Mother-infant psychoanalytic treatment: Method and evaluation
B. Salomonsson
Child And Adolescent Psychiatry, Women’s and Children’s Health, Karolinska Institutet, Stockholm, Sweden

Between 2005 and 2009, an RCT was made in Stockholm, Sweden. It compared mother-infant psychoanalytic treatment (MIP) with treatment as usual at Child Health Centres (CHC). The sample consisted of mothers with babies less than 18 months with functional baby problems and maternal depression. Compared with CHC, MIP yielded significant effects on self-reported depression and stress + mother-baby relationships and maternal sensitivity. A qualitative analysis indicated moderator effects among mothers and babies. The RCT data were published 2011 in the Infant Mental Health Journal. A follow-up study is under way, when the children have reached 4½ years. These secondary data will be collected May 2012. The workshop intends to:
– explain the clinical MIP method;
– present sample and outcome data;
– discuss general measurement issues concerning mothers, babies and children: how do we reliably measure maternal health, child health and cognitive and emotional development, as well as attachment of mother and child, and their interaction in a sample marked by early relational dysfunctioning?
http://dx.doi.org/10.1016/j.neurenf.2012.05.164

The first YEAH IACAPAP symposium

Mo-S-164
Economic analysis: A key to progress in practice in the new era
M. Belfer
Department of Psychiatry, Harvard Medical School, Boston, USA

The development of child mental health services and the opportunities for practice in the 21st century will depend on making the economic arguments to support the relevance of child mental health interventions and child psychiatric clinical care in particular. Clinicians can no longer depend on the view that support for mental health intervention should be considered a given. The data from ever more sophisticated economic analyses are available and the practitioner needs to be part of the analytic process. Available economic analyses extend from the earliest interventions in the young child to interventions in later years that reduce unnecessary medical interventions, incarceration, societal disruption and under employment. Economic analysis is accessible to the academic and the clinician and should be a part of the educational process.
http://dx.doi.org/10.1016/j.neurenf.2012.05.165

Mo-S-165
You are not alone: Opportunities for international collaboration and development
J. Abdulmalik
Department of Psychiatry, University of Ibadan, Ibadan, Nigeria

There is clear evidence of global inequalities in health resources, both in material and personnel terms. This is also present in mental health and appears to be even more glaring with respect to child and adolescent mental health. The situation is however, not completely hopeless. Current trends favor the development of innovative approaches to organize and improve mental health service delivery for children and adolescents in resource poor settings. Increasingly too, international opportunities for personnel development and training, research collaboration and networking to improve services are becoming more available and accessible.

It is of vital importance that these seeds of progress are nurtured, sustained and expanded upon at governmental, institutional, and individual levels. It is a win-win situation for the facilitating institutions/organizations and for the individuals/recipient institutions. Dissemination of these available opportunities and newer ones that may come up is also essential to the continuing success of these efforts.
http://dx.doi.org/10.1016/j.neurenf.2012.05.167

Mo-S-167
Academic development for early career mental health professionals
H. Hamoda
Department of Psychiatry, Harvard Medical School, Boston, USA

There is a critical global shortage in researchers and scholars who specialize in pediatric mental health. Yet, with the shift in the emphasis in public health from infectious diseases to non-communicable diseases, the increase in the acceptance of seeking mental health treatment in many communities, and advanced tools in understanding and treating pediatric mental health problems, the opportunities in our field are tremendous.

In this presentation we highlight some of the difficulties associated with academic development for those in an early stage in their career. We then present and discuss the MEETS model identifying the five core elements necessary for promoting research and scholarly development:
– mentoring,
– education;
– experience;
– time;
– support.

We then discuss a step-wise practical approach to academic development for early career professionals specializing in pediatric mental health with practical tips on how to achieve career goals while contributing to scholarly knowledge in CAMH.
http://dx.doi.org/10.1016/j.neurenf.2012.05.168

Attachment in adopted adolescents

Mo-S-168
Attachment and adolescence: A developmental perspective in international adoption in Spain