



Børne- og Ungdomspsykiatrisk Selskab 25-års Jubilæumsmøde 2026

**Nature, nurture and neighbourhood  
beyond borders :  
going international for better services in CAP**

No, I get by with a little help from my friends  
Mm, get high with a little help from my friends  
Mm, gonna try with a little help from my friends





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**Nature, nurture and neighbourhood  
beyond borders :  
going international for better services in CAP**

**Pr. Carmen M. Schröder<sup>1,2,3</sup>, MD, PhD**

<sup>1</sup> Professor for CAP, Head of the Department of Child and Adolescent Psychiatry, Strasbourg University Hospitals & Strasbourg University,, France

<sup>2</sup> Past-president of UEMS-CAP

<sup>3</sup> Board member of ESCAP and IACAPAP

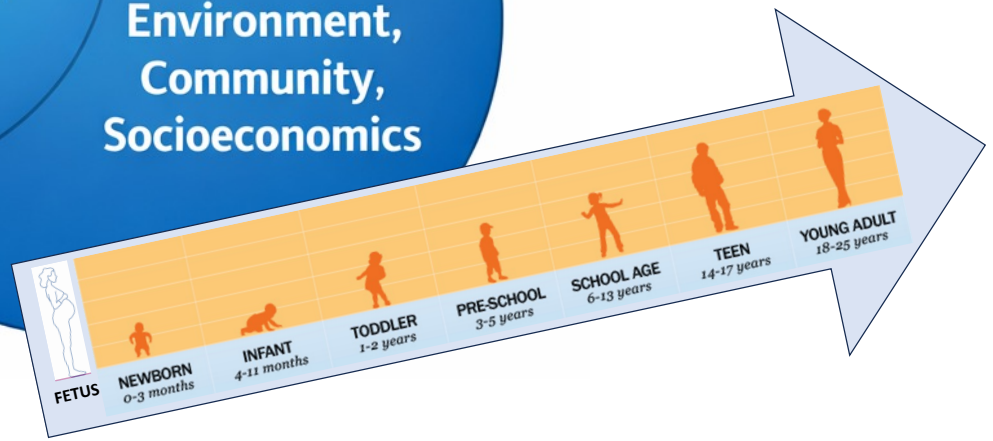
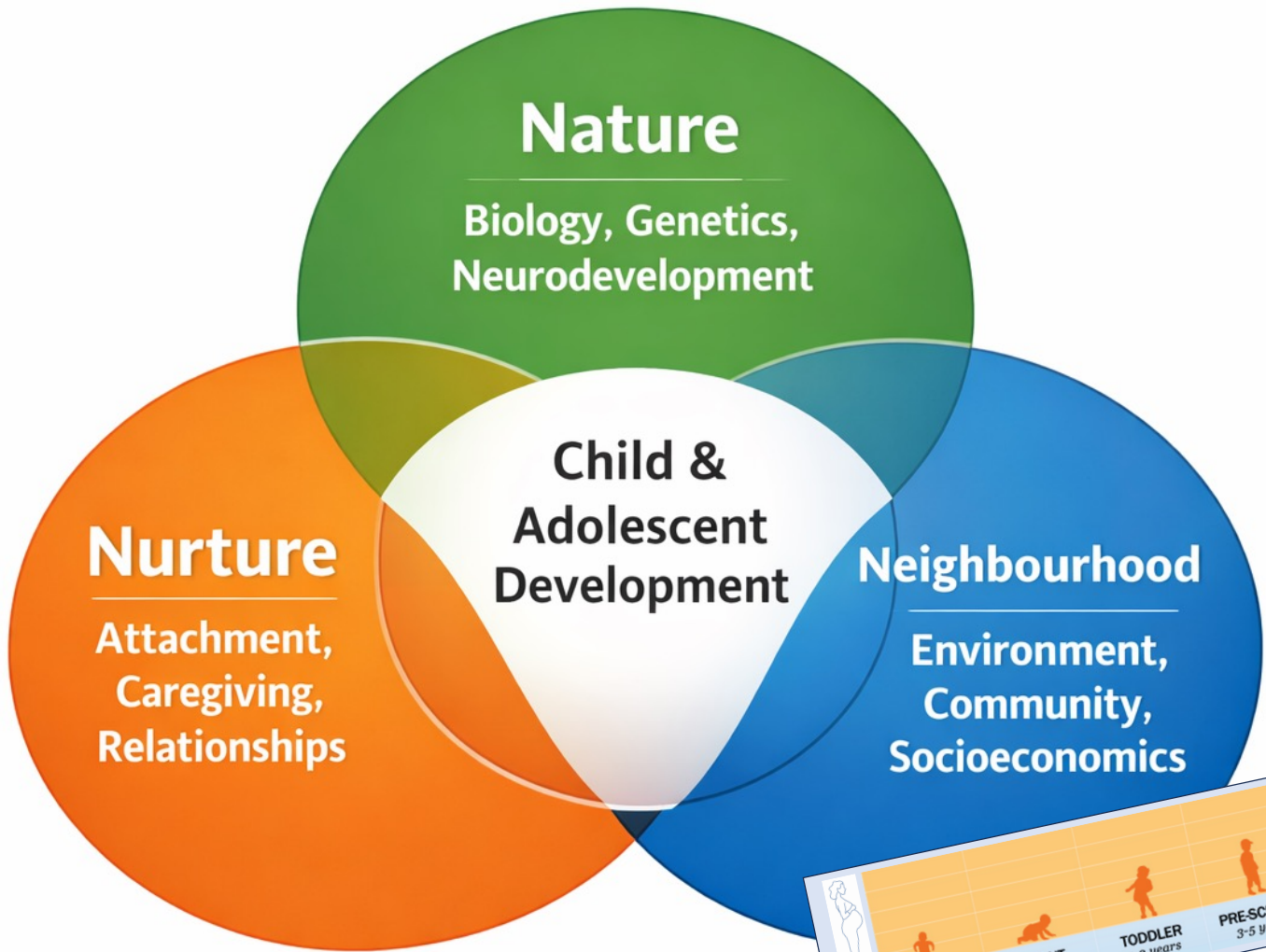


