Emotion and eating disorders

Mo-S-086
Anorexia nervosa: An FMRI study on emotion regulation
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In order to investigate emotional and social information processing in adolescents with Anorexia Nervosa (AN), we investigated a sample of 15 patients and 15 age-matched controls. Apart from general and eating disorder psychopathology, alexithymia, depression, anxiety and empathy were assessed. Using a standardized computer based instrument, we compared the ability of emotion labelling and social information processing. By means of an fMRI study, we examined cortical activation corresponding to the presentation of emotional stimuli. Alexithymia was seen only in patients. Comparatively, they showed significantly higher levels of depression, state and trait anxiety. Those psychometric scores significantly correlated with eating disorder pathology. Their ability to recognize the facial expression of disgust was reduced.

The higher the depression score was in the patient group, the more increased was the activation of the left Rolandic Operculum.

In patients with AN, psychopathology was associated with eating disorder symptoms. Increasing interference of psychopathology in adolescence (e.g. depression) may cause changes in cortical network processing of negative emotions.

Infant mental health in Brazil

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Intersectorial actions between health and education sectors to contribute in the reduction of stigma
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The worldwide movement for social inclusion and education boosting the implementation of public policies for wide access to education and attention to the needs of students at all school levels. The objective of the study was to investigate the process of inclusion, highlighting aspects relevant to mental health of young people. Social representations related with the inclusion process were investigated through focus groups with teenagers from communities with low HDI. Analysis of reports shows the occurrence of labeling, creating negative stereotyping, discrimination and segregation with social rejection. We also identified seven categories of stigma, showing that the social dimensions and perceptions of controllability or piety modify in different groups. The data suggests that the stigma is a significant obstacle to school inclusion. We can conclude that inclusive policies on mental health and education should be proposed as integrated practices in order to minimize the process of stigmatization and its effects.

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Child mental health training for primary care providers in Brazil by telemedicine
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