Promoting Mental Health Among African-American Youth During the Pandemic: Addressing Depression, Anxiety, and Other Common Mental Health Disorders

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October 22, 2021

DISCLOSURE

- No conflicts of interest to report
- No financial disclosures to report

OBJECTIVES

- Discuss common mental health conditions among youth during the COVID-19 pandemic.

- Review how pandemic-related stressors lead to depression and anxiety in African American youth.

- Discuss two examples of neurodevelopmental disorders that have affected students online learning during the pandemic.

- Describe strategies used by schools, healthcare providers and families to reduce stigma and increase mental health awareness among African American youth during the COVID-19 pandemic.

We are ten community-oriented African American Psychiatrists who came together to address mental health needs of Black communities

- Speakers
- Authors
- Corporate Training Consultants

Founding Members

AGENDA

- **Topic A: Depression and Anxiety among African-American Youth during the COVID-19 Pandemic**

- Topic B: Other Mental Health Conditions to Consider Among African-American Youth during the COVID-19 Pandemic

- Topic C: Screening and Treatment of Mental Health Disorders Among African-American Youth

IMPACT OF COVID-19 ON YOUTH

- Children are highly susceptible to the psychological effects of disasters, including pandemics (Abramson et al 2010, Juth et al 2015, Sprang and Silman 2013 from Bhogal et al)

- The developing brain of childhood is susceptible to excessive worry and fear (Tottenham 2017 from Bhogal et al)

- ~50% of all mental disorders can be traced back to childhood or adolescence (Kessler et al 2005 from Bhogal et al)

COVID-19 IMPACT ON BLACK COMMUNITIES

- N. Carolina in 2020 AA's = 30-34% Covid cases and deaths, 21% of population, in 2021 AA's = 20-25% cases and deaths. (The Covid Tracking Project 2020 and 2021)

- Social and economic determinants of health drive these disparities making AA more vulnerable to illness and death due to Covid.

- The impact of Covid on physical health is often discussed however effects on mental health must also be considered.

COVID-19 IMPACT ON BLACK COMMUNITY

- Fear of COVID-19 Infection

- Fear of Racial Bias in testing and treatment

- Grief and Loss

- Re-traumatization
  (Sneed et al 2020 from Bhogal)

- Negative Impact of COVID-19 amplified among historically disadvantaged groups eg, Lower SES and African-Americans (Perry et al 2021 from Bhogal)

COVID-19 IMPACT ON AA ADOLESCENTS

- Adolescents: ↓ socioeconomic control ↓ use of MH services ↑ MH needs

- Situation exacerbated among AA adolescents, poverty is a contributor

- In the setting of Covid-19 AA adolescents are more vulnerable

ANXIETY AND DEPRESSION IN YOUTH DURING COVID-19

- Pre-Covid International prevalence of child and adolescent mental illness, 13.4% across all disorders (Polanczyk et al 2015 from Racine)

- 22.6% of students reported depressive symptoms (Xie et al 2020 from Racine 2020)

- 18.9% of students reported anxiety symptoms (Xie et al 2020 from Racine 2020)

- Prevalence of depressive symptoms (43.7%), anxiety symptoms (37.4%), both (31.3%) during COVID-19 outbreak (Zhou et al 2020 from Racine 2020)

ANXIETY AND DEPRESSION IN YOUTH DURING COVID-19

- Children and adolescents are uniquely vulnerable to the impact of sustained stressors during developmentally sensitive periods (Romeo 2017 and Fox et al 2010 from Courtney et al 2020)

- Depression and anxiety are among the most common mental health disorders in children and youth, associated with ⬇ function and ⬆ risk of suicide (Merikangas et al 2010 Gore et al 2011Renaud et al 2008 from Courtney et al 2020)

ANXIETY AND DEPRESSION IN YOUTH DURING COVID-19 (Courtney et al 2020)

Sudden loss of structure and meaning:

- Routine

- School

- Extracurricular activities

- Social interaction (with peers AND protective adults ↑ trauma ↓ reports of maltreatment)

- Physical activity

ANXIETY AND DEPRESSION IN YOUTH DURING COVID-19 (Courtney et al 2020)

Over time symptoms worsen to include:

- Social withdrawal

- Anhedonia

- Hopelessness

- Concerns about food, shelter, physical safety

ANXIETY AND DEPRESSION IN YOUTH DURING COVID-19 (Courtney et al 2020)

The child and the family are stressed:

- Parents as educators (few or no supports)

- Prolonged lockdowns

- Parental losses (e.g., job, death/illness of loved ones, mental health, substance use, IPV)

- ⬆ trauma = poor prognosis for anxiety and depression

ANXIETY AND DEPRESSION IN YOUTH DURING COVID-19 (Courtney et al 2020)

What can be done?

