

Western GP Network
Session2
18th October, 2006

Assessment techniques

1. Target depression

Definition of depression

For more than TWO WEEKS have you:

1. Felt sad, down or miserable most of the time?

2. Lost interest or pleasure in most of your usual activities?

Definition of depression (cont)

3. Lost or gained a lot of weight? OR Had a decrease or increase in appetite?
4. Sleep disturbance?
5. Felt slowed down, restless or excessively busy?
6. Felt tired or had no energy?
7. Felt worthless? OR Felt excessively guilty? OR Felt guilt about things you should not have been feeling guilty about?
8. Had poor concentration? OR Had difficulties thinking? OR Were very indecisive
9. Had recurrent thoughts of death?

Assessment techniques

1. Target depression

This approach seems simple and plausible, so why not?

What is depression?

In the same family as

– **boredom**

– **laziness**

fear of/

avoidance of/ **feelings**

failed/

How good should we expect to feel?



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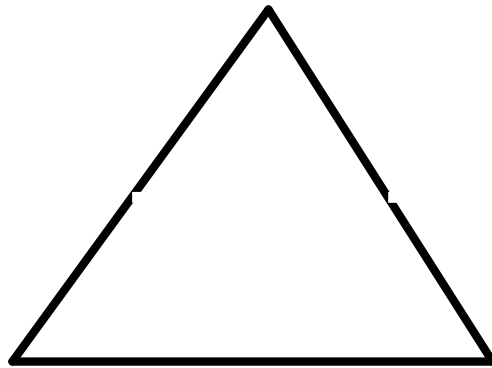
MITSUBISHI ELECTRIC

Does that mean:

- Great, all of the time?
- Numb (bubble-wrap kids)?

Goal is *'being good at feelings'* more than *'feeling good'*

anger



fear

sadness

Causes

- **‘Depression’, a mental illness**
- **Grief**
- **Severe physical pain**
- **Worry**
- **Glandular fever**

&

Antidepressants: More harm than good?

- **Do they work for kids?**
 - **Evidence suggests not**
- **Can they increase risk?**
 - **Unproven, but worrying**

Assessment techniques

1. Target depression
2. HEADDS
3. The HeadStart approach:

What is wrong with this patient?

VS

What is bugging this patient?

Look for the predicament rather than the diagnosis

Triage Assessment

GOAL: The aha! experience

- 1. Why now?**
- 2. Genogram/family tree**
- 3. Sequence**
- 4. Functioning**
- 5. System review**

Triage Assessment

1. Why now?
2. Genogram
3. Sequence
4. Functioning
5. System review

Find a 'sequence'

Avoid generalisations

Find a real life example:

- 'tell me about the last time you felt so bad you wanted to die'
- 'tell me about when he lit that fire in the kitchen'

Sequence

- Obsessional detail about that example

Antecedents

- tell me about the whole day before you hurt yourself

Behaviour

- what exactly did you do?
- what did you do when he did that?

Consequences

- What happened after you put out the fire?
- How were you feeling when your husband got home?
- What did he say?

Functioning: Screen

1. Good friends?

2. How's school?

3. Sport/hobbies?

4. How do you know when you are/she is upset?

Not reassured? Need to explore more.