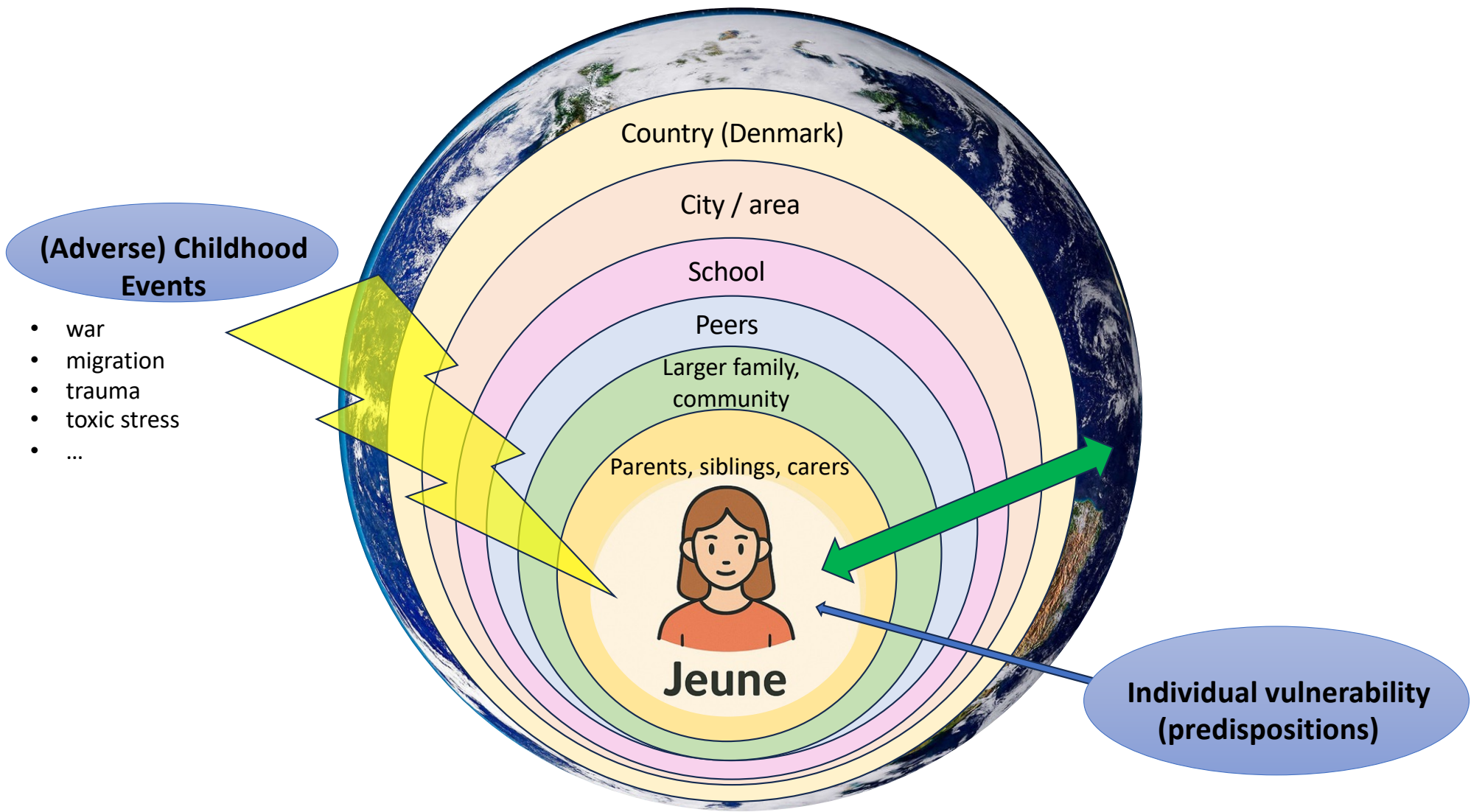
Nature, nurture and neighbourhood  
beyond borders :  
going international for better services in CAP



