



Healthy Minds in Young People Wesley Mission

#dontjustprayitaway

DR DANNY CHEAH

CHILD AND ADOLESCENT PSYCHIATRIST

Biography

Dr Danny Cheah

Current work role:-

Head of Clinical Services, Alfred Child and Youth
Mental Health Service

Manage 70 mental health staff

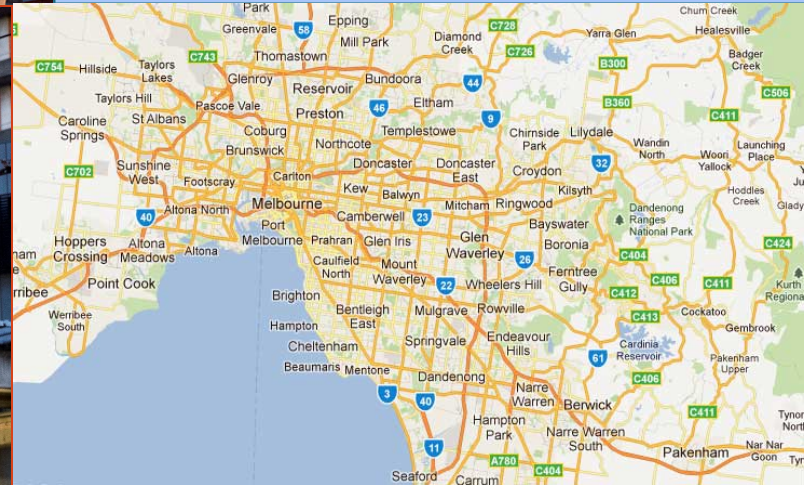
Clinical supervision

Teaching – Melbourne University Master of Psychiatry
Course

Bridge Church Melbourne

Melbourne City, Victoria

MELB26



Outline

Part 1

- ▶ Introduction to mental health in young people
- ▶ What is happening nowadays

Part 2

- ▶ Adolescent Development
- ▶ Depression in young people

Part 3

- ▶ Practical tips on communication on difficult topics
- ▶ Questions and Answers

Harlem Church

- ▶ church in Harlem, New York
- ▶ destigmatizing mental illness in the black community
- ▶ free mental health services to Harlem residents
- ▶ H.O.P.E. Centre,
- ▶ Healing On Purpose and Evolving
- ▶ professional mental health services depression, anxiety, low self-esteem, trauma, to sexual abuse and domestic violence, as well as bereavement and marriage/family guidance.



What is Happening

- ▶ World Health Organization:
- ▶ 1 in 5 people worldwide / 450 million people
- ▶ Australia – 1 in 5 people

- ▶ Mental illness is expected to be the second biggest health problem affecting Malaysians after heart diseases by 2020
- ▶ 75 % of mental disorders begin by 25
- ▶ 50% of adolescents get help



Myth #fakenews

- ▶ Moral Weakness
- ▶ Sin
- ▶ Personal failure
- ▶ Change in times
- ▶ Secret
- ▶ Choice



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Who, what, how?

- ▶ Psychiatrist
- ▶ Psychologist
- ▶ Counsellor
- ▶ Mental health, mental illness
- ▶ Depression

- ▶ Youth Mental Health

Adolescence

- ▶ “adolescere” Latin : to grow up/mature
- ▶ bridge between childhood and adulthood
- ▶ Societal development : industrialisation, urbanisation, compulsory education
- ▶ Biological, psychological and social development
- ▶ Grown up child versus mini-adult

Adolescence

- ▶ exciting and fun stage in development
- ▶ young people experience new things
- ▶ take risks
- ▶ develop their sense of identity
- ▶ work out who they are
- ▶ what kind of person they are going to be become
- ▶ develop skills, ideas, and values



