



Lessons from the Clinic

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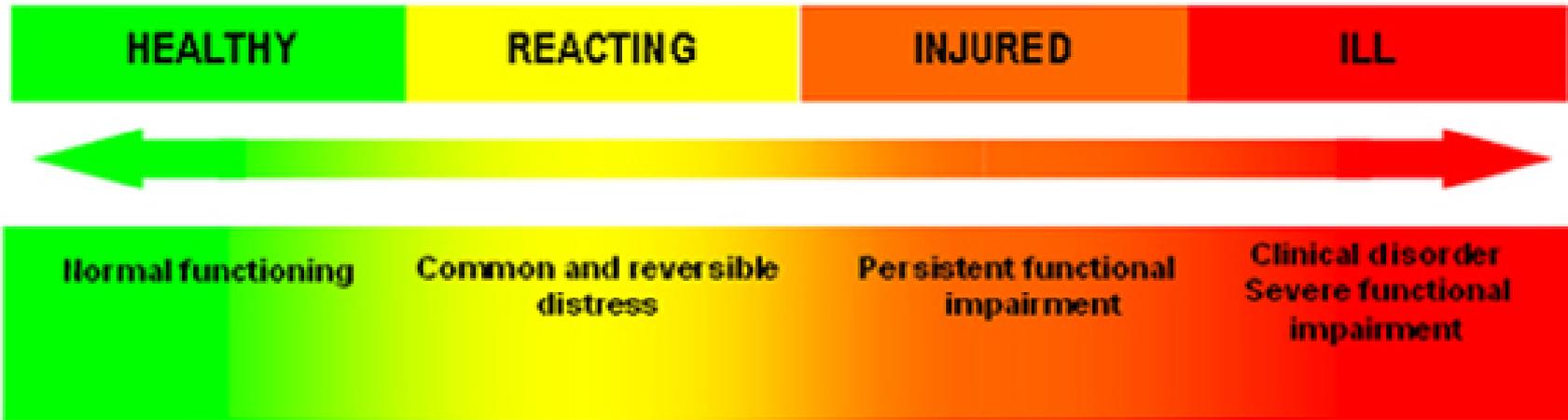
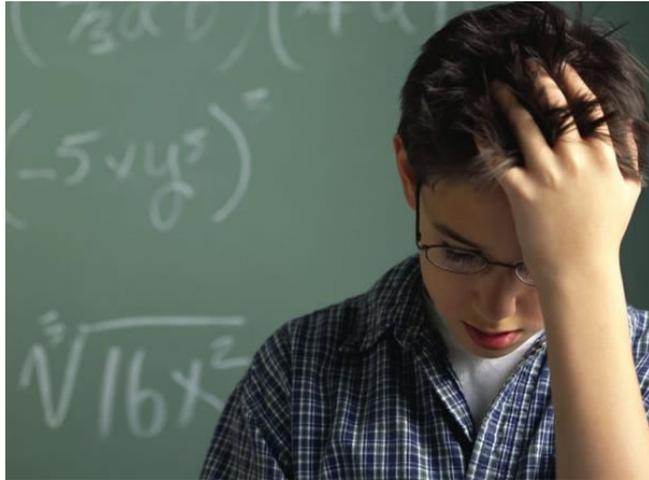
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Initial questions

- What do boys learn from their time in an adolescent clinic?
- What can we learn from their experiences that can inform our counselling of troubled boys?

Reasons for Admission

- Adam* (14-yr old boy in Grade 9) was referred to the clinic for major depression and suicidal ideation.
- Stefan* (16-yr old boy in Grade 10) was referred to the clinic after an unprovoked display of extreme anger and aggression towards another boy in the boarding house.
- Other reasons (cutting, substance abuse, anorexia, severe anxiety, social phobia)



Adam*



- Depressed every day
- Trouble sleeping
- Headaches, stomach cramps
- Eating and appetite affected (weight loss)
- Suicidal thoughts and a plan

Stefan*



- Long history of adjustment difficulties and anger outbursts
- At times supremely confident (e.g. wrt rugby) and at other times emotionally vulnerable
- Very defensive
- Family difficulties
- Diagnosis of Bipolar -> Mood stabiliser

The programme

- Multi-disciplinary team (psychologists, psychiatrist, OT, social worker)
- Generally a 3-week stay (2 weekends out)
- Individual therapy; group therapy; OT; DBT (2 x week); 'shares' by outside speakers; community process.

What do they learn?

- What's happening in their environment
- Greater awareness of their relationships
- Skills Development Process (DBT)
 - Awareness of emotions, thoughts and behaviour
 - Mindfulness – seeing things as they are
 - Conflict reduction; anger management;
 - Improved social interaction
 - Self-esteem
 - Distress tolerance

Dialectical Behaviour Therapy (DBT)

- Developed by Marsha Linehan (1993) for work with Borderline Personality D/O
- Greater awareness of emotions, thoughts and behaviour
- Mindfulness – seeing things as they are
- Non-judgmental acceptance
- Emotional regulation (how to live an emotionally healthy and balanced life)
- Interpersonal effectiveness

**Self
Awareness**

**Social
Awareness**

**Self
Management**

Social Skills

Self

Social

Recognition

Self Awareness

Social Awareness

Accurate
self-assessment

Understanding
others (empathy)

Regulation

Self Management

Social Skills

Self control
Drive, motivation

Influence
Building
relationships

The importance of confrontation

- Mark: “Some teens would like to treat the clinic as a spa. They are all calm and there’s no confrontation. But we would like them to confront some difficult stuff within the safe environment that the clinic provides.”



