

Mental disorders and psychopathology

BMHP6006

Assessment 1

Supporting paper

By: ELizabeth Molineros

Student Number: 2020078

Hello everyone, my name is Elizabeth Molineros and I am going to talk to you about adhd.
1. - ADHD is a condition that makes it hard for people to pay attention, control their behavior, and stay still.

2. - People with ADHD have trouble staying focused on tasks and may act impulsively or be very active.
3. - People with ADHD may struggle to pay attention, have a lot of energy, and act before thinking.
4. - ADHD can make it hard to do well in school, keep a job, or get along with others.
5. - Most people with ADHD are diagnosed as kids, but the symptoms can last into adulthood.
6. - ADHD is a real problem that needs help and understanding from others to manage it better.

Second slide

- ADHD is officially recognized as a medical condition in a global system called the ICD-10, which helps doctors identify and classify different health issues.

- ADHD is grouped with other conditions that involve being overly active and impulsive. These are called hyperkinetic disorders.

- ADHD has a special code in the ICD-10 system, which is F90. This code is like a label that doctors use to identify ADHD.

- Within the category for ADHD, there are different types. The code F90.0 is for the type that involves trouble paying attention and being too active. It helps doctors know exactly what kind of ADHD someone has.

Third slide

ADHD, or Attention Deficit Hyperactivity Disorder, is influenced by various factors. It often runs in families, suggesting a genetic link.

People with ADHD may have brains that function differently, particularly in areas responsible for attention and impulse control.

Imbalances in brain chemicals, like dopamine, can also contribute to ADHD symptoms.

Additionally, exposure to substances or stress during pregnancy may increase the risk of ADHD in children.

Tough experiences during childhood, such as family problems or stress, can create ADHD symptoms.

Fourth slide

Diagnosing ADHD involves a thorough evaluation by healthcare professionals following guidelines from organizations like the NICE.

This includes interviews with the individual and their family, using standardized tools for assessment.

A team of experts, including doctors, teachers, and psychologists, collaborates to understand the person's behavior and needs.

Observations and questionnaires from school and home settings provide valuable insights.

Reviewing the individual's educational history helps identify any previous interventions.

Considering environmental and cultural factors is crucial to ensure a culturally sensitive diagnosis.

Overall, diagnosing ADHD requires a comprehensive approach that takes into account various aspects of the individual's life and experiences.

Fifth slide

Historically, ADHD was often misunderstood and seen as a result of moral failings, with individuals being viewed as lazy or undisciplined.

Later, around the middle of the 20th century, experts recognized that these behaviors stemmed from underlying brain issues and labeled it "Minimal Brain Dysfunction."

Stimulant medications, initially used for other conditions, emerged in the 1950s as a treatment for ADHD symptoms.

Nowadays, we understand ADHD as a disorder, with treatments targeted to address specific challenges in attention and behavior.

Sixth slide

ADHD treatments from the NHS include medication, like pills, which can improve focus and control, along with therapy sessions.

Parents can also get training to manage their child's behavior and reward them for good actions.

Schools can provide extra help, like more time for tests, to support kids with ADHD,

Lifestyle changes, such as playing outside, getting enough sleep, and eating healthy foods, can also make a difference, as can trying alternative therapies like music therapy.

Seventh slide

When working with individuals with ADHD, it's crucial to understand that it's a condition rooted in brain differences, so showing empathy is key.

Tailoring interventions to each person's unique needs and strengths ensures effectiveness, encouraging positive behaviors through positive reinforcement boosts confidence and motivation.

Being patient and adaptable, as symptoms can vary, and involving individuals in decision-making and goal-setting fosters empowerment.

Finally, staying informed about the latest ADHD research and updating strategies accordingly ensures the most effective support.

Eight slide

To improve ADHD management, raising public awareness through campaigns is vital to reduce stigma and promote understanding.

Implementing collaborative care models involving various professionals ensures comprehensive support.

Expanding availability of evidence-based treatments, including medication and therapy, is crucial.

Tailoring accommodations in schools and workplaces, such as extended test times and flexible schedules, helps individuals with ADHD succeed.

Increasing access to community-based support services, like counseling and support groups, provides valuable resources and emotional support.

These recommendations aim to empower individuals with ADHD and their families while fostering a more supportive and inclusive environment.

In conclusion, by implementing recommendations such as awareness campaigns, early diagnosis, collaborative care, treatment accessibility, tailored accommodations, and community support services, we can work towards improving the management of ADHD. These efforts aim to empower individuals with ADHD and their families, reduce stigma, and foster a more supportive and inclusive environment for all. Together, we can enhance understanding, access to resources, and overall well-being for those affected by ADHD.

References

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