

Monday, April 4, 2005

## C-08. Educational course: Prevention of suicide

*Course director(s):* Danuta Wasserman (Stockholm, Sweden)

08.30 - 12.00, Hilton - Salon Orff

Approximately one million people commit suicide each year in the world. According to WHO estimates, 1,53 million people will die from suicide in the year 2020 and 10-20 times more will attempt suicide worldwide. There is a clear trend of increased suicide rates with age. An average global suicide rate for men is 25 suicides per 100 000 men, for women corresponding figures are for an overall rate 7 per 100 000 females. In suicide prevention, strategies can be directed at the general population or the healthcare services. Since suicide risk is high among psychiatric patients, adequate treatment of psychiatric disorders and improved detection of psychiatric illnesses in the general population are essential. Suicide-preventive effects of treatment with antidepressants, lithium, neuroleptics, dialectical behavioural therapy and cognitive behavioural therapy to date are encouraging. Suicide risk is particularly high among psychiatric patients in the immediate aftermath of their discharge from hospital. Careful follow-up and rehabilitation plans should therefore be provided to help patients adjust to their new life situation. Some patients need long-term treatment  $\frac{3}{4}$  in chronic cases for several years. Moreover, psychiatric patients should be informed and prepared to seek help when new stressful events come to a head and their coping ability once more deteriorates when facing difficulties in new circumstances. In future suicide-preventive work, the emphasis needs to shift to an earlier stage of the suicidal process. A public-health approach, involving a change in attitudes towards the mentally ill, and also programmes aimed at disseminating knowledge of health-promoting measures, are important. Population-oriented suicide prevention focuses on building up supportive networks and strengthening the coping skills that enable people to deal with difficult life circumstances. Perestroika in the former USSR was history's most effective suicide-preventive programme for men. Strict limitations were imposed on the sale of alcohol, and a new discouraging attitude towards alcohol consumption was actively promoted. Some examples of suicide prevention in schools and of population-oriented suicide prevention - including environmental measures, such as restriction of access to dangerous means of committing suicide - will be given. Various psychiatric treatments have had very well-documented effects in suicide prevention. Nonetheless, for maximum overall impact, it is advisable for a public-health approach to go hand in hand with a healthcare approach. Reference Wasserman, D. (ed.) *Suicide – An Unnecessary Death*. ISBN: 1-85317-822-5. Martin Dunitz Ltd, London, 2001.

Tuesday, April 5, 2005

## C-14. Educational course: Internet-based treatment in psychiatry

*Course director(s):* Nils Lindefors (Stockholm, Sweden), Jan Bergström (Stockholm, Sweden)

08.30 - 12.00, Hilton - Salon Studer

The increasing use of the Internet provides various new opportunities including use within psychiatry. Examples are web-sites for information, on-line communities for discussion and e-mail communication. A novel promising utility is Internet- or web-based psychological treatments. Clinical trials have shown the efficacy of these forms of treatment, where empirically supported treatments (ESTs) such as cognitive behaviour therapy (CBT) have been adapted to a web- and self-help-based format. Although showing differences in way of presentation as well as in amount and quality of therapist-contact within these studies, they show several similarities. These self-help-based approaches have been shown to be effective in treating panic disorder, phobias, depression, eating disorders, PTSD and social phobia. These are cost effective and supplementary ways of using CBT resources and possibly attractive in various countries where there is a shortage of qualified CBT-therapists. Another area where research is being made is with computer- and Internet-based cognitive training. This course will outline the background and development of Internet-based psychological treatment and rehabilitation as well as present an overview of the research within the area, applied to different diagnosis and clinical problems. Different principles of delivering treatment will be outlined and discussed, including for example text-presentation, degree of program-interactivity as well as degree and form of therapist contact. Based in our experience of setting up an Internet-based treatment for panic disorder at the Psychiatry Centre Karolinska, we will discuss issues of patient selection/recruitment, web-technology and treatment limitations, as well as presenting clinical impressions of treating patients in this way.

Wednesday, April 6, 2005

## C-18. Educational course: How to write and publish a scientific paper (editor in chief *Acta Psychiatrica Scandinavica*)

*Course director(s):* Povl Munk-Jørgensen (Aalborg, Denmark)

08.30 - 12.00, Holiday Inn - Room 8

The course appeals to the young researcher just about to write his or her first paper to an international peer-reviewed journal about a clinical research project. After having attended the course the participants know how to structure a scientific paper and what characterizes scientific writing style. They know how to benefit from what is already written in the protocol and they have learned to have the manuscript in mind already when writing the research protocol. Furthermore, the participants fully understand the importance of following the instructions to authors when submitting a manuscript; how to formulate the accompanying letter, and how to keep an effective and mutual respecting contact and collaboration with the editorial office. They know about the importance of selecting the journal for submission in order to reach the readers they are aiming at. They have learned about what characterizes a good reviewer assessment of a manuscript and how to revise a manuscript taking notice of the reviewers' and editor's comments and recommendations. The participants have been given an overview of the pathway of a manuscript from the moment it leaves the author's desk/computer and until it is fully published by an international peer-reviewed journal. The course is a mixture of presentations given by the teacher and dialogue between the teacher and the participants.