

3rd International Congress on Child and Adolescent Psychiatry

Recent Updates in Child and Adolescent Psychiatric Practice

23-24 April, 2019

Institute of Psychiatry & Okasha Training Center
Educational and Training Center
Ain Shams University Hospitals
Cairo, Egypt



Organized By

Institute of Psychiatry, Ain Shams University
WPA Collaborating Center For Research & Training
Egyptian Child & Adolescent Psychiatry Association



This congress is Accredited for
14 CME hours of the Category I Credit of the
BRITISH ACADEMY
of Continuing Medical Education Designation



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INSTITUTE OF PSYCHIATRY

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Welcome Message

Dear Colleagues,

*On behalf of the congress committees, it is a great pleasure to announce that **3rd Ain Shams International Congress (Recent Updates in Child and Adolescent Psychiatry)** which will be held on 23-24 April 2019 at Training & Educational Enhancement Center, and Institute of Psychiatry, Faculty of Medicine, Ain Shams University, Cairo, Egypt.*

Our conference is an important meeting for up-to-date scientific exchange in multiple areas related to child psychiatry.

You are invited to participate in this event; we believe that it will be an exceptional intellectual and cultural experience. We shall spare no effort in making your participation scientifically rewarding and meaningful.

We hope we can reinforce collaboration and trust in our scientific effort.

Congress President

Prof. Abdel Nasser Omar



Chairman of Institute of Psychiatry,
Faculty of Medicine, Ain Shams University

The Meeting is organized under the patronage of

HIS EXCELLENCY

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Dean of Faculty of Medicine, Ain Shams University

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Founder of the Institute of Psychiatry, Ain Shams University

President of the WPA (2002-2005)

Honorary President of the Egyptian Psychiatric Association

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Head of Child and Adolescent Psychiatric Administration (GSMHAT)

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Congress in Collaboration with National and International Organizations



Egyptian Psychiatric Association



Egyptian Child & Adolescent Psychiatry Association



Egyptian Society for Psychiatric Services



Ministry of Health and Population General Secretariat of Mental Health and Addiction Treatment



World Health Organization



World Psychiatric Association

ACKNOWLEDGEMENTS

The congress committees wish to express sincere thanks to pharmaceutical companies for their participation in financing and support to the congress

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The congress committees would like to thank

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CONGRESS VENUES and DATES

Cairo, Egypt

23-24 April, 2019

www.childcong.asuip.net



**Institute of Psychiatry &
Okasha Training Center**
Faculty of Medicine,
Ain Shams University

**Educational and Training
Center**
Faculty of Medicine,
Ain Shams University

FUNCTIONAL ROOMS

- **Okasha Training Center (Hall A):** Institute of Psychiatry - Ain Shams University Hospitals
- **Prof. Tarek Asaad Hall (B):** Institute of Psychiatry - Ain Shams University Hospitals
- **Hall (501) :** Educational and Training Center, Faculty of Medicine, Ain Shams University (Workshops, Fifth Floor)

General Information

Name Badges

The congress badge will be received upon registration and should be worn during all congress events. Groups are distinguished by badge color label:

No color	Label	All participants
Red	label	Organizing committee
Blue	label	Exhibitors
Green	label	Technical staff

Services on Site

- Onsite registration desk
- Secretariat
- Information
- Business center

Press Center

- Located in Press Room
- Press conferences will be held throughout the congress

Audiovisual Facilities Corner

- Slide preview and submission facilities are available from 7:30 am to 8:00 pm daily in the slide delivery corner.
- All speakers making presentations are requested to try their presentation at least two hours before the session starts.
- Video films should be submitted to the Video Desk at least four hours before the session of their presentation.

Smoking policy

- There will be no smoking in scientific sessions or exhibit halls.



Messages and Notices

- Please check the “Congress Message Board” for last minute changes in the program.
- Personal messages will be posted on the “Personal Message Board”. Participants can post their messages directly or ask the help of the information desk.

Prayer Corner:

Language

The official languages of the congress are English and Arabic with no simultaneous translation.

Climate

- The average temperature during the congress between-(25°C To 30°C).

Currency

- The Egyptian currency is the Egyptian Pound (L.E.), One US Dollar = 18 LE (approximately) to date.

Electricity

- 220 volts. 50 HZ, AC Wall plugs are the round two prong European type.

Institute of Psychiatry

Child and Adolescent Psychiatry Units

The unit is founded by Prof. Zeinab Bishry

- **4 days a week:** Outpatient child psychiatry clinics
- **2 days a week:** Outpatient adolescent clinics

Number of patients who attended our clinics:

Month	Child	Adolescent
January	702	9
February	720	30
March	770	20
April	575	29
May	525	25
June	350	18
July	812	37
August	525	53
September	763	34
October	703	59
November	657	38
December	655	39
Total	7757	391

TEAM WORK

Professors	11
Assistant professors	2
Lecturers	4
Consultant	1
Assistant lecturers	5
Residents	6

(Working daily) Rehabilitation team

Educational trainers	4
Psychologists	4
Social workers	2



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Institute of Psychiatry Teaching Halls AND Educational and Training Center, Ain Shams University Hospitals

23 April 2019

	Okasha Training Center (HALL A)	Prof. Tarek Asaad (HALL B)	(ROOM 501) Educational and Training Center
08.00-09.30	REGISTRATION		
09.30-10.00	Opening Ceremony PLENARY LECTURE		
10.00-11.00	Current state of child mental health: Focus on Egypt Prof. Ahmed Okasha		
11.00-12.30	KEYNOTE LECTURE (1) Depression in teenagers Prof. Afaf Hamed Khalil KEYNOTE LECTURE (2) Naturalistic Interventions for Autism Spectrum Dr. Aljay Sharma (UK)		
12.30-01.00		COFFEE BREAK	
01.00-02.30	EXPERT FORUM (1) The Holistic Approach to Students Wellbeing	MEET THE EXPERT (1) How to help parents talk about sex?	WORKSHOP (1A) Development of Communication and Social Interaction Dr. Aljay Sharma (UK)
02.30-04.00	PSYCHOPHARMACOLOGY INSTITUTE (1A) • Different psychopharmacological interventions in ADHD: treatment that works • Use of antipsychotics in child and adolescent psychiatric practice	EXPERT FORUM (2) - Psycho-therapeutic and family interventions in child and adolescence - Controversies surrounding childhood psychopharmacology	WORKSHOP (1B) Development of Communication and Social Interaction Dr. Aljay Sharma (UK)
04:00-04:30		LUNCH BREAK	
04.30-05.30	EXPERT FORUM (3) Child Abuse	WORKSHOP (2) Parent-child Relation and Child Development and Psychopathology GALA Dinner	WORKSHOP (3) Discovering the feeding and eating disorder in infancy and childhood
07.00		Updated in the Management of ADHD Prof. Zineab Bishry Sponsored by APEX	



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Institute of Psychiatry Teaching Halls - Educational and Training Center

24 April 2019

Okasha Training Center (HALL A)		Prof. Tarek Asaad (HALL B)		(ROOM 501) Educational and Training Center
09.00-11.00	SYMPOSIUM (1) Challenging behavior in adolescent: Navigating through the storm	SYMPOSIUM (2) School Mental Health Addressing. The silence to be heard	WORKSHOP (4) Neuro-physiological issues in children & adolescents	
11.00-12.30	CLINICAL PERSPECTIVE (1) Liaison psychiatry: Practice & Theory	MEET THE EXPERT (2) Social Media Use: The Secret Mental Health's Enemy	WORKSHOP (5) The EmPOWER method of Early Intervention Dr. Ajay Sharma (UK)	
12.30-01.00 COFFEE BREAK				
01.00-02.30	CLINICAL PERSPECTIVE (2) Ethical dilemma and its implications on children and adolescents	PSYCHOPHARMACOLOGY INSTITUTE (2A) • OCD in Children & Adolescents: Recent trends • The challenge of management of bipolar disorder in children & adolescents	WORKSHOP (6) Victimized children: Challenges & intervention	
02.30-04.00	ROUNDTABLE (1) Focus on Anxiety Disorders in Children and Adolescents	SYMPOSIUM (3) Building Resilience in Children and Adolescents	WORKSHOP (7) ADHD comorbidity: What lies behind?	
04:00-04:30 LUNCH BREAK				
04.30-05.30	PUBLIC SESSION (1) ADHD	PUBLIC SESSION (2) AUTISM	SKILLS TRAINING (1) How to Become an Effective Leader & Good Lecturer?	

