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The role of volleyball combined with mental health education on college students' Dissociative Identity Disorder

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Background. Dissociative Identity Disorder (DID) is a serious psychological disorder that can have a serious impact on patients' daily life and social relationships. Based on this, the study applies the combination of volleyball and mental health education to the study of DID in college students.

Subjects and Methods. The study chose 80 college students from a university as the research subjects and randomly divided them into an experimental group and a control group, 40 in each. The experimental group received volleyball sports combined with mental health education, while the control group received conventional education. Speech oddity, indifference, and abnormal behavior were used as evaluation indexes, and relevant data were collected, and data analysis was processed by SPSS23.0.

Results. The average scores of the experimental group and the control group in terms of speech eccentricity were 2.5 and 3.8; the average scores of apathetic behavior were 1.2 and 2.5 respectively; and the average scores of perverse behaviors lifting were 1.5 and 2.8. The results of the t-test showed that there was a significant difference between the two groups in terms of evaluation indexes ($P < 0.01$).

Conclusions. Volleyball combined with mental health education helps to improve the mental health of college students and reduce the risk of DID. It helps to promote the mental quality education of college students.

Contrimetric: Article Citation Contribution Indicator for paper impact evaluation

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Background. The Journal Impact Factor (JIF), generated by Eugene Garfield in 1964, is a well-known and widely accepted

indicator for evaluating journal influence when scholar submit their papers to different periodicals. Different paper has its own citation performance after published online. Thus, the JIF is always changing in each year when times updates. This paper introduces a newly designed bibliometric indicator, Article Citation Contribution Indicator (ACCI), named as Contrimetric (from Contribution Metric). The indicator meets the criteria as it has special characteristics, such as easy to understand, open, innovating, and applicable to different publications. Based on the Journal Impact Factor (JIF), the ACCI is a new indicator that measures the impact of individual papers within a specific journal. Treating a journal as an independent scientific community, each paper can be viewed as a community member, with $ACCI > 0$ indicating that the paper's academic impact has a greater impact than the community average, while $ACCI < 0$ indicates that the paper's academic findings, innovations, spreading and impact are below the community average. The ACCI ranges theoretically in $[-1, \infty]$, with $ACCI = -1$ for papers with zero citations after publication.

Subjects and Methods. For purpose of exploring the positive (or negative) effects of an author's single article on the improvement of journal impact factor, we proposed the ACCI. It is defined as a specific value to calculate the contribution of a single paper to its discipline or journal, its equation is shown as below:

$$ACCI = \frac{c_y - JIF_y}{JIF_y} \quad (1)$$

C_y refers to the number of citations of an article in present JCR year; and JIF indicates the Journal Impact Factor in present JCR year. Then the differences between C_y and JIF taking up of the total JIF in present JCR year is the value of ACCI.

Results. It can be calculated that the value of ACCI is -1 when the paper has 0 citation. The value range of ACCI is theoretically in $[-1, +\infty)$. When $ACCI \in [-1, 0)$, it indicates that the article has a lower value than the average citation level or has brought negative effect on JIF; and when $ACCI \in (0, +\infty)$, it indicates that the article citations is higher than average level and has brought a positive contribution in terms of citations. Furthermore, its innovation, new discoveries contribute higher level than other papers. Hereafter, we might treat each journal as a specific scientific community in its field.

Let's have an example to compute any article. We retrieved the article as below: Abdelmageed, S. and T. Zayed, A study of literature in modular integrated construction - Critical review and future directions. *Journal of Cleaner Production*, 2020. 277. DOI:10.1016/j.jclepro.2020.124044. The article was published in 2020, and the total cites received in 2021 and 2022 was 13 and 24. The 2021 and 2022 Impact Factor of *Journal of Cleaner Production* were both 11.1, thus $ACCI-1(\text{Contributing Factor}) = (13-11.1)/11.1 = +0.17$, $ACCI-2(\text{Contributing Factor}) = (24-11.1)/11.1 = +1.16$. This paper had brought positive effect on the JIF. This paper had been higher citations in influence than others.

