

Book Review Corner

Textbook of Adolescent Psychiatry
edited by Richard Rosner,

Reviewed by Dominic Ferro.

Dr. Rosner has published a number of textbooks which have served as standards in their respective fields. In particular, his *Principles and Practice of Forensic Psychiatry* serves as an essential introductory text for the young forensic psychiatrist and a valuable resource for the experienced practitioner. The same can be said for this *Textbook of Adolescent Psychiatry*. It provides a broad overview of the issues and information relevant to the adolescent psychiatrist, and covers them at sufficient depth so as to provide a blueprint for more advanced study. The section editors and many of the authors are among the most experienced and knowledgeable adolescent psychiatrists. The value of this book is greatly enhanced by the fact that the study of adolescent psychiatry has long lagged behind that of adult psychiatry. Adolescence itself has only been recognized as a developmental phase distinct from adulthood during the last century, and although the current concept of adolescence has been seen largely a social construction, there is growing evidence that the brain of an adolescent is indeed an evolving entity and that adolescents are in fact distinct from adults biologically, cognitively and psychologically (Steinberg, et al. in press). It has only been 35 years since Daniel Offer first published data challenging the belief that adolescence was necessarily stormy and conflict ridden. Much of the work done on the cognitive psychology of adolescence has taken place during the last few decades. In a recent inventory of evidenced-based treatments in child and adolescent psychiatry, McClellan and Werry concluded, "Although the number of evidence-based treatments for child psychiatry is growing, much of clinical practice remains based on the adult literature and traditional models of care." The recent controversy regarding the safety and efficacy of the use of antidepressants in adolescents highlights the risks of extrapolating from the literature on the treatment of adults. The *Textbook of Adolescent Psychiatry* comes at an excellent time to summarize the field to date and to point the direction of future development. The book is divided into seven sections, which reflect significant

areas of concern for the practitioner treating adolescents. The first section, entitled *Special Issues in Adolescent Psychiatry*, provides an excellent background to the concept of adolescence, as well as pertinent ethical, medical and practice issues. Of particular value to the younger practitioner are the chapters addressing the history of adolescent psychiatry and the available paths to education and training in adolescent psychiatry. The main body of the text consists of three sections dedicated to the assessment of adolescent patients, the psychiatric disorders prominent in adolescence and the psychiatric treatment of adolescent patients. Each of these sections is comprehensive and thorough. The three remaining sections cover Risk-Behavior, Development and

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Adolescent Psychiatry and the Law. Two of these sections, Risk-Behavior and *Adolescent Psychiatry and the Law*, are particularly strong and greatly enhance the value of the book. Much of what distinguishes adolescents from adults is captured in their attitudes toward risk-behaviors. These are topics that are particularly valuable for the clinician working with adolescents. Adolescent risk-behavior is a topic which subsumes much of what distinguishes adolescent patients from adults. Risk-behaviors are an essential aspect of adolescent development, and this section edited by Lynn Ponton, Ph.D. is an excellent introduction into the research into this area. Similarly, the interface between *Adolescent Psychiatry and the Law* is an area of growing significance. Juvenile justice issues remain a prominent societal concern and are covered well in this section edited by Richard Ratner, M.D., with particular attention paid to the role of the adolescent psychiatrist. In addition, this section provides an excellent review of other areas in which the legal system

impacts adolescents, such as findings of abuse and neglect, custody issues and involuntary hospitalization. The *Textbook of Adolescent Psychiatry* is an excellent resource for child and adolescent psychiatrists who are interested in focusing more directly on adolescent issues. However, it is perhaps most valuable to general psychiatrists who are interested in expanding their practices to include the assessment and care of adolescents. Footnotes: McLellan, JM, & Werry, JS, Evidence-based Treatments in Child and Adolescent Psychiatry: An Inventory, *J. Am. Acad. Child Adolesc. Psychiatry*, 42:12 December 2003, 1388 Steinberg, L, Dahl, R, Keating, D, Kupfer, DJ, Masten, AS, Pine, D, *The Study of Developmental Psychopathology in Adolescence: Integrating Affective Neuroscience with the Study of Context in Handbook of Developmental Psychopathology*, Cicchetti, D, Ed., John Wiley & Sons, New York. *

Bullying, Peer Harassment and Victimization In The Schools, The Next Generation Of Prevention. Edited by Maurice J. Elias, Ph.D. and Joseph E. Zins, Ed.D.

Reviewed by Stephen D. Kerzner.

Bullying, peer harassment and victimization have until recently been a neglected area of intervention and study for educators, mental health clinicians and researchers in this country. Tragic incidents of school violence, including shootings, have heightened awareness of these issues. A study by Nansel et al from the National Institute of Child Health and Human Development (*JAMA*, 285 [16]: 2094-2100, 2001) reported that out of 15,000 students, 13% admitted to bullying, 10.6% were bullied and 6.3% reported both. According to a study by Fight Crime: Invest in Kids, a national advocacy group, (as reported in the *Boston Globe* 9/5/03), in 6th through 12th grades, 1 in 6 children or 3.2 million, are victims, and 3.7 million are bullies. Also, nearly 60 % of boys classified as bullies by researchers in 6th through 9th grades were convicted of at least one crime by age 24. Research on bullying and its prevention is urgently needed and warrants the attention not only of educators and school mental health clinicians, but also the entire mental health community, as well as parents and policy

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