Congress in Numbers

1	Plenary Lecture	1
2	Keynote Lectures	2
3	Expert Forums	3
4	Meet The Expert	2
5	Symposiums	3
6	Workshop	7
7	Skills Training	1
8	Public Session	2
9	Psychopharmacology Institute	2
10	Clinical Perspective	2

23 April, 2019
Program

OPENING CEREMONY WELCOME CEREMONY

Recitation of the Holy Quran

Welcome Words

PROF. MAHA SAYED

Congress Secretary General
Head of Child Psychiatry Unit, Ain Shams University

PROF. ABDEL NASSER OMAR

Congress President
Chair of Institute of Psychiatry, Ain Shams University

PROF. HANY AREF

Chair of the Neuropsychiatry Department, Ain Shams University

PROF. ZEINAB BISHRY

Chair, Child Psychiatry Research Unit, Ain Shams University

PROF. AYMAN SALEH

General Manager of Ain Shams Hospital

PROF. AHMED OKASHA

Founder of the Institute of Psychiatry, Ain Shams University
President of the WPA (2002-2005)
Honorary President of the Egyptian Psychiatric Association

PROF. MAHMOUD EL-METEINI

Dean, Faculty of Medicine, Ain Shams University

Organizer

DR. MARWA EL MISSIRY

Assit. Prof. of Psychiatry, Ain Shams University

PLENARY LECTURE

Current State of Child Mental Health: *Focus on Egypt*

Chairpersons

Prof. Mostafa Kamel	Honorary Chair, Institute of Psychiatry Chair of the Continuous Professional Development Committee
Prof. Zeinab Bishry	Chair, Child Psychiatry Research Unit, Ain Shams University
Prof. Abdel Nasser Omar	Chair of Institute of Psychiatry, Ain Shams University
Prof. Menan Rabie	Secretary General of Mental Health and Addiction Treatment, Ministry of Health (MOH), Egypt

Prof. Ahmed Okasha

Professor of Psychiatry, Ain Shams University
 Founder & H. Chair of the Institute of Psychiatry
 Hon. President Egyptian Psychiatric Association
 Hon. President Arab Federation of Psychiatrists
 H. President of the Egyptian Psychiatric Association
 President of WPA (2002-2005)
 President of the Egyptian Society of Biological Psychiatry (WFSBP)
 Advisor to the Egyptian President for Mental Health and Community Integration

Abstract: The WHO report *Caring for Children and Adolescents with Mental Disorders* highlights the following facts: (a) up to 20% of children and adolescents worldwide suffer from disabling mental illness. (b) suicide is the third leading cause of death among adolescents worldwide. (c) Major depressive disorder often begins in adolescence, across diverse countries, and is associated with substantial psychosocial impairment and risk of suicide. (d) Conduct disorder tends to persist into adolescence and adulthood and is associated with juvenile delinquency, adult crime, dissociative behavior, marital problems, poor parenting, unemployment, and poor physical health has found that approximately, 50% of adult mental disorders begin before the age of 14 years. In all but the wealthiest countries, public education regarding child mental health lags well behind that for other health problems. In most countries between one half and two thirds of all needs go unmet. School-based consultation services for child mental health do not operate regularly to the extent required in either developing or the developed countries. Funding for child and adolescent mental health services is rarely identifiable in national health budgets. In low-income countries, services are often "paid out of pocket." Although, worldwide, there is great interest in ADHD, in 47% of countries psychostimulants are either prohibited or not available for use. During my presidency, the WPA Presidential Global Programme on Child Mental Health (in collaboration with WHO and IACAPAP) was initiated mindful of the need to respect and support the rights of children, adolescents, and their families. Its overall objectives were: 1- To increase awareness by health decision makers, health professionals, and the general public of the magnitude and severity of problems related to mental disorders in childhood and adolescence, and the possibility of their resolution. 2- To promote the primary prevention of mental disorders in childhood and adolescence and foster interventions that will contribute to healthy mental development. 3- To offer support for the development of services for children and adolescents with mental disorders and promote the use of evidence-based methods of treatment. A review of the situation in Egypt will be discussed in the presentation.

Organizer

Asst. Prof. Marwa El Missiry (Ain Shams University)

KEYNOTE LECTURE (1)

Chairpersons

Prof. Safya Effat	Ain Shams University
Prof. Ola Shaheen	Cairo University
Prof. Reda Ismail	Al Azhar University
Prof. Hisham Rami	Ain Shams University

Moderator

Prof. Mona Elsheikh	Ain Shams University
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Topic and Speaker

Depression in teenagers.

Prof. Afaf Hamed Khalil (Ain Shams University)

Abstract

Depression in adolescents is a major risk factor for suicide, the second-to-third leading cause of death in this age group, with more than half of adolescent suicide victims reported to have a depressive disorder at time of death. Depression also leads to serious social and educational impairments, and an increased rate of smoking, substance misuse, and obesity. Thus, to recognise and treat this disorder is important. Finally, depression in adolescence also predicts a range of mental health disorders in adult life-notably, anxiety disorders, substance-related disorders, and bipolar disorder, as well as suicidal behaviour, unemployment, and physical health problems. Thus, an episode of depression during adolescence often heralds a chronic or relapsing disorder, and forecasts a broad range of psychosocial difficulties and ill health. At the end of this presentation the attendance will recognize:

- (1) Misconception about teen depression
- (2) Epidemiology of depression in teen agers
- (3) The heterogeneous and diverse causes of the illness
- (4) To understand the pathogenesis of depression in teen agers
- (5) Risk factor, comorbidity
- (6) Pharmacological and non-pharmacological management

Organizer

Asst. Prof. Marwa El-Missiry (Ain Shams University)

KEYNOTE LECTURE (2)

Chairpersons

Prof. Soaad Moussa	Cairo University
Prof. Maha Sayed	Ain Shams University
Prof. Hanan Azzam	Ain Shams University
Prof. Manal Omar	Faculty of Postgraduates Childhood Studies, ASU

Moderator

Asst. Prof. Hussien Elkholy	Ain Shams University
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Topic and Speakers

Naturalistic interventions for autism spectrum.

Dr. Ajay Sharma (Consultant Guys & Saint Thomas Hospital, UK)

Sensory integration and therapy in sensory room in FPGCS.