- Establishing new routines

- Social gatherings using technology

- Address parental losses in therapy

- Technology-based mental health treatment

- Shifting focus to "What we can do? vs What we have lost"

Black Athletes and Mental Health
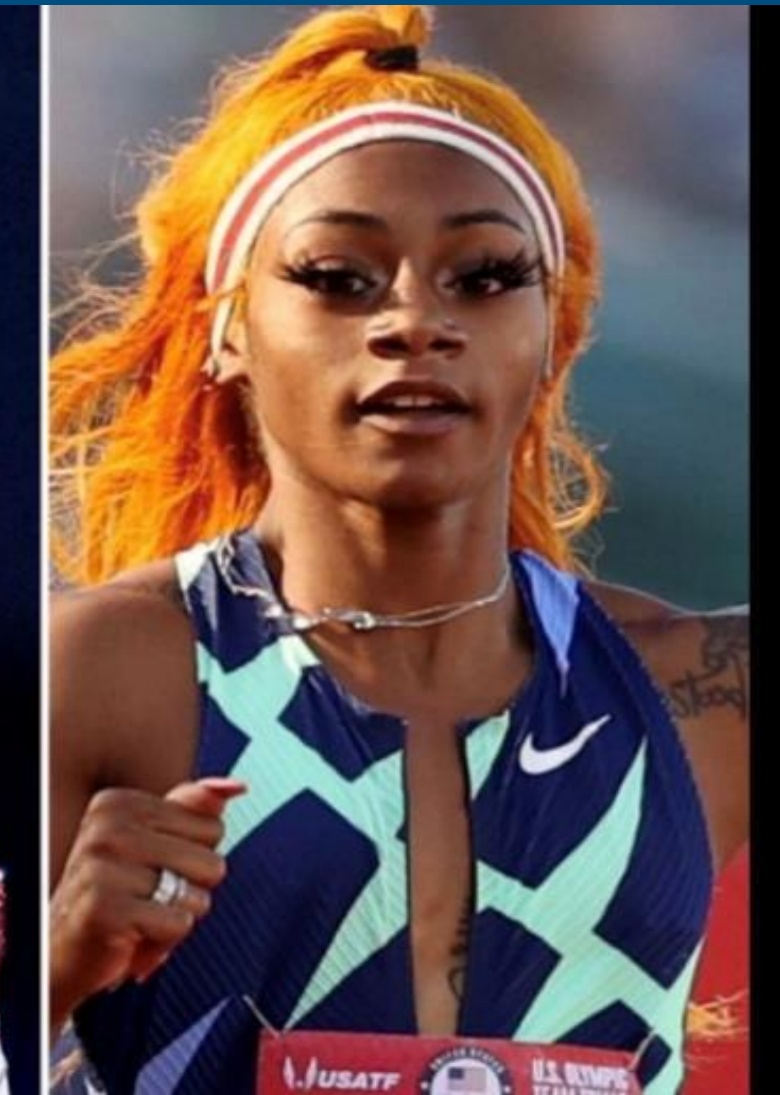
Black Student Athletes and Mental Health

- Stigma, handle this in the home or at church

- Not a priority due to athletic, academic and social obligations

- Among black males discussing emotions seen as weakness "Power through!…Suck it Up!…Walk it off!"

- Maladaptive coping in context e.g., aggression, substances "What purpose does the behavior serve?"

- Overdiagnosis of externalizing disorders like ADHD and underdiagnosis of internalizing disorders like depression and anxiety

Barriers to MH services for AA Adolescents

- Distrust (in the system) among youth and caretakers
- Lack of perceived need for treatment
- ⬇ Belief in efficacy of treatment
- Desire for privacy
- Distance from neighborhood
- Transportation
- Childcare
- Stigma
- Fear of Covid-19 exposure

⬇ use of Mental Health Services by AA youth
linked to legacy of discrimination
and social determinants of health.
Covid-19 likely exacerbates these inequalities.

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ACEs (Adverse Childhood Experiences)
(Bryant et al 2020)

- Different forms of abuse, neglect and household dysfunction occurring before age 18 e.g., maltreatment (abuse and neglect), poverty

- Major public health problem, likely to worsen during Covid-19 pandemic

- ↑ in low-income communities and communities of color

- 61% Black children and 51% Hispanic children experience at least one ACE, vs 40% White children

- ↑ ACEs during Covid-19: IPV, Parental Substance Use and Mental Health Disorders

ACEs (Adverse Childhood Experiences)
(Underwood 2020 from Bryant et al 2020)

- Pediatric screening for ACEs

- Early detection and early intervention improves outcomes for children with high ACEs scores

- Effective treatments are available for children with PTSD e.g., EMDR, trauma-focused CBT

- Mitigate health impact of ACEs with basic services (food and shelter) counseling, instruction in mindfulness meditation, and stable supportive caregiver(s)

Violence and COVID-19

(Kravitz-Wirtz et al 2021)

- Violence is a significant public health problem in the setting of the Covid-19 Pandemic

- BIPOC are disproportionately burdened with firearm-related violence

- Social isolation, hopelessness, economic loss, high stress and availability of firearms ⬆ risk for violence in these communities

- Pandemic worsened disparities related to systemic racism e.g., poverty, unemployment, financial insecurity, and lack of resources ⬆ risk of violence in these communities

GRIEF AND LOSSES

Grief is a person's emotional, behavioral, and physiological response to loss

During the COVID-19 pandemic, hospitalized patients and their families may grieve a relative's death or other losses in their life.

