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MEDIA PAGE

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Resident Editor

Youth Substance Abuse and Co-occurring Disorders

Edited by Yifrah Kaminer, MD, MBA
American Psychiatric Association 2016
Paperback: 316 pages – \$65.00

Youth Substance Abuse and Co-occurring Disorders is a newly published book that presents key biological, psychosocial, and clinical topics pertaining to the understanding and treatment of psychiatric comorbidity in adolescents with substance use disorders (SUDs). As 70-80% of adolescents with SUDs have a comorbid psychiatric disorder, this is an important topic for child and adolescent psychiatrists. This book is well suited for clinicians, clinical researchers, and students of mental health, public health, and medicine.

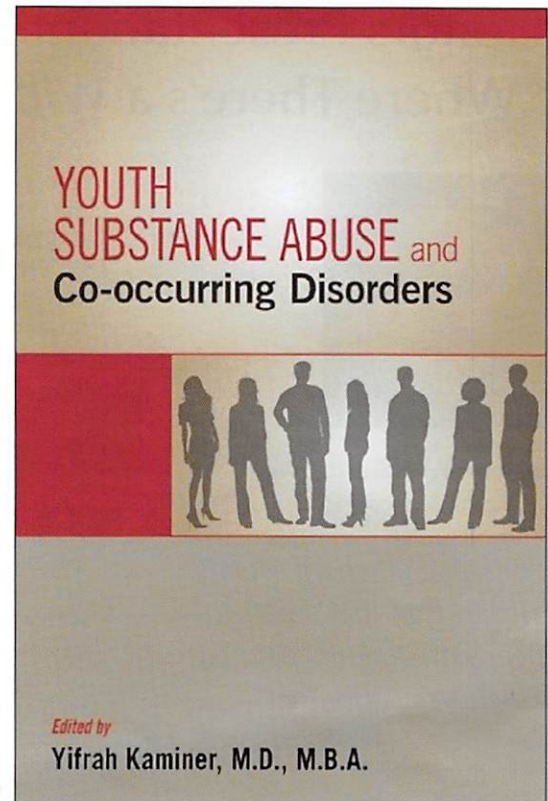
The book contains 14 informative and well-organized chapters. Each chapter is comprehensive in its review, with easy-to-navigate sections and helpful “Key Points” at the end of the chapter.

Chapters 1 and 2 introduce co-occurring disorders in adolescents. Chapter 1 pays particular attention to developmental pathways and patterns in developing SUDs, looking closely at how psychological regulation is acquired during development and the clear relationship between psychological dysregulation and SUDs. Chapter 2 expands on the relationships between SUDs and

co-occurring psychiatric disorders, first exploring barriers in current clinical practice and then outlining effective delivery of evidence-based treatments.

Chapter 3 covers screening, assessment, and treatment options for adolescents with SUDs. General screening tools and comprehensive assessment instruments are reviewed. Treatment options considered include brief interventions, cognitive behavioral interventions, brief motivational interventions, 12 step programs for adolescents, family therapies, contingency managing, and adaptive treatment and aftercare.

Chapters 4-12 look at major co-occurring disorders, such as conduct disorder and delinquency, attention-deficit/hyperactivity disorder (ADHD), depressive disorders, bipolar disorders, anxiety disorders, posttraumatic stress disorder (PTSD), suicide and self-harm, schizophrenia, and eating disorders. Each chapter reviews the epidemiology, etiology, assessment, prevention, and treatment options for each co-occurring disorder. For convenient reference, complete diagnostic criteria for *DSM-5* disorders are provided. Important concepts and key data are also summarized using figures and tables.



Chapter 13 considers youth gambling, whereas chapter 14 explores pathological preoccupation with the Internet. Though not official *DSM-5* diagnoses, these conditions represent important, prevalent non-substance-related addictive disorders in adolescents. While offering a helpful review of current literature, these chapters also highlight the importance of ongoing work in these emerging areas.

Youth Substance Abuse and Co-occurring Disorders is a well-organized and accessible review of key concepts in the assessment and management of SUDs in adolescents. It offers a valuable launching point in our effort to address the “worldwide public health challenge” of SUDs in youth. ■

AACAP members who would like to have their work featured on the Media Page may send a copy and/or a synopsis to the Resident Editor, Erik Loraas, MD, 3811 O’Hara Street, Pittsburgh, PA 15213, or by e-mail to loraasek@upmc.edu.

Honors Presentation: Sidney Berman Award “Where There’s a Will, There’s a Way”



■ John T. McCarthy, MD

“Creating a School Mental Health Plan that meets the needs of Students who have Psychiatric Disorders”

—William Dikel, MD

William (Will) Dikel, MD, a proud Minnesotan child and adolescent psychiatrist, has devoted his entire career to creating a mentally healthy school environment where kids of all ages can thrive. A man on a mission, he has traveled far and wide, well beyond the confines of his home state to provide useful, common-sense consultation to schools that want to do better for their students. In recognition for his outstanding contributions to School Mental Health, the AACAP Schools Committee unanimously selected Dr. Dikel as the 2015 recipient of AACAP’s Sidney Berman Award for the School-Based Study and Treatment of Learning Disorders and Mental Illness.

Dr. Dikel uses an individualized approach with each school consultation. He starts at the top to insure there is a real commitment to change, endorsed and followed through at every level. Clarifying roles becomes a critical ingredient toward success. He wants schools to avoid the “Kitty Genovese Syndrome” in which everyone who hears a cry for help ignores it assuming

someone else will respond. He elaborates: “If someone collapses and needs CPR, you don’t vaguely yell, ‘Call 911!’ BUT RATHER You (a specific person) call 911.” In schools, this means that all personnel (principal, guidance counselor, teacher, etc.) must know exactly what their responsibilities are, and what they will be held accountable for in helping students under their care. Each member of the team will thereby feel valued for his or her contributions to creating an optimal school environment. The school principal must establish an open-door, two-way-street atmosphere within the school among staff, teachers, parents, and, yes, students. A principal must encourage honest feedback with an Ed Koch’s “How am I doing?” demeanor. Toward that end, regular staff meetings must be convened to identify potential problems early and proactively implement solutions.

For those students with clearly diagnosed mental health problems, the principal must foster open communication with the treating child and adolescent psychiatrist and teacher after obtaining parental consent in order to enhance outcomes. For example, a youngster diagnosed with attention-deficit/hyperactive disorder (ADHD) who is on medication will greatly benefit from an integral approach in monitoring treatment that involves a child and adolescent psychiatrist. I personally know how valuable feedback from my patient’s teacher can be in optimizing treatment. Treatment in a vacuum is never good.

In summary, each and every person on the educational team, from principal on down, needs to understand his/her specific role and the importance of honest, free, and unhindered interaction within the school milieu to improve students’ education and, ultimately, their mental health. As the saying goes, “When there’s a Will (pun intended), there’s a way.” ■



William (Will) Dikel, MD

Dr. McCarthy has been a member of AACAP’s Schools Committee since 2002. He is a retired associate clinical professor of Child and Adolescent Psychiatry of the New York University School of Medicine’s Child Study Center, where he ran the School-based Mental Health Program for the child psychiatry fellows and directed the Consultation-Liaison Program.

DID YOU KNOW?

The New York subway system is the largest mass transit system in the world with 468 stations and 842 miles (1355 km) of track.