Prof. Manal Omar (Faculty of Postgraduates Childhood Studies, ASU)

Background:

Autism Spectrum Disorder (ASD) is a relatively common condition, affecting about 1 in 100 children. As the awareness of ASD improves, an increasing number of children are being diagnosed. Recent research has demonstrated that sustained changes can be made in neural connectivity in the brain and ASD symptoms through early intervention. Most of the effective interventions in resource-rich countries are currently provided from specialist centres; however, in resource-limited countries, such interventions are not likely to be accessible to more than 5% of children with autism. Interventions delivered by parents and supported by therapists have shown effectiveness in improving the core symptoms of autism. The Naturalistic Developmental Behavioural Interventions (NDBIs) are based on the principles of Applied Behavioural Analysis and developmental science delivered in the naturalistic environment of home and school and have shown better learning and generalisation of skills compared with interventions delivered from specialist centres or clinics. NDBIs enhance parent's and carer's sensitivity and timely and contingent responsiveness towards children's communicative and social signals. They provide a structure, based on the developmental principles of children's learning, for parents to make appropriate adjustments in their approach to suit children's needs. These interventions are applied in the day-to-day setting of home and school. It has been shown that given suitable support parents can learn how to apply this intervention, and feel empowered by doing so. NDBIs offer an intervention approach for autism that is effective and deliverable. Sensory integration is the process that organizes sensations received through the senses which come to the CNS that should provide their processing and enable our usable functional outputs. Brain's disabilities to process the information called sensory integration dysfunction. Sensory room is a special room designed and equipped, not only to stimulate senses of hearing, sight, touch, and smell, but also to relax and relieve stress, to reach the concept of "regulations state". The sensory room is suitable for children with autism, ADHD, specific learning difficulties, DCD, delay language, and any sensory and mental impairment.

Target audience (s): Clinicians, practitioners

Format: Power point presentation and discussion

Organizer

Asst. Prof. Hussien Elkholy (Ain Shams University)

EXPERT FORUM (1)

The Holistic Approach to Students Wellbeing

Panel of Experts

Prof. Magda Fahmy Suiz Canal University

Prof. Mai Essa Tanta University

Prof. Tarek Okasha Ain Shams University

Prof. Nivert Zaki Ain Shams University

Speakers

Dr. Ola Morsy Senior Director of the Center for Student Well-Being - American University of Cairo

Ms. Iman Elomary Associate Director for Coaching for Learning & Success

Ms. Alexandra Gazis Associate Director for Disability Services

Topic:

Center for Student Well Being: Holistic Support & Cross-Collaborations with Faculty & Staff

Background: and items for discussion:

In this presentation, we will discuss holistic well-being as a core component of student success and retention. You will learn how common challenges in the areas of counseling, mentoring and disabilities are best addressed through a holistic and cross collaborative approach throughout the university. You will be shown how the Center for Student Well-being (CSW) at the American University in Cairo supports students in building their own self efficacy and a sense of belonging. You will also learn how the CSW uses a student-centered approach to counseling, creating more confident, self-assured students. Case studies and audience discussion will accompany the presentation

Organizer

Asst. Prof. Marwa El-Missiry (Ain Shams University)

MEET THE EXPERT (1)

How to help parents talk about sex?

Chairpersons

Prof. Suaad Moussa	Cairo University
Prof. Wafaa El Lithy	Suez Canal University
Prof. Omnia Raafat	Cairo University
Prof. Nermin Shaker	Ain Shams University

Moderator

Dr. Sara Bokhary	Ain Shams University
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Topics and Speakers

Zero to 5 sex education.

Dr. Walaa Fakher (Cairo University)

6-12 years sex education.

Dr. Dina El Tabie (Cairo University)

Adolescent sex education.

Dr. Dina Yousry (Cairo University)

Background:

Parents have learned to expect and often dread sex talk with their children. But now they are wrestling with a new challenge. A digital era where growing up without encountering sexual material is nearly impossible. Children and adolescents nowadays are subjected to dangers of sexual exploitations and abuse. There is a growing body of research that specifically credits early sexuality education to protect them. Parental involvement is not only needed for supplying information as it plays a more important role in sharing family values and building better communication channels between them and their children. In Arab societies our cultural and religious background makes this area sensitive and difficult to tackle.

Objectives:

To help child and adolescent psychiatrists and mental health professionals to:

- 1- Understand normal sexual development.
- 2- Differentiate normal and abnormal sexual behaviors.
- 3- Increase their capacities to support parent child communication about sexual health and education.

Target audience (s): Clinicians, practitioners,

Format: Power point presentation and discussion

Organizer

Dr. Zeinab EL-Naggar (Ain Shams University)

WORKSHOP (1A)

Development of Communication and Social Interaction

Panel of Experts

Prof. Azza Albakry	Cairo University
Prof. Hala El Borai	Mansoura University
Prof. Heba El Shahawy	Ain Shams University
Prof. Hanan Azzam	Ain Shams University

Director

Dr. Ajay Sharma	Consultant Guys & Saint Thomas Hospital, UK
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Background:

Children's social communication skills are apparent soon after birth, develop rapidly during the first few years and provide a foundation for learning and emotional regulation. Their ability to communicate with others and understand others' intentions, desires, interests, and beliefs form the backbone of their emerging social competence. How do these skills appear at such an early age? Do the infants come to this world with an innate ability to socialise or are these abilities built gradually through the experience of their interactions? During infancy, children's social communicative signals are subtle and easily missed. Some children with impaired social development may lack the interest and attention required to learn these skills. Helping children with autism spectrum disorders requires understanding the development of social communication, knowing what to observe, how to observe and how to promote social development.

Objectives:

- 1- Learn about the development of social communication skills in children
- 2- Learn how to observe children's social communication skills
- 3- Learn how to facilitate the development of social skills in children

Target audience (s): Clinicians, practitioners,

Format: Power point presentation and discussion

Organizer

Asst. Prof. Hussien Elkholy (Ain Shams University)

PSYCHOPHARMACOLOGY INSTITUTE (1A)

Different psychopharmacological interventions in ADHD: Treatment that works

Chairpersons

Prof. Mona Mansour	Ain Shams University
Prof. Mohamed Hamady	Benha University
Prof. Lamia El Hamrawy	Menofya University

Speakers

Recent trends in psychopharmacology of ADHD.

Asst. Prof. Marwa El-Missiry (Ain Shams University)

EQ in ADHD: Break the silent.

Asst. Prof. Walaa Sabry (Ain Shams University)

Mash Premier Representative.

Dr. Christine Faried

Background:

ADHD represent a grade challenge in the management. Different psychopharmacological and psychotherapeutic lines of managements are known. This session will highlight the evidence base the intervention and treatments that work to improve the patient's quality of life.

Objectives

- To highlight the different psychopharmacological intervention.
- To point the importance of addressing EQ.
- To learn the evidence base intervention.

Sponsored by Mash Premier Organizer

Dr. Ahmed Adel (Ain Shams University)

PSYCHOPHARMACOLOGY INSTITUTE

(1B)

Use of Antipsychotics in Child and Adolescent Psychiatric Practice

Chairpersons

Prof. Ahmed A. Mubarak

Tanta University

Prof. Ghada Abdel Razik

Ain Shams University

Asst. Prof. Mohamed Ramadan

Fayom University

Topics and Speakers

General guidelines for use of antipsychotics in children and adolescents.

Prof. Afaf Mohamed (Ain Shams University)

Management of psychotic and mood disorder in children and adolescents.

Prof. Mona Elsheikh (Ain Shams University)

Other indications of use of antipsychotics in children and adolescents.

Dr. Tarek El Sehrawy (Ain Shams University)

Background:

Anti- psychotic use in children and adolescents, when? Why, how and what to use?

Approximately 14% to 20% of children and adolescents have a diagnosable mental illness.

The Food and Drug Administration has approved the use of antipsychotic medications in

some children and adolescents with severe emotional and behavioral disorders. However,

recent data show a dramatic rise in uses of these medications measuring up to twofold to

fivefold increase in the use of antipsychotic medications in children and adolescents.

Although many evidence-based, behavioral, non-pharmacological treatments are now

available yet can be costly for families without adequate income and may seem too time-

consuming for families in desperate need of a "quick fix." Under these circumstances,

medication may be seen as an effective, affordable alternative.

