

Educational

Building an Academic Career in Psychiatry: Where an Early Career Psychiatrist Can Start

ECP0015

The First Research in Your Career: How to Use your Resources as Productively as Possible

N. Sartorius

AIMHP, Association For The Improvement Of Mental Health Programs, Genève, Switzerland
doi: 10.1192/j.eurpsy.2022.204

The first engagement in research in your career This presentation will argue that in addition to considering the scientific interest of a topic presented for research it is important to consider other criteria before engaging in a study. These include the place of the study, the team which will be engaged in the work, the ownership of the data which will be produced, the duration of the study and other matters. The presentation will also discuss the amount of time that should be given to scientific research early in one's career and the nature of the gain that engagement in research can offer for one's development and career.

Disclosure: No significant relationships.

ECP0014

Early Career Psychiatrists in Education and Academia in Europe – Challenges and Ways Forward

F. Baessler

Centre for Psychosocial Medicine, Department Of General Internal And Psychosomatic Medicine, Heidelberg, Germany
doi: 10.1192/j.eurpsy.2022.205

Academic research and publications can serve as important drivers of career development for early-career psychiatrists. However, the current focus on clinical teaching during the postgraduate program leaves much less room for scholastic training for young professionals. Combined with a lack of standardized European curricula despite automatically recognized qualifications in European Union countries, early-career psychiatrists encounter challenging job prospects across Europe, often faced with the hard choice of pursuing careers in clinical practice or opt for academia. In recent years, academia has attracted more and more young psychiatrists eager to contribute as researchers, teachers and/or administrators within academic and higher education institutions. What are the challenges they face and how they can overcome them to combine clinical work, teaching and research? The component of teaching and research varies widely in European psychiatry training and mostly early-career psychiatrists are unaware about the importance of publications, formal qualifications, stipends, international

experiences, participating in studies, writing grant applications, etc, for their academic career. Often, they are not clearly informed about the advantages/disadvantages of pursuing an academic career and learn at a later stage about the important steps towards a successful career combining clinical work, research and teaching. In this session, we will share a brief insight into the challenges of academia and the possible ways forward with some real-life experiences of the speaker, who is leading several interdisciplinary research projects at the Heidelberg University Hospital along with handling patients and family at the same time. An interactive discussion and exchange of knowledge is desired.

Disclosure: No significant relationships.

Clinical/Therapeutic

Autism Spectrum Disorder in Adults

ECP0015

Microbiota, Immune System and Autism Spectrum Disorders: An Integrative Model Towards Novel Treatment Options

D. Marazziti^{1*}, B. Carpita², S. Palermo³, E. Parra⁴ and L. Dell'Osso^{4,5}

¹University of Siena, Department Of Chemistry- Biotechnology And Pharmacology, Siena, Italy; ²University of Pisa, Department Of Clinica Amdf Experimental Medicine, Section Of Psychiatry, Pisa, Italy;

³University of Pisa, Section of Psychiatry, Clinical And Experimental Medicine, Pisa, Italy; ⁴University of Pisa, Department Of Clinical And Experimental Medicine, Pisa, Italy and ⁵University of Pisa, Dept. Of Clinical And Experimental Medicine, Pisa, Italy

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.206

The functioning of the central nervous system (CNS) is the result of the integration of bidirectional messages between the brain and peripheral organs. Despite the anatomical separation, gut microbiota, i.e., the microorganisms colonising the gastrointestinal tract, is related to the CNS through the so-called "gut-brain axis" that is also involved in immune processes. The recent literature indicates that the gut microbiota may affect brain functions through endocrine and metabolic pathways, antibody production and the enteric network, while supporting its possible role in the onset and maintenance of several neuropsychiatric and neurodevelopmental disorders, such as autism spectrum disorders (ASDs). The term ASDs includes autistic disorder, Asperger's syndrome, childhood disintegrative and pervasive developmental disorders not otherwise specified different. All these conditions are characterised by persistent deficits in social communication and social interaction, as well as limited and repetitive behaviours, interests or activities. In the last two decades, an impressive number of cross-sectional studies reported significant differences in microbiota composition between children with an ASD and controls, thus strengthening the

hypothesis of a possible link between GI dysbiosis and ASD. The amount of studies documenting the possible involvement of microbiota in ASD pathogenesis led to considering whether treatments acting on gut flora could ameliorate ASD symptoms. The available findings, although preliminary, would indicate data gut microbiota might represent an interesting field of research for a better understanding of the pathophysiology of ASD (of also of other neuropsychiatric disorders), and possibly a target for the development of innovative treatments just labelled as “psychobiotics”.

Disclosure: No significant relationships.

ECP0016

Women and Girls with Autism Spectrum Disorder

A. Potyrcha

Fondation Santé des Étudiants de France, Psychiatry, Paris, France
doi: 10.1192/j.eurpsy.2022.207

Autism spectrum disorder (ASD) is characterized by a triad of difficulties including altered communication, impairments in social interactions, as well as restricted interests and repetitive behaviours. It used to be known as a predominantly male disorder, but recent research has shown that the male/female ratio is trending downward and that the actual estimate is about 3:1. Until now, diagnostic criteria have been developed based on research conducted primarily in male populations. However, in recent years, female autism has attracted scientific interest, revealing some unique features in the presentation of this disorder in girls and women. This presentation will focus on gender differences and characteristics of ASD in females, including personal descriptions and experiences of women diagnosed with ASD.

Disclosure: No significant relationships.

ECP0017

Sensory and Motor Difficulties in Autism

T. Gargot

Hôpital Bretonneau, Child And Adolescent Psychiatry, Tours, France
doi: 10.1192/j.eurpsy.2022.208

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterized by difficulties in social interaction and communication, and by restricted and repetitive behaviors. A meta-analysis describes motor difficulties in ASD (Downey and Rapport, 2012) in 85% to 90% of cases (Liu et al. 2010). Electronic devices will help to better characterize these movement impairments (Gargot et al., in press). Another meta-analysis shows difficulties in sensorial integration in ASD, with a prevalence ranging from 45 to 95% (Ben Sasson, 2009). Sensorimotor contingencies are learned interactively (Jacquey et al., 2020), in a perception-action loop, an early milestone in development (Piaget, 1937). A cascade model (Bonnet-Brilhault, 2017) hypothesizes that social difficulties stem in sensorimotor difficulties (Cook, 2016; Neal, 2011; Dziuk et al. 2007; Kojovic, 2019), themselves atypically developed due to a peculiar neurobiological background. This model predicts that early sensorimotor reeducation could prevent the development of social difficulties, whereas the rehabilitation of social skills would improve only part of the impairment, that is driven by sensorimotor processes. How to target these issues? Grandin, 1992 and Edelson et al., 1999 validated the efficacy of deep pressure therapy in ASD. It is important to improve attractiveness and decrease the stigmatization of this method. Oto is a compressive armchair with inflatable cushions controlled electronically. It records level of pressure and its duration, chosen by the user. A systematic review showed the efficacy of virtual reality in ASD (Mesa-Gresa et al, 2018). A CAVE device could habituate children to ecological audio-visual stimulations.

Disclosure: Thomas Gargot was paid by the French ministry of research (Doctoral school), French ministry of health (médaille d'argent, CCA-AHU) for a PhD and CCA position. During his PhD, he prepared several scientific presentations with Dr Asselborn. This work led