Conclusions. The ACCI is an important index for scholars to carry out research and academic journal editors to select proper papers. For authors, who can use ACCI to categorize articles from a particular journal or in a particular year, the articles that $ACCI > 0$ would fall into positive group, then use other bibliometric tools to mine the specific scientific view. And for academic journal editors, the author's citing performance can be reflected by their ACCI report. Therefore, the bibliometric index-Article

Citation Contribution Indicator (ACCI) is a new article evaluation tool in bibliometrics. Each paper published in journal with JIF will have two ACCI index values, CF-1 and CF-2. The information behind CF index will bring us different analysis. It is also an indicator for university subjects evaluation, scientific research management and academic contribution measurement in some field, which is an important index reflecting the academic level of a certain discipline. The Contrimetric can be statistically used to classify articles for finding important papers and is an innovative member of the metrics family.

Aesthetic ability cultivation on autistic college students in music education psychology

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Background. Autistic patients often exhibit social impairments and have a longer recovery period. The cultivation of musical aesthetic ability will expand the interests and hobbies of the trainees and alleviate social pressure. Therefore, the cultivation of musical aesthetic ability can be used in research on treating students with autism.

Subjects and Methods. In order to analyze the effectiveness of cultivating musical aesthetic ability in the treatment of autism among college students, the study randomly selected 60 college students with autism and divided them into two groups. One group is a blank group, which only receives conventional treatment. The other group is the experimental group, where patients in the experimental group receive routine treatment while also developing their musical aesthetic abilities. Two groups of experimental personnel were evaluated using the Children's Autism Rating Scale (CARS) and the Kirschner Autism Behavior Scale (CABS) before and after the experiment.

Results. Before the experiment, the CARS scores of the blank group and the experimental group were 34.83 ± 1.25 and 33.46 ± 2.06 , respectively. After the experiment, the scores changed to 30.26 ± 2.81 and 28.16 ± 2.05 , respectively. In the evaluation of the CABS scale, the scores of the blank group and the experimental group before the experiment were 16.26 ± 2.06 and 16.59 ± 1.75 , respectively. After the experiment, the scores of the two groups were 15.73 ± 1.74 and 13.71 ± 2.05 , respectively.

Conclusions. The cultivation of musical aesthetic ability in vocal music teaching in universities has an excellent therapeutic effect on autism among college students.

Blended teaching on bipolar depression among art education majors

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Background. Bipolar depression usually manifests as a fluctuating mood in patients, with symptoms similar to severe depression yet easily overlooked. The symptoms of bipolar depression among college students are not very obvious. The study used a mixed teaching model to intervene and assist in treatment for students, and combined with oral therapy to compare curing effects.

Subjects and Methods. Select 60 students of art education major with bipolar depression from a college and randomly divide them into two groups with 30 cases in each group. Secondly, the control group was treated with fluoxetine, while the observation group was treated with fluoxetine combined with oral therapy. Both groups were assisted by a blended teaching approach. Finally, the thyroid hormone levels before and after treatment were compared between the two groups, using SPSS 23.0 for statistical analysis and t-test.

Results. The statistical differences in the levels of Triiodothyronine (T3), Thyroxine (T4), and Thyroid Stimulating Hormone (TSH) in the control group before treatment were not significant ($P > 0.05$). After treatment, the levels of T3, T4, and TSH in the control group decreased and the differences were statistically significant ($P < 0.05$). The thyroid hormone levels in the observation group after treatment were significantly lower than those in the control group, with a statistically significant difference ($P < 0.001$).

Conclusions. Patients with bipolar depression experienced abnormal thyroid hormone levels before treatment, and their hormone levels were effectively relieved after treatment, indicating the feasibility of the proposed treatment.

Art appreciation teaching reform in higher education on college students' anxiety disorders

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Background. At present, the problem of anxiety disorders among college students is becoming increasingly serious. The study aims to analyze the therapeutic effect of the reform of art appreciation teaching in colleges and universities on the anxiety disorder of college students.

Subjects and Methods. This study selected college students of a university as research subjects and divided them into an