Assessment and Diagnosis of Depression

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Disclosures

Neither we nor our spouses/partners have a relevant financial relationship with a commercial interest to disclose.

We are paid by Project TEACH to give this CME
Objectives

At the conclusion of this educational activity, participants should be better able to:

1. Discuss and follow both the United States’ Preventive Services Task Force and GLAD PC’s Recommendations on Screening for Adolescent Depression.
Why talk about adolescent depression?
Depression is Common in Teens

• Major Depressive Disorder
  • 1-2% for children (boys: girls-1:1)
  • 4-8% for adolescents (boys:girls-1:2)
  • By the end of adolescence: 11-20% lifetime

• Dysthymia
  • 1% for children
  • 5% for adolescents

• Sub-syndromal Depressive Symptoms
  • 5-10%
Depression Derails Kids’ Lives Now

• **Poor Self-Image**: negative view of self $\rightarrow$ hopeless view of one’s future $\rightarrow$ suicidality

• **School**: decreased concentration, lack of motivation, poor energy $\rightarrow$ bad grades, school absences $\rightarrow$ school drop-out or decreased level of achievement

• **Peers**: irritable mood & decreased energy/motivation $\rightarrow$ conflict, drama, & decreased involvement in activities $\rightarrow$ loss of meaningful interpersonal relationships & a supportive social circle

• **Family**: irritable mood $\rightarrow$ conflict, drama $\rightarrow$ dismissed as bad kid, help not provided

• **Community**: irritable mood & decreased energy/motivation $\rightarrow$ arguments with coaches/instructors, quitting activities $\rightarrow$ social isolation
Depression Derails Kids’ Lives Later

- Psychosocial problems persist as deficits never gained
- Recurrent Depressions
- Recurrent Suicidality
- Substance abuse
- Poor employment if education disrupted
- Hospitalizations
Assessment of Depression

How do you know what to do?
Advocates for Universal Screening

• The USPSTF recommends screening for major depressive disorder (MDD) in adolescents aged 12 to 18 years.

• Screening should be implemented with adequate systems in place to ensure accurate diagnosis, effective treatment, and appropriate follow-up. (2016, 2009).
Other Advocates for Universal Screening (AAP, 2016, 2014)
Guidelines for Adolescent Depression in Primary Care

GLAD - PC
Part I

• *Pediatrics*. 2018 Feb; 141 (3)

• Guidelines for Adolescent Depression in Primary Care (GLAD-PC): I. Practice Preparation, Identification, Assessment, and Initial management.

• Zuckerbrot RA¹, Cheung AH, Jensen PS, Stein RE, Laraque D; GLAD-PC Steering Group.
Clinical assessment flowchart.

Preparation for Managing Depression in PC
Preparation through increased training, establishing mental health linkages, and increasing the capacity of practices to monitor and follow-up with patients with depression

All youth 12 years and older presenting at annual visit

Low risk

Perfom regular history and physical

Negative screen result

Positive screen result

Universal screen with depression-specific tool

Systematically identify youth with depression risk factors, including chronic somatic complaints

High risk

Targeted screening with tool

Positive screen result

Negative screen result

If yes

Do you clinically suspect depression?

If no

Assessment

1. Assess with systematic depression assessment tool (if not used as screen)
2. Interview patient and parent(s) to assess for depression and other psychiatric disorders with DSM-5 or ICD-10 criteria
3. Interview patient alone
4. Assess for safety and/or suicide risk

(1) Stop assessment
(2) Repeat targeted screening at regular intervals

Youth or family presents with emotional issues as chief complaint

Evaluation negative for depression but positive for other MH conditions

(1) Refer to other treatment guidelines
(2) Evaluate for depression at future visits
(3) Book for follow-up visit

Evaluation negative for MDD but high depression symptoms

Clinical Decision
May follow depression treatment guidelines if appropriate or return for regular follow-up as high-risk with more frequent targeted screening

Evaluation positive for MDD but not psychotic or suicidal

Refer to crisis or emergency services (may include subsequent referral to inpatient treatment)

Refer to crisis or emergency services (may include subsequent referral to inpatient treatment)

Evaluation Positive for Depression: Mild, Moderate, Severe, or Depression with Comorbidities

1. Evaluate safety and establish safety plan
2. Evaluate severity of depression symptoms (See®)
3. Patient and/or family education (See®)
4. Develop treatment plan based on severity-review diagnosis and treatment options with patient and/or family

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Rachel A. Zuckerbrot et al.
Pediatrics doi:10.1542/peds.2017-4081
How to Recognize the Moods of an Adolescent

HAPPY

DEPRESSED

EXCITED

ANXIOUS

MANIC

SUICIDAL
Clinical assessment flowchart.

Preparation for Managing Depression in PC
Preparation through increased training, establishing mental health linkages, and increasing the capacity of practices to monitor and follow-up with patients with depression

All youth 12 years and older presenting at annual visit

Youth presents to clinic for urgent care or health maintenance visit

Perform regular history and physical

Universal screen with depression-specific tool

Low risk

Systematically identify youth with depression risk factors, including chronic somatic complaints

High risk

Targeted screening with tool

Positive screen result

Do you clinically suspect depression?