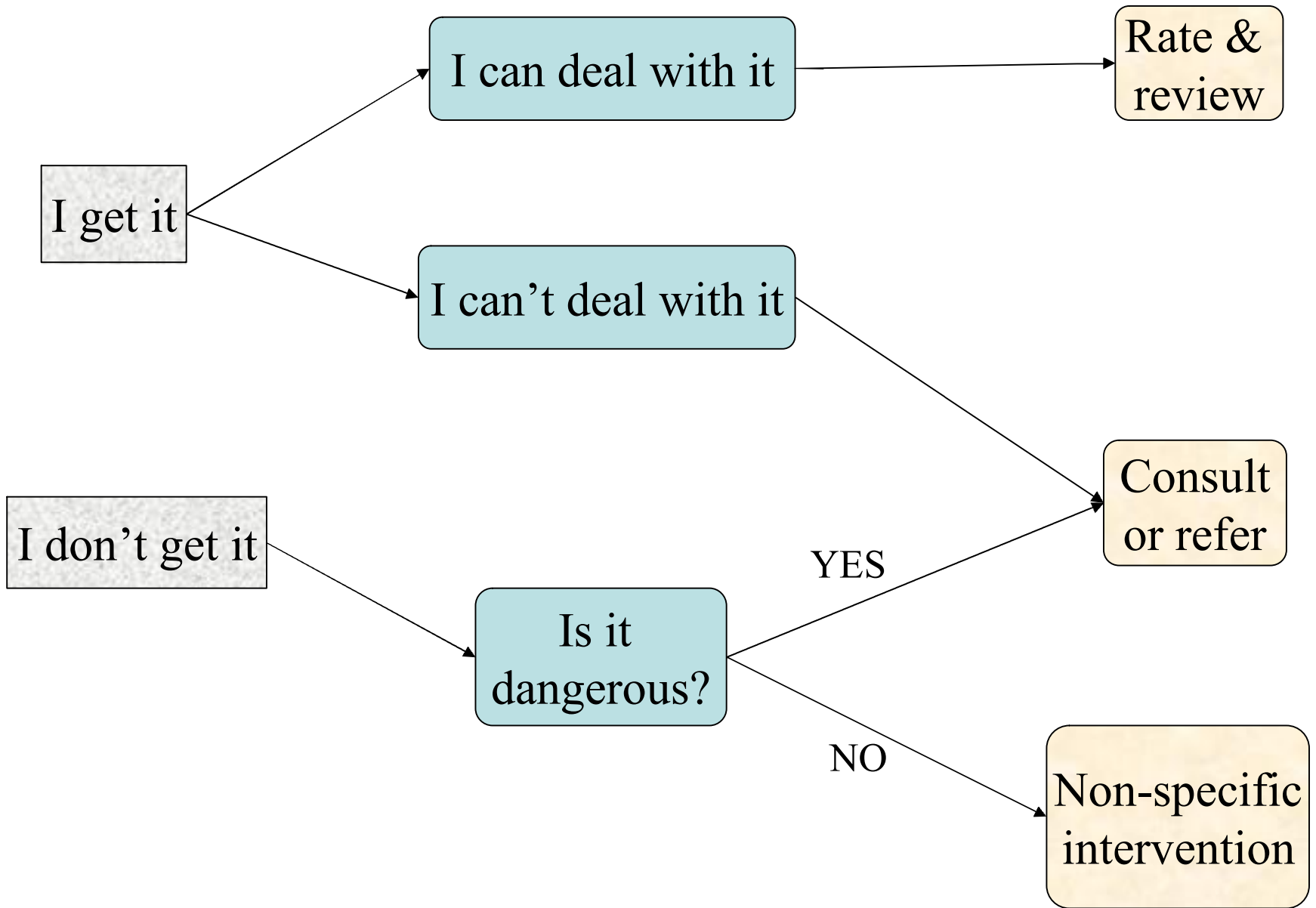
Emotional feelings

- Can she talk about feelings?
- Bottles up feelings?
- Sudden unexpected outbursts?
- Range of feelings
 - eg, only gets angry vs range of feelings
- Vulnerable areas
 - eg, readily upset by threatened separation

System review

Take:

- Alcohol & other drugs
- Panic/Anxiety
- Intrusive thoughts – do you have many thoughts, impulses, or feelings that come to you when you don't want them to?
- Self-harm – has it got so bad that you have felt like hurting yourself?
- Sleep



Secret to successful referring

- What is the problem?
- Why is this child/family special?
- What are you asking for?

For discussion:

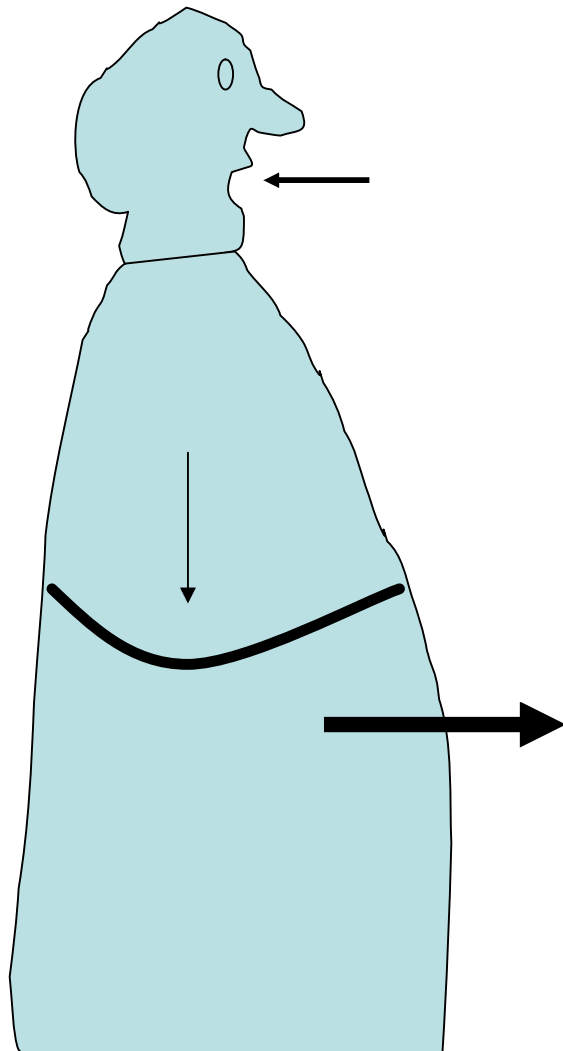
- What do you want from CAMHS?

