

Mental Health

May 22-23, 2023 | London, UK



Day-1

Scientific Tracks & Abstracts



Sessions

Mental Health

Session Chair

Andrew Sofin

Brief Crisis Therapy Institute | Canada

Session Introduction

Title: Title: Defining Psychological Birth Trauma: Beyond the PTSD in the DSM

Julia Imanoff | University of Calgary | Canada

Title: Title: 'Auspicious Liaisons' the impact of a Liaison Geriatrician Service on older adults psychiatric wards

Daniel Zahedi | Addenbrookes Hospital | UK

4th World Congress on
MENTAL HEALTH

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Defining Psychological Birth Trauma: Beyond the PTSD in the DSM

Julia Imanoff, Graham McCaffrey
University of Calgary, Canada

Childbirth is often depicted as a positive experience [1]. However, it is complex and can lead to positive and negative psychological responses [2]. A spectrum of mental health conditions can affect women before, during, and after birth. These include depression, phobias, adjustment disorders, panic disorders, Post-Traumatic Stress Disorder (PTSD), and psychosis [3]. Perinatal-PTSD has emerged as a global health concern [4] drawing the attention of researchers across the Scandinavian countries, the United Kingdom (U.K.), the United States (U.S.), and Australia.

Traumatic birth has been described as actual or threatened serious injury to the mother or infant during the process of labour and birth [5]. Real or perceived trauma experiences have the potential to disrupt women's transition into motherhood [1,4], their mental health and wellbeing [6], their relationships with their infants [7], and their relationships with their partners [8].

Nearly one-third of women describe their birth experience as traumatic [2]; However, the prevalence of Psychological Birth Trauma varies widely from 0-43% [9,10,11]. Much of this variance has been attributed to the inconsistent terminology, study variations in measurement tools and methodology [4], and lack of conceptual clarity [12]; This has led to the limited or partial understanding of Psychological Birth Trauma presented in the literature.

In this presentation, I review the dominant perspectives in which Psychological Birth Trauma has been defined within the academic literature, specifically in relation to the clinical diagnosis of PTSD. I compare two ways of describing Birth Trauma from reductionist and holistic perspectives and highlight some of the advantages and disadvantages of each. Lastly, I suggest a pluralist perspective (a systems approach) is a well-suited frame of reference in interpreting women's experience of Psychological Birth Trauma.

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Biography

Julia Imanoff, MN'16, a Perinatal Nurse Specialist is a UCalgary Eyes High Doctoral Scholar, an Educator, and an Innovator. She completed a Bachelor of Science degree from the University of Waterloo, a Bachelor of Science in Nursing from Ryerson University, and a Master of Nursing from the University of Calgary. She believes in bringing people together to create a positive impact. This mission drives her academic, professional, and entrepreneurial pursuits. Her research interests involve promoting healthy developmental environments for fetal/infant development focusing on parental mental health and birth modalities. Her doctoral research, for example, explores women's experiences of Psychological Birth Trauma and the subsequent impact on family relationships. She has passionately shared her knowledge with others as a Nursing Instructor in Research, Perinatal, and Community Nursing. Among her many roles, she has been recognized for her excellence in Citizenship, Clinical Practice, Teaching, and Leadership.

e: julia.imanoff@ucalgary.ca

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‘Auspicious Liaisons’ the impact of a Liaison Geriatrician Service on older adults psychiatric wards

Daniel Zahedi, P Swann, H Wong, A Tolley, T Paschalis, V Kirthisingha, E Ruiz-Mendoza, J Rubinsztein
Addenbrookes Hospital, UK

Background: There is an unmet need for providing physical healthcare to older adults who are psychiatric inpatients, despite high levels of comorbidity and mortality. Although liaison services in acute hospitals are now the norm, the reverse is not usually available for patients in mental health trusts. Following the introduction of support from geriatricians to older people’s mental health inpatient wards, we wanted to see if this intervention was effective and acceptable.

Methods: We performed a retrospective cohort evaluation on the impact of a liaison geriatrician, using routinely collected data, and assessed acceptability among medical staff by semi-structured interview.

Intervention: Our service introduced regular sessions from consultant community geriatricians across older adults psychiatric wards including a mixture of video conference and face to face input.

