

Adolescent Patients' Experiences of Mental Disorders Related to School Bullying [Letter]

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Dear editor

We reviewed the recent article titled “Adolescent Patients’ Experiences of Mental Disorders Related to School Bullying”, which offers valuable insights into the significant psychological effects of school bullying on adolescents.¹ The study underscores the urgent need for a comprehensive and empathetic approach to addressing the mental health challenges faced by young people exposed to bullying. It reveals that adolescents who experience bullying often endure severe psychological distress, manifested as feelings of helplessness, intense negative emotions, and anxiety regarding their personal growth. The participants’ narratives vividly depict a reality in which they feel isolated and unsupported by the systems meant to protect them, such as schools and families. The inadequate responses from educators and parents not only exacerbate their distress but also contribute to the development of distrust, depression, and, in some cases, rebellious behavior.

The research emphasizes the necessity of a multi-dimensional approach to care, particularly psychological counseling that incorporates family involvement—a strategy described as “focusing on patients and families”. Such a comprehensive model is crucial for addressing both immediate psychological symptoms and the underlying social dynamics that contribute to bullying in school settings. The proposed interventions, such as cognitive behavioral therapy, stress reduction techniques, and the creation of supportive environments within schools and communities, are essential steps toward promoting long-term recovery and fostering resilience among those affected.

Nevertheless, several aspects of the study warrant further exploration and development. First, although the methodology section outlines demographic details of the participants, such as whether they are only children, these variables are not further analyzed or discussed in the results and discussion sections. This oversight limits a more nuanced understanding of how different family backgrounds might influence the psychological impact of bullying.² Additionally, while the study acknowledges the roles of teachers and parents, it lacks a thorough examination of the specific dynamics within schools and families that may either exacerbate or mitigate the effects of bullying. Critical factors such as school climate, teacher intervention strategies, parental involvement, and peer support systems are not comprehensively analyzed, leaving gaps in understanding how these elements contribute to or reduce the impact of bullying.^{2,3}

Future research should aim to address these gaps by examining how various social and environmental factors within schools and families influence adolescents’ experiences with bullying. This involves a closer look at the roles of school climate, teacher intervention strategies, parental involvement, and peer support systems in shaping the outcomes of bullying.⁴ Additionally, research should focus on developing and testing targeted strategies to help adolescents with mental health disorders build resilience and reintegrate successfully into school life. Longitudinal studies would be particularly beneficial, as they could provide insights into the long-term effectiveness of these interventions and enhance our understanding of how resilience can be nurtured over time.^{2,5}

In conclusion, this study serves as a significant resource for caregivers, healthcare professionals, and policymakers by providing essential insights into effective strategies for preventing and mitigating bullying in schools and promoting mental health among adolescents.

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Disclosure

The authors report no conflicts of interest in this communication.

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