

## Intervention of intelligent social patterns combined with cognitive psychology on social disorders in college students

Mingchen Sun, Jiale Li and Xunheng Long\*

Guangdong University of Finance & Economics, Guangzhou 510320, China

\*Corresponding author.

**Background.** Social anxiety disorder is a common mental disorder characterized by concerns about being evaluated, denied, or embarrassed in social situations. In recent years, with the increasing number of college students born in the 2000s, social anxiety disorder has shown an upward trend, which has a negative impact on their mental health and social function.

**Subjects and Methods.** In order to better help the post-00s college students to deal with social anxiety disorders, the research combines intelligent social mode and cognitive psychology. Intelligent social networking mode uses computer and Internet technology to provide a virtual social environment to simulate real social situations. Cognitive psychology intervention focuses on individual thinking, beliefs and cognitive strategies, and helps to reduce social anxiety by adjusting negative thinking patterns and establishing positive self-evaluation.

**Results.** According to SPSS23.0 analysis, intelligent social mode can provide students with safe and controllable practice opportunities for those with social anxiety disorder, and reduce fear and discomfort in real social situations. In addition, 68 percent of the participants believed that the cognitive psychology intervention can help them adjust their negative thinking and increase their confidence.

**Conclusions.** Intelligent social model combined with cognitive psychology intervention method can not only relieve participants' anxiety in social situations, but also promote their self-growth and mental health development. The results show that this method can help promote the mental health development of "post-00 s" college students, help them better adapt to and integrate into the social environment, and improve their quality of life and happiness.

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## Psychological intervention combined with female image analysis in Japanese literature on autistic women

Yuhong Sun

Wenhua College, Wuhan 430000, China

**Background.** The core symptoms of Autism Spectrum Disorder (ASD) are impaired social communication and restricted

repetitive behavior. The diagnosis of autism is extremely complex and affects the judgment of differences in autism groups. With the attention paid to female patients with autism, research adopted psychological intervention therapy and combined female images in Japanese literature to attach importance to the diagnostic tools of female autistic population.

**Subjects and Methods.** Firstly, 80 patients with autism were selected and randomly divided into two groups with 40 cases in each group. The observation group received psychological intervention treatment using female images from Japanese literary works, while the control group only received psychological intervention treatment. Three months later, the two groups were scored on the Autism Rating Scale (ARS) and the Positive and Negative Affect Scale (PANAS). Finally, SPSS23.0 was used for data analysis and t-test.

**Results.** After 3 months, the positive emotion score on the PANAS scale in the observation group was higher than that in the control group ( $t=4.412$ ,  $P<0.001$ ), the negative emotion score ( $t=-2.552$ ,  $P<0.05$ ), and Autism Treatment Evaluation Scale (ATCE) score ( $t=4.183$ ,  $P<0.001$ ). The degree of reduction in various indicators of the control group is much greater than that in the control group. Indicating the effectiveness and feasibility of its treatment.

**Conclusions.** More attention should be paid to female patients with autism, and the development and changes of female images in literary works should be analyzed for auxiliary treatment, in order to promote the development of patients' mental health and improve their quality of life.

## Intervention analysis of red culture ideological and political education on mood disorders of college students

Weijin Xie

Nanchang University, Nanchang 330031, China

**Background.** Currently, there are relatively few intervention models for ideological and political education in response to issues such as mood disorders caused by high mental stress among college students. The usual way is through exercise and art therapy. The use of red culture education as an intervention and treatment method can provide an exploratory model for the treatment of psychological disorders among college students.

**Subjects and Methods.** Firstly, six college students were selected for intervention treatment. The second experiment lasted for 6 weeks, once a week for 90 minutes, and the Chinese version of the Self Rating Anxiety Scale (SAS), Chinese version of the Self Rating Depression Scale (SDS), Hamilton Depression Scale (HAMD), and Hamilton Anxiety Scale (HAM-A) were used to collect data for evaluation before and after intervention. Finally, SPSS23.0 statistical software is used to input data and t-test.

