

Depressed child and adolescent - developmental and clinical perspectives

Cambridge University Press - Psychology of Depression

Description: -

-

Economic assistance, Swedish

Developing countries

World history: BCE to c 500 CE

Warfare & Defence

Educational Planning

Educational administration

ca. 556-467 B.C

Tyrant of Syracuse,

Translations into English

Simonides,

I,

Hieron

Early works to 1800

Dialogues, Greek

Despotism

Continental European

History & Surveys - Ancient & Classical

Literature: Classics

Ancient (Classical) Greek

Philosophy

Literary Collections

Other prose: classical, early & medieval

Ancient Western philosophy to c 500

Industrial location -- Pakistan -- Karachi -- Case studies.

Industrial districts -- Pakistan -- Karachi -- Case studies.

Depression in adolescence.

Depression in children.depressed child and adolescent - developmental and clinical perspectives

-

Cambridge monographs in child and adolescent psychiatrydepressed child and adolescent - developmental and clinical perspectives

Notes: Includes bibliographical references and index.

This edition was published in 1995

Name: _____
Date: _____

This questionnaire consists of seven groups of statements. Read each group carefully, then circle the number next to the statement that best describes how you have felt during the past two weeks, including today. If several statements in the same group seem to apply equally well, choose the one with the highest number next to it.

1. Sadness

- 0 I do not feel sad.
- 1 I feel sad much of the time.
- 2 I am sad all the time.
- 3 I am so sad or unhappy I can't stand it.

2. Pessimism

- 0 I am not discouraged about my future.
- 1 I am more discouraged about my future than I used to be.
- 2 I do not expect things to work out for me.
- 3 I feel that my future is hopeless and will only get worse.

3. Past failure

- 0 I do not feel like a failure.
- 1 I have failed more than I should have.
- 2 As I look back, I see a lot of failure.
- 3 I feel that I am a total failure as a person.

4. Self-doubt

- 0 I feel the same about myself as I always have.
- 1 I have lost confidence in myself.
- 2 I am disappointed in myself.
- 3 I dislike myself.

5. Self-criticism

- 0 I don't criticize or blame myself more than usual.
- 1 I am more critical of myself than I used to be.
- 2 I criticize myself for all of my faults.
- 3 I blame myself for everything bad that happens.

6. Suicidal thoughts or wishes

- 0 I don't have any thoughts of killing myself.
- 1 I have thoughts of killing myself, but I would not carry them out.
- 2 I would like to kill myself.
- 3 I would kill myself if I had the chance.

7. Loss of interest

- 0 I have not lost interest in other people or activities.
- 1 I am less interested in other people or things than before.
- 2 I have lost most of my interest in other people or things.
- 3 It's hard to get interested in anything.

Total score: _____

NOTE: 0 to 3 points = minimal symptoms of depression; 4 to 6 points = mild symptoms; 7 to 9 = moderate symptoms; 10 to 21 = severe symptoms. A high score alone does not indicate that a patient has a depressive disorder, but it does indicate that a more detailed evaluation should be performed. Physicians should review item 6 in evaluation.



Filesize: 33.73 MB

affection, successful interpersonal relationships, and mastering body functions. It was found that 21% of the students reported mild to moderate levels and 7% reported severe levels of depression.

Interventions for youth depression: from symptom reduction to well

Treating adolescent depression using interpersonal psychotherapy.

New perspectives on child and adolescent depression

This chapter also touches on recovery and reminds us that failure to achieve full remission has a negative prognostic message for the future. The Children's Depression Index CDI was administered to a group of 304 regular school students in Grades 3—12.

Tags: #Handbook #of#Depression #in #Children #and #Adolescents

[Childhood and adolescent depression]

Moreover, psychopathological and therapeutic approach must take in account the child's development and environment. Developmental influences on interpersonal stress generation in depressed youth.

Handbook of Depression in Children and Adolescents

These conflicts might include gaining trust,

Related Books

- [Stamboul train - an entertainment.](#)
- [RACER # 3464266](#)
- [Holy Land welcomes His Holiness Pope John Paul II - 20-26 March 2000.](#)
- [Carte del PCI - dai taccuini di Eugenio Reale la genesi di Tangentopoli](#)
- [A Vindication Of The Religious Opinions Of The Higher Classes In This Country - In A Series Of Lette](#)