

## Traditional arts and crafts elements and modern art design teaching relieve student attention deficit

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**Background.** In modern society, the issue of student attention deficit is becoming increasingly common, posing challenges to education and teaching. From the perspective of educational psychology, the integration of traditional arts and crafts elements into modern art design teaching may have a positive impact on students' attention deficit. This study aims to explore the impact of integrating traditional arts and crafts elements with modern art design teaching on students' attention deficit, and provide corresponding teaching strategies.

**Subjects and Methods.** This study adopts a combination of quantitative and qualitative research methods, selecting 300 students from three different art colleges as the research subjects. These students were randomly divided into an experimental group and a control group, with 150 students in each group. The experimental group was taught the integration of traditional arts and crafts elements with modern art design, while the control group was taught conventional modern art design. During the process, the SNAP-IV-18 scale was used to evaluate the status of students before and after the intervention. Statistics on data were performed by using SPSS24.0 software.

**Results.** The research results show that the experimental group of students showed significant improvements in attention concentration, sustained attention, and attention transfer. At the same time, they also scored high in creativity, critical thinking, and problem-solving abilities.

**Conclusions.** Research has shown that the integration of traditional arts and crafts elements with modern art design in teaching from the perspective of educational psychology can help alleviate students' attention deficits, and improve their creativity and critical thinking abilities.

## Integrating the history of rule of law with ideological and political education to alleviate student anxiety

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**Background.** In the current educational environment of universities, students' mental health issues are increasingly receiving

attention. Anxiety disorder, as one of the common mental health problems, has brought many troubles to students' learning and life. This study aims to explore the effectiveness of integrating the history of the socialist rule of law into ideological and political education in alleviating students' anxiety disorders.

**Subjects and Methods.** This study selects 1202 students from five different universities in a certain region as the research subjects, and they were randomly divided into an experimental group and a control group, with 601 students in each group. The experimental group adopts the ideological and political teaching mode that integrates the history of the socialist rule of law, while the control group adopts the traditional ideological and political teaching mode. Students' anxiety symptoms before and after intervention were evaluated by using the Self-Rating Depression Scale (SDS) and Self-Rating Anxiety Scale (SAS); All results were statistically analyzed by using SPSS22.0 software.

**Results.** The research results show that the experimental group of students showed significant improvements in anxiety levels, learning motivation, and satisfaction with ideological and political education; The anxiety level of students has decreased by about 30%, with a significant effect.

**Conclusions.** This study indicates that the integration of the history of the socialist rule of law has a positive effect on alleviating students' anxiety disorders, providing a new path for ideological and political education in universities. It is recommended to further explore and improve this integration model in the future to meet the needs of more students.

## Combining humanized education management with psychological education on the intervention of depression in students

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**Background.** This study aims to evaluate the intervention effect of the Vocational College's Personalized Education Management and Psychological Intervention on students' depression. Depression among students is a significant concern in educational settings, and proactive measures are needed to mitigate its impact.

**Subjects and Methods.** This research engaged a cohort of 200 vocational college students, aged between 18 and 22, who were initially screened for signs of depressive symptoms through the utilization of the Beck Depression Inventory (BDI-II). The participants were then divided equally into two groups: the experimental group (n=100) and the control group (n=100). Within the experimental group, students received individualized educational guidance and psychological interventions delivered by the vocational college. Conversely, the control group participants were subjected to standard educational protocols over three months. The extent of depression was evaluated using the Hamilton Depression Rating Scale (HAM-D) before and after the intervention.

**Results.** Analysis of the data using SPSS23.0 showed that the experimental group, who received the personalized education intervention, demonstrated a statistically significant reduction in depression scores, as assessed by the HAM-D, compared to the control group ( $P < 0.001$ ). The intervention group showed an overall decrease of 40% in depression symptoms, indicating the positive impact of the intervention in reducing depression among students.

**Conclusions.** The findings suggest that Vocational College's Personalized Education Management and Psychological Intervention significantly reduces depression among students. The results indicate the importance of implementing personalized education management strategies and psychological interventions to address and prevent depression among students in vocational college settings. Further research and development of similar interventions are encouraged to promote mental well-being among this population.

## The alleviative effect of acupuncture combined with cognitive behavioral therapy on anxiety of accounting personnel

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**Background.** This study aims to investigate the alleviating effect of Acupuncture combined with Cognitive-Behavioral Therapy (CBT) on anxiety disorders among accounting professionals in the financial sharing services model. Anxiety disorders are prevalent among accounting professionals due to the high-pressure work environment, and effective interventions are essential to mitigate their negative impact.

**Subjects and Methods.** A total of 120 accounting professionals working in the financial sharing services model were recruited for this study. They were randomly divided into three groups: the Acupuncture combined with CBT group ( $n=40$ ), the CBT alone group ( $n=40$ ), and the control group ( $n=40$ ). The participants' anxiety levels were measured using the Stanford Acute Stress Response Questionnaire (SASRQ) and the 3-min Confusion Assessment Scale (3D-CAM). The intervention was conducted over a period of six weeks, with regular sessions once a week.

**Results.** Statistical analysis using SPSS23.0 revealed a significant reduction in anxiety levels in both the Acupuncture combined with CBT group and the CBT alone group compared to the control group ( $P < 0.001$ ). However, the Acupuncture combined with CBT group exhibited a more substantial decrease in anxiety symptoms compared to the CBT alone group ( $P < 0.05$ ), as measured by the SASRQ and 3D-CAM. These results suggest that the combination therapy has a more significant effect on alleviating anxiety disorders among accounting professionals.

**Conclusions.** This study demonstrates the efficacy of acupuncture combined with CBT in reducing anxiety disorders among

accounting professionals in the financial shared service model. These findings highlight the importance of combining complementary therapies, such as acupuncture, with established psychological interventions to achieve more comprehensive treatment outcomes.

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## The intervention of Chaihu Hehuan Jieyu Tang combined with career planning guidance on employment anxiety patients of college students

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**Background.** This study explores the effectiveness of Chaihu Hehuan Jieyu Tang (CHT) combined with career guidance to alleviate employment anxiety among college students. Employment anxiety is a common concern among college students, and targeted interventions are necessary to mitigate its negative impact.

**Subjects and Methods.** One hundred sixty college students with employment anxiety were selected for this study. They were randomly divided into four groups: the CHT combined with the career guidance group ( $n=40$ ), the CHT alone group ( $n=40$ ), the career guidance alone group ( $n=40$ ), and the control group ( $n=40$ ). The Stanford Acute Stress Response Questionnaire (SASRQ) and the 3-min Confusion Assessment Scale (3D-CAM) measured the participants' anxiety levels. The intervention was conducted over twelve weeks, with regular sessions twice weekly.

**Results.** Statistical analysis using SPSS23.0 revealed a significant reduction in anxiety levels in all intervention groups compared to the control group ( $P < 0.001$ ). However, the group receiving the combined intervention of CHT and career guidance exhibited a more substantial decrease in anxiety symptoms than those receiving single interventions ( $P < 0.05$ ), as measured by the SASRQ and 3D-CAM. These findings suggest that the combined intervention has a more substantial effect on alleviating employment anxiety among college students.

**Conclusions.** This study indicates that combining Chaihu Huanjueyu Tang with career guidance effectively reduces employment anxiety among college students. These results highlight the importance of combining traditional Chinese medicine interventions such as CHT with career guidance to achieve more comprehensive and effective results.