

The occurrence and prevention of mental diseases after osteoarthritis in the lateral compartment of the knee

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Background. Osteoarthritis in the lateral compartment of the knee joint is more common in middle-aged and elderly patients. Symptoms include pain, swelling, snapping, stiffness, and joint effusion. At present, there are many ways to treat osteoarthritis in the lateral compartment of the knee joint, and most people adopt conservative treatment. However, for patients with more serious conditions, conservative treatment cannot achieve obvious results, but surgical treatment is required. However, surgical treatment often causes psychological stress on patients, especially elderly patients. Therefore, the study focused on the occurrence and prevention of psychological diseases in patients with lateral knee osteoarthritis after postoperative care programs including psychological treatment.

Subjects and Methods. A total of 110 patients with osteoarthritis in the lateral compartment of the knee admitted to a hospital from July 2020 to January 2022 were selected as the research objects. The enrolled patients were randomly divided into two groups, the control group and the observation group, with 55 cases in each group. In the control group, there were 29 males and 26 females, aged 37-79 years, with an average of (60.22 ± 14.15) years old. In the observation group, there were 32 males and 23 females, aged from 35 to 80 years old, with an average of (60.83 ± 14.34) years old. There was no significant difference in general data between the two groups ($P > 0.05$), which were comparable. The control group was given routine postoperative care, and the observation group was given experimental nursing program including psychotherapy.

Results. From the perspective of coping style, there was no significant difference ($P > 0.05$) in the scores of positive and negative coping styles between the two groups before nursing. After nursing, the positive coping style of the observation group was higher than that of the control group ($P < 0.05$), and the score of negative coping style was lower than that of the control group ($P < 0.05$). In terms of anxiety and depression scores, there was no significant difference in SAS (Self-Rating Anxiety Scale) and SDS (Self-Rating Depression Scale) scores between the two groups ($P > 0.05$). After nursing, the SAS and SDS scores of the observation group were significantly lower than those of the control group ($P < 0.05$), as shown in Table 1.

Conclusions. The coping style and psychological state of patients with osteoarthritis in the lateral compartment of the knee have a greater impact on postoperative recovery, and individualized nursing including psychotherapy can help improve their coping style and psychological state.

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Table 1. Comparison of SAS and SDS scores before and after group care

Group	Time	SAS score	SDS score
Observation group (n = 55)	Before care	54.88±6.13	55.10±6.22
	After care	46.75±4.32	47.24±5.19
Control group (n = 55)	Before care	54.09±6.37	55.08±6.34
	After care	52.16±5.38	53.84±6.14

Intervention effect of drama management combined with mental health education on dissociative anxiety disorder

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Background. Dissociative anxiety disorder in student group is a common mental disorder in the learning process of students. When students are separated from their attachment objects, they will have extremely strong resistance psychology, which will lead to their excessive dissociative anxiety. Dissociative anxiety disorder will lead to more abnormal behaviors and emotions in their life and study. How to alleviate students' dissociative anxiety disorder has become the focus of current education research.

Subjects and Methods. In this study, 68 students were diagnosed as dissociative anxiety disorder in a school and they were randomly divided into experimental group and control group, with 34 in each group. The students in the control group adopted routine mental health education during the treatment, while the students in the experimental group combined drama management strategies on the basis of mental health education. Finally, evaluate the changes and differences of dissociative anxiety between the two groups.

Results. The comparison results of the two groups of students are shown in Table 1. Table 1 shows that the anxiety scores of students in the experimental group are significantly lower than those in the control group, and the scores of behavior control and