Children and adolescents are experiencing profound grief
and loss in multiple areas of their lives.

Nana was sick. Bree wished to hug her, but she could not touch her Nana due to her illness.

Stages of Grief
(Kubler-Ross)

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

Stages of Grief and Loss
by Kubler-Ross

Denial
- Behaving as if there isn't a problem
- Not listening and not taking precautions

Anger
- Mad at ourselves and/or others
- Fear and frustration

Bargaining
- If I can stay home for virtual learning...
- If I can use my phone...

Depression
- Learned helplessness

Acceptance
- Seeing where I am and doing all I can
- I have a plan

Stages of Grief and Loss
by Race...by Age...by Risk??

Denial
- Behaving as if there isn't a problem
- Not listening and not taking precautions

Anger
- Mad at ourselves and/or others
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Bargaining
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COVID-19 Hospitalization and Death by Race/Ethnicity

Print

Race and ethnicity are risk markers for other underlying conditions that impact health — including socioeconomic status, access to health care, and increased exposure to the virus due to occupation (e.g., frontline, essential, and critical infrastructure workers).

Rate ratios compared to White, Non-Hispanic Persons	American Indian or Alaska Native, Non-Hispanic persons	Asian, Non-Hispanic persons	Black or African American, Non-Hispanic persons	Hispanic or Latino persons
Cases[1]	2.8x higher	1.1x higher	2.6x higher	2.8x higher
Hospitalization[2]	5.3x higher	1.3x higher	4.7x higher	4.6x higher
Death[3]	1.4x higher	No Increase	2.1x higher	1.1x higher

CDC, 2020

Risk for COVID-19 Infection, Hospitalization, and Death By Race/Ethnicity
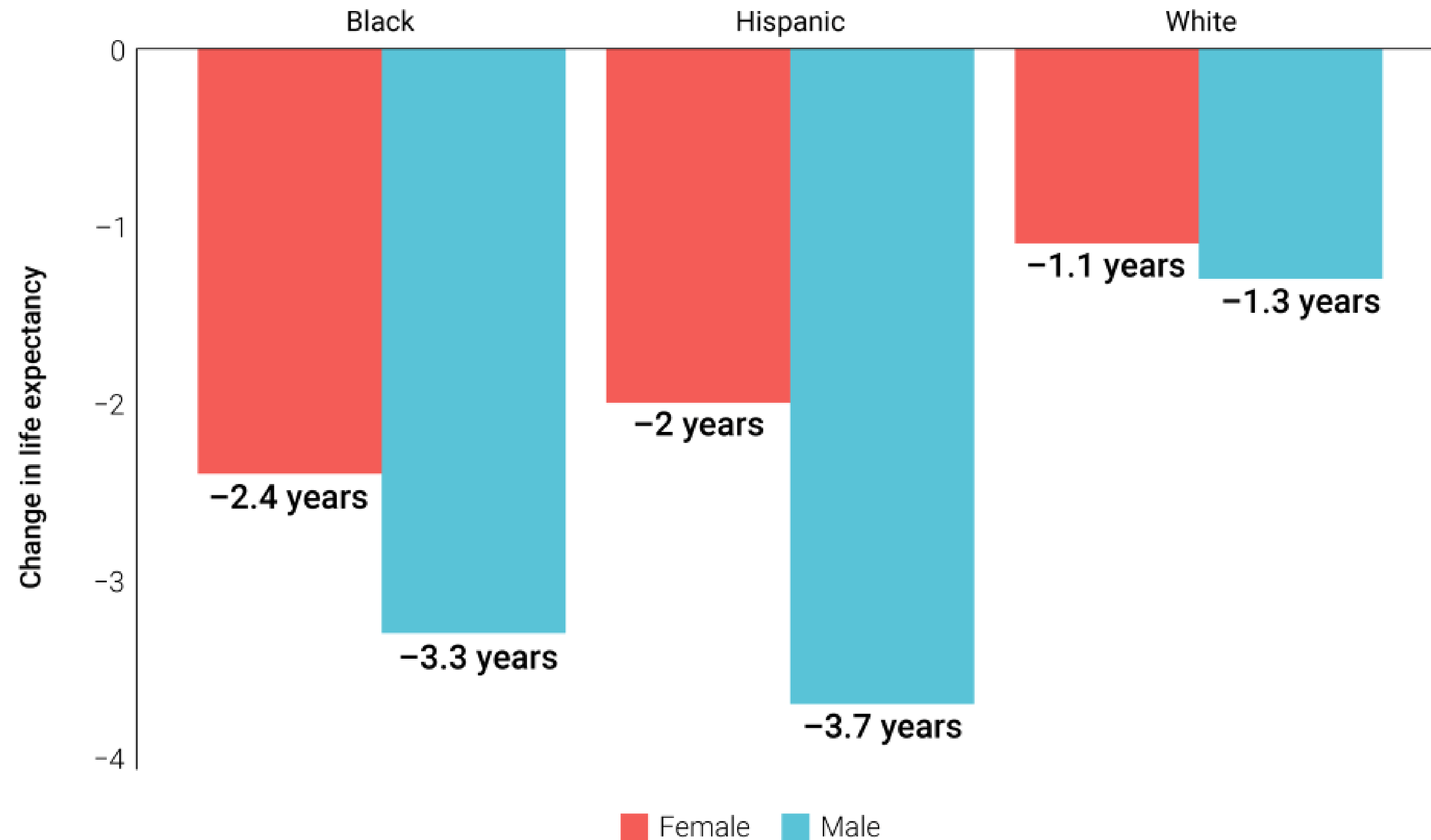
Updated Sept. 9, 2021   Print

