

## Enterprise human resource innovation management and mental health education on anxiety disordered employees

Ling Chen

Sichuan Tianyi College, Deyang 618200, China

**Background.** Affected by work pressure and other factors, some employees in enterprises may experience anxiety disorders characterized by symptoms such as anxiety, depression, and panic. Under the influence of anxiety disorders, the work of these employees will be significantly affected. In this situation, enterprise human resource management has innovated and intervened in employee anxiety disorders. Mental health education, as a way of psychological regulation, has important practical significance. Therefore, in the face of employee anxiety disorder, the study adopts an intervention method of combining human resource innovation management with mental health education.

**Subjects and Methods.** The research enrolled 40 employees diagnosed with anxiety disorders, who were subsequently randomly assigned to either a control group or an intervention group, each containing 20 participants. The control group was exposed to the enterprise's innovative human resource management strategies. In contrast, the intervention group received a combination of two months of mental health education built upon the former approach. The assessment of employees was carried out utilizing metrics including the Hamilton Anxiety Scale (HAMA), and the data were subjected to statistical analysis employing SPSS 23.0 software.

**Results.** After intervention, both groups showed some improvement in anxiety disorders. Compared to the control group, the HAMA score of the intervention group was significantly lower than that of the control group ( $P < 0.05$ ).

**Conclusions.** Through innovative management of enterprise human resources combined with mental health education, employees' anxiety disorders have been significantly alleviated, and their mental health levels have been improved.

experience low emotions in their academic and daily lives. Over time, these students' sleep, diet, and other conditions have also been affected. In order to improve these students' mood disorders, universities need to take measures to intervene. The application of virtual reality technology in intelligent ideological and political education teaching has improved teaching effectiveness and increased students' sense of experience. In response to the issue of mood disorders among college students, we will apply intelligent ideological and political education teaching to it.

**Subjects and Methods.** 70 college students with mood disorders were selected from a certain university and randomly divided into a control group (35) and an experimental group (35). The former adopts general ideological and political education, while the latter adopts intelligent ideological and political education for a period of 3 months. The Beck Ravensden Mania Scale (BRMS) was used to measure students' emotional status, and the data was processed by using SPSS 23.0 software.

**Results.** After 3 months of teaching, the mood disorders of the control group and experimental group students were alleviated to some extent. Compared with the control group, the intervention group had significantly lower BRMS scores ( $P < 0.05$ ).

**Conclusions.** Applying virtual reality technology to ideological and political education teaching in universities can not only improve teaching quality, but also effectively adjust students' psychological conditions and improve their mood disorders.

## The alleviation of PTSD through collaborative education of ideological and political education under educational psychology

Zhaonan Teng

Jilin Normal University, Siping 136000, China

**Background.** The complex social and family environment puts some college students under significant psychological pressure and stimulation and some students experience Post Traumatic Stress Disorder (PTSD). If not intervened in a timely manner, it will cause significant harm to students' physical and mental health and even threaten the stability of the campus. From the perspective of educational psychology, collaborative education of ideological and political education for college students can improve the timeliness of ideological and political education, and is of great significance for timely intervention of students' psychological issues. It can be applied to students PTSD intervention.

**Subjects and Methods.** The study conducted selection and grouping of 60 PTSD students, resulting in a control group (30) and an intervention group (30). The former adopts general ideological and political education, while the latter adopts a collaborative education strategy for college students' ideological and political education, lasting for 3 months. PTSD was evaluated using indicators such as the Self-rating Scale for Post-traumatic

## The value impact of smart ideological and political education on emotional disorders of college students

Weining Chao\* and Junwei Cao

Inner Mongolia University of Technology, Hohhot 010051, China

\*Corresponding author.

**Background.** Due to disharmony with roommates and other factors, some college students have mood disorders and may

Stress Disorder (PTSD-SS), and SPSS23.0 software was used to process data.