Organizer

Dr. Ahmed Adel (Ain Shams University)

EXPERT FORUM (2)

Psycho-Therapeutic and Family Interventions in Child and Adolescents

Panel of Experts

Prof. Ahmed Saad	Ain Shams University
Prof. Ehsan Fahmy	Banha University
Prof. Ghada Abdel Razik	Ain Shams University
Consult. Noha Sami	Ain Shams University

Moderator

Dr. Tarek Elsehrawy	Ain Shams University
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Topics and Speakers

Evidence based psychotherapeutic interventions in adolescent eating disorders.

Prof. Marwa Sultan (Ain Shams University)

Eye Movement Desensitization and Reprocessing (EMDR) in child and adolescent psychiatry.

Prof. Hanan Azzam (Ain Shams University)

Family role in psychotherapy for children and adolescent.

Prof. Taghreed Elshafie (Al Azhar University)

Family therapy for ADHD.

Dr. Hanan El-Mazahy (Private Practice, Alexandria)

Background:

Psychotherapy for children and adolescents involves individual, group and family therapy. During this session different psychotherapeutic modalities with promising and enlightening results such as Eye Movement Desensitization and Reprocessing (EMDR) are discussed. Family interventions in the field of child and adolescent psychiatry are well known to have a major therapeutic impact. Speakers are to highlight how family interventions represent a cornerstone in many conditions.

Target audience: Clinicians, practitioners

Format: PowerPoint presentation and discussion

Organizer

Dr. Tarek El-Sehrawy (Ain Shams University)

WORKSHOP (1B)

Development of Communication and Social Interaction

Panel of Experts

Prof. Azza Albakry	Cairo University
Prof. Hala El Borai	Mansoura University
Prof. Heba El Shahawy	Ain Shams University
Prof. Hanan Azzam	Ain Shams University

Director

Dr. Ajay Sharma (Consultant Guys & Saint Thomas Hospital, UK)

Background:

Children's social communication skills are apparent soon after birth, develop rapidly during the first few years and provide a foundation for learning and emotional regulation. Their ability to communicate with others and understand others' intentions, desires, interests, and beliefs form the backbone of their emerging social competence. How do these skills appear at such an early age? Do the infants come to this world with an innate ability to socialise or are these abilities built gradually through the experience of their interactions?

During infancy, children's social communicative signals are subtle and easily missed. Some children with impaired social development may lack the interest and attention required to learn these skills. Helping children with autism spectrum disorders requires understanding the development of social communication, knowing what to observe, how to observe and how to promote social development.

Objectives:

- 1- Learn about the development of social communication skills in children.
- 2- Learn how to observe children's social communication skills.
- 3- Learn how to facilitate the development of social skills in children.

Organizer

Asst. Prof. Hussien Elkholy (Ain Shams University)

EXPERT FORUM (3)

Child Abuse

Panel of Experts

Prof. Mohamed Abd El Fatah	Al Azhar University
Prof. Afaf Mohamed	Ain Shams University
Prof. Noha Sabry	Ain Shams University

Moderator

Dr. Zeinab El Nagar	Ain Shams University
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Topics and Speakers

Introduction to child abuse.

Asst. Prof. Hala Taha (Al Azhar University, FMG)

Management of child abuse.

Asst. Prof. Rania Ahmed (Al Azhar University, FMG)

Recovering from childhood abuse: Trauma focused CBT approach.

Dr. Dalia Asfour (Psychiatry Consultant, Mansoura University)

Background:

Anyone who has worked with abused children knows the struggles in helping kids as there is relatively little training offered about the treatment of abused children; therapists often feel over-whelmed when in the same room with a traumatized child and successful therapy with children and adolescents who have difficulty talking about trauma often needs to be nonverbal and activity-based. Over time the child can begin to verbalize his experiences, so, there is a need for specific approach to help the child move forward. Our purpose in preparing this workshop was to provide sufficient information about all types of abuse and neglect, specific tools for evaluation and different means to work through the various phases of recovery.

Objectives

- 1- Definition of child abuse
- 2- Type of child abuse
- 3- Management of child abuse

Target audience (s) Clinicians, practitioners,

Format : Power point presentation and discussion

Organizer

Dr. Zeinab El Nagar (Ain Shams University)

WORKSHOP (2)

Parent-child Relation and Child Development and Psychopathology

Chairpersons

Prof. Magada Fahmy	Suez Canal University
Prof. Ola Shahien	Cairo University
Prof. Maha Sayed	Ain Shams University

Director

Prof. Wafaa El-Leithy	Suez Canal University
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Co-director

Dr. Omneya Youssef M. Ibrahim	Suez Canal University
Dr. Sara Essam	Suez Canal University

Controversies surrounding childhood psychopharmacology

Dr. Marwa Khamis (Ain Shams University)

Dr. Zeinab El Nagar (Ain Shams University)

Background: Early parent-child relation and attachment is a common problem we face in our practice. By the beginning of the 21st century, the national research council and committee in the US start a research project on early child development inspired by the work of Bowlby and Ainsworth that highlighted the importance of early parent-child relation. They based their policy and recommendations on 3 themes:

1. Early environment matter and nurturing relationships are essential.
2. Children grow and thrive in the context of close and dependent relationships that provide love and nurturance, security, responsive interaction, and encouragement for exploration.
3. Without at least one such relationship, development is disrupted, and the consequences can be severe and long lasting.

Many researchers concluded that the parent's psychopathology contribute to negative consequences on child development and psychopathology. Therefore, there is an emergent necessity to develop tools for early assessment of the quality of the mother-child relationship. Currently there is a huge body of research on the biology of parenting and its clinical implications.

Objectives:

1. To Spotlight how parent psychopathology influence child social-emotional development and psychopathology.
2. Provide an example of a tool for assessing the of parent-infant quality parent-infant interaction.
3. To review an update on biological parenting and its clinical implications.

A number of factors come into play when choosing a treatment for pediatrics and adolescents. A comprehensive diagnostic evaluation is the necessary to avoid misdiagnosis in childhood as it common. The presenters will give pros and cons views about each point of the menu

Debate menu:

- 1- Introduction about ethical issues in psychopharmacology in children and adolescents
- 2- Principals of using psychotropic medication in children and adolescents
- 3- The impact of prescribed psychotropic in youth and children

Target audience (s): Clinicians, practitioners,

Format: Power point presentation and discussion

Organizer

Dr. Zienab El Nagar (Ain Shams University)

WORKSHOP (3)

Discovering the Feeding and Eating Disorders of Infancy and Early Childhood

Chairpersons

Prof. Heba El Shahawy Ain Shams University

Prof. Omnia Raffat Cairo University

Director

Prof. Heba Essawy Ain Shams University

Co-director

Prof. Nermien Shaker Ain Shams University

Moderator

Dr. Mohamed Nasr Ain Shams University

Definition, assessment and clinical phenomenology of ARFID.

Prof. Heba Essawy (Ain Shams University)

DD and Management of ARFID.

Prof. Nermien Shaker (Ain Shams University)

Background:

Three new disorders were introduced in the DSM-5 as independent diagnostic categories: pica, avoidant/restrictive food intake disorder (ARFID) and rumination disorder. A Feeding Disorder of Early Childhood is diagnosed when a child does not eat adequately and maintain proper nutrition, sometimes referred to as "Failure to Thrive". There are numerous reasons why a child might not eat properly and not all of them constitute a feeding disorder. Addressing childhood feeding disorders is key to fostering appropriate growth and cognitive development in early life and beyond. To this end, behavioral interventions are the cornerstone of treatment.

