

Medical and psychological assistance to adolescents with type I diabetes mellitus

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Relevance

the present study is due to the widespread prevalence of diabetes mellitus in children and insufficient knowledge of a number of its clinical and psychological aspects. Children and adolescents with newly diagnosed DM need individual psychological and pedagogical support, psychotherapeutic assistance is shown to this contingent of patients, which contributes to the creation of partnership relations between the psychologist and the patient, timely psychodiagnostics and psychocorrection of disorders of the anxiety-depressive and phobic spectrum of the neurotic level is necessary for more effective and comprehensive treatment. In connection with the emerging progress in pharmacotherapy, the issues of an integrated approach to the treatment and organization of psychosocial rehabilitation, social adaptation and correction of anxiety-phobic and depressive symptoms in children and adolescents are becoming as urgent as possible.

The Purpose of The Study

to study the effectiveness of psychological and pedagogical assistance and new opportunities for psychocorrection of emotional disorders in adolescents with type I diabetes mellitus. Materials and methods of research: in the scientific and practical center of endocrinology, a group of 110 adolescents aged 10-18 years with a verified diagnosis of type I diabetes was recruited, who were on outpatient treatment, received complex therapy in the form of pharmacotherapy and psychotherapy for 3 months of follow-up. To identify emotional changes, an experimental psychological research method was used - the eight-color Lusher test. The level of anxiety was determined using the methodology of G.V. Rezyapkina. The method of determining coping strategies for school-age children, developed by I.M. Nikolskaya and R.M. Granovskaya, was used. The group conducted classes with medical psychologists and psychotherapists for 3 months, according to a method developed by specialists with a frequency of 2 times a week, lasting about 2 hours.

Results

at the initial stage, adolescents were tested for the presence of

emotional changes using psychometric scales. During the study of the emotional background, 96.6% of the surveyed adolescents showed signs of a depressive disorder of the neurotic register of mild or moderate degree. The patients developed rather long periods of low mood with internal tension, there were daily mood fluctuations, decreased motivational activity, deterioration of intra-family relationships. Against the background of depressive disorders, adolescents' school performance significantly decreased (58%), lack of desire to continue studying (25%), conflicts with peers and behavioral disorders appeared (60%), suicidal thoughts and tendencies (15%). In the examined group during testing using the G.V. Rezyapkina test. the presence of anxiety disorders of varying severity was revealed in 86% of adolescents, while more than half of the patients had manifestations of moderate anxiety (67%), 20% of the subjects had no clinically significant anxiety and 13% of adolescents had pronounced anxiety. Anxiety increased mainly in the afternoon and was associated with worries about somatic illness. Anxiety was accompanied by the formation of mild and moderate depressive disorders, which allows us to formulate the concept of comorbidity of affective disorders and type I diabetes mellitus. The structure of affective disorders varied depending on the stage and severity of the course of diabetes mellitus. At the stage of a high level of hyperglycemia in 26 adolescents (86%), the following were expressed: anxiety-phobic disorders, affective fluctuations, emotional lability with irritability. In 75% of cases, the symptoms of the depressive register were the first clinical manifestations of an exacerbation of the disease. Adolescents have been found to have rather long periods of asthenic states with internal tension (23%), a feeling of hostility from others and high anxiety (36%), episodes of unmotivated aggression (27%), obsessive fears (16%). Dysthymia was observed in 100% of cases. As a result of changes in the emotional state of adolescents, self-esteem significantly decreased (77%), stress resistance to external factors was impaired (65%), a tendency to autism and isolation was formed (70%), suicidal intentions and statements (15%). The main goals of the psychological and pedagogical work carried out were family and rational psychotherapy, art therapy

and improvement of social adaptation of adolescents (formation of motivation for social activity). During the implementation of the rehabilitation program, various types of active group work were successfully used: functional training for the development of skills and self-confidence, communication training, music therapy, body-oriented and dance-movement therapy, cognitive training. At the initial stage of the rehabilitation program, our specialists tried to conduct classes within the framework of such psychotherapeutic techniques as art therapy. Teachers with extensive experience in the field of creatively applied areas participated in the research process. During these classes, a new form of activity was proposed within the framework of applied art: beading, decoupage, wood carving, jewelry making, painting on glass, wood, macrame weaving, embroidery with colored floss threads. The attendance of group psychocorrective classes was 98%. In the course of classes, patients showed positive dynamics – they began to cope faster and more effectively with tasks aimed at revealing creative potential, imagination, imagination, the opportunity to express themselves, their inner world through art. At the same time, we noticed that during the trainings there is not only an improvement in intra-family relationships, but also a revival of the emotional complex, the emergence of interest in others, the desire to continue classes, improvement of social functioning, reduction of anxiety-phobic manifestations. In this regard, it became necessary to continue group work in the form of cognitive and social skills trainings

after the training. Teenagers showed great interest in creative self-expression, offered their own options for art therapy. Homework in the form of psychoriscunks on topics: "My family", "Home. Tree. People" were performed with great enthusiasm. According to the subjective information of parents, teenagers became more active in everyday life and talked about classes with special emotionality and presented the results of creative work. All adolescents who received combined integrative psychological and pedagogical assistance in the examined group had an improvement in their general condition and emotional background. The desire for active participation in the process of recovery, restoration of social contacts, normalization of intra-family and interpersonal relationships was revealed.

Conclusion

thus, the implementation of correctly chosen psychological and pedagogical assistance, the use of new creative approaches to psychocorrection and psychotherapy in the complex treatment of anxiety and depressive disorders in adolescents with type I diabetes mellitus, makes it possible to increase the effectiveness of therapeutic measures against this category of adolescents. Adolescents with type I diabetes mellitus, during the combined psychotherapy, mastered a number of psychotherapeutic techniques that allow them to independently cope with negative affective reactions and life stresses.

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