

## 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

improved, and the performance in daily social scenes was more confident. However, anxiety levels and sociability did not change significantly in the control group.

**Conclusions.** Creative design and visual communication strategies based on the perspective of design psychology have a positive impact on consumer social anxiety disorder. It provides directions for the provision of effective intervention strategies and tools, offering an important theoretical and practical value for the design industry and psychological therapy.

## Emotion-focused therapy on anxiety disorders during rural poverty alleviation

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**Background.** Households in poverty often face psychological stress and anxiety disorders, which affect their poverty alleviation outcomes and quality of life. Emotion-Focused Therapy (EFT) is an effective psychological intervention that helps individuals regulate emotions and cope with stress. This study aims to investigate the impact of EFT on anxiety disorders and provide effective intervention methods and support.

**Participants and Methods.** 100 impoverished households with anxiety disorders were selected as the experimental group for EFT and another 100 with the same situation as control group. The Beck Anxiety Inventory (BAI) was used to evaluate both groups, along with the application of EFT. Each treatment cycle consisted of 10 sessions, and three cycles constituted one treatment course. Depression scores were assessed for both groups at the end of each cycle until four treatment courses were completed.

**Results.** After one treatment course, the average scores for the experimental and control groups were 52 and 53, respectively. After three treatment courses, the average scores were 43 and 52 for the experimental and control groups, respectively. After the intervention of EFT, the experimental group showed a significant reduction in anxiety levels, improved emotional regulation, and alleviation of psychological stress during the poverty alleviation process. There were no significant changes in anxiety levels for the control group.

**Conclusions.** EFT has a positive impact on anxiety disorders during the poverty alleviation process for rural households. These research findings provide a basis for effective intervention measures and support for rural households, enabling them to better cope with psychological distress and challenges during the poverty alleviation process.

## Career planning curriculum reform integrating psychology on employment anxiety disorder of college students

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**Background.** Due to the issue of employment choices faced by college students after graduation, universities offer related courses to assist students in their career planning. However, some students still experience employment anxiety, making the career planning course reform for college students urgent and necessary.

**Subjects and Methods.** To explore the impact of integrating psychological career planning courses on students' employment anxiety, a study selected 100 students with employment anxiety at a certain university and randomly divided them into two groups. One group is a blank group, which receives guidance from traditional career planning courses. The other group is the experimental group, which adopts the guidance of integrated psychology for college students' career planning courses. The experimental period lasts for 3 months. The experiment used the Self Rating Anxiety Scale (SAS) and the Self Rating Depression Scale (SDS) for effectiveness evaluation.

**Results.** The experimental results showed that the SAS scores of the blank group before and after the experiment were  $60.3 \pm 2.4$  and  $59.3 \pm 1.6$ , respectively, and the SDS scores were  $42.6 \pm 1.7$  and  $37.3 \pm 2.0$ , respectively. The SAS scores of the experimental group before and after the experiment were  $62.1 \pm 1.6$ , and the SDS scores were  $40.4 \pm 2.6$  and  $32.7 \pm 1.4$ , respectively. The SAS and SDS scores of the experimental group students showed a more significant downward trend compared to the blank group, as incorporating psychology into career planning courses can better focus on students' psychological changes and provide targeted guidance.

**Conclusions.** Integrating career planning courses into psychology can alleviate students' employment anxiety.

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