## Overview

1. Revisit the nature–nurture debate in light of today’s scientific knowledge expand the frame to include “neighbourhood” — the ecological and structural determinants of mental health in C&A.
2. Examine what “beyond borders” means in a globalized and unequal world & discuss how **international collaboration** can concretely improve services – in research, education and clinical practice.
3. Call to action for the next generation of CAP leaders !





**(Adverse) Childhood Events**

- war
- migration
- trauma
- toxic stress
- ...

Country (Denmark)

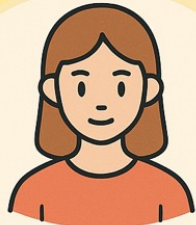
City / area

School

Peers

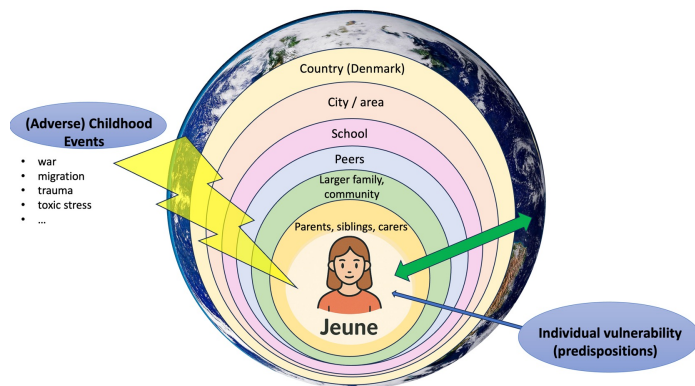
Larger family,  
community

Parents, siblings, carers



**Jeune**

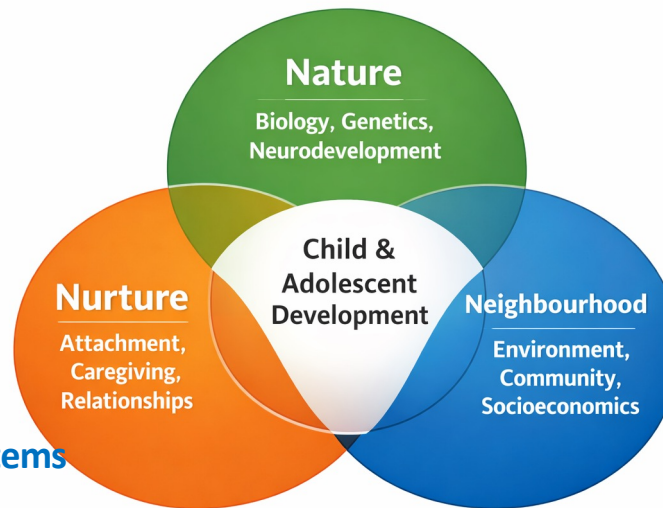
**Individual vulnerability  
(predispositions)**



When we see a child with **ADHD**, **depression**, **autism**, or **psychosis**, we are seeing:

- Neurodevelopmental vulnerabilities,
- Intergenerational trauma,
- Structural inequities,
- Cultural interpretations of behavior,
- And health systems that either amplify or mitigate suffering.





