

psychological impact of short videos and develop more healthy and balanced communication strategies.

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Innovative advertising design strategies on consumer psychology and BPD patients

Jing Zhang and Yulei Huo*

Xi'an Siyuan University, Xi'an 710038, China

*Corresponding author.

Background. Advertising plays a crucial role in modern commercial society as a means of information transmission. It not only affects consumers' purchasing decisions but may also have a particular impact on their mental health. This study explores in depth how innovative advertising design strategies affect consumer psychology, focusing on their potential impact on patients with borderline personality disorders.

Subjects and Methods. The experiment used three methods: questionnaire survey, psychological experiment, and in-depth interview to select 800 consumers, including 100 diagnosed borderline personality disorder patients, for a 6-month observation experiment. The Borderline Personality Disorder (BPD) self-test was used to evaluate the patient's status. The experimental data was statistically analyzed using SPSS 26.0.

Results. Research shows that innovative advertising design strategies can significantly enhance consumers' interest and willingness to purchase products, with 80% of respondents indicating an impulse to purchase after being influenced by such advertisements. However, for 60% of patients with borderline personality disorder, such advertisements may trigger impulsive purchases and emotional instability, and patients report feeling more anxious and unstable.

Conclusions. Innovative advertising design strategies significantly impact consumer psychology, promoting their willingness to purchase. Still, they may also have adverse psychological effects on specific groups, especially patients with borderline personality disorders.

The correlation between theatrical artistic expression and employees' resistance to PTSD

Junhe Zhang

Jilin Normal University, Siping 136000, China

Background. Drama art, as a diverse art form, provides practitioners with a unique way of self-expression through role-playing,

situational simulation, and emotional expression. Personnel engaged in theatrical performances often experience psychological injuries due to uncontrollable factors such as insufficient rehearsals, which can develop Post Traumatic Stress Disorder (PTSD). Based on this background, this study aims to analyze the correlation between the two.

Subjects and Methods. This study used both qualitative and quantitative methods. Through in-depth interviews, questionnaire surveys, and psychological tests, 300 theatrical art practitioners were selected for a 12-month follow-up study. Evaluate the patient's status using the Post Traumatic Stress Disorder Self-Rating Scale (PTSD-SS). During the experiment, SPSS 24.0 was used for statistical data analysis.

Results. The study found that compared to practitioners who are less involved in theatrical expression, practitioners who frequently participate in theatrical art expression have a lower proportion of PTSD after experiencing traumatic events. In addition, practitioners who delve into theatrical role-playing and emotional expression have more positive and healthy emotional regulation abilities and strategies for coping with trauma.

Conclusions. The expression of theatrical art provides practitioners with a powerful psychological adjustment tool, which helps them confront and prevent post-traumatic psychological disorders. This provides a new approach to treatment and intervention in the mental health field and brings new value and significance to drama art education and practice.

Online blended teaching mode based on educational psychology on ADHD students

Wenfeng Zhang

Guangdong Communications Polytechnic, Guangzhou 510650, China

Background. The online blended teaching mode combines the advantages of online and offline teaching, providing more flexible and diverse teaching methods for modern education. However, the impact of this teaching model on students with Attention Deficit Hyperactivity Disorder (ADHD) has not been thoroughly studied. The experiment analyzes the effects of online blended teaching mode in vocational colleges based on educational psychology on ADHD students.

Subjects and Methods. The experiment selected 500 vocational college students, including 100 students diagnosed with ADHD. Through a semester-long online blended learning experiment, combined with questionnaire surveys, academic performance analysis, and in-depth interviews, we aim to gain a deeper understanding of the impact of this teaching model on ADHD students. The Cornell Parent Rating Scale was used to assess the student's status, and SPSS24.0 was used to process the data.

Results. Research shows that the online blended learning mode can enhance the learning motivation of ADHD students, with 70% of ADHD students indicating that they are more likely to