Negative screen result

If yes

If no

Assessment
(1) Assess with systematic depression assessment tool (if not used as screen)
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<table>
<thead>
<tr>
<th>Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>CES-DC (Depression Scale for Children) (ages 6-17 yr)</td>
</tr>
<tr>
<td>Columbia Rating Scale (parent, youth)</td>
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<tr>
<td>Columbia Rating Scale Child (Spanish)</td>
</tr>
<tr>
<td>Columbia Rating Scale Parent (Spanish)</td>
</tr>
<tr>
<td>Mood and Feelings Questionnaire (ages 8-18): Requires registration</td>
</tr>
<tr>
<td>PHQ-9 (modified for teens)</td>
</tr>
<tr>
<td>PHQ-9 teen scoring</td>
</tr>
<tr>
<td>PHQ-9 (adults)</td>
</tr>
<tr>
<td>PHQ-9 for Teens (Spanish)</td>
</tr>
</tbody>
</table>
# PHQ-9: Modified for Teens

Instructions: How often have you been bothered by each of the following symptoms during the past two weeks? For each symptom put an “X” in the box beneath the answer that best describes how you have been feeling.

<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Several Days</th>
<th>More Than Half the Days</th>
<th>Nearly Every Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feeling down, depressed, irritable, or hopeless?</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>2. Little interest or pleasure in doing things?</td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>3. Trouble falling asleep, staying asleep, or sleeping too much?</td>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
<tr>
<td>4. Poor appetite, weight loss, or overeating?</td>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
<td><img src="image16.png" alt="Image" /></td>
</tr>
<tr>
<td>5. Feeling tired, or having little energy?</td>
<td><img src="image17.png" alt="Image" /></td>
<td><img src="image18.png" alt="Image" /></td>
<td><img src="image19.png" alt="Image" /></td>
<td><img src="image20.png" alt="Image" /></td>
</tr>
<tr>
<td>6. Feeling bad about yourself — or feeling that you are a failure, or that you have let yourself or your family down?</td>
<td><img src="image21.png" alt="Image" /></td>
<td><img src="image22.png" alt="Image" /></td>
<td><img src="image23.png" alt="Image" /></td>
<td><img src="image24.png" alt="Image" /></td>
</tr>
<tr>
<td>7. Trouble concentrating on things like school work, reading, or watching TV?</td>
<td><img src="image25.png" alt="Image" /></td>
<td><img src="image26.png" alt="Image" /></td>
<td><img src="image27.png" alt="Image" /></td>
<td><img src="image28.png" alt="Image" /></td>
</tr>
<tr>
<td>8. Moving or speaking so slowly that other people could have noticed? Or the opposite — being so fidgety or restless that you were moving around a lot more than usual?</td>
<td><img src="image29.png" alt="Image" /></td>
<td><img src="image30.png" alt="Image" /></td>
<td><img src="image31.png" alt="Image" /></td>
<td><img src="image32.png" alt="Image" /></td>
</tr>
<tr>
<td>9. Thoughts that you would be better off dead, or of hurting yourself in some way?</td>
<td><img src="image33.png" alt="Image" /></td>
<td><img src="image34.png" alt="Image" /></td>
<td><img src="image35.png" alt="Image" /></td>
<td><img src="image36.png" alt="Image" /></td>
</tr>
</tbody>
</table>

In the past year have you felt depressed or sad most days, even if you felt okay sometimes?  
[ ] Yes  
[ ] No

If you are experiencing any of the problems on this form, how difficult have these problems made it for you to do your work, take care of things at home or get along with other people?  
[ ] Not difficult at all  
[ ] Somewhat difficult  
[ ] Very difficult  
[ ] Extremely difficult

Has there been a time in the past week when you have had serious thoughts about ending your life?  
[ ] Yes  
[ ] No

Have you EVER, in your WHOLE LIFE, tried to kill yourself or made a suicide attempt?  
[ ] Yes  
[ ] No

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Office use only

Severity scores [0-27] with a score of 10 or higher indicating major depression require further assessment for depression.
### Columbia Depression Scale (Ages 11 and over)

#### Present State (last 4 weeks)

TO BE COMPLETED BY PARENT OF FEMALE CHILD

If the answer to the question is "has" circle the 0; if it is "yes" circle the 1. Please answer the following questions about your daughter (female child) as honestly as possible.

<table>
<thead>
<tr>
<th>Question</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has she often seemed sad or depressed?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Has it seemed like nothing was fun for her and she just wasn’t interested in anything?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Has she often been grumpy or irritable and often in a bad mood when even little things would make her mad?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Has she lost weight, more than just a few pounds?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Has it seemed like she lost her appetite or ate a lot less than usual?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Has she gained a lot of weight, more than just a few pounds?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Has it seemed like she felt much hungrier than usual or ate a lot more than usual?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. Has she had trouble sleeping – that is, trouble falling asleep, staying asleep, or waking up too early?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9. Has she slept more during the day than she usually does?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10. Has she seemed to do things, like walking or talking much more slowly than usual?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11. Has she often seemed restless … like she just had to keep walking around?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12. Has she seemed to have less energy than she usually does?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13. Has she done even little things seemed to make her feel really tired?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14. Has she often blamed herself for bad things that happened?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15. Has she said she couldn’t do anything well or that she wasn’t as good looking as or smart as other people?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16. Has she seemed like she couldn’t think as clearly or as fast as usual?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>17. Has she often seemed to have trouble keeping her mind on her/their (schoolwork/work) or other things?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>18. Has it often seemed hard for her to make up her mind or to make decisions?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>19. Has she said she often thought about death or about people who had died or about being dead herself?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>20. Has she talked seriously about killing herself?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>21. Has she said in her wishful list tried to kill herself or made a suicide attempt?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>22. Has she tried to kill herself in the last four weeks?</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
DSM 5 Diagnostic Criteria for MDD