### NEIGHBOURHOOD : the 3<sup>rd</sup> pillar

### NURTURE : relationships as regulatory systems

- Early attachment relationships calibrate stress systems.
- Chronic adversity shapes neural circuitry.
- Toxic stress impairs executive function and emotional regulation.
- Relational safety fosters resilience.

### Nurture is not limited to parenting. It includes:

- Schools
- Peer groups
- Digital ecosystems
- Faith communities
- Migration experiences, war and displacement

- Poverty rates
- Housing stability
- Air quality
- Violence exposure
- School quality
- Access to green space
- Digital access
- Health service density

### Social Gradient in mental health:

- Lower socioeconomic status predicts higher mental health burden.
- Minority status compounds risk.
- Discrimination and racism have measurable psychiatric effects.

Children and adolescent *are already living* in a neighbourhood beyond borders



**1. Digital neighbourhoods : the r**



*... discovering the world*



*... feel emotions*



*... pretend..... and being validated.*

# Children and adolescent *are already living* in a neighbourhood beyond borders

## 1. Digital neighbourhoods

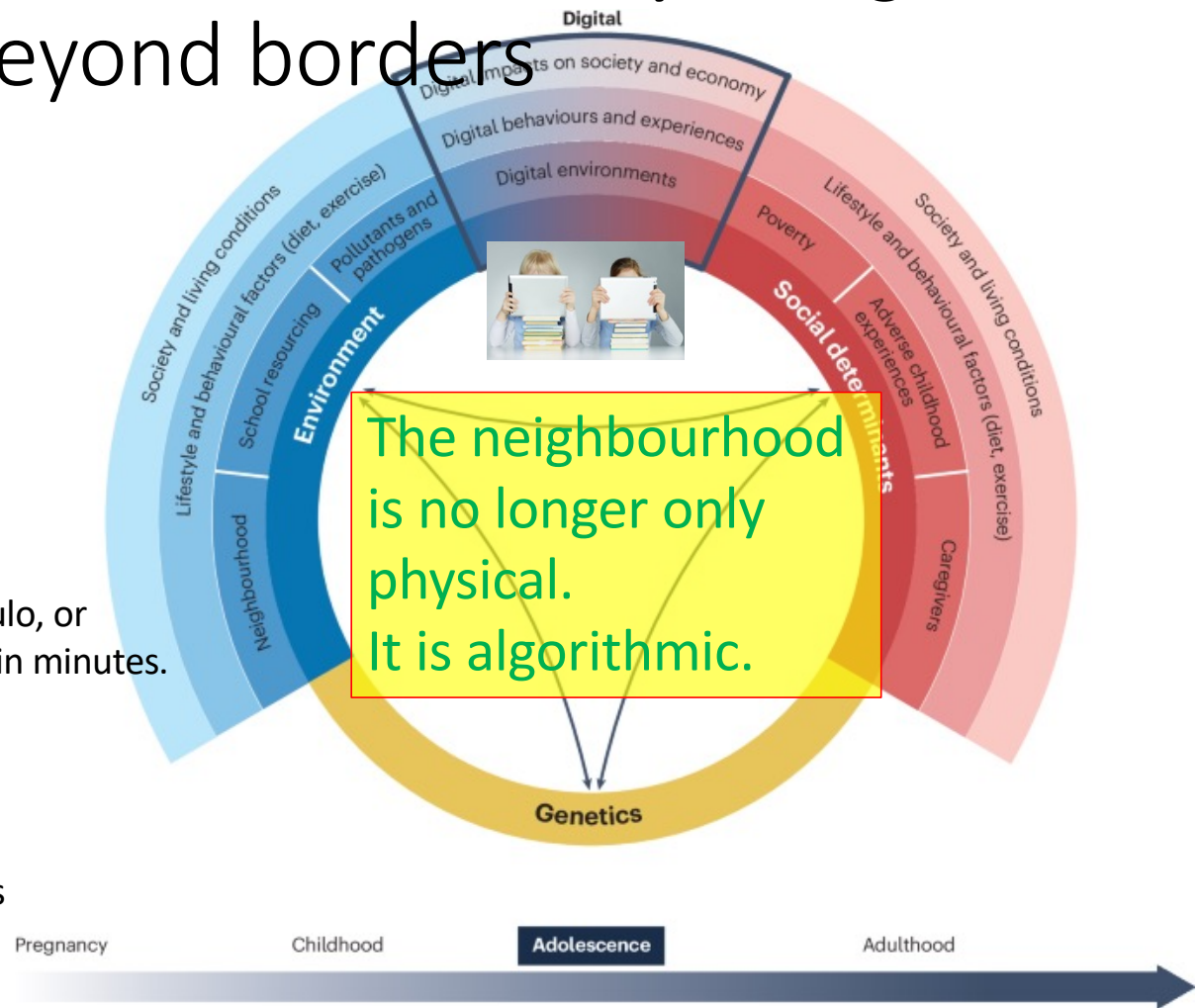
Social media platforms:

