

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

I. Rozentsvit

Object Relations Institute for Psychotherapy and Psychoanalysis, Parent–Child Development Program, Fresh Meadows, USA

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

H. Ryland^{1,*}, K. Scheeres²

¹ *West London Mental Health Trust, Forensic Department, London, United Kingdom*

² *Royal College of Psychiatrists, Psychiatric Trainees’ Committee, Bristol, United Kingdom*

* *Corresponding author.*

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

C. Varanda^{1,2,*}, E.C. Mendes², N. Campina³, M.D.G. Aulicino², R.D.C.G. Nascimento⁴, K.R. Grilo⁴, C.M. Marczak⁴, E.C. Diogo⁴, F. Mello⁴, R.C. Corrêa⁴, F.D.M. Fernandes¹

¹ *University of São Paulo, Department of Physical Therapy, Speech-Language Pathology and Audiology and Occupational Therapy, São Paulo, Brazil*

² *Paulista University, Human Sciences, Santos, Brazil*

³ *Paulista University, Health Sciences, Santos, Brazil*

⁴ *Santos City Hall, Secretariat of Education, Santos, Brazil*

* *Corresponding author.*

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