Results: There was no significant decrease in emergency transfers but there was a significant reduction in length of stay with the introduction of a liaison geriatrician. There was a significant increase in geriatrician consultations and a decrease in specialty consultations to other specialists, however, there was no change in discharge prescriptions or destination. Geriatricians gave confidence to psychiatrists of all grades to treat physical health care issues, particularly chronic issues.

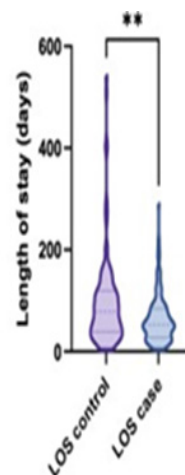
Conclusions: A liaison geriatrician service leads to a reduction in length of stay and an improved continuity of care, although it confers no impact on emergency transfers. The intervention brings extensive benefits to clinicians including confidence in managing complex cases and increased training.

Overview

- There were no significant differences in baseline characteristics between control and intervention groups.
- Reasons for consultation with a geriatrician were predominantly cardiovascular, infection and electrolyte disturbances. The main reasons for emergency transfers were falls followed by suspected infection

In the intervention patients who had geriatrician input

- There was no significant difference in emergency transfers (U = 6384, p = 0.499) which was the primary outcome
- There was a significant increase in geriatrician consultations (U = 5016, p = 0.03, r = 0.21)
- There was a significant decrease in specialty consultations (U = 774.5, p = <0.01, r = -0.26)
- There was a significant reduction in length of stay (median 79 vs 52, U = 4664.6, p=0.02, r = -0.20)
- There was no significant difference in non psychiatry drug changes or change in discharge destination



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Biography

Daniel Zahedi is a Junior Doctor at Addenbrookes Hospital in Cambridge. He is currently studying to become an Academic Neuro-psychiatrist with a particular interest in the health needs of an ageing population.

e: drz22@cam.ac.uk

Sessions

Mental Health | Neuro-Development Disorders | Covid 19 and Mental Health

Session Chair

Andrew Sofin

Brief Crisis Therapy Institute | Canada

Session Introduction

Title: **The effect of Galacto-Oligosaccharides (GOS) on self-perceived stress in apparently healthy but stressed Dutch women: A randomized controlled home-based trial**

Reina S Tjoelker | FrieslandCampina | Netherlands

Title: **Clinical investigation of French Maritime Pine Bark Extract on Attention-Deficit Hyperactivity Disorder (ADHD) as compared to Methylphenidate (MPH) and Placebo: Efficacy in a randomised clinical trial**

Anne-Sophie Weyns | University of Antwerp | Belgium

Title: **Moral distress in nursing - How to replace moral distress with moral resilience**

Jennifer Solomon | St Georges University | Grenada

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The effect of Galacto-Oligosaccharides (GOS) on self-perceived stress in apparently healthy but stressed Dutch women: A randomized controlled home-based trial

Reina S Tjoelker, E Chin, NRK Zwart, MH Schoemaker, A Schaafsma, I Bovee
FrieslandCampina, Netherlands

Background: In modern life, many people experience stress [1] with a global prevalence up to 86% [2] and negative consequences on wellbeing.[3] Women compared to men report more and higher levels of stress. [4] Recent research suggests that the intake of prebiotic Galactose-Oligosaccharides (GOS), and possibly also 2'-Fucosyllactose (2'-FL), both stimulating the growth of intestinal bifidobacterial [5], may potentially result in improvement of mental wellbeing via the Gut-Brain-Axis (GBA).

Objective: The aim of the current explorative study was to assess the potential stress reducing effect of combined GOS and 2'-FL in healthy women with self-perceived stress.

Materials & Methods: In this randomized double-blinded study, 122 healthy Dutch women aged 25-45 years with self-reported moderate to severe stress (DASS-42 stress sub-score ≥ 19 at screening) consumed either 5.0 g GOS powder, with 3.65 g of active GOS, and 0.5 g 2'-FL (Relax+) or 5.5 g Maltodextrin (Placebo) for 28 days. Bi-weekly validated questionnaires were conducted to study the effect on self-perceived stress, anxiety, depression (DASS-42 sub-scores), sleep quality (ASQ), and mood. Furthermore, at base- and end-line of the intervention, saliva samples were taken to measure early morning salivary cortisol. This study took place during the COVID-19 pandemic. ClinicalTrials.gov Identifier: NCT05372601.

