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Art-therapy in theory and practice of humanistic education

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System of education is always in focus of public attention. However, according to heightening the educative standards and increase of study loading teachers begin increasingly to experience “burnout syndrome”. This is why it is not surprising that in most schools now teachers have no forces, no time to tackle the problems of schoolchildren of graduating classes. Youth remains confronting his or her experiences and have nobody to seek for help. I propose to introduce lessons of art-therapy because psychological assistance for adolescents in the period of preparation to exams allows them fuller realize possibilities of personality development. Similar lessons can increase the self-esteem, help to graduates in controlling their behavior. It is of importance because control above the behavior and emotions helps to people in decision making, in right choice making and responsibility bearing for subsequent results.

Art-therapy system possesses abilities to reproducibility and translation of some methods, techniques which application allows receipt of stable positive results. At the same time specific trait of technologies of such type is broad creative variation. Rational-technological components of pedagogical activity are inseparable from irrational-spontaneous, improvised, supposing estheticism, artistry, and certain theatricality of behavior, technique of presentation of his/her own personality.

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Using multimedial tools, role playing and videofeedback in the training of case management

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An interview is the principal means of assessment and case management in clinical psychiatry. Psychiatric interview differs from other medical interviews in a wide range of biological and psychosocial data, and in their attention to emotional reaction of patient, and in the process of interaction between patient and interviewer. One of the most effective ways how to train students in skills of interview and case management is using multimedia tools, role playing and videofeedback.

Methods: To improve the practical skills of students in clinical patients management we use following steps in training:

- 1) videopresentation of typical case of disorder (e.g. posttraumatic stress disorder)
- 2) short description of psychopathology, diagnosis, etiopathogenesis and treatment strategies
- 3) videopresentation of the first contact with patient, assessment, evaluation and psychoeducation, eventually treatment strategies (e.g. exposure in imagination)
- 4) analysis of main steps of the video presentation with emphasis to the structure of the interview, open questioning, empathetic listening and positive force of the patient
- 5) modelling of approach with group of students (leader plays a role of a patient and participants practice the approach)
- 6) role playing in small groups of three students with video-monitoring of their work

7) video-feedback and discussion of the advantages and disadvantages of the work of monitored group.

Results: Students like this approach and evaluated it very highly in every school year training evaluation.

Conclusion: Using multimedia tools, role playing and videofeedback can help to develop practical skills of students more than classical approach.

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Presentation of a French mental health promotion project aimed at promoting parental skills and enhancing attachment in early childhood

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Child psychological / behavioral disorders such as withdrawal may persist when the psychosocial context is unfavorable. Health promotion strategies (Olds' paradigm) have proved their efficacy in vulnerable populations. CAPEDP project sets out to evaluate a program of home visits in France. 440 primagravida will be randomized into two groups. They will ALL be under 26 and vulnerable by having a low level of education AND/OR a low income AND/OR being socially isolated. The first group will receive routine follow-up as currently provided by national community health and social services. The second group will receive home visits by community workers. These visits will start during pregnancy and will continue up to the child's 2nd birthday. This program aims at reducing psychosocial disorders and promoting mental health, social support and attachment amongst at-risk young women and their families. The ten objectives for the home visiting : Enhancing parental skills, Preventing prenatal and postnatal depression, Preventing psychosocial disorders in the children, Promoting secure attachment in the children, Enhancing knowledge and use of available health, educative and social resources, Promoting parental self-esteem for their roles, Reducing parental stress, Enhancing mothers' social network and perceived support, Promoting psychomotor development in the children, Enhancing mothers' knowledge about child development. This will be the first time in France that such a program will be implemented. Our hypothesis is that a targeted prevention and health promotion will reduce physical and mental health care needs. This is also the first prospective randomized control trial in France on mother-child attachment.

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Adapting assertive community treatment (ACT) for use among hard-to-treat people with severe mental illness in S- Hertogenbosch, The Netherlands

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Objective: To adapt the Assertive Community Treatment (ACT) Model for use among hard-to-treat people with severe mental