

P129 Psychopathology and psychotherapies**COGNITIVE BEHAVIOUR THERAPY AND MEDICATION IN OCD**

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Objective: To evaluate the effect of combining cognitive behaviour therapy (CBT) and medication (MED) on obsessive-compulsive disorder (OCD). **Method:** 29 CD patients (DSM-III-R criteria) recruited via an Anxiety Clinic were evaluated by a psychiatrist, blind to treatment modality, at baseline and after treatment on the Yale-Brown Obsessive Compulsive Scale (Y-BOCS). A self-rated questionnaire rating their ability to cope with not ritualizing and the strength of their obsessional beliefs was completed. Patients then had one of four treatments: MED + CBT at the same time (n=9), only CBT (n=6), MED while on a waiting list for CBT (n=6), or neither MED nor CBT while on a waiting list for CBT (n=5). **Results:** Repeated measures MANOVA revealed that ratings of efficiency and Y-BOCS scores improved significantly post-treatment in all groups except the no MED waiting list control group. All groups receiving treatment showed a decrease in beliefs about the consequences of not ritualizing, but only those receiving CBT diminished in the strength of their primary conviction. The addition of CBT to the waiting list groups further decreased strength of beliefs. **Conclusion:** Results suggest that either CBT or medication alone are more effective than no treatment. Combined CBT and medication seems to potentiate treatment especially if CBT is introduced after a period of medication.

P131 Psychopathology and psychotherapies**THE DIAGNOSIS OF MENTAL RETARDATION IN ORPHANS**

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140 orphans between the ages of 10 and 15 being brought up at residential schools for mentally retarded children were studied. 76.6% were children drawn from problem families following Court rulings and known as "social orphans". Complete psychiatric, psychological and neurophysiological examination was carried out revealing that 68.6% of cases of mental retardation were first identified at the age of 6-7 years old on entering the residential school. Apart from mental retardation, they discovered overkinetic disorders with aggression (24), fears and anxious disorders (22), depressive disorders of behaviour (18), vagrancy and taking drugs (16), and enuresis (10). Following examination, all the children were educated with a special programme in the residential school and 56 were confirmed as not being retarded but having social and communication disorders. Psychogenic stress can affect the validity of intelligence assessment.

P130 Psychopathology and psychotherapies**OCD AND ACQUIRED TOXOPLASMOSIS COMORBIDITY IN THREE CHILDREN**

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Toxoplasmosis is one of the most common latent human infections in the world. In an immunologically normal child, acute acquired infection may be asymptomatic, cause lymphadenopathy or damage almost any organ. Acquired toxoplasmosis can cause neurological and psychopathological symptoms or syndromes imitating various diseases. However toxoplasmosis is rarely considered in the differential diagnosis of mental disorder. The aim of our study is to present and analyze three cases of children with obsessive-compulsive disorder (OCD) and acquired toxoplasmosis. In all cases the pharmacological treatment of the infection caused remission or significant improvement relating to OCD symptoms. We will discuss possible etiological relations between OCD and acquired *Toxoplasma gondii* infection.

P132 Psychopathology and psychotherapies**TRAINING IN PSYCHOTHERAPY: A MANUAL PROJECT**

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"At the end of the exploration we will be at the starting point. For the first time we will know the place" (Eliot). A care review of the literature about the controversial question of training in psychoanalytic psychotherapy and its assessment has been conducted in the context of a larger study on the problems of post-graduate training in psychotherapy. The main aim of this project developed in the Department of Psychiatry of the University of Geneva, is to develop a training manual to be used either as an instrument to train therapists or an instrument to assess psychotherapies in an institutional and research context. This poster presents the relevant factors (theoretical, technical, therapist etc.) to elaborate a manual that will be used either for training or to evaluate a training method.