exercise therapy has become an economical and environment-friendly intervention mode for depression due to its advantages of high compliance and few side effects. The teaching of theoretical mechanics can mobilize students' enthusiasm for learning, promote their deep thinking and arouse their curiosity to explore the unknown, and have a certain role in relieving students' mental pressure. Therefore, based on theoretical mechanics teaching, the study used exercise therapy to intervene in students' depression, aiming to explore effective methods to improve students' depression, and explore the changes in neurobiological mechanism of exercise intervention combined with theoretical mechanics teaching in the treatment of depression.

**Subjects and Methods.** 60 students suffering from depression were randomly selected and divided into three groups, 20 students in each group. In group A, exercise combined with theoretical mechanics teaching was used for the intervention treatment of students with depression. In group B, only theoretical mechanics teaching was used for intervention treatment, while in group C,

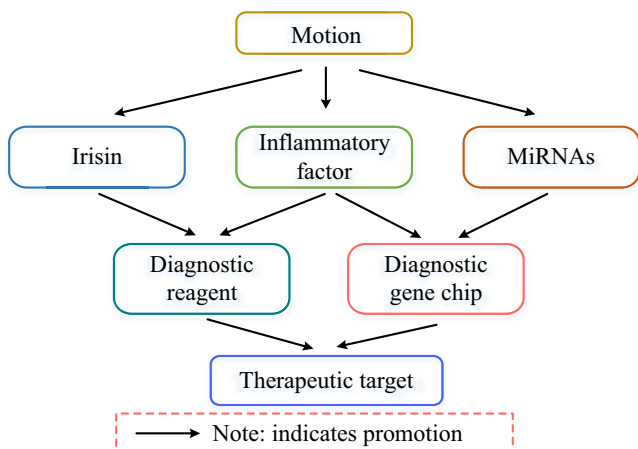
no intervention treatment was used. The three groups of experiments were performed with the same exercise intensity, exercise frequency, and exercise volume. Then record and sort out the main neurobiological mechanisms such as nerve cells and neurotransmitters that have changed during the treatment of depression. The experiment lasted for 12 weeks. In addition, the experiment used literature, observation and other experimental methods to collate and analyze data information.

**Results.** The study found that exercise combined with theoretical mechanics teaching has the best performance effect in treating students' depression. The intervention intensity is usually 50% - 85% of the maximum heart rate, and the recommended exercise frequency is 3-5 times/week. The neurobiological mechanism of exercise intervention on students' depression based on theoretical mechanics teaching is shown in Figure 1 below.

As shown by the arrow in Figure 1, it has a promoting effect. According to research, the neurobiological mechanism of exercise combined with theoretical mechanics teaching in the treatment of depression is mainly manifested in regulating cytokine production, mediating microRNA expression, increasing neurotransmitter release, maintaining mitochondrial function, and reducing apoptosis of hippocampal neurons.

**Conclusions.** This study verified that exercise intervention combined with theoretical mechanical therapy has a certain relieving effect on students' depression. At the same time, it was found in this treatment process that the neurobiological mechanism of exercise combined with theoretical mechanics in the intervention of depression was mainly to regulate the expression of cytokines and mediating microRNA, release of neurotransmitters, inhibit the inflammatory pathway, maintain the mitochondrial function, and reduce the apoptosis of hippocampal neurons.

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**Figure 1.** Neurobiological mechanism of exercise intervention on students' depression based on theoretical mechanics teaching

## Research on the effect of predictive nursing combined with psychological education on students with mania

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**Background.** Mania is a common psychological disease, which is often treated with drugs in clinical practice, but the effect of conventional nursing intervention is not significant. Therefore, this study tries to intervene manic students through predictive nursing and psychological education.

**Subjects and Methods.** From March 2020 to March 2021, 116 manic students who entered our hospital for treatment were selected as research subjects. They were randomly divided into a routine intervention group and a joint intervention group, each containing 58 manic students. The routine intervention group was given routine nursing care in the psychiatric department of our hospital. The joint intervention group was intervened through predictive nursing and psychological education. The intervention effect was evaluated by the Bech Rafaeldsn Mania Rating Scale (BRMS) and the Global Assessment Scale (GAS).

**Results.** Before the intervention, there was no significant difference in BRMS and GAS scores between the two groups ( $P > 0.01$ ). After the intervention, the BRMS score of the joint intervention group was significantly lower than that of the control group, and the GAS score was significantly higher than that of the control group, and the difference was statistically significant ( $P < 0.01$ ).

Table 1 shows the comparison of BRMS and GAS scores between the two groups of manic students before and after the intervention.

**Conclusions.** This study proved that the intervention effect of predictive nursing combined with psychological education on manic students was significant. This therapy can effectively reduce the onset of mania and improve the treatment compliance of patients by changing students' psychological cognition. This study is of great significance to the psychological intervention of manic students.

**Table 1.** Comparison of BRMS and GAS scores before and after intervention

Group	BRMS/score		GAS/score	
	Before intervention	After intervention	Before intervention	After intervention
Routine intervention group	19.43±2.41	8.17±2.42*	22.62±5.43	81.23±14.81*
Joint intervention group	19.51±2.52	14.51±3.41*	22.84±5.38	52.56±11.12*
<i>P</i>	>0.01	<0.01	>0.01	<0.01

Compared with before intervention, \* $P < 0.01$ .