Rate ratios compared to White, Non-Hispanic persons	American Indian or Alaska Native, Non-Hispanic persons	Asian, Non-Hispanic persons	Black or African American, Non-Hispanic persons	Hispanic or Latino persons
Cases[1]	1.7x	0.7x	1.1x	1.9x
Hospitalization[2]	3.5x	1.0x	2.8x	2.8x
Death[3]	2.4x	1.0x	2.0x	2.3x

Race and ethnicity are risk markers for other underlying conditions that affect health, including socioeconomic status, access to health care, and exposure to the virus related to occupation, e.g., frontline, essential, and critical infrastructure workers.

CDC, 2021

Figure 2. Latino or Hispanic and Black men see large reductions in 2020 life expectancy

Life expectancy by race and gender

Black   Hispanic   White

−2.4 years

−3.3 years

−2 years

−3.7 years

−1.1 years

−1.3 years

Change in life expectancy

Female   Male

Source: CDC's Provisional Life Expectancy Estimates for 2020

Metropolitan Policy Program
at BROOKINGS

Hospitalization Rates and Characteristics of Patients Hospitalized with Laboratory-Confirmed Coronavirus Disease (March 2020)

Racial breakdown of COVID-19 patients:

- *White – 45.0% of COVID-19 cases; 76.5% of U.S. population*
- *Black - **33.1% of COVID-19 cases; 13.4% U.S. population***
- *Hispanic - (8.1% of COVID-19 cases; 18.3% U.S. population)*

Pre-existing conditions among 89.3% of patients included:

- *Hypertension - 49.7%*
- *Obesity - 48.3%*
- *Chronic lung disease - 34.6%*
- *Diabetes mellitus - 28.3%*
- *Cardiovascular disease - 27.8%*

Garg, et.al., 2020

Risk Factors

People of color continue to experience greater risk for infection due to

- higher rates of medical co-morbidities
- higher rates of living in densely populated lower socioeconomic areas
- residential segregation, farther distance from grocery stores and medical facilities
- multigenerational living
- over-representation in jails and prisons
- lower health care access
- lower rates of testing
- less access to paid sick leave
- lower likelihood of having jobs that allow working from home
- higher likelihood to be employed in the essential workforce: 25% of African American/Latinos are employed in service industry jobs (16% of Whites), Hispanics are 53% of the agricultural workforce, African Americans are 30% of vocational nurses

Grief and Loss in Hospital Settings

Many patients with COVID-19 present with

- anxiety and trauma-related symptoms

- aggression and self-harm, often in the context of SU and/or psychosis

- neuropsychiatric symptoms such as delirium or insomnia

Contributing factors include

- unpredictable nature and gravity of COVID-19 illness

- social isolation

- heavy media coverage

- limited access to care and treatment interruption

Horn, et.al., 2020

Grief and Loss in Hospitalized Settings

Healthcare workers face

- increased exposure risk

- worries about becoming sick or transmission to family members

- increased workload and subsequent physical and mental fatigue

- changing precaution requirements, re-organization and lack of feeling supported

C/L psychiatrists often provide informal support for many team members

- Many providers are reluctant to use crisis support or phone hotlines

Horn, et.al., 2020

Facilitating visits by children to an ill or dying parent

Provide supported visits to all children
Explore and alleviate worries or reluctance about visiting
Prepare children for what they will see: ■ Hospital or hospice setting ■ Medical equipment ■ Physical condition of parent ■ Functional status of parent ■ Other patients
Bring an extra supportive adult who can leave when the child is ready
Provide structure or activity for younger children
Avoid an agitated or delirious parent
Debrief after the visit
Provide alternatives to an in-person visit
Remember that there are many opportunities to say goodbye

From: Muriel AC, Rauch PK. Talking with families and children about the death of a parent. In: Oxford Textbook of Palliative Medicine, 4th ed, Hanks G, Cherny NI, Christakis NA, et al (Eds), Oxford University Press 2010. Reproduced by permission of Oxford University Press. Copyright © 2010. www.oup.com.