**Results.** Comparing the significance of the four quantitative testing results before and after intervention, data of SAS ( $t=1.308$ ,  $P>0.1$ ), SDS ( $t=2.529$ ,  $P<0.05$ ), HAMA ( $t=11.931$ ,  $P<0.001$ ), and HAND ( $t=6.771$ ,  $P<0.001$ ) were obtained. This indicates that its treatment intervention model is more suitable for the treatment of obstacles in college students.

**Conclusions.** The Intervention of Red Culture and Ideological Education can help promote college students' self-awareness and inner emotional organization, effectively alleviate anxiety, depression, and physical health problems. It provides technical guidance for various intervention and treatment plans.

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## College art appreciation teaching on aesthetic psychology of depressed university students

Zuochuan Wang

Nanjing University of the Arts, Nanjing 210013, China

**Background.** The prevalence of depression is increasing due to the tremendous pressure of life and study. Depression may lead to excessive depression, thinking disorder, cognitive dysfunction, other problems, and extreme behaviors such as suicide. To improve the treatment effect of depression, to study the auxiliary treatment of art appreciation teaching on the psychological influence of patients with depression.

**Subjects and Methods.** Twenty depressed college students who received art appreciation teaching were selected as the experimental group, and 20 other depressed college students were selected as the control group. The 17-item version of the Hamilton Depression Scale (HAM-D) was used to collect data from the two groups of college students. Five art appreciation courses were taken as a cycle, and five courses were taken as a course of treatment. In each process, the two groups of college students were tested for depression scores until the end of three courses.

**Results.** The average scores of the experimental and control groups were 20 and 25 after one session and 15 and 23 after three sessions, respectively. The experimental group significantly improved psychological adjustment and emotion management, while the control group had no significant change.

**Conclusions.** Learning and appreciating artworks can change negative emotions, improve self-awareness and cognition, and cultivate positive emotional experiences. Therefore, colleges and universities should pay attention to and strengthen the teaching of art appreciation and provide effective psychological intervention and aesthetic education help for college students with depression.

## The positive impact of environmentally artistic design in cultural architecture on OCD audience

Xiaoyong Ma

Aba Teachers University, Aba 623002, China

**Background.** Recurrent compulsive thoughts and behaviors caused by obsessive-compulsive disorder (OCD) against the subjective wishes of the individual can lead to significant distress and anxiety for the patient. To improve the therapeutic effect on patients with severe OCD, to study the positive impact of environmental art design of cultural architecture under the characteristics of modern aesthetic psychology on patients with OCD.

**Subjects and Methods.** Twenty-five patients with obsessive-compulsive disorder were selected as the experimental group and another 25 patients with obsessive-compulsive disorder as the control group. Maudsley Obsessive-Compulsive Inventory (MOCI) was used to collect data on the two groups. Learning and appreciating seven days of aesthetic art design as a cycle and three cycles as a course of treatment. In each process, the two groups of patients were tested for obsessive-compulsive disorder scores until the end of 5 courses.

**Results.** The mean scores of the experimental and control groups were 33 and 35 after one course of treatment and 22 and 36 after five treatment methods, respectively. The experimental group significantly improved symptom relief, emotion regulation, and psychological comfort, while the control group had no significant change.

**Conclusions.** Creating a building environment with aesthetic value and emotional resonance can significantly alleviate the symptoms of OCD and improve the audience's emotional regulation ability and psychological comfort. Therefore, attention should be paid to the application and publicity of aesthetic and psychological characteristics in cultural architecture design to provide comfortable environmental art experiences for obsessive-compulsive disorder audiences.

## Social psychological factors and strategies for women's incarceration-induced phobias

Xiaohang Zhu

The University of Melbourne, Melbourne 3010, Australia

**Background.** The incarceration of women is a risk factor for phobias in women. Depth phobia can seriously affect patients' quality of life and even induce the risk of suicide. However, this