Anxiety in Primary Care

Steven Sust, MD
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Introducing the Presenter

Steven Sust is the middle child of 3 boys born to Hong Kong immigrant parents who raised them in downtown Philadelphia. He received a bachelor's degree in psychology from GWU, medical degree from UVA, and postgraduate training at UPenn and Stanford. His work experiences range broadly from state psychiatric hospitals, county specialty MH clinics and emergency rooms to school mental health and schizophrenia research at NIMH. Current interests include primary care behavioral health integration, cultural psychiatry, school mental health, and working with underserved populations.

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Personal Disclosures

• I am a cisgender male of Cuban influenced Chinese descent
• I have no formally diagnosed family history of mental illness
• I have sought out and received my own mental health care
• I have both knowingly and unknowingly contributed to bias and most “isms,” and will try to improve upon these areas of growth

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Objectives
At the end of this presentation, participants will be able to:
1. Recognize and manage anxiety in Native American and Alaskan Native (NA/AN) youth and families.
2. List three practical therapeutic interventions working with youth presenting clinically with anxiety.
3. Acquire new knowledge in understanding anxiety within a Native American cultural context.

Epidemiology
Data from National Comorbidity Survey Replication (NCS–R)

<table>
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<th>Sex</th>
<th>Overall</th>
<th>Female</th>
<th>Male</th>
<th>18–29</th>
<th>30–64</th>
<th>45–69</th>
<th>60+</th>
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<td>19.1</td>
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<td>22.3</td>
<td>22.7</td>
<td>20.6</td>
<td>9.0</td>
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Starting From a Humanistic Perspective

Age-Specific Incidence Curves Among U.S. Youth by Major Classes of Disorder
There's MUCH more if you read on (and it's free)

Seattle Children's
Primary Care Principles
for Child Mental Health
By Robert Hill, MD, program director, Partnership Access Line and Rebecca Barclay, MD, associate clinical program director, Partnership Access Line Seattle Children's Hospital
Version 3.0 — 2020

Ask Our Audience
Name some reasons patients and/or parents use to avoid treatment using psychiatric medications

Consider adrenergic blocker for restlessness/insomnia such as clonidine (short acting) or guanfacine (medium acting)

Explain how SSRI’s work
Explaining how SSRI's work (continued)

**Diagram A:**
- **Human Brain MRI:**
  - Control and Enriched categories:
    - Control: Shows a normal brain structure.
    - Enriched: Shows a more developed brain structure.

**Diagram B:**
- **Graph:**
  - X-axis: Days in OS
  - Y-axis: % Enrichment
- **Bars:**
  - Control, Enriched, Exercise Pulmonary


Drawing a line in the sand...

**Preventing and Intervening in Crisis**
What are specific warning signs that I am not well? How do you cope with the impact of oppression? What tools can help me face this crisis, including tools that have worked well in the past and things I've seen work well for others? What concrete things can people do to help?

**What's coming up?**
How to manage questions?

This has been adapted from the traMap workbook and workbook for the purpose of this practice. To work through the traMap workbook, and assessment, check out The Trauma Project website at [www.thetraumaproject.org](http://www.thetraumaproject.org). Under Resources: Publications. There is a downloadable version of "Trauma and Depression: Paths to Personal Transformation and Collective Healing". The Trauma Project welcomes organizations to facilitate a full workshop, contact Agnieszka at [agnieszka@thetraumaproject.org](mailto:agnieszka@thetraumaproject.org)

Link to the Forward Collective resources:
[Link to Wellness Recovery Action Plan](#)

Rolling With Resistance

**STAGES OF CHANGE**

*Model Developed by Prochaska and DiClemente (2010)*

**Pre-Contemplation**
- Preparing to change or developing a desire to change.
- Not even thinking about change.

**Contemplation**
- Serious thought about changing.
- Recognition of a problem or need.

**Preparation**
- Preparing to take action.
- Developing a plan or strategy.

**Action**
- Taking action to change.
- Making a commitment.

**Maintenance**
- Continuing to change.
- Maintaining momentum.

**Termination**
- Ending the behavior.
- Transitioning to a new way of being.

**Relapse**
- Slipping back to old behaviors.
- Struggling to stay on track.

**Reflection**
- Reflecting on the journey.
- Celebrating successes.

**Recovery**
- Achieving resilience.
- Embracing transformation.

Practicing:
- Practicing skills and exercises.
- Enhancing skills and resilience.

Practicing with others:
- Practicing skills and exercises with others.
- Enhancing skills and resilience with others.

Practicing and Maintaining:
- Practicing skills and exercises regularly.
- Maintaining resilience and strength.

The NCTSN offers tools and resources for professionals in a range of topics, from parent training to assessment and intervention strategies to trauma-informed care and more.
Resources
See slides with links embedded in pictures

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