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Childhood developmental understanding of death

Infants and toddlers (0 to 2 years)

Developmental context: establishing attachment and trust

- Have no understanding of finality of separation, but feel absence of a familiar caregiver
- May be distressed by disruptions in routines
- Will be affected by the emotional distress/grief of surviving adult caregivers

Pre-schoolers (3 to 6 years)

Developmental context: driven by egocentrism, magical thinking, associative logic

- Are not able to understand that death is irreversible and permanent
- May attribute death or survivors' emotional distress to own actions or attributes
- Distress and behavioral changes may be fueled by disruption in routine

School-age children (7 to 12 years)

Developmental context: mastering skills, fairness, cause and effect logic, peer relationships

- Understand that death is final and irreversible
- May have difficulty with abstract/spiritual issues
- May ask factual questions that can be painful or offensive to adults
- May struggle with unfairness of loss

Adolescents (13 and above)

Developmental context: working on separation-individuation, identity formation

- Understand that death is final, irreversible, and universal
- May struggle with existential issues
- May focus on personal effects of loss

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Characteristics of grief versus depression

	Grief	Depression
Definition	Feelings and behaviors that result from a particular loss	Depressed mood, decreased interest and pleasure, appetite and sleep disturbance, psychomotor agitation or retardation, decreased concentration, loss of energy, feelings of worthlessness, guilt, hopelessness, helplessness, and thoughts of death with impairment of functioning lasting at least 2 weeks
Symptoms and signs	Somatic distress, sleep and appetite disturbance, diminished concentration, social withdrawal, sighing	Hopelessness, helplessness, anhedonia, worthlessness, guilt, suicidal ideation most useful diagnostic clues
		Somatic distress, sleep and appetite disturbance, diminished concentration, social withdrawal, sighing are also common
Other differentiating factors	Patient retains capacity for pleasure	Nothing is enjoyable
	Comes in waves	Constant
	Passive wishes for death	Intense, persistent suicidal thoughts
	Able to look forward to the future	No sense of anything to look forward to

Work Stress for Parents and Caregivers

Having to go to work (Essential jobs)
- Can't afford to stop working
- CEO vs Worker Bee
- Service industries
- Having to work from home
- Not having essentials
- Kids at home while working

Out of work
- Reduced work, temporary work
- Unemployment

Home Stress for Parents, Caregivers, Children, and Adolescents

Kids at Home

- Having to teach school
- Having what is needed and the skill set

Spouse at Home

- Problems in relationship are magnified
- A lot of things not being seen
- Forced to address problems
- Respite at work

Trauma in the Home

Intimate Partner Violence

Child Abuse and Neglect

Self and Uncertainty

The world is trying to figure it out...

- Loss of Identity

- Loss of Social Connection

- Lack of Control

The unknown!

Work Stress for primary wage earners

Lack of safety nets

- Role as the provider at the peak of the family

- Will I recover   Will we recover

- First generation stressors

- The fall is great

- Not being able to protect our families financially and assure their stability

No one is exempt from stress

Identify the Stressor

Fear of Covid-19   Illness, death

Loss of job

Loss of income   Loss of financial safety

Loss of status

Losses

YOUTH
- **Not playing with friends**
- **Playmates**
- **Schools out**
- **Stuck in the house**

TEENS
- **Graduation**
- **Prom**
- **Project graduation**
- **Signing year books**
- **Hanging out with friends**
- **Partying**

Stressor of Being Home

- **Stuck in the house**
- **Learning from home**
  - **Distractions**
  - **This has gotten long**
- **Sensory deprivation**
- **Loss of Identity**

Unseen Issues at Home

- Chaotic homes
- Loss of mentors
- Food issues
- Lack of safety & Lack of oversight
- Lack of other professional services
- Kids on the margins and special services

Lack of Trust & Mis-Information

Try not to get sick

- Blacks and other ethnically diverse populations have ↑ rate of illness and death

Fighting MYTHS and mis-information

- "Black people can't get COVID"
- "Covid comes from 5G cell phone towers"
- "The vaccine will magnetize you"
- News and reliable sources??
- This is nothing more than the "Flu"
- The same story was written about the Great Pandemic of 1918
- *"Masks aren't needed...it's not in the air...young people don't need to worry"*

Gaining Insight

- Community stress of what's "normal" vs "abnormal"
- Intense look at each individual's grief and loss
- Stress and burnout
- Safety and working conditions
- The need to listen and learn

Grief Among Adolescents

- Stigmatization of Grief

- Fragmentation of Community Structures and Rise of Individualism

- Loneliness

- Proliferation of Digital Technologies

- Social Isolation

- <u>Protective Factors:</u> Hope, strong relationship with supportive adults, increased awareness, increased treatment opportunities, and strengthen social relationships

Weinstock, et.al., 2021

Will things ever be the same?

- The NEW NORM

- Holding on waiting for things to go back to normal

*KNOCKED OFF YOUR **AXIS**!*
   The need to change and move

AGENDA

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Youth Mental Health Screening and Covid-19

(MHA 2021)

- Per MHA, 261% increase in the use of the Pediatric Symptom Checklist (PSC-35) to screen youth for mental health problems in 2020 vs 2019

- By December 2020, 80% of youth screened at risk for emotional, attentional and behavioral difficulties, 11% higher than the proportion of youth who screened at risk in 2019

Children's Mental Health during COVID-19

(Marques de Miranda et al 2020)

- For children with PTSD, their symptoms may worsen during the COVID crisis

- Loss of structure and routine due to the pandemic, could worsen irritability and behavioral dyscontrol in children with ADHD and Autism Spectrum Disorder

- Telepsychiatry could be effective for evaluation and treatment of children with ADHD and ASD

Social Emotional Learning (SEL) for Online Learning during COVID-19
(Katzman et al 2020)

- Lack of secure broadband internet access is a barrier to online learning

- SEL and cultural education are critical for online learners

- SEL teaches skills to ⬆ student success in the classroom and beyond

- SEL includes critical thinking, regulating emotions, teamwork, conflict resolution and decision-making

- These are important skills not measured by tests

ADHD and Early Childhood Development

Brain development

- Nutrition

- Poverty

- Poor mental health education

- Substance abuse

Beauchaine, T.P., Hinshaw, S.P., & Pang, K.L. (2010). Comorbidity of attention-deficit/hyperactivity disorder and early-onset conduct disorder: Biological, environmental, and developmental mechanisms. Clinical Psychology-Science and Practice, 17, 327– 336.