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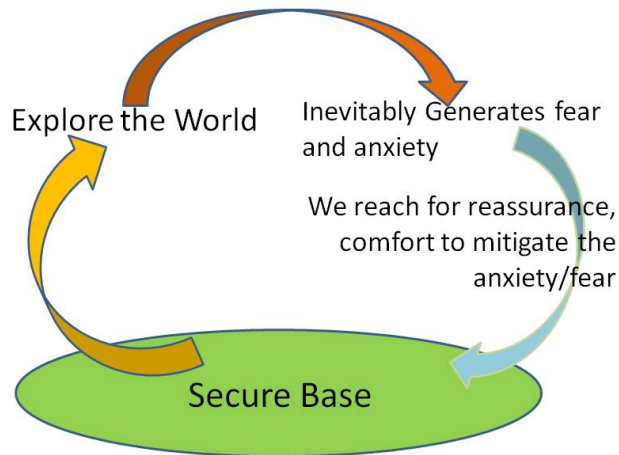
Generation Z

- ▶ internet technology available from a young age
- ▶ parents fear overuse
- ▶ teenagers use the internet to learn social relationships and things that interest them
- ▶ most formally educated generation ever
- ▶ about one in two who will attain a university degree
- ▶ be the most technologically savvy and globally mobile
- ▶ can expect to have 17 jobs, five careers and 15 homes over a lifetime
- ▶ exposure to confronting issues
- ▶ educational and peer pressures, to finding out about gun violence in schools, suicide and mental illness.

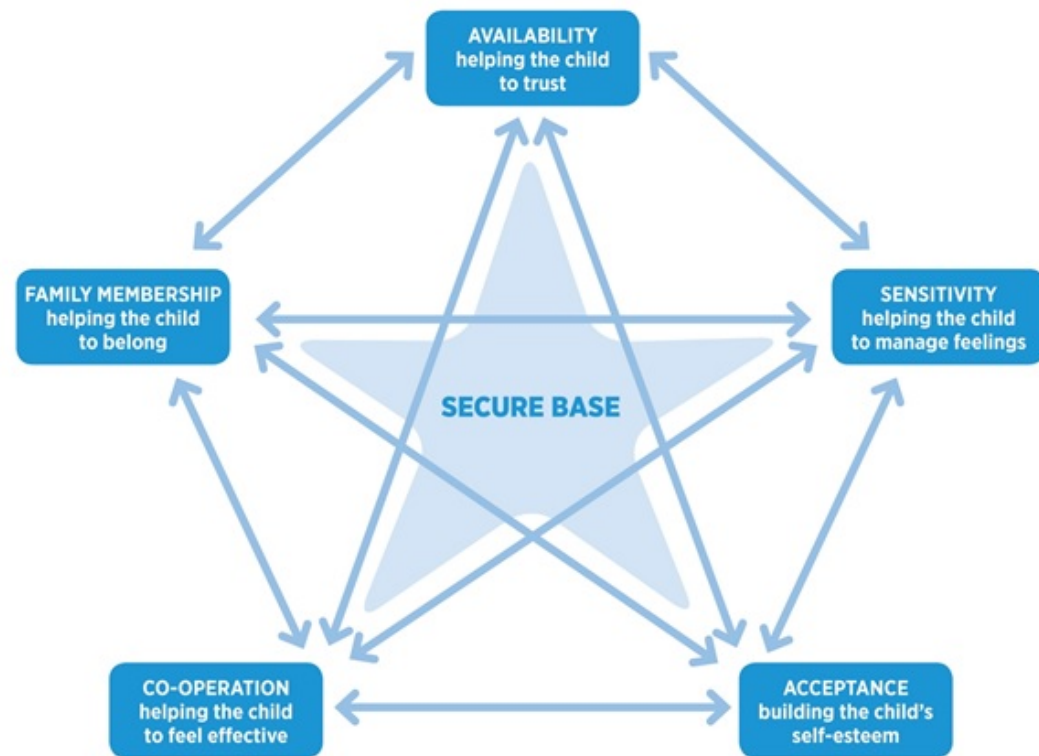
What Teenagers Need?

- ▶ a strong secure base within families and communities
- ▶ help adolescents to safely work through
- ▶ Strong reliable relationships within
- ▶ outside the family
- ▶ individuate from their family unit into a broader social culture
- ▶ includes teachers, mentors, youth leaders and the church community
- ▶ opportunity to influence this crucial developmental stage.