Objectives:

- 1- Overview the types of Feeding and Eating Disorders of Infancy and Early Childhood
- 2- Explain the different behavioral interventions for treatment.

Target Audience: Child Psychiatrists, Psychologists, Pediatrician**Format:** Power Point Presentation and Case Discussions**Organizer**

Dr. Marwa Khamis (Ain Shams University)

GALA DINNER EVENT

Update in the Management of ADHD

Chairpersons

Prof. Zienab Bishry

Chair, Child Psychiatry Research Unit, Ain Shams University

Prof. Afaf Hamed

Ain Shams University

Prof. Abdel Nasser Omar

Ain Shams University

Prof. Maha Sayed

Ain Shams University

Topic and Speaker

Update in the Management of ADHD.

Prof. Zienab Bishry

Chair, Child Psychiatry Research Unit, Ain Shams University

Sponsored by APEX

Admission to the Event by Invitation

LOCATION

The Guard Hotel

شارع الصاعقة – شيراتون المطار – بجانب ارامكس للشحن

Organizer

Dr. Sherif Yousry (Ain Shams University)

24 April, 2019
Program

SYMPOSIUM (1)

Challenging Behavior in Adolescence: *Navigating Through the Storm*

Chairpersons

Prof. Ashraf Tantawy	Suez Canal University
Prof. Eman Abou El laa	Ain Shams University
Prof. Mohamed Naser	Cairo University
Prof. Shouekar Albakry	Banha University

Moderator

Dr. Ahmed Adel	Ain Shams University
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Topics and Speakers

Sexting: The new threat to adolescents.

Prof. Mohamed Naser (Cairo University)

Emotion Regulation, Self Injurious Behavior and Suicide in Adolescence: from Psychopathology to Treatment.

Prof. Hanan Azzam (Ain Shams University)

Suicide in adolescents.

Prof. Marwa Sultan (Ain Shams University)

Substance use in adolescence.

Dr. Mahmoud El Habiby (Ain Shams University)

DBT for adolescents psychiatric disorder.

Dr. Ahmed Abdel Karem (Alex. University)

Background:

Adolescents experience many emotional challenges (e.g., increased conflicts with parents, finding a supportive peer group) adolescents experiences have to do with how they regulate their emotions. Emotion regulation (ER) is the ability to modify the experience and expression of emotions. Successfully regulating emotions is central and important for psychosocial functioning and is related to mental health benefits. Further, a large body of research has implicated difficulties in emotion regulation as central to the development and maintenance of psychopathology. Emotion regulation has therefore been proposed as a transdiagnostic construct or an underlying mechanism in psychopathology. Regardless of their specific diagnosis, many people seeking treatment for psychological problems have some form of difficulty in managing emotional experiences. It can be proposed that if emotion regulation is indeed a transdiagnostic construct central to the maintenance of psychopathology, then changes in emotion regulation difficulties will occur after effective treatment and this will occur for different disorders. Current findings on emotion regulation difficulties that cut across diagnostic boundaries and present psychotherapeutic approaches in which emotion regulation is a primary target of treatment will be discussed. Difficulties in emotion regulation play an important role in the development and maintenance of non-suicidal self-injurious (NSSI) behavior. Adolescents with NSSI have significantly more difficulties in emotion regulation compared to healthy controls. In addition, adolescents with NSSI reported also significantly more difficulties in impulse control, lack of emotional clarity, difficulties engaging in goal-directed behavior, and limited access to emotion regulation strategies compared to nonclinical and clinical controls. Adolescents with NSSI felt significantly more often sadness compared to clinical controls compared to other emotions. Suicide is the second most common cause death among adolescents its relation with emotional regulation is not clearly understood, data from recent studies showed moderate association

Organizer

Dr. Ahmed Adel (Ain Shams University)

SYMPOSIUM (2)

Addressing School Mental Health: *The silence to be heard*

Chairpersons

Prof. Azza El Bakry

Cairo University

Prof. Safya Effat

Ain Shams University

Prof. Menan Abdel Maksoud

Secretary General of Mental Health and Addiction
Treatment, Ministry of Health (MOH), Egypt**Moderator**

Dr. Sherif Youssry

Ain Shams University

Topics and Speakers**Introduction and future plan of school mental health.**

Prof. Menan Abdel Maksoud (Secretary General of Mental Health and Addiction Treatment, Ministry of Health (MOH), Egypt)

The gap in services provided in Egypt.

Prof. Nermin Shaker (Ain Shams University)

The school mental health program, different strategies with different psychiatric disorders.

Dr. Walaa Husney (GSMHAT)

Implementation of the SMHP in Al Obour district of Cairo.

Dr. Eman Gaber (GSMHAT)

Bullying in school.

Asst. Prof. Marwa El Missiry (Ain Shams University)

SMHP in the Egyptian setting in comparison to different countries in the region.

Ms. Anna Chiumento (UK)

Background:

The School Mental Health services: Since 2016 the GSMHAT have been actively involved in a pilot implementation of the school mental health program (SMHP) in the Al Obour district of Cairo. In this symposium we will try to illustrate the school mental health services in different countries. And clarify the gap in services provided in Egypt and SMHP in the Egyptian setting in comparison to different countries in the region with an overview on implementation of The WHO SMHP which is an evidence-informed manual that adopts a task-shifting approach to mental health care and delivery, whereby mental health care is "shifted" from registered to professionals to those without lower levels of mental health training and experience who are supervised by mental health professionals. In the case of the SMHP the task-shifting is to teachers or other school staff (e.g. school psychologists) who are trained to identify child mental, behavioural, and emotional difficulties. The intervention furthermore incorporates universal strategies for classroom management, and targeted strategies for individual pupil support to address low-level mental health concerns. The model also is ensuring the referral of those with higher levels of need for more specialized mental health support. The SMHP therefore promotes collaboration between health and education sectors to effectively manage or refer children experiencing difficulties, providing accessible and non-stigmatising mental health prevention, promotion, and treatment.

Organizer

Dr. Marwa Khamis (Ain Shams University)

WORKSHOP (4)

Neuro-Physiological Issues in Children & Adolescents

Directors

Prof. Mona Raffat Ain Shams University

Prof. Hala Al Khawass Ain Shams University

Co-director

Prof. Soheir El Ghonemy Head of Psychiatric Dept.- AFCM

Prof. Doaa Khalifa Ain Shams University

Topic and Speaker

Electrodiagnosis in child and adolescent psychiatry.

Prof. Mona Raffat (Ain Shams University)

Prof. Hala El Khawas (Ain Shams University)

Background:

The knowledge about how and when to use different electrodiagnostic procedures in child and adolescent psychiatry is still unclear and deficient among neuropsychiatrists. There was high comorbidity between epilepsy and child psychiatric disorders like ASD, ADHD and intellectual disability. Absence epileptic attacks can be misdiagnosed as ADHD. Also r.TMS is widely started to be studied for use in different psychiatric disorders.

Organizer

Dr. Ahmed Adel (Ain Shams University)

CLINICAL PERSPECTIVE (1)

Liaison Psychiatry: *Practice & Theory*

Chairpersons

Prof. Azza Albakry	Cairo University
Maj. Gen. Dr. Maged Bahi Eldin	Armed Forces
Prof. Maha Sayed	Ain Shams University

Topics and Speakers

The interface between child psychiatry and the Pediatrician.

Prof. Azza Albakry (Cairo University)

Psychiatric complication of cancer patients.

Prof. Maha Sayed (Ain Shams University)

Type 1 Diabetes in Children and Adolescents: Shall we take the challenge?

Prof. Rasha Tarif Hamza (Pediatrics and Pediatric Endocrinology, Ain Shams University)

Duchenne Muscle dystrophy: Standards of care.

