



AWARDS AND WINNING ABSTRACTS

Awards of the Canadian Academy of Child and Adolescent Psychiatry's 2013 Annual Conference

SCIENTIFIC AWARDS

Dalhousie Award for Best Oral Presentation by a Full Member

Recipient: Dr. Joe Beitchman

Long Term Mental Health Trajectories of Children with Language Impairment: From Disorder to Recovery

Introduction: Many studies have examined the changes in prevalence of psychiatric disorders between adolescents and adults, but most have used a cross-sectional approach. Few longitudinal studies utilizing community samples have examined changes of psychiatric disorder prevalence from adolescent to adulthood. The present study reports on the change in psychiatric disorder prevalence from late adolescence to young adulthood in a sample of adolescents who had childhood language impairment and a typically developing control group.

Methods: A group of children with language impairment were identified using a two-phase screening and assessment procedure in a one-in-three community sample of 5-year-old children. A matched control group of typically developing children was selected from among those who passed the screening. The samples were re-assessed at ages 19, 25 and 31. This study reports on the distinct mental health trajectories of the language and control groups from adolescence to early adulthood.

Results: The language group showed significant recovery from age 19 to age 31 whereas the controls showed a stable pattern of lower prevalence. Both age 19 diagnoses and age 31 recovery were associated with different child/adolescent correlates in the two groups, with fewer risk factors identified in the language group than among the control group.

Conclusions: Language impairment appears to present a distinct risk for late adolescent psychiatric disorder. The end of compulsory education coincides with improved mental health among young adults with language challenges.

Best Poster Presentation by a Full Member

Recipient: Dr. Ajit Ninan

Side Effects of Psychotropic Medications in Children: Predictive Factors

Introduction: Although psychotropic medications are often efficacious in treating psychiatric symptoms, their risk in terms of side effects in children/youth remains unclear. The current research seeks to identify the mental health characteristics of those children and youth at highest risk of experiencing side effects from psychotropic medications.

Methods: Data on 99 children and youth (ages 6-17) who were receiving service from a tertiary care facility for complex psychiatric challenges were obtained using the Psychotropic Medication Monitoring Checklists (PMMC). Prior to discharge, the children and youth were also assessed for mental health disorders using the DSM-IV. Hierarchical linear modeling (HLM) was used to model a nested structure where weeks are nested within clients. Independent variables were number of DSM-IV criteria, number of medications, number of medication classes, and standardized intake scores. The dependent variables were average number of side effects and severity of symptoms.

Results: The number of diagnosed DSM-IV categories significantly and positively predicted number of side effect symptoms ($B=0.30$, $SE=0.11$, $t=2.86$, $p=.004$), as did the number of medication categories ($B=0.17$, $SE=0.08$, $t=2.02$, $p=.047$). The number of drugs being prescribed, however, only showed a marginal significant relationship with number of side effect symptoms ($B=0.16$, $SE=0.09$, $t=1.78$, $p=.075$). Also, children with high scores on the impulsivity and uncooperativeness subscales who are prescribed psychotropic medication experienced more symptoms of side effects.

Conclusions: Medication dosages and the combination of more than one class of psychotropic medication should be considered with great caution in children who are found to have impulsive or uncooperative behaviors.

Best Oral Presentation by a Member-in-Training

Recipient: Dr. Upasana Krishnadev

Bending Backward: Rethinking the Role of Yoga in Children's Mental Health

Abstract: Epidemiologic research shows a growing trend of yoga and meditation practice amongst children and adolescents. Furthermore, the use of yogic practice to treat mental health problems is common. While many are advised to pursue instruction in yoga by a physician or therapist there is little formal training about yoga or meditation for mental health professionals. In order to better understand the potential use of yoga in mental illness, one must understand the principles of yoga and how this fits into our current approaches to defining and treating mental illness. As with many psychotherapeutic modalities, the goal of yoga is to better know oneself; yogic practice offers a

variety of approaches to greater self-awareness. From a theoretical standpoint, yoga offers a concept of mind and psychological processes, which provides a framework for psychotherapy and interfaces with both psychodynamic and cognitive-behavioral approaches. Relating to psychodynamic theory, yoga outlines a process of long-term psychological development, involving attachment and separation-individuation. Yogic theory also includes a structural model of the mind and psychological processes. From a cognitive-behavioral standpoint, yoga emphasizes the interrelationships between one's emotions, thoughts, bodily sensations and behavior. By calming the mind through yoga, one seeks to reduce distortions and achieve more balanced thinking. Yoga emphasizes the use of both behavioral and cognitive approaches, with a host of tools, including breathing techniques, relaxation, physical postures and meditation. Preliminary research into the use of yoga for the treatment of anxiety disorders, attention-deficit hyperactivity disorder, and eating disorders is promising.