- Shape identity
- Amplify social comparison
- Spread misinformation
- Create new forms of peer victimization
- Enable global solidarity movements

A teenager in Copenhagen, Nairobi, São Paulo, or Tokyo may consume the same content within minutes.

This creates:

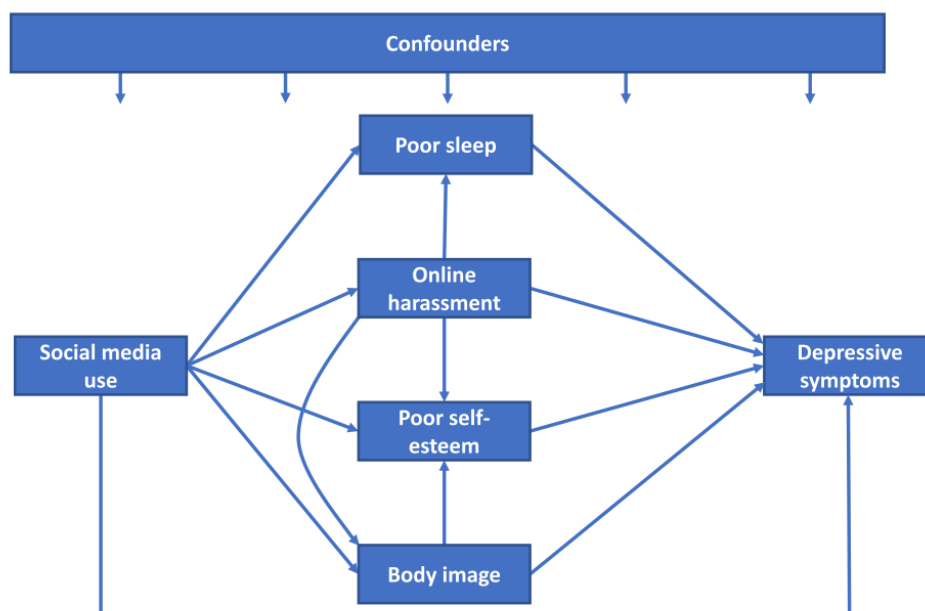
- Shared risk exposures
- Shared cultural narratives
- Shared mental health contagion patterns



# Children and adolescent *are already living* in a neighbourhood beyond borders

## 1. Digital neighbourhoods

Social media use and impact on mental health : *under study*



Y. Kelly et al., *EClinicalMedicine* 2018

# Children and adolescent *are already living* in a neighbourhood beyond borders



## 2. Climate change

Children are experiencing:

- Eco-anxiety
- Disaster-related trauma
- Forced displacement
- Food insecurity
- Loss of cultural land

The psychological effects of climate-related disasters in one region ripple globally through media exposure and migration.