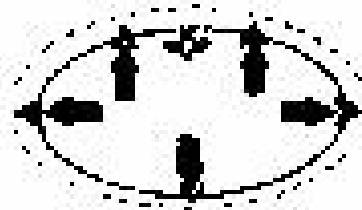
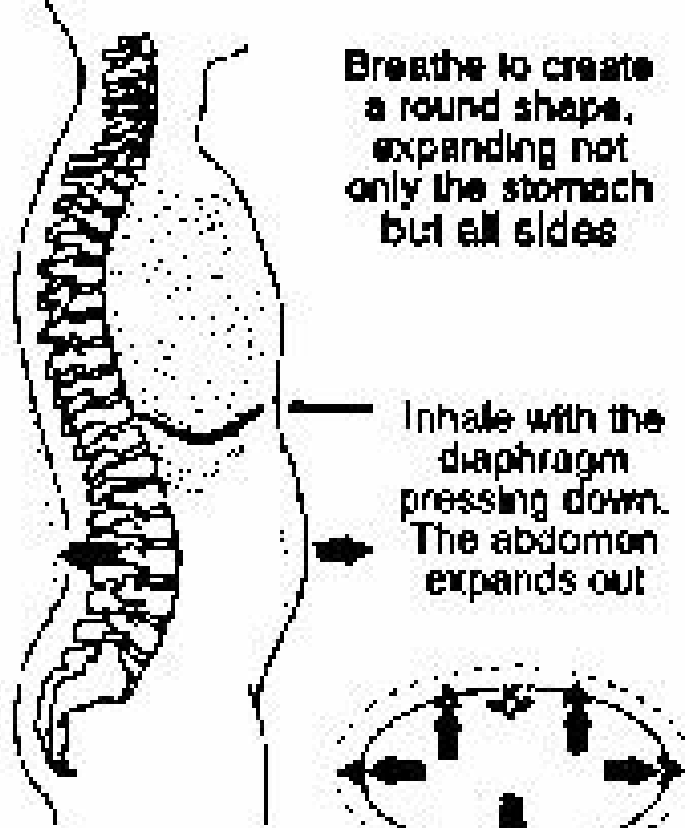
Why anxiety might be better than depression

- Standing up to fear
 - Gaining strength: Bodily control
 - Gaining strength: Graded exposure

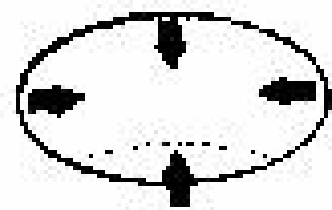
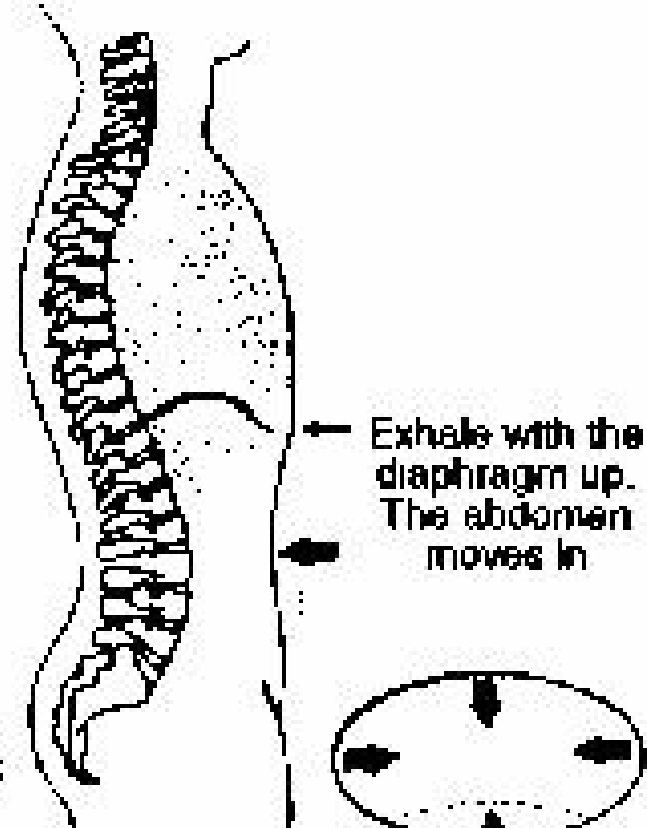
School refusal/reluctance – the Monday morning tummy-ache

