Using educational psychology to reform rail transit teaching on bipolar depression in higher vocational colleges

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Background. Bipolar depression is a mental illness accompanied by manic episodes and depression, and the course of the illness is cyclic and repetitive. The pathogenesis is related to genetic factors, neurotransmitters, neuroendocrine, biorhythms and some psychosocial factors. In order to explore more intervention methods of bipolar depression, this study introduced educational psychology into rail transit teaching in higher vocational colleges to explore the mechanism and effect of this method on students with bipolar depression.

Subjects and Methods. 64 students with bipolar depression in a higher vocational college were randomly divided into experimental group and control group. The experimental group received the teaching course education of educational psychology reform. The scores of Young Mania Rating Scale (YMRS), Self-Rating Depression Scale (SDS), Acceptance and Behavior Questionnaire Second edition (AAQ-II), and Social Dysfunction Screening Scale (SDSS) were compared before treatment, 2 weeks after treatment, 4 weeks after treatment, and 8 weeks after treatment.

Results. The scores of Yang's Mania Scale, self-rating Depression Scale, the second edition of Acceptance and Behavior Questionnaire and Social Dysfunction Screening Scale were lower than those before the experiment ($P<0.05$), and the difference was statistically significant.

Conclusions. The curriculum education of educational psychology reform has a positive effect on patients with bipolar depression. The patients' emotional stability is improved, depressive symptoms are alleviated, suicidal thoughts are gradually weakened, mania symptoms are alleviated and physical symptoms are gradually recovered.

Short-term training in watercolor painting on psychological anxiety of adult students from the perspective of art psychology

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Background. Anxiety disorders often involve excessive and persistent feelings of worry and fear, which develop to a peak in a short period of time. The etiology of anxiety disorder is complex, and its pathogenesis is not clear. Genetic factors are one of the important risk factors of anxiety disorder, and neurobiochemical factors, psychological factors and biosocial factors may lead to this disease. In order to explore more ways to intervene in psychological anxiety, the study introduced psychology into the short-term training course of watercolor painting, and analyzed its influence mechanism and effect on psychological anxiety of adult students.

Subjects and Methods. Forty-six adult students with psychological anxiety in a painting training course were randomly divided into the experimental group and the control group. The experimental group participated in the watercolor painting training course from the perspective of psychology. Symptom self-rating Scale SCL-90, social anxiety scale LSAS and Hamilton anxiety Scale HAMA were used for assessment before treatment, the second, fourth and eighth weeks after treatment, respectively.

Results. The scores of HAMA, LSAS and SCL-90 in the experimental group after receiving painting training from the perspective of psychology were lower than those before participation ($P<0.05$), and the differences were statistically significant.

Conclusions. The short-term painting training course from the perspective of psychology has a positive effect on the psychological anxiety of adult students, which can maintain attention for a long time, improve the quality of sleep, and avoid the anxiety of nervousness or excessive thinking.