Results: Feelings of self-perceived stress were significantly reduced over time in both intervention and placebo group, but without differences between groups. Similar effects were shown for anxiety, depression, sleep quality, and mood. Remarkably, salivary cortisol levels at baseline and endpoint were within normal range, despite self-perceived stress (DASS-42) at baseline. This indicates low activity of the HPA axis in the study participants.

Conclusion: The outcomes of this explorative study indicate no additional stress-reducing effect of GOS+2'-FL on top of the observed placebo-effect in women with self-perceived stress but without a cortisol response. The relationship between mental wellbeing and cortisol responses needs further exploration considering the non-correspondence of self-perceived stress (DASS-42 score) with analyzed salivary cortisol.

Discussion: There are several psychosocial stress types of which (general life) stress is associated with an increased Cortisol Awakening Response (CAR), while CAR is flattened during fatigue, burnout, and exhaustion. [6-8] Considering pandemic's effect on mental health and characteristics of the study population (majority is part of the Millennial generation, >40% of the participants had a past treatment of depressive complaints, and about 80% said to have difficulty with relaxation), this may be linked to the blunted cortisol response. Alternatively, it might be that cortisol responses and self-perceived stress are not always positively correlated given that the underlying physiology is complex. [9]

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Biography

Reina S Tjoelker is a Project Manager Nutrition and Clinical trials at FrieslandCampina. She has a MSc degree in Biomedical Sciences from the University of Groningen. She is passionate about the role nutrition plays in health, growth and wellbeing and is currently working on multiple nutrition intervention studies in different areas within FrieslandCampina.

e: reina.tjoelker@frieslandcampina.com

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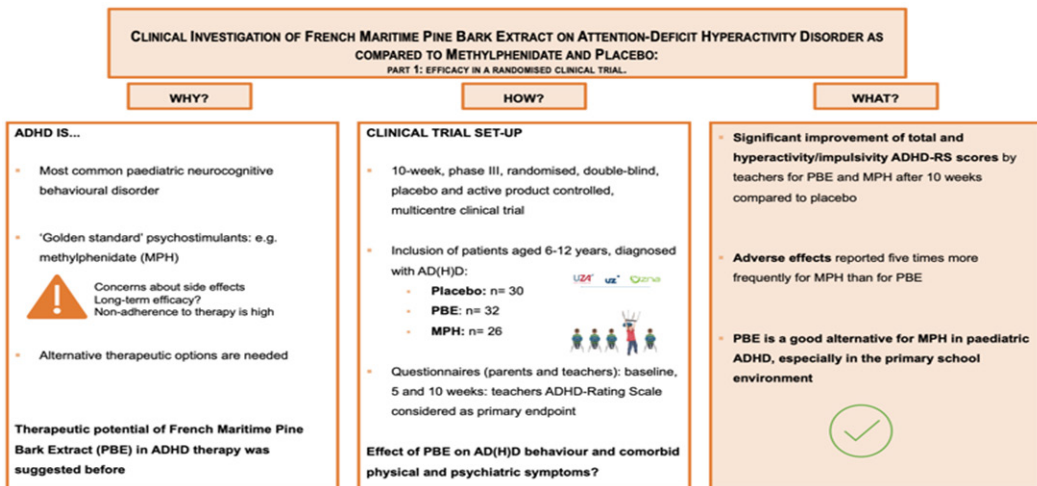
Clinical investigation of French Maritime Pine Bark Extract on Attention-Deficit Hyperactivity Disorder (ADHD) as compared to Methylphenidate (MPH) and Placebo: Efficacy in a randomised clinical trial

Anne-Sophie Weyns, Annelies A J Verlaet, Annelies Breynaert, Tania Naessens, Erik Fransen, Helene Verhelst, Dirk Van West, Ingrid Van Ingelghem, An I Jonckheere, Diane Beysen, Sandra Kenis, Els Moens, Aalt P J Van Roest, Huub F J Savelkoul, Tess De Bruyne, Luc Pieters, Berten Ceulemans, Nina Hermans
University of Antwerp, Belgium

Objectives: To determine the effect of French Maritime Pine Bark Extract (PBE) on Attention-Deficit Hyperactivity Disorder (ADHD) behaviour and co-morbid physical/psychiatric symptoms, compared to Placebo and the medicine Methylphenidate (MPH) and to assess its tolerability. Behaviour (measured by the ADHD-Rating Scale (ADHD-RS) and Social-Emotional Questionnaire (SEQ) and physical complaints were evaluated in weeks 5 and 10.

