

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.

Acknowledgement. The research is supported by: The Eighth Batch of Gansu Science and Technology Program Funding

Projects (Key R&D Program) in 2020+Clinical research and application of unicompartmental knee arthroplasty in the treatment of middle-aged and elderly patients with unicompartmental knee osteoarthritis in Hexi Corridor+20YF8FG066; The Fifth Batch of Gansu Science and Technology Program Funding Projects (Basic Research Program-Natural Science Foundation) in 2022+ To investigate the molecular mechanism of lncRNA PVT1 regulating osteosarcoma ferroptosis through miRNA-106a-5p/MDM4 pathway +22JR5RG570; 2022 Innovation Fund Project of Gansu Provincial Department of Education+ To study the clinical efficacy of platelet-rich plasma combined with arthroscopic surgery in the treatment of early and middle stage knee osteoarthritis+2022B-189.

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

emotional response of students in the experimental group are also significantly lower than those in the control group after treatment, with a statistically significant difference.

Conclusions. Students' dissociative anxiety disorder has seriously affected students' life and learning progress, so it is very important to alleviate students' dissociative anxiety disorder. In the study, an intervention strategy combining drama management and mental health education was proposed. Through experimental verification, this strategy can significantly reduce students' anxiety scores, and alleviate students' anxiety behaviors and emotions. Therefore, in education and teaching, it is feasible to introduce drama management strategies to enhance the cultivation of students' mental health, which is of great significance to the improvement of education quality and students' growth.

Table 1. Differences in the evaluation of the two groups of students

Index	Before treatment		After treatment	
	Experimental group	Control group	Experimental group	Control group
Anxiety score	33.08±8.14	32.97±8.33	6.17±3.02	11.15±3.28
Behavior control	2.52±0.28	2.47±0.27	1.71±0.19	2.35±0.21
Emotional response	2.31±0.23	2.45±0.20	2.08±0.20	2.33±0.21

Analysis of the effect of psychosocial intervention on the improvement of students' cognitive function of depression

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Background. At present, college students all have psychological problems of varying degrees, the most serious of which is depression. Serious depression will affect students' life and learning order, cause depression cognitive function, and have a significant impact on students' future development. In the context of COVID-19, college students' depression is particularly obvious. Therefore, the treatment of depression is urgent. As ideological,

political, and mental health education have the same goals, the study will combine them with psychosocial intervention therapy to explore effective treatment methods for depression.

Subjects and Methods. The study selected 24 patients with depression from each of the four colleges and universities as the research objects. They participated in the experiment of ideological and political education combined with psychosocial intervention to improve the cognitive function of depression. In the experiment, 96 college students were divided into the research group and observation group, with 48 students in each. The observation group was given conventional psychosocial intervention therapy, and the research group was given ideological and political education combined with psychosocial intervention therapy. The difference between the two groups of patients was compared using the Self Rating Depression Scale (SDS) and body mass index.

Results. The SDS scores and body mass index results of the two groups of patients before and after treatment are shown in Table 1. Before the experiment, the difference between the body mass index and SDS scores of the two groups was small. After the experiment, the body mass index score of the study group increased significantly, and the SDS score decreased significantly; The observation group has the same performance, but the effect is not as good as the study group.

Conclusions. In the context of COVID-19, we studied how to employ the ideas conveyed by ideological and political education to help students develop correct awareness, and how to apply the treatment method of ideological and political education in colleges and universities combined with psychosocial intervention to help students significantly improve cognitive function of depression.

Acknowledgements. The research is supported by: Foshan Research Project on the Construction of Youth Development City, "Research on Strengthening the Ideological Guidance of Youth in the Context of Epidemic Situation", project No. 10.

Table 1. Comparison results of two groups of patients

Index		Research Group	Observation group	P
Body mass index	Before treatment	15.19±1.85	15.16±1.89	>0.05
	After treatment	19.90±2.68	17.19±2.44	<0.05
SDS	Before treatment	68.21±3.40	64.58±3.29	>0.05
	After treatment	53.73±2.78	57.21±3.92	<0.05