

Methods In the context of the case study framework, a Canadian psychotherapy training program for psychiatrists in training is analysed. The psychotherapy education model is designed and operated to offer a gradual and integrated educational and clinical experience in psychotherapy over four years of training.

Results The psychotherapy education program was investigated to explore new frameworks and innovative strategies of delivery and operation. Among the lessons learned were the need to maintain formally structured, modality specific teaching and supervision, video recording of sessions in supervision, provision of additional protected psychotherapy time, access to online training resources and utilization of non-physician mental health experts.

Conclusions This presentation will investigate the ongoing insights emerging from managing delivery of different psychotherapy competencies to psychiatrists in training in a Royal College of Physicians of Canada accredited program. Implications for training, practice and future research will be discussed.

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EV606

Revolutionary education: Fostering emotional intelligence and empathic imagination across the mainstream curriculum. Interdisciplinary inquiry

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If fostering emotional intelligence and empathic imagination and solving ethical dilemmas were discussed openly and taught methodically in K-12 mainstream (“typical”) classrooms, would we need metal detectors at the inner city schools’ entrances, and would we need special anti-bullying programs, which intend to correct bullying culture, rather than build a new one, based on kindness, openness, and consideration for others?

Will we learn lessons from the Columbine High School and the Sandy Hook Elementary School massacres, and radically change educational system, to incorporate empathic imagination and emotional intelligence into mainstream K-12 curriculum – as a mandatory discipline – instead of leaving this important part of learning and character formatting only to the special education sphere?

This symposium represents a collaborative effort of four educators from various disciplines who crossed boundaries to emphasize and foster emotional intelligence and empathic imagination throughout the K-12 curriculum.

The following are the parts of the proposed multidisciplinary panel:

- multidisciplinary approach to revolutionary education, or paradigm shift towards fostering emotional intelligence and empathic imagination across the mainstream curriculum;
- Descartes’ error, the triune brain, and neurobiology of emotional intelligence;
- changing our consciousness: imagining the emotional experience of the other;
- teaching social skills and play therapy in schools: report from the trenches of special education;
- examining cultural artifacts, tools for personal, emotional, and academic development;
- growing kind kids: mindfulness and the whole-brained child;
- Emotional Imprint™ at the street squash: ‘If you talk, you don’t kill.’

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EV607

The Japanese Society of Psychiatry and Neurology Fellowship – reflections of participation from European early career psychiatrists

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Introduction The Japanese Society of Psychiatry and Neurology (JSPN) fellowship is a long-running programme to support early career psychiatrists from around the world to attend the society’s annual conference in Japan.

Objectives To inform early career psychiatrists of the nature of the fellowship, disseminate learning from the experience and to encourage applications to the scheme.

Methods Each member organisation of the World Psychiatric Association can nominate up to two early career psychiatrists for consideration by the fellowship committee. Applicants must submit an abstract in one of two themes, describing how services are designed in their country. Twelve early career psychiatrists are selected to participate in the programme each year.

Results In 2015, fellows were drawn from ten countries across three continents. The fellowship programme involved several components, including the opportunity to present the nature of psychiatric services in our home nations in dedicated seminars with other international fellows. This provided an excellent platform to compare and contrast different national approaches in key areas. Each seminar was co-chaired by an eminent psychiatrist and an early career psychiatrist from Japan, increasing the possibilities for professional exchange and mentoring.

The Japanese Young Psychiatrists’ Organisation arranged a number of activities for the fellows including a guided tour of a local psychiatric facility. This enabled fellows to gain a deeper understanding of psychiatric practice in Japan, through informal discussions and interaction with clinicians.

Conclusions The JSPN fellowship is an effective mechanism for fostering improved relations and understanding between early career psychiatrists across the world.

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EV609

Early identification of language and behavioral deficits for psycho-educational intervention as a public policy

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The impact of educational public policies in developing countries such as Brazil is determinant in the improvement of socioeconomic outcomes as well as in the increase of individual’s well-being.

