

Flipped classroom-based psychological therapy teaching reform on college students' psychological anxiety

Peng Cheng^{1*} and Sijiao Chao²

¹Changzhou Health Vocational Technology College, Changzhou 213002, China and ²Jiangsu Yuezhu Mental Health Co., Ltd, Changzhou 213000, China

*Corresponding author.

Background. The continuous development of higher education and the increasing social pressure have led to a severe employment situation for college students. At the same time, psychological anxiety is caused by factors such as learning pressure. However, many current psychotherapy methods have had limited effectiveness. Therefore, this research has reformed the teaching methods of psychotherapy through the use of flipped classrooms. It aims to utilise new psychotherapy teaching methods to alleviate psychological anxiety among college students.

Subjects and Methods. A total of 100 students from two classes of third to fourth grade students in a certain university were selected as the research subjects and divided into Group E and Group F. Group E used traditional psychotherapy teaching methods, while Group F used reformed psychotherapy methods. The experiment lasted for a total of one semester, and the data was analyzed using SPSS 23.0 software after the experiment.

Results. After the experiment, the low anxiety level in Group F decreased to 9.50%, the frequency of moderate anxiety decreased to 10.30%, and the frequency of high anxiety decreased to 8.40%, which was lower than that in Group E. In addition, after the intervention, the environmental adaptability score of Group F increased to 15.50 ± 1.86 points, the sleep score increased to 18.08 ± 2.53 points, and the learning adaptability score increased to 499.77 ± 5.30 points.

Conclusions. The use of flipped classrooms to reform the teaching method of psychotherapy can effectively alleviate the psychological anxiety of college students.

Acknowledgement. 2022 University Philosophy and Social Science Research Ideological and Political Project (No.2022SJSZ0275); Jiangsu Vocational and Technical Education Association 2023-2024 Project (No. XHYBLX2023015).

Cognitive psychology contextualized human-computer interaction systems on users' psychological anxiety

Haoran Hu

Ningbo Longer Training Center, Ningbo 315010, China

Background. Psychological anxiety is an emotional response that includes emotional states such as nervousness, worry, and

uneasiness. By understanding the effects of human-computer interaction systems on users' psychological anxiety, designers can take appropriate measures to reduce users' psychological anxiety and improve their satisfaction and efficiency.

Subjects and Methods. Seventy-two participants were selected for this study and randomly divided into an experimental group and a control group, with 36 participants in each group. The experimental group was exposed to HCI systems that used specific interface designs, and the control group was exposed to traditional HCI systems. The experimental data were collected by recording the psychological responses and behavioral performance of the participants such as psychological anxiety level and task completion time when using the interface. The data analysis software used was SAS.

Results. The average psychological anxiety level scores of the experimental group and the control group were 3.5 and 4.2; and the average interface task completion time of the experimental group was 9.3 ± 1.2 minutes, while the average time of the control group was 12.2 ± 1.5 minutes. Through comparative analysis, there is a difference between the experimental group and the control group with $P < 0.05$.

Conclusions. By studying the effect of HCI on users' psychological anxiety, can help designers improve the design and function of HCI systems, reduce users' psychological anxiety, and improve users' satisfaction and efficiency.

Work stress and psychological conditions: a survey study of anxiety disorders among investment banking practitioners

Fei Ma

Guangdong University of Finance, Guangzhou 510521, China

Background. The work stress and psychological condition of financial investment bankers is a hot issue widely concerned by society. Excessive work pressure is a major risk factor for triggering anxiety disorder episodes. Anxiety disorders are often accompanied by symptoms such as nervousness, worry, muscle tension, panic, sweating, and avoidance of work or emotional instability. In order to reduce the level of anxiety among the practitioners of this industry, the study investigated the current status of anxiety disorders among the practitioners of investment banking.

Subjects and Methods. A total of 1456 investment banking practitioners in a certain area were interviewed using the Composite International Diagnostic Interview Schedule-3.0 (CIDI-3.0), and anxiety disorders were diagnosed according to the Hamilton Anxiety Scale (HAMA), Hamilton Depression Scale (HAMD), Symptom Self-assessment Scale SCL90, and Self-Acceptance Questionnaire (SAQ).

Results. There were significant differences in the scores on HAMA, HAMD, SCL90, and SAQ among investment banking practitioners with different distributions of age, gender, years of working experience, marital status, and income level ($P < 0.01$), and the differences in the detection rate of anxiety disorders

distributed by education level were not statistically significant ($P>0.05$).

