

psychotherapy. A self-administered psychological assessment scale was used to score the mental health of the subjects before and after the treatment. The scale included indicators of perception, memory, emotion, behavior and self-awareness.

**Results.** The degree of self-awareness retained by the two groups of subjects under the self-awareness index was selected for analysis before and after the experiment. The results in Table 1 show that the number of subjects in the experimental group with high, low and no self-awareness were 0, 9 and 19 respectively before the rational emotive behavior treatment; after the treatment, their numbers changed to 5, 21 and 2. On the contrary, the number of subjects in the control group before the general psychotherapy was 0, 7 and 21; after the treatment, their numbers changed to 1, 15 and 12.

**Conclusions.** Through questionnaires and a comparative experimental setup, it was demonstrated that the hysteria of unemployed people caused by the economic recession in the context of the COVID-19 manifested itself in the areas of perception, memory, emotion, behavior and self-awareness. The use of rational emotive behavioral therapy was able to treat their hysteria phenomenon and alleviate their psychological state of low or even no self-awareness.

**Table 1.** The degree of retention of self-awareness in the two groups of subjects before and after the experiment

Group		High self-awareness	Low self-awareness	No self-awareness
Experimental group	Before treatment	0	9	19
	After treatment	5	21	2
Control group	Before treatment	0	7	21
	After treatment	1	15	12

## Analysis of the intervention effect of positive psychological education on depressed college students under the COVID-19

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**Background.** The COVID-19 pandemic not only seriously threatens the health of contemporary college students, but also causes the spread of negative psychology to a certain extent, leading to the occurrence of depression. Positive psychology advocates to deal with psychological problems with a positive attitude. The study takes the COVID-19 as the background to explore the impact of positive psychology education on depressed college students.

**Subjects and Methods.** 116 college students suffering from depression were randomly selected from a university in China,

and their negative psychological conditions were evaluated with Self-rating Depression Scale (SDS), and statistics were made. Then the positive psychology education intervention was carried out for these college students for 2 months. After the intervention, the negative psychological situation was evaluated again by SDS scale and compared with that before the intervention.

**Results.** Table 1 showed the evaluation results of depression college students before and after positive psychological education intervention. It can be found that after the intervention of positive psychology education, students' depression scores decreased significantly, and their negative psychology eased significantly, with a statistically significant difference ( $P < 0.05$ ).

**Conclusions.** Under the COVID-19, the negative psychology of college students has seriously affected their normal life and study, and a considerable number of students are suffering from depression. The study intervened the negative psychology of college students through positive psychology education, and evaluated it through SDS scale. The results showed that the negative psychology of college students was significantly improved after the intervention, indicating that positive psychology education can effectively alleviate college students' depression, and has certain clinical application value.

**Table 1.** Evaluation results of depression undergraduates before and after positive psychological education intervention

Classification	Positive psychology group
Before intervention	62.5±3.7
After intervention	41.3±2.6
<i>t</i>	35.70
<i>P</i>	0.00

## The intervention effect of humanistic ideological and political management on ruminant thinking of college students and on depression and anxiety

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**Background.** Learning anxiety has become a common problem among college students. Anxiety is also called psychological abnormality. The main symptoms of college students' anxiety and depression include fear of negative evaluation in all aspects, excessive employment pressure, economic pressure, and inability to solve problems independently. Anxiety can cause symptoms such as insomnia and autism, and sometimes lead to adverse consequences or personal safety. Therefore, based on the healthy physical and mental development of college students, we can