ADHD and Co-Morbid Learning Disabilities: The Differential Diagnosis

- Co-morbid learning disabilities

- Either and/or both?

- Early recognition

- Treatment at the same time

- Special education services

DuPaul, G.J., Volpe, R.J. ADHD and learning disabilities: Research findings and clinical implications. Curr Atten Disord Rep 1, 152 (2009). https://doi.org/10.1007/s12618-009-0021-4

ADHD in the Classroom Setting

- Most often diagnosed at school age

- Special accommodations

- Teachers can help to identify

- Other professionals and school services

- Allocation of resources

- Classroom strategies and school interventions

Bloomquist, M.L., August, G.J. & Ostrander, R. Effects of a school-based cognitive-behavioral intervention for ADHD children. J Abnorm Child Psychol 19, 591–605 (1991). https://doi.org/10.1007/BF00925822

Myths, Misconceptions, and Juvenile Services: ADHD in the African American Community

- "Are these actually illnesses?"
- Fear of mind control
- Fear of labels
- Distrust of the medical community
- Lack of access to quality care
- Misdiagnoses of Oppositional Defiant Disorder and Conduct Disorder
- Disparities in care

Gordon, J.A., Moore, P.M. ADHD among incarcerated youth: An investigation on the congruency with ADHD prevalence and correlates among the general population. Am J Crim Just 30, 87–97 (2005). https://doi.org/10.1007/BF02885883

Undiagnosed Dyslexia and Other Learning Disorders

- 42% of children and adolescents with intellectual disabilities will have suicidal thoughts or gestures

- Most at risk are those with:
  - Higher than average IQ
  - Comorbid psychiatric diagnosis
  - Psychosocial stressors

Ludi, E., Ballard, E. D., Greenbaum, R., Pao, M., Bridge, J., Reynolds, W., & Horowitz, L. (2012). Suicide risk in youth with intellectual disabilities: the challenges of screening. Journal of developmental and behavioral pediatrics : JDBP, 33(5), 431–440.

What can schools do?

School connectedness
- The school cares, peers care
- Facilitating a positive community
- Healthy behaviors and seeking help when supported

Teach Social Emotional Learning (SEL) and Mental Health & Wellness in schools

Bullying

Lack of awareness
- Unable to identify and recognize
- Racial Bias
- "Hands tied"
- "Is it a big deal? "
- Interaction between students, teachers and parents is important
- Black children are more likely to be bullied (prevention and detection)

Many examples in today's discourse and public figures

Resiliency and Protective Factors

- Identifying with your own race
  - Code switching

- Organized religion

- "Risk factors are not Predictive factors due to Protective factors"
        -Carl Bell, MD

Special Considerations

✦Improve day-to-day life interactions- compassion and empathy

✦Use evidenced-based strategies

✦Provide support for family, faith, and cultural institutions

✦Work across sectors to connect services such as grocery delivery/housing, health care providers/medications