Results: Eighty-eight paediatric ADHD patients (70% male, mean age 10.1 years) were randomised to Placebo (n=30), PBE (n=32) or MPH (n=26). Teacher ratings, considered the primary outcome of our research, reported significant improvement of total and Hyperactivity/Impulsivity ADHD-RS scores by PBE and MPH after 10 weeks compared to placebo. MPH also improved inattention. SEQ ratings support ADHD-RS results. Adverse effects were reported five times more frequently for MPH than for PBE.

Conclusions: In paediatric ADHD and especially in the school environment, PBE was proven to be a good alternative for MPH for those willing to wait a few weeks for effects, a fortiori when taking into account its almost complete lack of side effects as opposed to MPH. Results of this study strengthen the evidence underlying ‘natural’ treatment options, which is highly desired by medical staff, patients and parents.



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Recent Publications

1. Weyns, A.-S.; Verlaet, A.A.J.; Breynaert, A.; Naessens, T.; Fransen, E.; Verhelst, H.; West, D. van; Ingelghem, I. van; Jonckheere, A.I.; Beysen, D.; *et al.* Clinical Investigation of French Maritime Pine Bark Extract on Attention-Deficit Hyperactivity Disorder as Compared to Methylphenidate and Placebo: Part 1: Efficacy in a Randomised Trial. *J Funct Foods* 2022, 97, 105246.
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Biography

Anne-Sophie Weyns is a PhD student currently performing her research at the Natural Products and Food Analysis (NatuRA) laboratory at the University of Antwerp. During her PhD, she collaborated with colleagues from her lab, Child Neurologists/Psychiatrists from the University Hospitals of Antwerp and Ghent, and the Hospital Network Antwerp to conduct a Phase III, Randomized, Double-blind, Active-controlled Clinical Trial Investigating the Clinical Efficacy of a Polyphenol-rich Extract Compared to Standard Therapy. Her expertise lies in the Investigation of Polyphenols and their Beneficial Effects on Human Health, particularly in the context of Neurodevelopmental Disorders.

e: Anne-Sophie.Weyns@uantwerpen.be

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Moral distress in nursing - How to replace moral distress with moral resilience

Jennifer Solomon

St Georges University, Grenada

Nursing is commonly regarded as a profession centered around caring, which involves being attentive and responsive to the needs of others. However, nurses sometimes experience moral distress, a phenomenon where they feel conflicted when they know the right thing to do in a situation but are unable to act on it (Jameton, 1984). This can have negative effects on their ability to provide quality care and lead to burnout (Wiegand & Funk, 2012). With the intense patient care demands during the pandemic, moral distress has become more prevalent in nursing. Despite some literature discussing contributing factors and negative outcomes, there is a lack of guidance on how to address it.

This article aims to offer insight into the concepts of moral distress and caring in nursing by sharing a personal experience of moral distress and deliberate acts of caring towards colleagues. The idea of caring is fundamental to the nursing profession and this article draws on nursing theories from Jean Watson and Kristen Swanson to expand our understanding of how to alleviate moral distress through compassionate actions. It will be directed by and illustrates Watson's 'why' and Swanson's 'how' for a potential blueprint that nurses by the bedside can follow. By incorporating these theories into nursing practice, we can reduce moral distress and demonstrate the interconnectivity of nursing theory and compassionate nursing practice.