Prof. Nagia Fahmy (Ain Shams University)

Psychosocial management of Duchenne Muscle dystrophy.

Dr. Ahmed Adel (Ain Shams University)

Background:

Child/adolescent liaison services have been developed to help increase recognition and management of psychiatric morbidity in these setting. Chronic diseases like DM, life threatening disease like cancers, or diseases inducing gradual disability like Duchenne muscular dystrophy, all of them can carry psychiatric morbidity and affect both the quality of life and the prognosis of the primary medical condition. It is well-understood that receiving the best care can dramatically improve the quality of life and life expectancy of individuals with Duchenne muscular dystrophy (DMD), enabling them to lead fulfilling, and independent lives into adulthood. Standard care of DMD includes a multidisciplinary care of Neurologists, Pediatricians, and Clinical genetists, Cardiologists, Pulmonologists and physiotherapists. Psychological and psychiatric assessments are very important as many DMD Children may have learning difficulties, attention deficit disorder, autistic behaviour and mild mental retardation. Anxiety and depression are very common in these children and their families that may affect their therapy and quality of life. The child and adolescent population is known to be at high risk for psychiatric problems.

Organizer

Dr. Ahmed Adel (Ain Shams University)

MEET THE EXPERT (2)

Technology: The Secret Mental Health's Enemy

Panel of Experts

Prof. Eman Abolella	Ain Shams University
Prof. Gehan El Nahas	Ain Shams University
Prof. Mohamed Nasr	Cairo University
Prof. Marwa Soultan	Ain Shams University

Moderator

Asst. Prof. Hussein Elkholy	Ain Shams University
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Speakers

Internet, gaming and techs: friends or Foes?

Asst. Prof. Hussein Elkholy (Ain Shams University)

Forensic & AMP; ethical aspects of pathological internet use among children & adolescents

Asst. Prof. Walaa Sabry (Ain Shams University)

Technology and Psychiatry, the other side of the story.

Dr. Omar Yehia (Ain Shams University)

Smartphone addiction of adolescents, not a smart choice.

Dr. Islam Mokhtar (Ain Shams University)

Background:

In recent years, the internet and mobile technology have become increasingly important and essential to the educational and social lives of children & adolescents. However, as more people are able to access technological developments, more people are able to misuse it. The problem with this is that as children and adolescents gain access to these devices, they get to access an adult's world without a filter and this makes them more liable to misuse. Problems of misuse range from inappropriate personal use of the Internet (which is called problematic internet use) in the workplace and excessive use of online games, pornography, and gambling, to cyberbullying among children and adolescents and numerous forms of criminal activity. Problematic internet use (or Internet addiction) is considered a global phenomenon that has been a topic of increasing interest to clinicians, researchers and stakeholders such as teachers, parents and community groups in the current time. Meanwhile, Internet ethical issues involve principles at all three levels: individual, social, and global. There are high challenges to implement these ethical principles among children & adolescents. Forensic psychiatric evaluations may help courts or other agencies to understand individual cases and to discern whether a psychiatric disability may be involved. In this session, we are going to highlight the magnitude and types of these problems (with special focus on sleep and smoking problems) among this age group and the different ethical principles for internet usages among children and adolescent. The session will also explore the approach for forensic evaluation of Problematic Internet Use (PIU) among children and adolescents.

Target audience (s): Clinicians, practitioners,

Format: Power point presentation and discussion

Organizer

Asst. Prof. Hussein Elkholy (Ain Shams University)

WORKSHOP (5)

The EmPOWER method of Early Intervention

Chairpersons

Prof. Amira El Batrawy Ain Shams University

Prof. Ghada Abd El Razek Ain Shams University

Prof. Doaa Khalefa Ain Shams University

Director

Dr. Ajay Sharma Consultant Guys & Saint Thomas Hospital, UK

Background:

The EmPOWER method is a parent-delivered early intervention programme for children with autism spectrum disorder (ASD). It is based on evidence-based components of Naturalistic Behavioural Developmental Intervention methods. Children with ASD have a limited or narrow range of interests, pay inadequate attention to people, have difficulty in joint-attention (limited sharing of interest and thinking with others), limited appreciation of others' social feedback and make poor or weak communication attempts that not picked up by others. Parents and carers can learn to pick up communication clues of children and methods to encourage and enhance their social communication. Increased parental sensitivity and timely and contingent responsiveness results in learning and generalising of social and communication skills. Children with autism learn best in naturalistic settings of home and school. Parents can learn the skill of helping their child and feel better when they can to do so. Parents need support and structure in learning the skills of noticing and responding and encouraging communication. The EmPOWER method aims to provide such support and structure.

Objectives:

1. Learn about the ways of helping children with autism
2. Learn how to use the EmPOWER method
3. Learn how help parents in using the EmPOWER method

Target audience (s)

- Clinicians, practitioners,

Format:

- Power point presentation and discussion

Organizer

Asst. Prof. Hussein Elkholy (Ain Shams University)

CLINICAL PERSPECTIVE (2)

Ethical Dilemma and Its Implications on Children and Adolescents

Chairpersons

Prof. Safya Efaat	Ain Shams University
Prof. Naglaa El Mahalawy	Ain Shams University
Prof. Lamis El Raai	Cairo University
Prof. Noha Sabry	Cairo University

Moderator

Dr. Zeinab El Naggar	Ain Shams University
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Topics and Speakers

Ethical dilemma and its implications on children and adolescents.

Prof. Safya Efaat (Ain Shams University)

Sexual Abuse of Children with Disabilities.

Prof. Mona Reda (Ain Shams University)

Custody Evaluations in Egypt: A hot Child Forensic Psychiatric (issue to investigate).

Dr. Ibrahim Hamdy (Mansoura University)

Background:

Writing about the ethics of child psychiatry with an international perspective means considering an enormous range of administrative, political, religious, cultural and economic contexts (Leckman & Leventhal, 2008). Do these stark differences in turn imply that ethical reasoning should be approached differently depending on context? In theory, the answer is no. It would appear that identical reasoning methods ought to be used in all contexts. The settings, however, most definitely need to be considered in the attempt to arrive at the most useful resolutions, and those considerations might well result in contrasting final choices in seemingly similar cases. Emphasis is placed on the need for competence, honesty, dedication, avoidance of bias and/or exploitation, respect for confidentiality, collaboration, and, interestingly, the obligation of physicians to obtain care for themselves in the event of personal mental or physical illness. Similar global thinking led to the establishment of several psychiatric codes and declarations on a pan-national scale. This presentation will discuss the dilemma of ethical codes in child and adolescent psychiatry. Child abuse has for a long time been recorded in literature, art and science in many parts of the world. Reports of infanticide, mutilation, abandonment and other forms of violence against children date back to ancient civilizations. Retrospective research indicates that as many as 1 out of 4 girls and 1 out of 6 boys will experience some form of sexual abuse before the age of 18. Children with disabilities are three times more likely than children without them to be victims of sexual abuse, and the likelihood is even higher for children with intellectual or mental health disabilities. Fifty per cent of the victims had been abused by a member of their close or extended family. The sexual abuse of children and young people with disabilities is a serious problem and one that should be coherently addressed within mainstream child protection agencies and by specialist service providers. Challenges facing child protection are variable including defining the exact definition of child sexual abuse, determining high risk families, some are limited to abuse of children perpetrated by adults, while others include abuse by peers, and some register only penetrative sex while others include any unwanted and/or coerced sexual activity. During the presentation, addressing sexual abuse among children with disabilities definition issues, risk factors and potential protection techniques will be provided in order to provide better understanding for needed future direction in protection against sexual abuse in children with disabilities.