Conclusions. The possibility of anxiety disorders among investment banking practitioners is high, and psychological guidance and proper guidance need to be strengthened. This survey study provides a theoretical basis for the development of targeted interventions for anxiety disorders in the future.

Acknowledgement. National Social Science Foundation Project (No. 10BJY106).

Innovative and entrepreneurial thinking training combined with psychological nursing intervention on the relief of Graduate's employment anxiety

Tana Zhao¹ and Bayasiguleng^{2*}

¹Inner Mongolia Business & Trade Vocational College, Hohhot 010070, China and

²Inner Mongolia Normal University, Hohhot 010070, China

*Corresponding author.

Background. Severe employment competition and pressure have triggered students in higher vocational school to develop negative emotions of anxiety. They show intense, excessive as well as persistent worries and fears, and even somatic anxiety symptoms. In order to alleviate the anxiety triggered by the employment pressure of graduates of higher vocational school, the study introduces psychological care to intervene in graduation innovation and entrepreneurial thinking training and analyzes its ability to alleviate anxiety.

Subjects and Methods. 48 graduates suffering from anxiety disorders in a higher vocational school were used as experimental research subjects, and the experimental group received a training program combining psychological nursing intervention and innovative entrepreneurial thinking; the control group received traditional innovation and entrepreneurship training courses. The Hamilton Anxiety Scale (HAMA), Hamilton Depression Scale (HAMD), Symptom Self-assessment Scale SCL90, and Self-Acceptance Questionnaire (SAQ) were evaluated before the experiment, and after the 2nd, 4th, and 8th weeks of the experiment, respectively.

Results. Graduates who participated in the training on the integration of psychological care into innovative and entrepreneurial thinking showed a significant decrease in the scores of all scales compared to the pre-experimental period ($P<0.05$), and the relief of anxiety was more pronounced compared to the control group ($P<0.05$).

Conclusions. Psychological care integrated with innovative and entrepreneurial thinking training had a significant effect on the anxiety of graduates. They had a more rational and accurate control of the employment situation and restored their confidence in their future work and life.

Acknowledgement. The project of higher education research in 2022 approved by Inner Mongolia Higher Education Society (No. NMJXH-2022XZ006).

The intervention effect of using the scaffolding teaching model in middle school English on students' social anxiety disorder

Meihong He

The Experimental School Affiliated to Nantong High School, Nantong 226010, China

Background. A common psychological problem, social anxiety disorder, is prevalent among primary and secondary school students. Social anxiety disorder mainly manifests itself in the form of intense fear and apprehension in social situations, and excessive worry and fear make the patients gradually avoid socializing. In order to provide timely intervention for students with social anxiety disorder, the study introduced a scaffolding teaching model for middle school English in the middle school classroom.

Subjects and Methods. 80 students with social anxiety disorder in a junior high school were randomly divided into an experimental group and a control group. The experimental group was taught using the junior high school English scaffolding teaching mode, while the control group was taught using the traditional English teaching mode, and the Symptom Self-assessment Scale (SCL-90) and Liebowitz Social Anxiety Scale (LSAS) were used to assess the patient's social anxiety before and after the treatment.

Results. Middle school English scaffolding teaching model has positive guidance effect on social fear ($P<0.05$), students in the experimental group had a significant decrease in the scores of all scales after the experiment ($P<0.05$), compared with the control group the intervention on social fear was more obvious ($P<0.05$).

Conclusions. The scaffolding teaching model of middle school English has a positive impact on students' anxiety and phobia, and the self-confidence of students with anxiety disorders was gradually built up and their social scope was gradually expanded.

Acknowledgement. The stage achievement of the 14th 5-year plan of educational science foundation in Jiangsu Province (No. E-c/2021/05).

Law education reform in universities on reducing college students' learning anxiety

Ruinan Zhao¹, Yongwei Jiang^{2*} and Ruizhi Zhang¹

¹Liaoning University, Shenyang 110031, China and ²Dalian Maritime University, Dalian 116026, China

*Corresponding author.

Background. With the rapid development of society, the learning anxiety of college students is gradually increasing. Law education emphasizes rational thinking and behavioral norms, enabling college students to establish a correct outlook on life. Therefore,