

concentrate. However, excessive online teaching time may make this group of students more easily distracted. Academic performance analysis shows that a reasonable blended teaching ratio can effectively improve the academic performance of ADHD students.

Conclusions. The online blended teaching model based on educational psychology in vocational colleges positively impacts ADHD students. Still, it also needs to be adjusted and optimized according to the characteristics of these students to achieve educational fairness and improve educational effectiveness.

The guidance of curriculum ideological and political education and university management on students with BD

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Background. As an essential direction of higher education reform, curriculum thinking and politics aims to guide and shape students' thoughts and behaviors in their daily study and life through curriculum content and educational methods. As a common psychological disorder, bipolar disorder (BD) has an essential influence on the research and life of college students. This study explores the effect of ideological and political integration in guiding students with bipolar disorder.

Subjects and Methods. The study employed a random selection process to choose a cohort of 500 college students, among whom 50 had been diagnosed with bipolar disorder. The research employed a combination of questionnaires, in-depth interviews, and psychological tests while assessing the patients' condition using the Hamilton Depression Scale (HAMD). The collected data were subsequently analyzed using SPSS 24.0.

Results. The study found that the student management mode of ideological and political integration can effectively improve the psychological adaptability of students with bipolar disorder. 75% of the students with bipolar disorder said that their emotional fluctuations are reduced, and their learning motivation and concentration are improved under this management mode. In addition, this management style also enhances their recognition and acceptance of social and school norms.

Conclusions. The integration of ideological and political education in curriculum management has a positive guiding effect on students with bipolar disorder, which can help them better adapt to school life and improve their academic and mental health levels. It is recommended that universities further strengthen the research and application of this management method to serve the majority of students better.

Combining educational psychology with ideological and political education to alleviate employment anxiety among college students

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Background. With the popularization of higher education, the employment competition faced by college students is becoming increasingly fierce, leading to many college students experiencing employment anxiety disorders. This study combines the principles of educational psychology and ideological and political education methods, aiming to construct and implement an innovative teaching model and explore its practical effects on alleviating employment anxiety disorders among college students.

Subjects and Methods. This study selected 1,000 graduating college students, 500 as the experimental group receiving innovative teaching modes and 500 as the control group. The experiment lasted for three months, and the employment anxiety disorder of two groups of students was evaluated using the Hamilton Anxiety Scale (HAMA) Beck Anxiety Inventory (BAI). We use SPSS 24.0 to process the data.

Results. The data showed that the employment anxiety index of college students in the experimental group was significantly lower than that of the control group ($P < 0.05$). In addition, the students in the experimental group showed high confidence and positive attitude in employment strategy planning, self-efficacy, and career orientation.

Conclusions. The innovative teaching model that combines educational psychology and ideological and political education significantly alleviates the employment anxiety disorder of college students and can help them face employment challenges healthier and more actively. It is recommended that more universities introduce such innovative models to provide more comprehensive and in-depth employment guidance for college students.

Cultivating new applied financial investment talents in students with social anxiety disorder

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Background. To adapt to the development of the industry, universities actively explore the training mode of applied financial

investment talents. However, whether students with social anxiety disorder can adjust and grow smoothly in this new teaching environment has not been thoroughly studied. This study aims to analyze the specific impact of a new applied financial investment talent training model on students with social anxiety disorder.

Subjects and Methods. Six hundred students majoring in financial investment from a particular university were selected, of which 100 were diagnosed with social anxiety disorder. In a 6-month new teaching model experiment, students' learning attitudes, social abilities, and emotional fluctuations were comprehensively evaluated using the Social Anxiety Scale (LSAS).

Results. Research has found that students with social anxiety disorder significantly improve their learning engagement and initiative under the new training mode. Among them, 73% of patients stated that they experienced a significant sense of achievement in group collaboration and practical applications, and social anxiety symptoms were alleviated to a certain extent. However, some students still feel pressure during large-scale public demonstrations or speeches.

Conclusions. The new model of cultivating applied financial investment talents in universities can, to some extent, help students with social anxiety disorders establish confidence, improve social skills, and encourage them to participate more actively in learning. However, at the same time, in response to their specific needs, universities still need to strengthen mental health education and personalized guidance to ensure the comprehensiveness and fairness of education.

The relieving effect of innovation in enterprise financial performance management model on employee anxiety disorders

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Background. With the complexity of enterprises' operating environment, employees face increasing work pressure and task requirements, which may increase anxiety symptoms. Effective financial performance management can improve enterprises' economic benefits and create a more stable and positive work atmosphere for employees. This study explores the effectiveness of innovative financial performance management models in alleviating employee anxiety.

Subjects and Methods. Five companies were selected for innovative financial performance management models, with 1,200 employees participating in the study. The study subjects were evaluated using the Self-Rating Anxiety Scale (SAS) and Hamilton Anxiety Scale (HAMA). The experiment lasts one year and

tracks, studies, and evaluates employees' anxiety symptoms and job satisfaction.

Results. Through the innovation of the financial performance management model, 75% of employees stated that their work pressure was significantly alleviated. At the same time, employee job satisfaction increased by 23%. In the mental health assessment, anxiety symptoms among employees who experienced innovative management models decreased by 18% compared to before the reform.

Conclusions. The innovation of enterprise financial performance management mode not only promotes the economic benefits of the enterprise but also effectively alleviates employees' anxiety symptoms and improves their job satisfaction. To ensure the sustained and healthy development of enterprises and the psychological health of employees, it is recommended that more enterprises consider innovating and optimizing their financial performance management models.

Distributed VR using VIRTOOLS on AD patients from the perspective of social psychology

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Background. Autism is a neurodevelopmental disorder characterized by impaired social interaction, communication abilities, and repetitive behavior. With the development of technology, virtual reality (VR) technology has brought new possibilities for treating autism. This study aims to explore the positive impact of VIRTOOLS distributed virtual reality technology on autism patients from a sociopsychological perspective.

Subjects and Methods. This study comprised a cohort of 80 patients diagnosed with autism, with ages ranging from 6 to 18 years. A six-month structured training program was implemented utilizing a distributed virtual reality (VR) application developed using VIRTOOLS. The program encompassed simulated training for social interaction, emotion recognition, and fundamental daily life skills. To evaluate the effectiveness, pre- and post-training comparisons were made using standardized autism assessment tools and social interaction assessments. The data generated from the experiment were subjected to statistical analysis employing SPSS 24.0.

Results. Compared with before training, the study subjects showed significant improvements in social interaction, emotional recognition, and daily life skills after training ($P < 0.01$). Among them, 70% of participants' social skills improved, and 60% performed more accurately in emotion recognition tasks.

Conclusions. From the perspective of social psychology, utilizing VIRTOOLS-based distributed VR technology provides a safe and controlled environment for patients with autism, helping them improve their social interaction and communication skills. This