Recent Publications

1. Godsik, C. Solomon, J. Yacinthus, B (2023) "Using Standardized mental health patient simulations to increase critical thinking and confidence in undergraduate students" Archives of Psychiatric Nursing 43 (76 – 80).
2. Solomon, J. (2022) "Using the theories of caring to support co-workers and reduce moral distress during a Pandemic" International Journal of Mental Health Vol 24 (6).
3. Solomon, J. (2021) "Going above and beyond during COVID 19 pandemic. Utilizing nursing theorists to explore volunteerism" British Journal of Nursing, 20(11), 661-664.
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Biography

Jennifer Solomon has been a Nurse for the past thirty years, with a background in Critical Care and Clinical Teaching. The value of education and practice has been central to her presentations and research in the field of nursing. She is a Registered Nurse in both Grenada and the United Kingdom and has volunteered for the past 20 years as Coordinator of the Heart Foundation, and more recently during the pandemic. At the height of the pandemic, she traveled back to the United Kingdom to Volunteer in Critical Care, supporting her colleagues. On returning home, she mentored students in the Pop-up Vaccination Clinics and at St. Georges General Hospital as part of her Service-learning Work. Within the St. Georges University Community, she has served as the Chair and Director of Nursing and Allied Health Sciences, as well as a member of the Curriculum Committee and Judicial Committee. Prior to that, her work in the Department of Clinical Skills in the School of Medicine centered on Communication and Interprofessional Collaboration. She received her PhD in Nursing in 2017, with a research focus on Continuous Professional Development within the Region.

e: jsolomon@sgu.edu

Mental Health

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Day-2

Scientific Tracks & Abstracts



Sessions

Mental Health | Mindfulness, Yoga, and Meditation

Session Chair

Keith Chittenden

Barry University School of Podiatric Medicine | USA

Session Introduction

Title: Eastern spiritual traditions' role in Pedagogy: Inclusion of a Mental Health paradigm in classrooms through yoga

Raaghav Pandya | Columbia University | USA

Title: The risks and the challenges of 'High Mobility' for Third Culture Kids (TCKs) and their parents

Juan Francisco Betancourt | International School of Flanders | Belgium

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Identify patterns and risk factors of post-COVID-19 vaccination side effects

Raaghav Pandya
Columbia University, USA

The last two decades present a tremendous increase in the number of Yoga and Mindfulness seminars, programs, and interventions, particularly in the fields of science and education. In a post-pandemic world, young people grapple with one of the most relevant and upcoming crises: Mental health. Although many of these exercises lead to interventions in mental health issues, they are often stripped of their philosophical intention and pedagogical method, and consequently, commodified. Eastern schools of thought like Yoga, Vedanta, and Mindfulness are called Wisdom or Contemplative Traditions, as they represent indigenous practices that seek to bring about awareness, unity, and conscious living.

Put simply, contemplative approaches emphasize the inner life rather than the outer life. Whether it is through meditation, introspective dialogue, or empathy practices, these schools of thought argue that when one learns to be aware of emotions, cognition, and surroundings, the individual experiences a critical perspective towards one's beliefs and a sense of connectedness with others. Most Eastern Wisdom Schools, although varying in their Ontological arguments and metaphysics, present a clear purpose to their pedagogy: Citta Vrtti Nirodha [stilling of the fluctuating states of the mind]. The intent is to observe the mind to realize sources of suffering, misidentification with just the body and mind, and thus, an interconnectedness of all things. This contrast to Cartesian Dualism allows for a foundation towards empathy and self-worth, and most importantly, a newfound comprehension of mental wellbeing.

First, after establishing this pedagogical framework, I will highlight how teaching with this paradigm can affect the educator and young people. Then, after discussing those practices, I will emphasize the crisis and how empathy built into the teaching framework provides a visionary perspective. Finally, I will conclude with concrete practices done in school, undergraduate, and graduate classrooms. This piece will highlight the relevance of Eastern Contemplative Practices in teaching and learning through evidence of an increased awareness of self, community, and nature.

Recent publications

1. Pandya R. The Contemplative Approach of Indian Philosophies & Science Education: A Concentration on the Buddhist Principle of Pratityasamutpada. Religions. 2023; 14(1):54.
2. Pandya, R. (2022, Oct. 22-23). Eastern Contemplative Traditions - Their Role in The Climate Crisis. [Conference Presentation]. Conference for Spirituality in Education, New York, NY, USA.
3. Pandya, R. (June 2022). Spiritual Practices & Empathy in Classrooms. Spirituality in Education.
4. Kathryn McConnell, Christian V. Braneon, Equisha Glenn, Natasha Stamler, Evan Mallen, Daniel P. Johnson, Raaghav Pandya, Jacob Abramowitz, Gabriel Fernandez, Cynthia Rosenzweig. A quasi-experimental approach for evaluating the heat mitigation effects of green roofs in Chicago, Illinois. Sustainable Cities and Society. 2022; Volume 76.