A. Five (or more) of the following symptoms have been present during the same 2-week period and represent a change from previous functioning: at least one of the symptoms is either (1) depressed mood or (2) loss of interest or pleasure.

(1) Depressed mood - or **irritable mood in kids**!
(2) Diminished interest or pleasure in all, or almost all, activities
(3) Significant weight loss or weight gain, or decrease or increase in appetite
(4) Insomnia or hypersomnia
(5) Psychomotor agitation or retardation
(6) Fatigue or loss of energy
(7) Feelings of worthlessness or excessive or inappropriate guilt
(8) Diminished ability to think or concentrate, or indecisiveness
(9) Recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide
Depression in Adolescents:

- May appear less depressed than pre-pubertal counterparts
- Express more helplessness and hopelessness
- Experience greater anhedonia
- Begin to endorse excess sleep
- More apt to experience weight changes
- Somatic complaints
- Academic Difficulties
- Suicidality
- Behavioral Problems, Hostility
Interview Patient With Parent and Alone

• Follow up with further questions to determine coherence of story:
  • Is it persistent?
  • How long?
  • Interfering with function?
• Confirm positives on written screens and clarify nature, duration, onset, precipitants, what’s been tried
• Look for comorbidity
• Screen suicidality
• Targeted PE
• Labs only as indicated by history, physical exam
Assess for Comorbidity

• A child or adolescent with a depressive disorder will have a 20-33% chance of having another disorder
• Most commonly: anxiety disorders, conduct and oppositional disorders and dysthymic disorder
• MDD often precedes the onset of substance use disorders
Assess Psychosocial Functioning

• How impaired is this teen?
  • Is he missing class?
  • Is she getting good grades?
  • Has the school noticed a problem?
  • Is he still playing basketball on the team?
  • Has she continued to paint? Play music?
  • Are his friends still coming to visit?
  • Is she still going out to parties?
  • Does he participate in family outings?
Assess Psychosocial Functioning

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  • Has she continued to paint?
  • Are his friends still coming to visit?
  • Is she still going out to parties?
  • Does he participate in family outings?
Assess for Protective Factors

• Positive parent-child relationship
• Connection to school
• Prosocial peer group
• Sports
• Higher IQ
Assess for Genetic/family risk factors

• Genetic loading: Single most predictive factor associated with the risk of developing MDD

• Twin studies: 50% heritability; greater in adolescent-onset depression (Rice, 2009)

• Individuals with depression have been found to be homozygous or heterozygous for the less functional allele for the neuronal serotonin presynaptic reuptake site
  • This appears to predispose a person to react to ongoing stress with depressive symptoms
Assess for Suicide Risk

• Ask adolescent directly about ideation, impulses, and acts

• Ask parents directly about statements or behaviors suggesting suicidal ideation/feelings
Questions regarding suicide

• **Thoughts:**
  • Do you ever feel so low that you just don’t feel like going on?
  • Have you ever wished you were dead?
  • Have you ever thought about doing something to end your life? What has stopped you from acting on those thoughts?
  • How often do you think about that? When was the last time? Now?

• **Plans:**
  • How did you think about doing it?
  • Have you ever taken any steps towards doing it?
  • How close have you come to doing it?
  • Have you ever actually done something to hurt yourself or try to kill yourself?
Questions about Suicide

• Have you ever felt so low that you wished you were never born?
• Sometimes when it gets this bad, people wish they were dead. Has this ever happened to you?
• Have you had thoughts about just ending it all?
• Have you thought about doing something to end your life?
• How did you think about doing it?
• How often do you think about that? When was the last time? Now?
• How close have you come to doing that?
• Have you ever taken any steps towards doing?
• Have you ever actually done something to hurt yourself or try to kill yourself?
• I’m glad that you are here speaking with me; what has stopped you from acting on your thoughts?
• That was a real attempt: How do you feel about still being here alive?
Points to Remember

• Read the GLAD-PC Guidelines
• Prepare yourselves and your office to undertake the identification and management of adolescent depression
• Screen all adolescents ages 12 and up with a formal depression self-report tool
• Always be on the lookout for kids with risk factors for depression
• Remember that kids who come in with ANY behavioral chief complaint should be assessed for depression as well
Points to Remember

• Talk with teens alone
• Get information from Parents and Caregivers
• Remember the DSM-5 criteria
• Functioning, functioning, functioning!
• Assess for safety