RECOGNITION AWARDS

Paul Steinhauer Advocacy Award



Awarded this year to **Dr. Wade Junek**, this award is dedicated to the memory of Dr. Paul Steinhauer and is presented to a member of the Canadian Academy of Child and Adolescent Psychiatry who has been an exceptional advocate for children, adolescents and their families at the regional, national, and international level.

Dr. Wade Junek is a graduate of medicine, psychiatry and child and adolescent training from Queen's University at Kingston Ontario. Early work in Canada's prisons left him a lifelong legacy of the importance of childhood as a foundation for society. Most of his career has been in Nova Scotia as a child and adolescent psychiatrist with community clinics, day treatment services and 12 years as founding Director and Consultant for child and adolescent mental health services in the province of Nova Scotia. He has sought to advance the interests of child mental health

within the province through federal, provincial/territorial work, contacts with the Mental Health Commission and any opportunities possible through presentations in Canada and Australia. Given the clearer knowledge currently on how the mental experiences of children profoundly influence all aspects of the physical and mental health of adults and our society, Dr. Junek continues to advocate that the mental health of children be the first priority in health care.

Excellence in Education Award



The Excellence in Education Award is presented to a psychiatric educator who has made a significant contribution in undergraduate, postgraduate, continuing professional education or public education in child and adolescent mental health. This year's recipient is **Dr. Herb Orlik**.

Dr. Orlik has been an educational leader in child and adolescent psychiatry in Canada for the past four decades.

Through his leadership, psychiatry has become a valued rotation at Dalhousie University. At the national level he has served on, and led, many undergraduate education committees, and has been a key leader in changing how psychiatry is taught. Dr. Orlik was a member of the Coordinators of Undergraduate Psychiatry Education (COUPE) Committee and Association of Directors of Medical Student Education in Psychiatry for 20 years, and Chair in 2002 and 2003. He was a member of the Medical Council of Canada (MCC) task force responsible for creating educational outcomes for evaluating undergraduate psychiatry competency in MCC examinations.

Dr. Orlik was an early adopter and promoter of case based and problem based interactive learning and created some of the first materials for psychiatry teaching in this new teaching modality. He led the development of a neuroscience curriculum integrating neurology and psychiatry and was Director of Undergraduate Psychiatry at Dalhousie from 1996-2006.

His passion and skill as a teacher has been recognized by many student and resident teaching awards and he remains a sought after mentor and teacher. Dr. Orlik is currently the Acting Director of the psychiatry clerkship at Dalhousie University.

Naomi Rae Grant Award



Dedicated to the memory of Dr. Naomi Rae Grant, this award is presented to a member of the Canadian Academy of Child and Adolescent Psychiatry who has done creative, innovative, seminal work on an aspect of community intervention, consultation or prevention.

Dr. Alexa Bagnell is Associate Chief of Child and Adolescent Psychiatry at the IWK Health Centre specializing in the assessment and treatment of anxiety disorders and obsessive compulsive disorder in children and adolescents and in school psychiatry. She is co-director of MyHealth Magazine, an interactive web-based health magazine for youth and schools. She is one of the founders of the Treatment of Anxiety Group for children and adolescents at the

IWK Health Centre. Her research interests are in early intervention and treatment for anxiety disorders in children and adolescents, as well as school based interventions for increasing access to health information, facilitating help seeking and early detection of mental health difficulties with the goal of improving health outcomes in youth. Dr. Bagnell has developed mental health literacy programs for the education and training of teachers in early identification and school-based interventions for emotional and behavioural difficulties in youth. She has been an active spokesperson and advocate for mental health awareness and support within the community.

Certificate of Special Recognition



The Certificate of Special Recognition recognizes a person or an organization that has made outstanding contributions and provided important leadership in the field of children's mental health. The award is presented this year to **Mrs. Nancy E. Mannix**.

Mrs. Nancy Mannix is Chair and Patron of Norlien Foundation, a private foundation with offices in Calgary and Edmonton. The Foundation, through the Alberta Family Wellness Initiative, is focused on creating alignments between science, policy and practice in the areas of brain development and its connection to addiction in order to bring about effective, comprehensive and integrated services for Alberta families. Currently, Mrs Mannix serves on the Alberta Innovates – Health Solutions Board of Directors. She has had a long career in the charitable sector and has worked for a number of organizations, including the Calgary Health Trust and the Canada West Foundation. She has also served on numerous boards, including the Alberta Heritage Foundation for Medical Research and the Alberta Bone and Joint Health Institute. Mrs. Mannix has a Bachelor of Arts Degree from the University of San Diego and a Juris Doctor Degree from Seattle University.