Stressed to the MAX
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Objectives

• Discuss stress in relation to the emotional development of an adolescent.

• Define bullying and social media stressors.

• Explain coping mechanisms for the adolescent client.

Stress response in adolescents

• Shift in hypothalamic-pituitary-adrenal axis.

• Heightened stress-induced hormonal responses

• Limbic and cortical brain continue to develop
The Adolescent Brain

Emotional development

• Erickson’s
  Adolescence 13-19 yrs
  Identity vs Role Confusion

• Negative response
  – Yelling, screaming
  – Shutting down
  – Blaming – “you make me feel”

Factors influencing emotional changes

• Change in self perception
• Change is way they are treated
• Increased sensitivity to criticism
• Increased desire for independence
• Increased need to belong
Mean Notes

Bullying

Exclusion

Harassment  Rumors  Embarrassment

Assault  Bystander

Hitting  Threats

Teasing  Stealing  Kicking/hitting

Bullying

• Intentional
• Repetitive
• Power imbalance

Bullying in school past 30 days
Typical bully

- Not psychologically well adjusted
- Problems at home
- Can’t handle emotions
- Little empathy for others

Long term consequences of bully

- Alcohol and drug use
- Early sexual activity
- Dropping out of school
- Trouble with the law
- Being physically/ emotionally abusive to their partners and/or children

Increased risk of being bullied

- Physical disability
- Chronic illness
- Different appearance
- Minority
- Learning disability
- Behavior problem
- LGBTQ
Consequences of Bullying

Stress → Somatic complaints → Missed School

Cyberbullying

Deliberate
- Use of technology to target another person.
- Communicate false, embarrassing, threatening or hostile information
- Aggression with a power imbalance
- Often repeated.

- More with females
- Does not decrease in high school.
- 24/7
Social media impact

Benefits
• Staying connected
• Making new friends
• Sharing pictures
• Fostering individual identity

Pediatrics, April 2011

Risks
• Affecting school / sleep
• Only way of communication
• No non-verbal cues, vocal fluctuation leading to misinterpreted information / texts

Red Flags in School Age / Adolescents

• Eating/ Sleeping disorders
• Isolation, avoidance, distrust
• Risk taking behaviors
• Aggressiveness to self and others
• Mood swings
• School difficulties

“You can’t upload love.
You can’t download time.
You can’t Google all of life’s answers.
You must actually live some of your life.”
Adverse Childhood Experiences (ACES)

- Death
- Disease, disability & Social problems
- Adoption of health risk behaviors
- Social, emotional and cognitive development
  - Disrupted neurodevelopment
  - Adverse Childhood Experiences

Lead to diagnosis: Anxiety / Depression

Generalized Anxiety Disorder – DSM V F41.1

- Excessive worry occurring more days than not past 6 months.
- Difficult to control worry
- Restless, fatigued, irritability, sleep disturbance, muscle tension, difficulty concentrating – one 1 symptom needed
- Above criteria affect school, work
Common Anxiety disorders

- Specific phobias
- Generalized Anxiety
- Social anxiety disorder
- Panic disorder
- Agoraphobia

Depression – DSM V  F32.x and F33.x

- 5 or more of the following present in 2 week period with 1 being #1 or #2
  1. Depressed mood most of the day: sad, empty, irritable, hopeless
  2. Marked decreased interest in doing what normally like to do
  3. More appetite, increased eating or weight loss
  4. Insomnia or hypersomnia
  5. Psychomotor agitation , restlessness or slowed down

DSM V - MDD

6. Fatigue, loss of energy
7. Feelings of worthlessness or excessive guilt
8. Diminished ability to concentrate
9. Recurrent thoughts of death, suicidal ideation without a plan
Another stressor

Power of Connection
- Trust
- Confidentiality
- Help express emotional thoughts
- What drives them?

Resilience

7 Cs
- Competence
- Confidence
- Connection
- Character
- Contribution
- Coping
- Control
Mindfulness

- Training consciousness
- Focus on the present
- Separate negative thoughts / feelings
- Nonjudgmental

Questions