

Experimental conditions	Assessment deviation				Search for deviation	
	Value deviation		Importance deviation		M	SD
	M	SD	M	SD		
Recently	0.99	1.77	1.16**	1.68	1.46**	1.45
Forward	0.24	1.01	-0.13	0.66	-0.29	1.63

In addition, by doing regression analysis and using the perceived time interval to predict the various indicators of CIP, the results show that the time interval can significantly predict the information value deviation ($B = -0.45, P = 0.001, R^2 = 0.21$) and the information importance deviation ($B = -0.55, P < 0.001, R^2 = 0.30$), overall verification bias ($B = -0.52, P < 0.001, R^2 = 0.27$), and marginally significantly predicted information search bias ($B = -0.26, P = 0.07, R^2 = 0.07$), indicating that the CIP effect will decrease significantly with the increase of information cognition bias.

Conclusions: The study is based on the interpretation level theory to investigate the impact of information cognitive bias on accounting information users, that is, in the context of individual and organizational decision-making, people tend to prefer and overestimate information that is consistent with their own opinions and decisions, rather than non-information. Consistency information. Through experiments, the research results consistently show that recent decision-making will increase the verification bias in information search and evaluation, while long-term decision-making will reduce their verification bias. Perceived decision-making certainty plays a part of the mediating role.

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THE GUIDANCE WORK OF “POSITIVE ENERGY” PUBLIC OPINION RESOURCES ON THE MENTAL HEALTH OF COLLEGE STUDENTS

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Background: With public opinion as the carrier, the spread of “positive energy” has the characteristics of openness, virtuality, interactivity, permeability, etc. These characteristics have a great impact on the ideological status of college students, mainly manifested in the fact that college students pay more attention to individuality. The pursuit of freedom, the importance of communication in virtual space, the diversification of its values, and the crises of trust and psychological barriers in some college students.

Under the influence of “positive energy”, college students pay more attention to the pursuit of freedom and personality. The so-called “positive energy” refers to a cultural phenomenon that relies on the development of digital media, uses mobile phones and other emerging media as carriers, and is stored in mobile phones and other digital media information communication methods. The dissemination of “positive energy” has the characteristics of openness. This kind of openness is open in all aspects in the process of information exchange, including the openness of information dissemination sources, the openness of information dissemination media, and the openness of information recipients. In “positive energy” Under the influence of public opinion, they can freely choose the information resources they need according to their own interests and hobbies through public opinion, and they can obtain the opportunity to freely express their speech and opinions through public opinion, without being restricted by time and space and social ethics. College students have a broader vision, The things they are exposed to are also becoming more abundant. The spread of “positive energy” brings college students an open social environment, and at the same time brings college students into a “closed environment”.

The spread of “positive energy” makes college students pay more attention to communication in virtual space. The virtual nature of the “positive energy” transmission process mainly refers to the transmission of “positive energy” through the use of virtual networks. The impact of this virtual transmission on college students is to make them keen on communication in virtual space, while ignoring reality. The emotional communication between people in life. College students are keen on communication in virtual space for the following reasons: First, due to the rapid development of public opinion, college students can do a lot of real-world things through virtual space, such as learning, meetings, etc.; second, “positive” The

dissemination of “energy” has been imperceptibly in the daily life of college students, and they have developed the habit of communicating through virtual spaces; third, some college students are indulging in the illusory world of the Internet and have reached a situation where they ignore the real world. Among them, the convenience of public opinion and the rich information resources brought by the spread of “positive energy” are the main reasons.

Subjects and methods: 68 students (32 males and 36 females) in the first two classes from a university were selected as subjects. In the study, one class was assigned as the guided work group (age range of 10-12 years old, 16 males and 19 women), and the other class was assigned as the control group (age range 10-12 years old, 16 males and 17 females). All the subjects were in good physical and mental condition. They were informed about the study and participated voluntarily. Stationery was given as a reward after the study. This study has been approved by the Ethics Committee of Shenzhen University.

Study design: The school conducts relevant mental health education lectures before the start of the study, and gives a detailed explanation of the positive energy guidance work in this study, and the teacher plays the positive energy recording during the guidance work process to guide the students to complete the positive energy guidance work to ensure Positive energy guides the normal progress of work. During this period, the control group had normal activities. Both groups filled out the FFMQ scale and the STAI scale before and after the four-week MBSR. Among them, the pre-test score is used as the baseline level score, and the post-test score is the level score after four weeks of guided work.

Methods of statistical analysis: Use SPSS23.0 to perform descriptive statistical analysis on the distribution of each variable, use independent sample t-test to investigate the differences between intervention treatment groups and gender differences, and use repeated measures analysis of variance to test the main effects of intervention treatment and measurement time and its interaction effects. Then, the main effect and interaction effect of intervention treatment and gender were tested by covariance analysis. Finally, use the SPSS macro program PROCESS to establish a regression equation to test the adjustment effect of the baseline level on the effect of positive energy guidance.

Results: Regression analysis found (see Figure 1) that the overall model is significant, $R^2 = 0.40-0.66$, $F(4,58) = 9.80-28.04$, $P < 0.001$. The main effects of the baseline level of each dimension are significant: the lower the baseline level of the four dimensions of positive energy, the greater the increase in the level of the corresponding dimension; the higher the baseline level of the individual with mental health problems, the decrease in the level of the corresponding dimension Bigger. The intervention treatment group X does not judge the baseline level, and the regression coefficient of the intervention treatment group X mental health problem baseline level is significant, so a simple slope analysis is further performed.