**Results.** After 3 months of teaching, the PTSD symptoms of the two groups were improved significantly. Unlike the control group, the intervention group had lower PTSD-SS scores ( $P<0.05$ ).

**Conclusions.** Combined with educational psychology, after the implementation of the collaborative education strategy for ideological and political education among college students, the symptoms of PTSD students have been alleviated to varying degrees, and the sleep quality of students has been greatly improved.

## The positive impact of ideological and political concepts in curriculum on anxiety disorder among college students

Lingling Zhu and Yongtao Lin\*

Jiangsu College of Nursing, Huaian 223005, China

\*Corresponding author.

**Background.** Anxiety neurosis is a common type of neurosis characterized by anxiety. Genetic, biological, and psychological factors can all lead to the occurrence of anxiety disorder. In order to improve the treatment effect of anxiety disorder, the study integrates the educational concept of curriculum ideological and political education into the classroom education of college students, analyzes the positive impact of curriculum ideological and political education on the group of college anxiety disorder patients, and provides more treatment interventions for the treatment of anxiety disorder.

**Subjects and Methods.** 160 college students with anxiety disorders were selected as experimental research subjects. The experimental group received psychological education on ideological and political concepts in the curriculum, while the control group received psychological education on traditional teaching concepts. The Hamilton Anxiety Scale (HAMA), Hamilton Depression Scale (HAMD), Symptom Checklist 90 (SCL90), and Self-Acceptance Questionnaire (SAQ) were used for evaluation.

**Results.** The teaching integration of ideological and political courses has a positive impact on alleviating the anxiety and depression of college students ( $P<0.05$ ), and can effectively improve the patient's self-acceptance level ( $P<0.05$ ). Compared with the control group, the effect on anxiety is more significant ( $P<0.05$ ).

**Conclusions.** From the perspective of educational psychology, the integration of teaching and curriculum ideological and political education has a positive impact on the intervention of anxiety disorder in college students, and all scales have higher scores than the control group.

## Positive impact of digital reading on social anxiety disorders among college students

Mengjia Liu

Tianjin Sino-German University of Applied Sciences, Tianjin 300350, China

**Background.** Social anxiety disorder is a mental illness that often occurs in adolescents or early adulthood. When engaging in social interactions, students may feel shy, embarrassed, and uneasy, and thus unwilling to socialize in public. All leads to a gradual decline in their social functions. Many factors including growth environment, genetic factors, levels of neurotransmitters and hormones, as well as certain psychological shocks contribute to social anxiety disorders. In order to explore more treatment and intervention methods for social anxiety disorder, the impact mechanism and effectiveness of digital reading promotion activities in university libraries on college students' social anxiety disorder were analyzed.

**Subjects and Methods.** 120 college students with social anxiety disorder in a certain university were randomly divided into an experimental group and a control group. The experimental group participated in digital reading promotion activities in the university library. Before and after treatment, the patients were evaluated using Symptom Checklist 90 (SCL-90), Liebowitz Social Anxiety Scale (LSAS), and Hamilton Anxiety Scale (HAMA).

**Results.** After participating in reading promotion activities, the scores of the Hamilton Anxiety Scale, Social Anxiety Scale, and Symptom Checklist in the experimental group were lower than those before participation ( $P<0.05$ ), and the difference was statistically significant.

**Conclusions.** Digital reading promotion activities have a positive impact on social anxiety disorders among college students. Small-scale reading activities can encourage students to go out and socialize, help students establish confidence, help them change their irrational cognition, and overcome psychological fears.

**Acknowledgement.** 2016 Tianjin education planning project (No. vesp3003).

## The positive impact of visual beauty of color and contemporary ceramic art design on anxiety patients

Linzong Zhu, Enze Chen and Qiong Ai\*

DanKook University, Gyeonggi-do 16890, Korea

\*Corresponding author.

**Background.** Anxiety disorder is a neurosis characterized by anxiety. The etiology of anxiety disorder is complex. Many factors including genetic, neurobiochemical, neuroimaging, and