This research aimed to study the effects of early detection and intervention in language and behavioral difficulties among 3–4-year-old preschoolers in Brazil. It was designed as a pretest–posttest model

with a total of 178 subjects, 90 girls and 88 boys, divided in control ($n=94$) and experimental groups ($n=84$), with average age of 3.7 y. Children were evaluated in receptive and expressive vocabulary, central auditory processing and behavior. Subjects of the experimental group were engaged in intervention for three months for the development and refinement of language and behavior through activities developed in software used in tablets and orientation provided to their parents and teachers by a professional team composed by speech therapists, psychologists and psycho-pedagogues. The subjects improved their performance in all tests. There was a significant difference in the performance of behavioral and language tests in posttest, indicating that improvement was due to the intervention proposed. This research was supported by the Foundation for Research Support of the State of São Paulo (FAPESP) and Maria Cecilia Souto Vidigal Foundation (FMCSV) whose agreement aims to develop and support projects with potential application in society. These results are meant to guide the design of a project, which will allow the early identification of communication disorders and behavioral difficulties and the development of continuing education actions for the teachers.

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EV610

Scientific research providing behavioral support for teachers on the modification of inadequate behavior among adolescents enrolled in a language course in Brazil

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Education can benefit from psychological research concerning students' behavioral problems in order to provide teachers information on how to handle those behavioral issues, since those can predict late psychiatric disorders and interfere negatively with academic achievement. This research investigated problem behavior of students (10–12 yrs) of a language course in Brazil. Behavior was investigated through a problem behavior questionnaire considering the potential effects of peer and teacher attention. The initial hypotheses that there would be a positive correlation between problem behavior and poor academic performance was partially confirmed once correlation between some items of the problem behavior questionnaire and the performance in academic assessment was found. Among all the 15 elected problem behaviors, most of them appear to have the functionality of gaining peer attention and avoiding teacher attention; followed by gaining both teacher and peer attention and gaining teacher attention. These results were used as parameters for the suggestion of positive behavioral support, which contributed to an improved academic performance and to behavioral changes among the students. There was an increase of one point in the academic performance and reduction of 27.8% of the emission of deviant behavior. Nevertheless, a teacher training program showed to be necessary for the teachers to learn how to handle adolescent behavioral problems. These results indicate that scientific research should be put at the service of education, especially in developing countries where lack of resources urges health and education policy makers to take into account findings which may impact a child's health and learning.

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EV611

Educating to legality. A tool to prevent crimes of psychiatric patients

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Introduction Be a citizen means having rights but also duties and be subject to laws. Educating to legality is essential for mutual respect in the community, for the rules of social life and to exercise own rights of citizenship. A psychiatric patient can commit crimes because of mental disorders but also in absence of psychopathological problem. When a patient commits an offence, it is correct to know whether he was due and if he is actually a danger to society. The law do not allow ignorance but what patients really know about the law is not clear.

Objective In this study, we want to investigate the legal knowledge in citizens with mental disorders. Moreover, we want to build pathways to increase compliance with the law.

Methods We collected a cohort of 10 offenders and asked them if they were interested in an educational course on legality. We interviewed a sample of patients at risk of breaking the Penal code to assess their basic knowledge.

Results The reasons to undertake an educational program on compliance with the law were higher for offenders, maybe for fear of damaging sanctions. Those at risk of being sued for their behavior seemed to have more background than other group.

Conclusions It is essential to develop educational programs about crime prevention within the psychiatric field through training courses that increase the knowledge and awareness of effects of the Penal code. Moreover, citizens with mental disorders at risk of crimes should be supported by specific interventions aimed to social ethics.

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Emergency psychiatry

EV613

Gender differences and characteristics of psychiatric patients assessed in the emergency department of a regional hospital in Canada

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Background Epidemiological studies of emergency room (ER) psychiatric settings can help monitor unmet needs and improve the quality of care.

Objectives To characterize the patients presenting to emergency department with psychiatric complaints in a medium sized health centre in oil sands region of the Northern Alberta.

Methods Information on a data assessment tool designed to capture all relevant demographic and clinical characteristics of psychiatric patients in the ER was compiled as part of a clinical audit process.