Biography

Raaghav Pandya is an Educator, Scientist, and Consultant with a background in Climate Research, STEM Education and Wisdom Traditions. He is currently a scholar at Columbia University along with being a Physics/Engineering Educator. There, he studies the Intersections of Indian Contemplative Philosophies, Science Education, and the Nature of Science. As an Associate Researcher at the NASA Goddard Institute for Space Studies, he led teams on Geometrical Optimization of Solar Panels on Satellites and the Urban Heat Island Effect. He is currently a lab member at the Collaborative for Spirituality in Education and is a recipient of the Ruth Gottesman Award.

e: raaghav.pandya@tc.columbia.edu

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The risks and the challenges of 'High Mobility' for Third Culture Kids (TCKs) and their parents

Juan Francisco Betancourt

International School of Flanders, Belgium

Third Culture Kids (TCKs) are individuals who have spent a significant portion of their formative years outside of their parents' culture due to their parents' mobility. TCKs face unique challenges and risks that can affect their psychological well-being, and their parents may experience similar difficulties. This presentation will explore the concept of 'High Mobility' among TCKs and the potential risks and challenges that arise from frequent moves and cultural transitions.

TCKs face several psychological challenges, including identity confusion, sense of belonging and loss of relationships. These difficulties can lead to emotional and behavioral problems, including depression, anxiety and adjustment disorders. Parents of TCKs may also experience similar difficulties such as loneliness, depression and loss of community. TCKs are at greater risk of sexual abuse and accumulate more trauma in their childhood and adolescence due to constant mobility. TCKs lack conflict resolution skills and avoid forming strong attachments. Clinical psychologists need to provide interventions to develop conflict resolution skills and support TCKs in coping with anxiety, grief and identity issues.

The presentation will highlight the importance of recognizing and addressing the risks and challenges faced by TCKs and their parents. Interventions such as counselling, therapy and support groups can help to address the emotional and psychological challenges associated with high mobility. Building a sense of community and belonging is also essential for TCKs and their parents to facilitate their psychological well-being.

Clinical psychologists working with TCKs and their families should be aware of the unique challenges and risks associated with high mobility. Developing culturally sensitive interventions that address the psychological needs of TCKs and their parents can help promote their psychological well-being and facilitate healthy adjustment to the challenges of high mobility. By addressing the psychological challenges associated with high mobility, TCKs and their parents can build resilience and promote positive mental health outcomes. Increased risk of sexual abuse and anxiety related to their search for identity.

The Third Culture Model

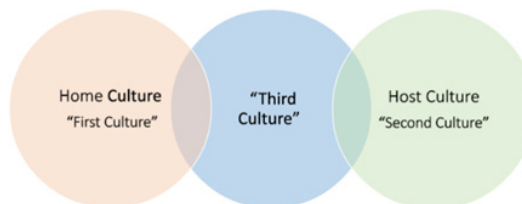


Figure 1: The Third Culture Model

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3. Nicholas Brealey Publishing. Ota, D. W. (2018). *Safe Passage: How Mobility Affects People and What International Schools Should Do About It*. 2nd ed. Summertime Publishing.
4. Felitti, V. J. (2009). Adverse childhood experiences and adult health. *Academic pediatrics*, 9(3), 131-132.

Biography

Juan Francisco Betancourt is a passionate Psychologist, Educator, and Counselor who graduated from the Pontificia Universidad Catolica Del Ecuador in 2017 with a Degree in Psychology. His love for the International Educational Environment led him to pursue a postgraduate program in International Teaching at Thomas More - University of Applied Sciences in Belgium. Throughout his career, he has been fortunate to teach Psychology, History, and Linguistics. He currently works as a School Counselor and Sex Education Teacher at ISF (International School of Brussels). He is also pursuing a Master's degree in Psych-pedagogy at Universidad Internacional De La Rioja (Spain). In addition to his passion for education, he is an Avid Diver and Sports Enthusiast, particularly in Swimming and MMA. He also enjoys reading and writing in his spare time.

e: f.betancourt@isfwaterloo.org