✦Provide interpretation services to enhance communication

✦Help combat myths and misinformation

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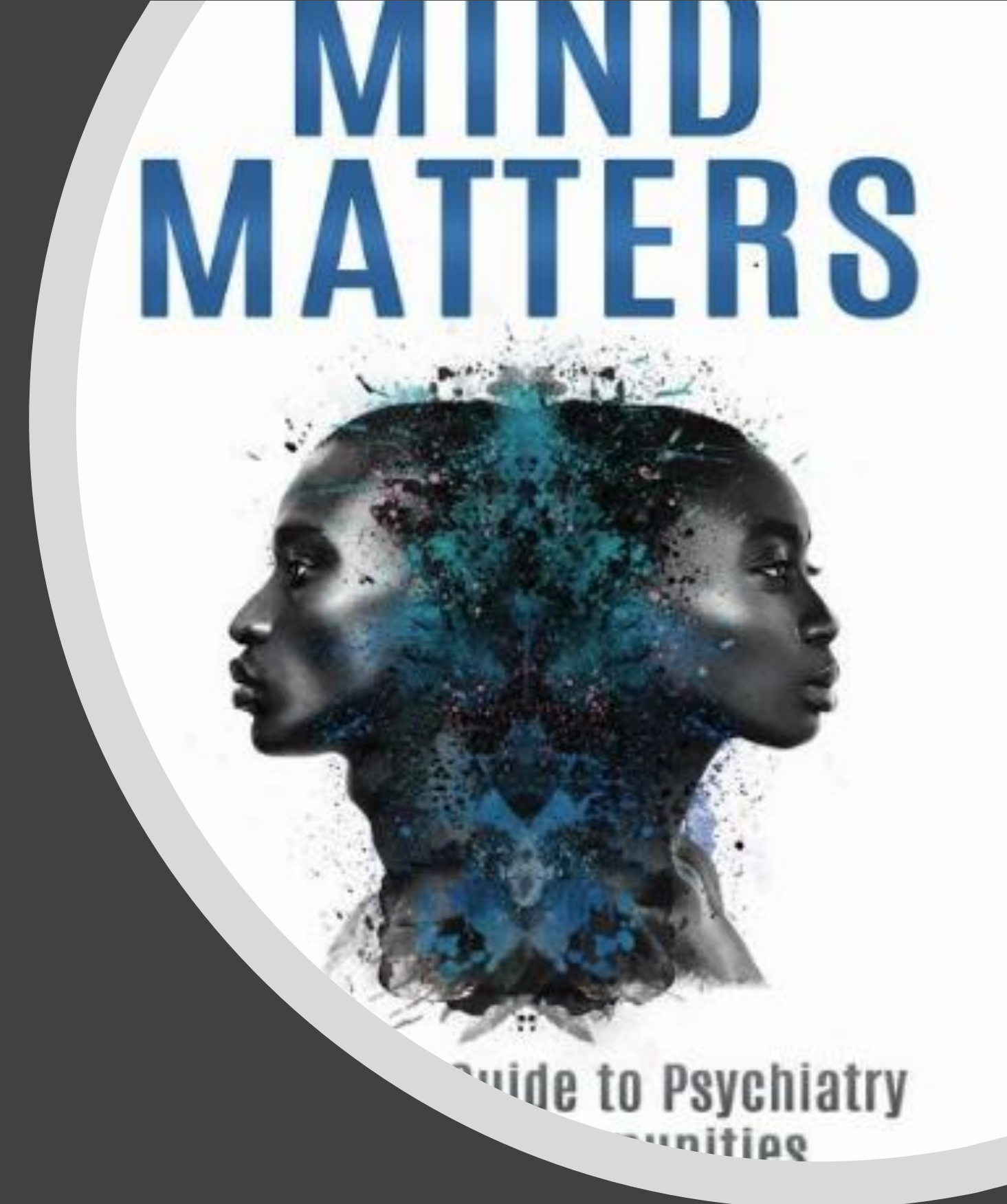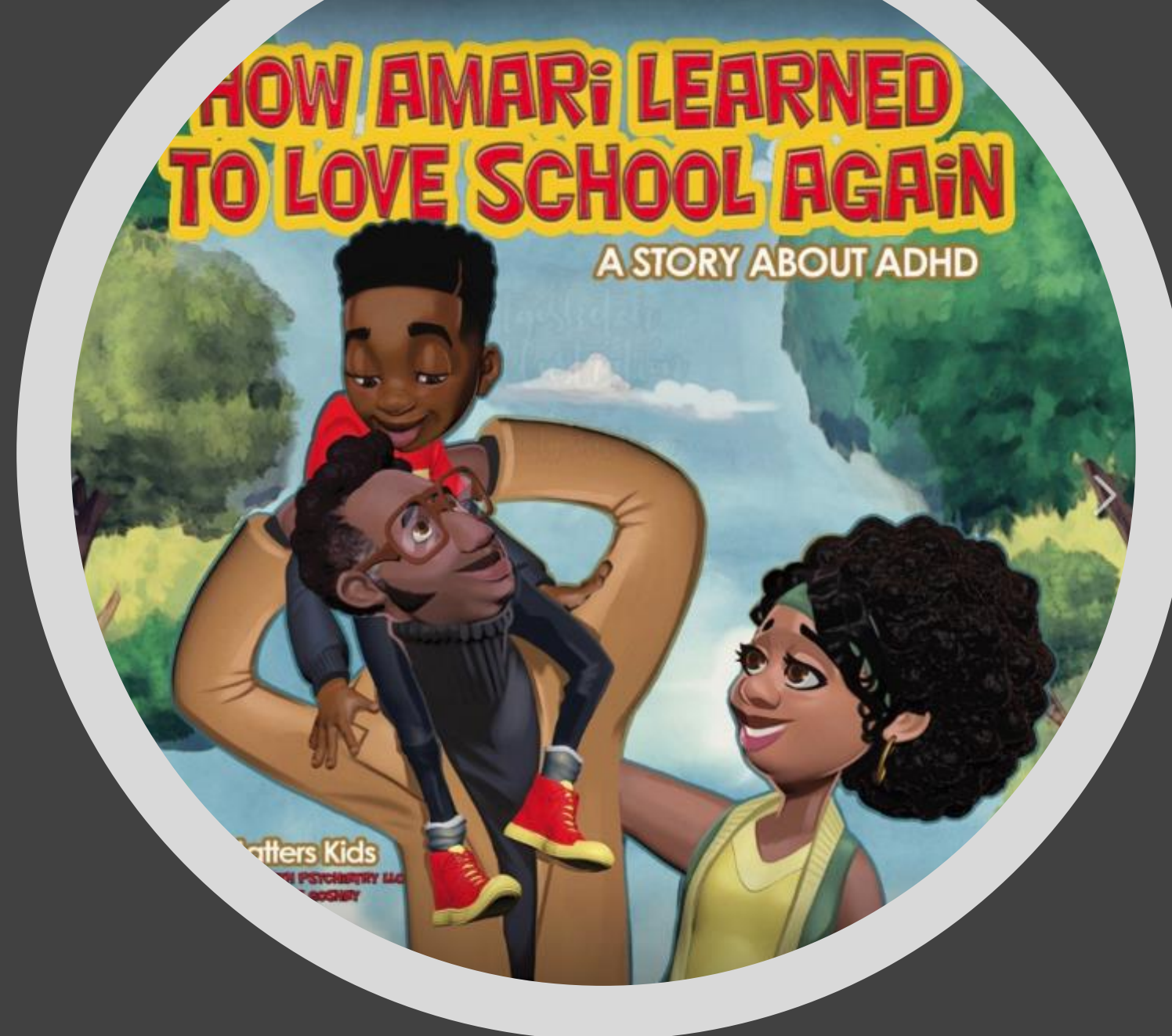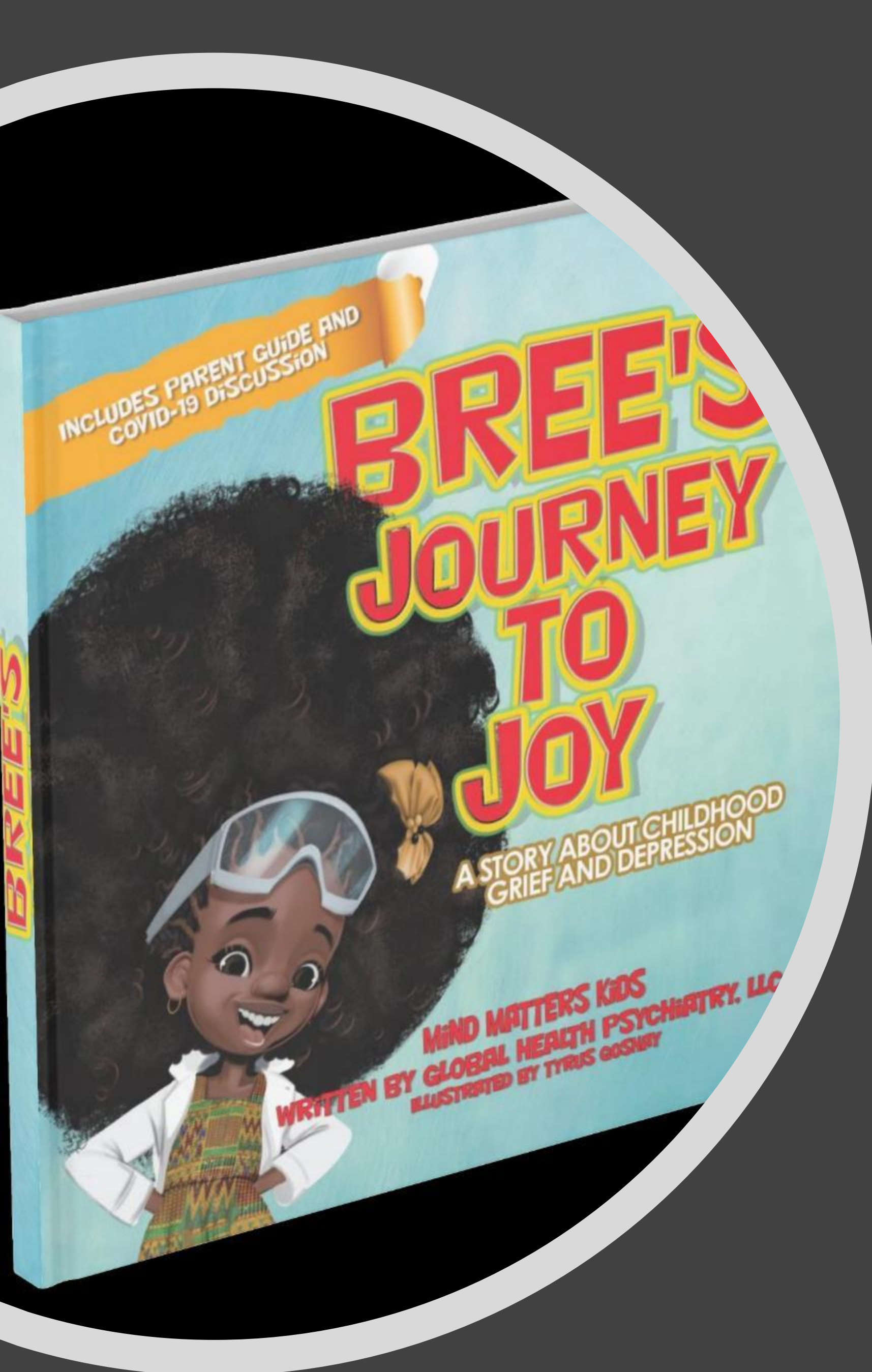
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