Adam's process of recovery

- A subtle shift in how he related to his own emotions (specifically a reduction in shame around his depression).
- Acknowledgement and validation of his anger and irritation
- Anti-depressant medication
- Less blame towards himself



Adam's process cont.

- Some enjoyment of social interactions
- Greater awareness of how his family dynamics contributed towards his depression
- Suicide as AN option vs THE option
- Friendships (e.g. an older teenage boy who he identified with).
- Social support; assertiveness



Being **UNWANTED,**
UNLOVED
UNCARED For
FORGOTTEN
BY EVERYBODY

I think that is a much
GREATER HUNGER,

A Much
GREATER POVERTY
Than the **PERSON** who has
NOTHING TO EAT.

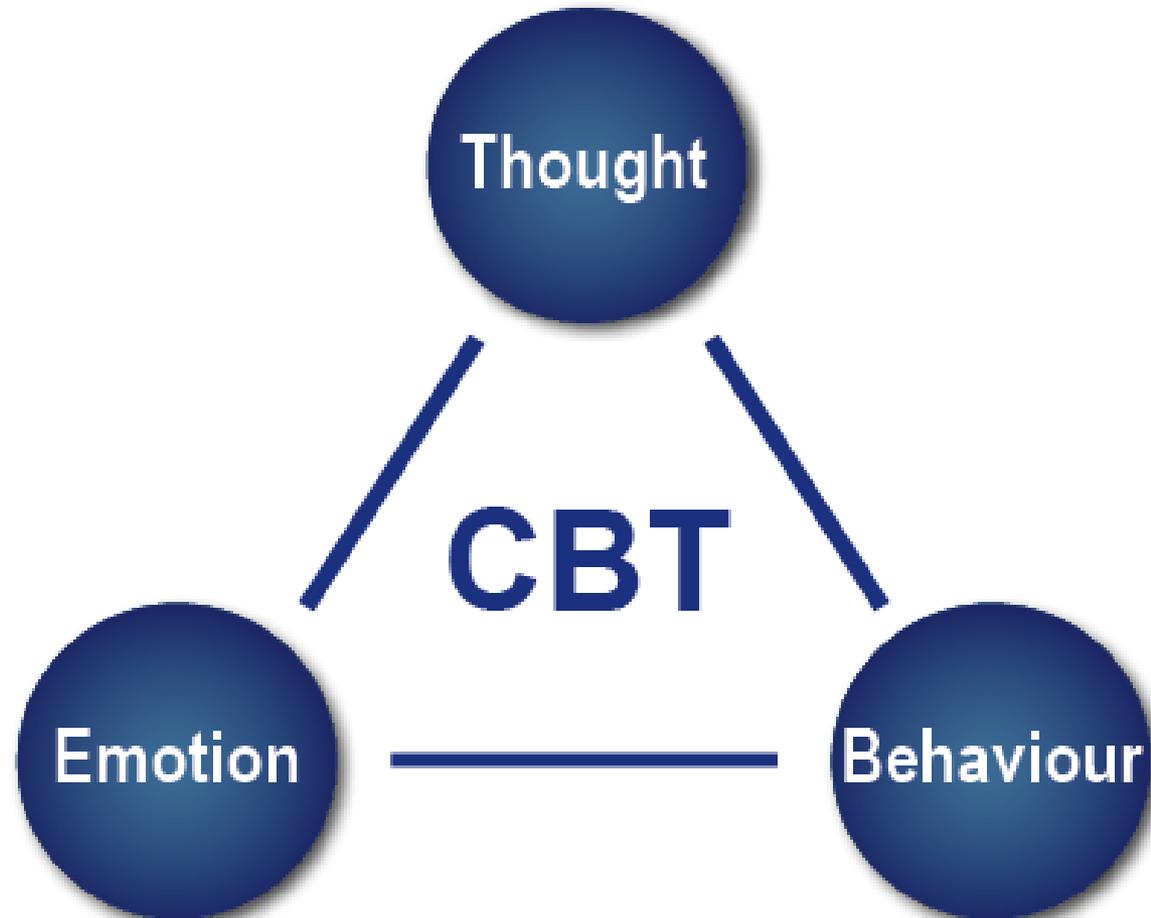


Stefan's recovery process

- Acknowledgement and validation of his anger and irritation
- Greater flexibility i.t.o. his reactions
- Greater social awareness
- Family confrontation and an acknowledgement that he needs to be closer to his parents

Cognitive Behaviour Therapy

What we *think* affects
how we act and feel.



What we *feel* affects
how we think and do.

What we *do* affects
how we think and feel.

A Venn diagram consisting of two overlapping circles. The left circle is labeled "Emotion Mind" and the right circle is labeled "Reasonable Mind". The overlapping area in the center is labeled "Wise Mind".

Emotion
Mind

Wise Mind

Reasonable
Mind



Self-esteem



Self-aware



Self-conscious



Implications for counselling

- Awareness of emotions, thoughts and behaviour
- Focus on relationships and social interaction (peer, family, self)
- Warning signs (e.g. extreme emotional distress; increased shame; withdrawal & avoidance)
- Sources of self-esteem & enjoyment
- Distress tolerance
- Cognitive flexibility; problem-solving