The results show that compared with individuals who do not judge the baseline level ($M+1SD$), individuals with a low baseline level ($M-1SD$) have a greater increase in the level of non-judgment in the positive energy group and the control group, but the increase does not exist. Differences between groups (0 simple slope = 0.06, $r = 0.04$, $P = 0.970$). Among the individuals who did not judge that the baseline level was high, they were not judged to maintain the original level after being guided by mindfulness, while the control group declined, and there was a difference in the amount of change between the two groups (0 simple slope = 4.90, $r = 3.18$, $P = 0.002$). Individuals with a low baseline level of mental health problems ($M-1SD$) decreased their level of mental health problems after positive energy-guided work. In the control group, the level of mental health problems increased significantly. There was a significant difference in the amount of change between the two groups (0 Simple slope = -16.80, $t = -4.99$, $P < 0.001$).

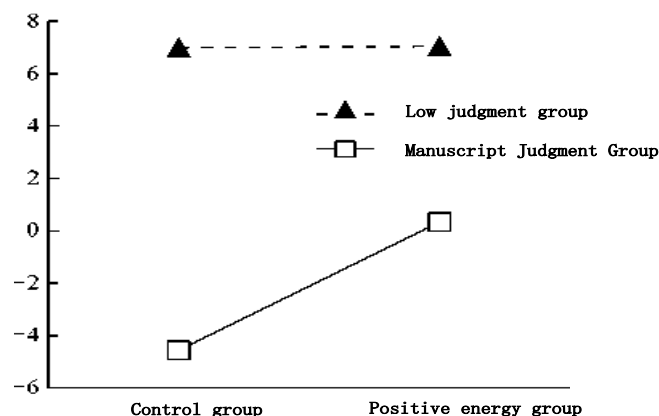


Figure 1. Regression analysis between control group versus positive energy groups.

Individuals with a high baseline level of mental health problems ($M+1SD$) decreased in the positive energy group and the control group, and the decline in the positive energy group was significantly greater than that of the control group (0 simple slope = -4.88, $t = -2.18$, $P = 0.033$).

In summary, the results show that the baseline level of mental health problems affects the effectiveness of college students' positive energy guidance work.

Conclusions: Select 68 freshman students and divide them into a four-week positive energy health guidance work group and a control group based on the class, and observe their impact on the mental health problems and positive energy levels of college students, and whether there is a baseline effect and gender difference in the effectiveness of the guidance work. The results showed that: (1) Four weeks of positive energy training can improve the positive energy level of college students and alleviate their mental health problems; (2) College students' mental health problems' baseline level affects the effect of positive energy guidance work; (3) Four weeks MBSR affects college students. There is no gender difference in the effect of guiding work.

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RECOGNITION OF PSYCHOLOGICAL CRISIS SIGNALS OF COLLEGE STUDENTS BASED ON DATA MINING

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Background: Major public health emergencies refer to major infectious disease outbreaks, mass diseases of unknown origin, major food and occupational poisonings, and other events that seriously affect public health that occur suddenly and cause or may cause serious damage to public health.

The outbreak of the new type of coronavirus pneumonia, in addition to causing huge economic losses and serious casualties, will also cause severe psychological trauma to the public. The recognition and intervention of psychological crisis signals of college students can play a role in alleviating pain, regulating emotions, correcting cognition, and guiding correct attitudes. In the prevention and control of the epidemic, the remote data mining psychological service model of college students' psychological crisis signal identification and intervention may play a more important role.

Generally speaking, the construction of the psychological crisis signal identification and intervention system for college students in my country's public health emergencies is still in the theoretical and exploratory stage, and it lacks a comprehensive, complete and systematic framework and system. For public health emergencies such as this new coronary pneumonia, the remote data mining service model for the identification and intervention of psychological crisis signals of college students has played a major role in the prevention and control of the epidemic. In addition to network platforms and psychological hotlines, it may also be possible to combine remote data mining psychological consultation and other technologies to provide necessary help and support for front-line medical staff struggling in the epidemic area or callers with such needs. In addition, the rapid and effective organization of crisis identification and intervention work has also quickly alleviated the mental health problems of some people, and played a positive role in preventing serious mental health problems.

This paper takes the "anti-epidemic" hotline and network platform organized by the Mental Health Association as an example to identify and intervene in the psychological crisis signal of college students to explore the remote data mining psychological service model of psychological crisis signal identification and intervention for college students.

Subjects and methods: During the epidemic of psychology volunteers, from a database of experts who have voluntarily signed up for the service, those who have experience in identifying and intervening psychological crisis signals for college students were selected from hospitals, universities, primary and secondary schools, and psychological counseling institutions with many years of clinical experience. 123 volunteers with experience and psychological counseling experience participated in remote data mining for college students' psychological crisis signal identification and intervention. Among them, 57 have a psychology background, accounting for 46.34%; 10 have an educational background, accounting for 13%, 2 have a comprehensive background in psychology and education, accounting for 1.63%; 46 have a medical