- Parental response to ambiguous symptoms
- Role of the GP in tummy-aches, growing pains etc?
- What about if there is 'real' illness as well:
 - **Asthma + anxiety**
- Hyperventilation

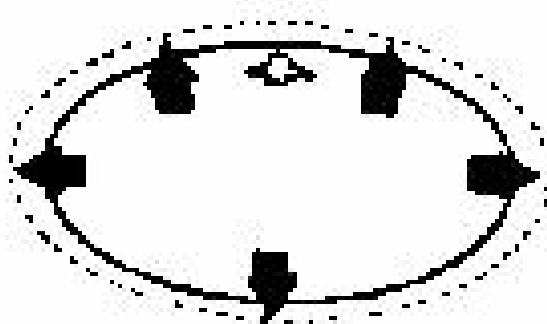




Cross-section of the Abdomen



Cross-section of the Abdomen

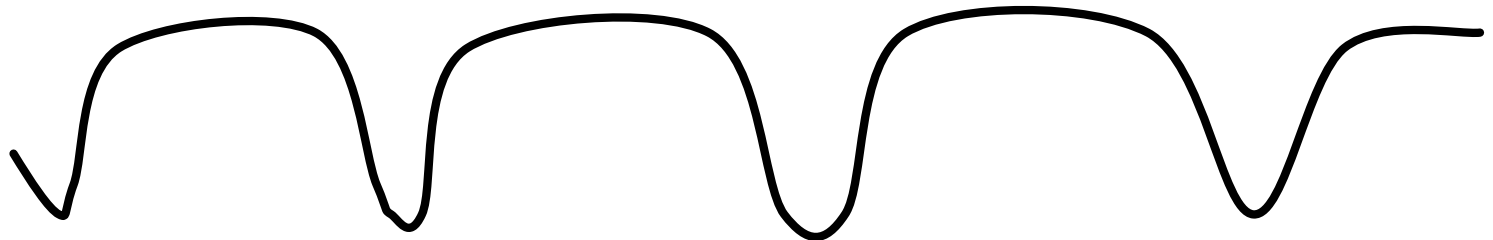


Correct Abdominal Breathing

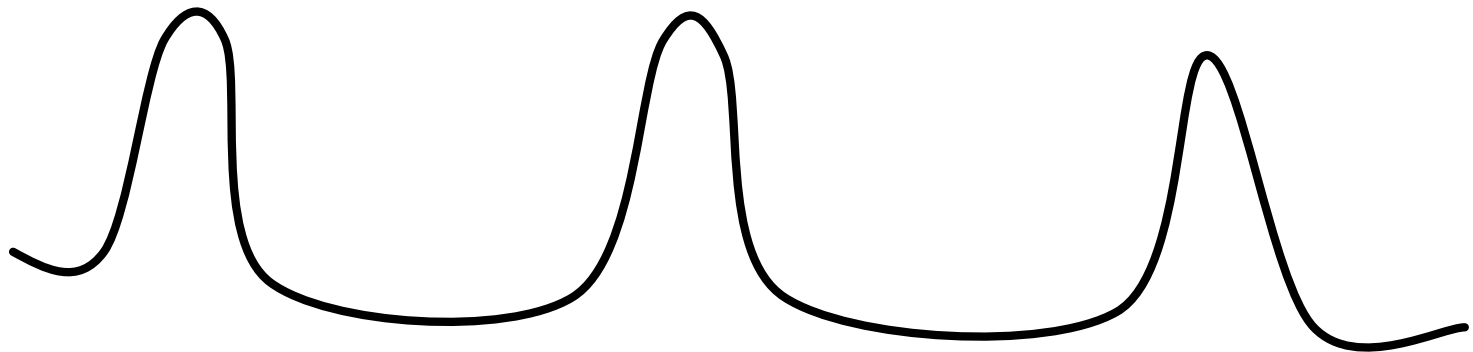


Incorrect Abdominal Breathing

Abdominal Breathing - pattern



Gasp ... & ... Blow



In 2 3 ... Out 2 3 4 5

Abdominal Breathing

1. Stand, sit up straight, or lie flat

2. Breathe in to your tummy

3. In 2 3, Out 2 3 4 5 (6)

4. Slow down

Practice 5-10 minutes, 3-5 x/day, when you are feeling good

Will take a week to work – until then don't use it when you feel bad

Risks & obligations

- Assessing Risk
- Mandatory notification
- Consent/assent
- Confidentiality

Homework task

- Choose a case of any child/adolescent that you found interesting/challenging
- Bring as much information as you can under the 5 headings
 - 1. Why now?**
 - 2. Genogram**
 - 3. Sequence**
 - 4. Functioning**
 - 5. System review**