Impaired upper limb motor control after stroke severely affects patients' quality of life and ability to perform daily activities. Traditional rehabilitation methods mainly rely on physical therapy and drug therapy, but there are limited effects.

Subjects and Methods. It is to explore the clinical effect of motor imagery therapy in the study of upper limb motor control after stroke. Fifty patients with stroke and the influence of upper limb movement were selected as experimental subjects, 25 as an experimental group and 25 as a control group. The experimental group received six months of rehabilitation training using motor imagery therapy, and the control group received six months of rehabilitation training using traditional drug alteplase.

Results. The experimental results were evaluated by SPSS23.0 system. $P<0.05$ indicated that the difference was statistically significant, and the upper limb motor function and muscle strength of 20 patients in the experimental group were significantly improved after half a year, More than 80 percent have recovered, with significant differences ($P<0.05$).

Conclusions. After the motor imagination therapy is integrated into stroke patients, it can promote the reorganization of brain nerves, enhance the motor memory of muscles, improve the patients' attention and concentration on sports, and help them recover the motor function of the upper limbs.

Criminal law protection on juvenile crimes with bipolar disorders

Junhua Tan

Jilin Police College, Changchun 130117, China

Background. Bipolar disorder refers to a type of mood disorder that includes both manic or mild manic episodes and depressive episodes in clinical practice. Compared with a single disease, comorbidities typically have characteristics such as severe symptoms, long course of disease, severe social function impairment, high risk of suicide, and poor prognosis. Minors are prone to engage in criminal behavior under the influence of bipolar disorder. This study will use group psychological counseling combined with criminal law protection education to intervene and treat underage patients.

Subjects and Methods. 80 underage bipolar disorder patients were selected and divided into two groups according to a random number table method: the control group received group psychological counseling for intervention, while the research group received group psychological counseling combined with communication training and nursing. The improvement of the condition, self-care ability, depression, mania, quality of life, medication compliance, and social adaptability scores of the two groups of patients were compared.

Results. The results showed that before the intervention, there was no statistically significant difference in the improvement of the condition, self-care ability, depression, mania, quality of life, medication compliance, and social adaptation scores between the two groups. After 12 weeks of intervention, the improvement score of the study group's condition and self-care ability score were higher than that of the control group.

Conclusions. The combination of group psychological counseling and criminal law protection education can enhance the treatment effect of underage bipolar disorder patients, improve their quality of life, alleviate negative emotions, and achieve better nursing outcomes.

Application of asynchronous teaching method in the treatment of bipolar disorder

Jiandong Zhu

Lishui University, Lishui 323000, China

Background. Bipolar affective disorder, as a common mental issue, is characterized by emotional abnormality and manic and depressive states. Traditional medicine has a long course of disease and generates slow poor therapeutic effects. The asynchronous teaching method takes the students' self-consciousness as an observation perspective. It focuses on the intervention of students' psychological conditions in a teaching situation of equality and mutual assistance. To explore the effect of asynchronous teaching method on students with bipolar disorder to help improve their mental health.

Subjects and Methods. The research took the students with bipolar affective disorder as the experiment object. The control group applied basic nursing, medication guidance and other conventional nursing approach, while the experimental group was treated with asynchronous teaching method intervention on the basis of the control group, that is, the teacher used a six-stage teaching process to guide students' personalized development and improvement of their self-consciousness, and timely guided students to pay attention to and examine their own psychological conditions. The intervention time was 3 months. The aggressive behavior and psychological status of the students were evaluated with the Modified Overt Aggression Scale (MOAS) and the Self-reporting Inventory (SCL-90). SPSS22.0 statistical software was used for classification analysis. Measurement data was expressed as ($x \pm s$), and $P<0.05$ was defined as statistically significant.

Results. After receiving nursing care, the students in the two groups all received improvement in their symptoms to varying degrees. The MOAS scores of the students in the experimental group after one month and three months of nursing care were (5.34 ± 0.83) and (0.31 ± 0.91), which were significantly better

than those of the control group (5.42 ± 0.92) and the control group (2.08 ± 0.32), with statistical significance ($P<0.05$). After intervention, the SCL-90 scores of the two groups were significantly different ($P<0.05$).

Conclusions. Asynchronous teaching method intervenes students with bipolar affective disorder in a more equal way so that they can correctly and objectively view their own symptoms. The method proposed in this research has a better intervention effect on students' psychological assessment and mental health status.

Curriculum integration on student management and psychological stress relieve

Xinying Zhao*, Chengming Zhang, Zisong Wang and Shuaiyi Yu

Shandong Institute of Petroleum and Chemical Technology, Dongying 257061, China
*Corresponding author.

Background. The psychological pressure on college students is increasing day by day, and many universities have integrated ideological and political courses into their student management.

Subjects and Methods. The study selected college students from a university as research subjects and divided them equally into a control group and a research group. The former was subjected to routine student management, and the latter was given ideological and political treatment based on routine management. The anxiety scale was used for comparative analysis, and SPSS22.0 was used for statistical analysis.

Results. After a 4-month experiment, the score of the anxiety scale for college students in the control group changed from 62 points to 58 points. The score for the research group changed from 64 points to 45 points. In the research group, there was a significant difference in psychological stress among college students before and after the experiment ($P<0.05$). The experimental results indicate that integrating ideological and political education into the management of college students has a significant alleviating effect on the psychological pressure of college students.

Conclusions. The study of integrating ideological and political education into college student management has a positive impact on alleviating their psychological pressure. It also provides a reference for the student management of other university departments, promoting the innovation on student management work.

Brain activation patterns of English language semantic processing in autistic groups

Yan Ning

Hospitality Institute of Sanya, Sanya 572022, China

Background. Autism is a neurodevelopmental disorder, and there are certain differences in the brain activation patterns of English language semantic processing among autistic individuals. The research aims to explore the brain activation patterns of autistic groups during English semantic processing thus to enhance their understanding of language development.

Subjects and Methods. The study used functional Magnetic Resonance Imaging (fMRI) technology, combined with the task paradigm of English word meaning processing, to study the brain activation patterns of individuals with autism. By comparing the differences in brain activation patterns between two groups in word meaning processing tasks, researchers attempted to reveal the specific neural mechanisms involved in language processing in autistic groups. At the same time, SPSS23.0 statistical software was used to process the data.

Results. Through comparative experiments, the Hamilton Anxiety Rating Scale (HAMA) score and Generalized Self-Efficacy Scale (GSES) score of the experimental group were 7.53 and 31.24 respectively; The HAMA and GSES scores of the control group were 10.84 and 25.81, respectively. The results indicate that the processing of English language word meanings has a brain activation effect on people with autism.

Conclusions. Research can promote the understanding of the cognitive and neural mechanisms of autism, and contribute to improving daily communication and life quality for autistic groups.

Interactive teaching mode in college English on students' social phobia

Zhuo Li

Pass College of Chongqing Technology & Business University, Chongqing 401520, China

Background. Social phobia is a common psychological disorder, particularly common among college students. College English, as a compulsory course, provides an opportunity for implementing an interactive teaching model. By implementing an interactive teaching model, students can more actively participate in classroom discussions, group activities, and role-playing, thereby enhancing their social skills and confidence.