Target audience (s): Clinicians, practitioners,

Format: Power point presentation and discussion

Organizer

Dr. Zeinab El Naggar (Ain Shams University)

PSYCHOPHARMACOLOGY INSTITUTE (2A)

OCD in Children & Adolescents: Recent trends

Chairpersons

Prof. Mohamed Abd El Al Azhar University
Fatah

Prof. Lamia Al Hamrawy Menofya University
Prof. Marwa Soltan Ain Shams University
Assit. Prof. Marwa El Missisry Ain Shams University

Moderator

Dr. Samar Waheid Ain Shams University

Topics and Speakers

Recent trends in OCD management.

Dr. Sally Wagih (Abbott)

Practice guidelines in the management of OCD in children and adolescents.

Prof. Ghada Abdel Razek (Ain Shams University)

OCD in children.

Dr. Nasser Zahran (GSMHAT)

Background:

OCD is the fourth-most common psychiatric illness and a leading cause of disability. Life time prevalence was 1-3%. Half of adults with OCD have their first symptoms before 11 years and one fourth between 11-18. Despite OCD being a common mental illness, most seek treatment after several years of suffering. Those who suffer from OCD tend to be secretive about their symptoms and suffer from shame and embarrassment. Less than a third of OCD sufferers receive appropriate pharmacotherapy and even less receive evidence-based psychotherapy. AACAP 2012 recommend that psychiatric assessment of children and adolescents should routinely screen for the presence of obsessions and/or compulsions or repetitive behaviors.

Industry Supported by Abbott

Organizer

Dr. Marwa Khamis (Ain Shams University)

PSYCHOPHARMACOLOGY INSTITUTE (2B)

The Challenge of Management of Bipolar Disorder in Children & Adolescents

Chairpersons

Prof. Afaf Hamed Khalil	Ain Shams University
Prof. Ashraf Tantawy	Suez Canal University
Prof. Hani Hamed	Beni Suief University

Moderator

Dr. Mohamed Nasr	Ain Shams University
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Topics and Speakers

Diagnosis and assessment of pediatric bipolar disorder.

Prof. Heba El Shahawy (Ain Shams University)

Bipolarity of ADHD children.

Prof. Soha Ghobashi (Alexandria University)

Paediatric bipolar disorder.

Dr. Reham Abdel Mohsen (Mamorra Hospital)

Background:

Pediatric bipolar disorder (PBD) causes severe mood instability, affects school function and interpersonal relationships. Overall functioning is disrupted by irritability, aggressive) that lead these patients to seek help.

The aim of this presentation is to

1. Provide accurate diagnosis of pediatric bipolar with its different subtype's especially preadolescent, preschool presentation and subthreshold cases.
2. Assess the children in a comprehensive way and provide an algorithm for differential diagnosis and possible associated comorbidities
3. Systematically incorporate up-to-date knowledge from clinical trials into a pragmatic pharmacological treatment algorithm;
4. Provide a systematic clinical approach to the multiple clinical challenges confronting the clinician e.g. treatment of comorbidities and resistant cases

Both ADHD and BPD coexist with high rates of comorbidity. Many hypotheses have been put forth to explain the relationship between both disorders. Careful screening of affective symptoms should be done for all children with ADHD to ensure better treatment efficacy and better prognosis.

Organizer

Dr. Marwa Khamis (Ain Shams University)

WORKSHOP (6)

Victimized Children: *Abused angels or notorious tyrants* *Trauma focused therapies*

Panel of Experts

Prof. Mona Elsheikh	Ain Shams University
Prof. Ali Ismail	Al Azhar University
Prof. Ghada Refaat	Ain Shams University

Moderators

Dr. Marwa Khamis	Ain Shams University
Dr. Zienab El Nagar	Ain Shams University

Parents approach; victims or criminals.

Dr. Zienab El Nagar (Ain Shams University)

Pharmacotherapy and psychotherapy for traumatized children and adolescents.

Prof. Mona Elsheikh (Ain Shams University)

Understanding childhood trauma.

Prof. Ghada Refaat (Ain Shams University)

Psychiatric sequels of trauma on children and adolescents.

Dr. Marwa Khamis (Ain Shams University)

Identifying children at risk for physical aggression.

Prof. Ali Ismail (Al Azhar University)

Background:

Child abuse can cause psychological ramifications for many years. It has been noted that approximately 14-43% of children have experienced at least one traumatic abusive event prior to adulthood. An estimated 1,460 children died in 2015 of abuse and neglect. However, it can be challenging to draw the line between physical discipline and child abuse. When does corporal punishment cease to be a style of parenting and become an abusive behavior that is potentially traumatizing for its child victims in the long-term? The differential effects of victimization and other forms of maltreatment on psychological functioning of children and adolescents are not well understood till now. To prevent children from following a pathway of high physical aggression, we need to identify early family and educational risk factors contributing to high physical aggression. The risk factors include the presence of siblings, young maternal age at first birth, parents' low education, low socioeconomic status, and parents' high level of antisocial behavior during their own adolescence. Preventive interventions with at-risk families during pregnancy and early childhood will enable us to find effective ways of preventing high physical aggression trajectories for boys and girls living in high-risk families.

Objectives:

1. Understanding childhood trauma
2. Identifying Children at Risk for Physical Aggression
3. Parents approach; victims or criminals
4. Psychiatric sequels of trauma on children and adolescents
5. Pharmacotherapy for traumatized children and adolescents
6. Psychotherapy for traumatized parents and adolescents

Target Audience: Child Psychiatrists, Psychologists, Pediatrician

Format: Power Point Presentation and Case Discussions

Organizer

Dr. Marwa Khamis (Ain Shams University)

ROUND TABLE (1)

Focus on Anxiety Disorders in Children and Adolescents

Panel of Experts

Prof. Hala El Borai

Prof. Nahla Nagy

Prof. Mai Essa

Mansoura University

Ain Shams University

Tanta University

Speakers

Principals of diagnosis and management of anxiety disorder in children and adolescents.

Prof. Mona El Sheikh (Ain Shams University)

Pharmacotherapy of childhood OCD.

Prof. Marwa Sultan (Ain Shams University)

School Refusal.

Dr. Shaymaa Arafa (Al Azhar University)

Background:

The developmental studies have made key contributions to our understanding of child and adolescent anxiety disorders, and the complex interactions between inherited, psychological and social factors that influence short and long term risk. A developmental perspective has been crucial in understanding how distal and proximal risks interact with normal developmental processes to affect vulnerability for affective turmoil in childhood, adolescence and adulthood. Also School refusal is the refusal to attend school due to emotional distress. Symptoms of school refusal include the child saying they feel sick often or waking up with a headache, stomachache, or sore throat. If the child stays home from school, these symptoms might go away but come back the next morning before school. School phobia is diagnosed primarily through questionnaires and interviews with doctors. Other methods like observation have not proven to be as useful. This is partly because (school) anxiety is an internal phenomenon. An example of a modern multidimensional questionnaire is the "Differential Power Anxiety Inventory 'approach, with twelve scales to diagnose four different areas: anxiety-inducing conditions, manifestations, coping strategies and stabilization forms.

Organizer

Dr. Sherief Youssry (Ain Shams University)

SYMPOSIUM (3)

Building Resilience in Children and Adolescents

Chairpersons

Prof. Mohamed Ghanem	Ain Shams University
Prof. Magda Fahmy	Suez Canal University
Prof. Nermine Shaker	Ain Shams University

Moderator

Dr. Tarek Elsehrawy	Ain Shams University
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Speakers**Autism spectrum disorder and associated syndromes: Genetic counseling.**

Prof. Ehsan Fahmy (Banha University)

Resilience: the science of hope.

