

The combination of intelligent depression prevention education system in universities and olanzapine tablets on students' learning phobia

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Background. Learning phobia has long been a key obstacle in the field of higher education, hindering students' successful development. This study proposes an innovative educational ecosystem that combines intelligent technology with olanzapine treatment, aiming to significantly reduce students' learning anxiety and create conditions for better academic achievement.

Subjects and Methods. The study recruited students from several universities who had been diagnosed with learning phobia. To assess their symptoms and performance, several standardized tools were used, including the Stanford Acute Stress Response Questionnaire (SASRQ) and the 3-Minute Disorder Assessment Scale (3D-CAM). In order to process and analyze the collected data, SPSS23.0 software was used. The software can help researchers organize, calculate, and analyze data in order to come up with relevant results about learning phobia. Through these assessment tools and statistical analysis, researchers can better understand the characteristics and influencing factors of learning phobia and provide a basis for further research and treatment.

Results. Students who used olanzapine tablets in combination with an intelligent depression prevention system showed significant improvement in self-rated learning anxiety (SASRQ) and clinical observation measurement (3D-CAM) scores, which was significantly reduced compared to students who only received traditional teaching methods.

Conclusions. Integrating olanzapine treatment into the comprehensive education reform of the intelligent depression prevention system provides promising potential for positively influencing students' learning phobia. This method marks a crucial step towards advancing educational strategies and promoting good mental health among students.

Intervention efficacy of combined urban community public services and duloxetine in persons with anxiety disorders

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Background. Anxiety disorders have become a major public health problem in urban communities. To address this issue, this study proposes the hypothesis that by combining community public services and duloxetine treatment, the symptoms of residents diagnosed with anxiety disorder can be improved. This study aims to explore a novel intervention that combines community public services with duloxetine therapy. Community public services can provide a range of support and resources, including psychological counseling, social support, and life skills training. Duloxetine, a commonly used anti-anxiety drug, is widely used in the treatment of anxiety disorders.

Subjects and Methods. This non-randomized control study involved urban residents diagnosed with anxiety disorders. We used the Stanford Acute Stress Response Questionnaire (SASRQ) and the 3-min Confusion Assessment Scale (3D-CAM) as our primary assessment tools. Data were collected and statistically analyzed using SPSS23.0 software.

Results. Following targeted community interventions supplemented with Duloxetine treatment, the affected residents exhibited a significant decrease in SASRQ and 3D-CAM scores, representing a reduction in anxiety symptoms. Moreover, improved community involvement and increased utilization of public services were noted post-intervention.

Conclusions. The application of urban community public services combined with Duloxetine appears to effectively alleviate anxiety symptoms among city residents. It not only enhances mental well-being but also bolsters community cohesion and public service utilization. Despite the promising results showcasing this concerted approach's potential, more extensive research is crucial to unequivocally substantiate and refine this intervention strategy.

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