Secure Base



The Secure Base Model



Resilience

- ▶ Teen Resilience
- ▶ Stable, positive relationship with at least one caring adult
- ▶ Education : high level of expectation of participation, and shared cooperative responsibility and belonging
- ▶ Positive family environment: nurturing, clear limit setting, respect for growing autonomy
- ▶ Adaptability and coping with stress, emotional intelligence

Tasks in Development

- ▶ Transition to high school
- ▶ Learning to do things you don't enjoy
- ▶ Learning to do things other people enjoy
- ▶ Learning how and who to get help from
- ▶ Learn to manage conflict
- ▶ Managing a social group
- ▶ Values – loyalty, trust, transparency, authenticity

Adolescent Development

- ▶ Unique transition period from childhood to adulthood
- ▶ Undergo physical and psychological changes
- ▶ To acquire skills socially and emotionally
- ▶ Within a cultural and societal setting

Depression

- ▶ Teenage **depression is more than just sadness or moodiness** – it's a serious mental health disorder.
- ▶ **how long** the emotions and behaviour have lasted – if your child shows certain emotions like sadness, or behaviour like being overly tired, for more than two weeks, it might be depression
- ▶ **how strong** the emotions are and whether they're there all the time, or come and go
- ▶ **how big** an impact the emotions and behaviour are having on your child's schoolwork, relationships, physical health, enjoyment or everyday activities.

Presentation

- ▶ Irritability
- ▶ School refusal
- ▶ Physical symptoms
- ▶ Decline in academic performance
- ▶ Family conflict
- ▶ behaviour problems

Emotional and behavioural symptoms

- ▶ feel sad, tearful, moody or irritable –
- ▶ not be interested in or not enjoy activities that she used to like
- ▶ have angry outbursts that are out of character
- ▶ feel worthless, or guilty and blame themselves for things
- ▶ stop seeing friends or going to social activities
- ▶ have negative thoughts that don't go away, including thoughts about death and hurting or killing herself – for example, your child might say 'Life's not worth living' or 'I can't do this anymore'.

Physical symptoms

- ▶ feel tired, unmotivated or low in energy
- ▶ have large changes in appetite or weight
- ▶ have vague or unexplained physical problems – for example, tummy aches and headaches
- ▶ have sleeping problems – for example, insomnia, oversleeping or staying in bed for most of the day.

Thinking symptoms

- ▶ have trouble concentrating
- ▶ find it hard to make decisions
- ▶ seem forgetful and have trouble remembering information.

Risk factors

- ▶ Parental mental illness
- ▶ acute stressful events (eg, personal injury, bereavement)
- ▶ chronic adversity (eg, maltreatment, family discord, bullying by peers, poverty, physical illness)
- ▶ Chronic, severe stressors that affect relationships seem most important.
- ▶ Negative family relationships, peer victimisation through bullying, and maltreatment

Treatment

- ▶ Treatments for adults and adolescents vary
- ▶ Cognitive Behavioural Therapy, Family Therapy
- ▶ Medication – antidepressants
- ▶ Tailoring to family and school context

Having the conversation

- ▶ How to Initiate Conversations
- ▶ We tend to avoid what we fear, and fear what we do not understand
- ▶ We are designed to be in relationship, and it is through relationship that we are best placed to navigate this together

Communication

- ▶ Here are some practical tips that could help with having difficult conversations with your teenager.
- ▶
- ▶ Stay calm even if you are shocked by the topic
- ▶ Listen. Avoid being critical or judgemental
- ▶ Keep your emotions in check
- ▶ Don't pretend to know what to do, but offer to support and work it out together

Communication

- ▶ Learn to differentiate when you need to listen and when to offer advice
- ▶ Set up regular routines in your life that create opportunities for conversation, such as car drives, one on one time etc.
- ▶ Be prepared to learn from your teenager
- ▶ Offer to help find other trusted adults

Questions and Answers