Prof. Hanan Azzam (Ain Shams University)

The resilience and the emotional intelligence in children.

Dr. Noha Elsaba (Ain Shams University)

Stress and burdens among caregivers having children with autism.

Dr. Samah Rabei (Helwan University)

Background:

Resilience is the ability to adapt successfully in the face of stress and adversity. This presentation focuses on recent findings regarding genetic, epigenetic, developmental, psychosocial and neurochemical factors that are considered essential contributors to the development of resilience. Neural circuits and pathways involved in mediating resilience are also discussed. Being able to diagnose some intellectual disability syndromes associated with autism spectrum disorder by their physical features and to confirm the diagnosis by genetic studies is very important in our practice. Building emotional intelligence and the resilience are dynamic and challenging process that needs well-structured psychosocial approach. Raising a child with autism is a significant burden for caregiver, who appears to be at great risk for stress, anxiety and depression.

Target audience: Clinicians, practitioners

Format: PowerPoint presentation and discussion

Organizer

Dr. Tarek Elsehrawy (Ain Shams University)

WORKSHOP (7)

ADHD Issues of Comorbidity:

What lies behind?

Panel of Experts

Prof. Ehsan Fahmy	Banha University
Prof. Mona Mansour	Ain Shams University
Prof. Amany Haroun	Ain Shams University
Dr. Maged Bahei	Army Forces

Speakers

Issues of comorbidities with ADHD, Focus on internalizing symptoms.

Prof. Heba El Shehawy (Ain Shams University)

Issues of comorbidities with ADHD, Focus on externalizing symptoms.

Assit. Prof. Marwa El Missiry (Ain Shams University)

Allergic manifestations of ADHD.

Assit. Prof. Asmaa Saber (Ain Shams University)

Substance use disorder in adolescent.

Prof. Soheir H. ElGhonemy (Head of Psychiatric Dept. - AFCM)

Background:

Attention Deficit Hyperactivity Disorder (ADHD) is highly prevalent childhood disorder with number of commonly comorbid conditions that present or develop in time with significant additional social, learning and psychological impairment. Comorbid conditions and health risk behaviors are often not identified or treated well. Most common comorbidities include: conduct disorder, learning disability, tic disorder. Moreover, poor impulse control and deficits in executive functions increase their susceptibility to eating disorder also. The complex interrelationship between conduct disorder and substance abuse in children and adolescents is an ongoing conflict that occupies much concern of mental health professionals. It also is one of the most difficult conditions to treat, because the disorder is complex and pervasive. This complexity is exacerbated by the lack of resources in the families and communities in which conduct disorder develops. With respect to conduct disorders, comorbidity constitutes the rule rather than the exception. Substance use disorders frequently co-occur with conduct disorder/oppositional defiant disorder. The association between substance use disorders and conduct disorder often has been explained using a framework in which different problem behaviors are viewed as part of a broader deviance pattern reflecting a single underlying syndrome. The integrated treatment for those patients is the needed solution. The lack of integration leads to poor coordination of services, miscommunication, and funding conflicts, all of which contribute to attrition and poor outcomes for patients.

Organizer

Dr. Sherief Youssry (Ain Shams University)

PUBLIC SESSION (1)

ADHD

Director

Prof. Doha Elserafy

Ain Shams University

Moderator

Dr. Dalia Abdel Moneim

Ain Shams University

Dr. Alaa Abouelaa

Ain Shams University

Speakers:

Prof. Ghada Abdel Razek (Ain Shams University)

Dr. Tarek Elsehrawy (Ain Shams University)

Background:

Attention deficit hyperactivity disorder (ADHD) is a mental disorder of the neurodevelopmental type. It is characterized by difficulty paying attention, excessive activity, and behavior without regards to consequences which is not appropriate for a person's age. There are also often problems with regulation of emotions.

Objectives:

1. To increase understanding of ADHD and inspire people to take action
2. To support people with ADHD, and their families, in their community
3. To increase awareness and understanding of ADHD how people living with ADHD will encounter situations which encourages people
4. To think differently about ADHD

Target Audiences:

- Families of autistic patients, psychiatrist, psychologist, medical students , psychiatric nurses Speakers:

Organizer

Dr. Sherief Youssry (Ain Shams University)

PUBLIC SESSION (2)

AUTISM

Director

Asst. Prof. Reem Hashim

Ain Shams University

Moderators

Dr. Zeinab Elnagar

Ain Shams University

Dr. Mohamed Mahmoud Nasar

Ain Shams University

Speakers:

Dr. Noha Elsaba (Ain Shams University)

Dr. Zeinab Elnagar (Ain Shams University)

Background:

Autism spectrum disorder (ASD) is the fastest growing developmental disability. Because of this high prevalence, it is inevitable you will encounter someone affected by ASD in your everyday life. Education, understanding, and awareness about ASD increase your ability to provide appropriate response during situations involving individuals with autism.

Objectives:

5. To increase understanding of autism and inspire people to take action.
6. To support people with autism, and their families, in their community.
7. To increase awareness and understanding of autism how people living with autism will encounter situations which encourages people.
8. To think differently about autism.

Target Audiences:

- Families of autistic patients, psychiatrist, psychologist, medical students , psychiatric nurses Speakers:

Organizer

Dr. Tarek Elsehrawy (Ain Shams University)

SKILLS TRAINING (1)

How to Become an Effective Leader & Good Lecturer?

Leader

Asst. Prof. Mahmoud Elhabiby Ain Shams University

Speakers

Dr. Marwa Khamis Ain Shams University

Dr. Mahmoud Morsy Ain Shams University

Moderator

Dr. Sherif Morsy Ain Shams University

Background:

This training is designed to provide participants with the essential skills for how to plan and give a presentation, how to decide on one's priorities, how to write curriculum vitae, how to make a proposal for action and how to prepare and chair a meeting. Participants will be strongly encouraged to make a 3 minutes presentation and receive feedback from other participants.

Objectives:

1. Introduction of role of the doctor in the future.
2. How to make a presentation?
3. How to decide on one's priorities?
4. How to write curriculum vitae?
5. How to make a proposal for action?
6. How to prepare and chair a meeting?

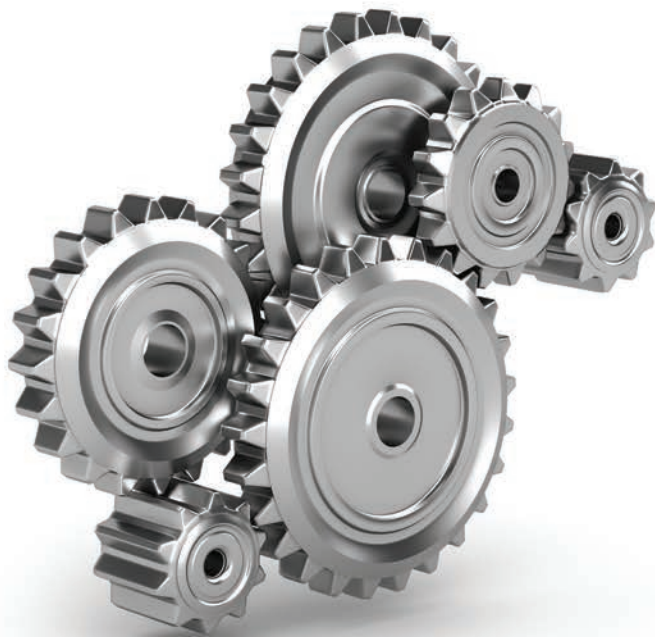
Target Audience: Post and under graduates.

Format: Lectures, handouts, Case presentations and Role playing.

Organizer

Dr. Zeinab Elnagar (Ain Shams University)

IN
TEAMWORK,
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