As CAP professionals, we must:

- Study mental health impacts longitudinally
- Integrate climate literacy into training
- Advocate for child-centered environmental policy
- Support resilience programs in disaster-prone regions



Laélia Benoît

**Role of CAP ? It could be considered developmental psychiatry in a warming world.**

# Children and adolescent *are already living* in a neighbourhood beyond borders



## 3. Migration

Increasingly, the children in our clinics are:

- Refugees
- Asylum seekers
- Children of undocumented families
- International adoptees
- Third-culture children

Their clinical presentations may include:

- Complex trauma
- Loss of language and identity
- Intergenerational cultural conflict
- Fear of deportation
- Interrupted education


Our patients move across borders - our knowledge must follow them.

# Beyond borders – why international collaboration matters (1)

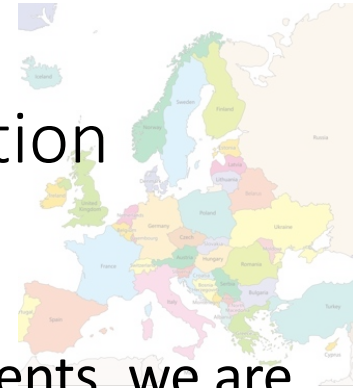


As CAP, we are practicing in an era defined by:

- Digital globalization
- Climate change
- Mass migration
- Pandemics
- Armed conflict
- Economic instability

 Children's mental health does not respect national borders.

# Beyond borders – why international collaboration matters (2)

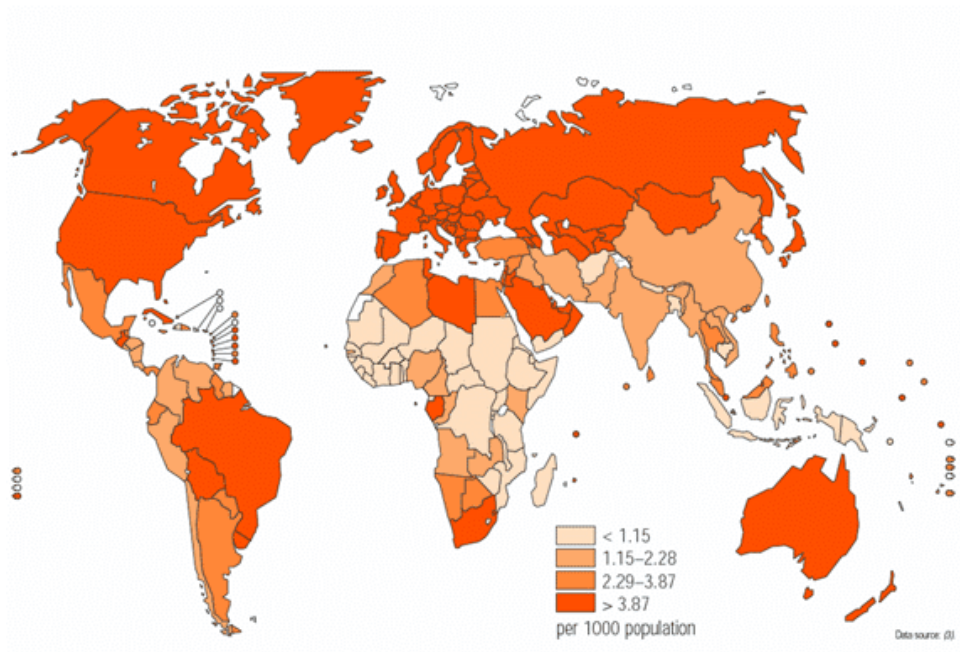


**Shared Global Challenges for CAP** : across countries and continents, we are confronting:

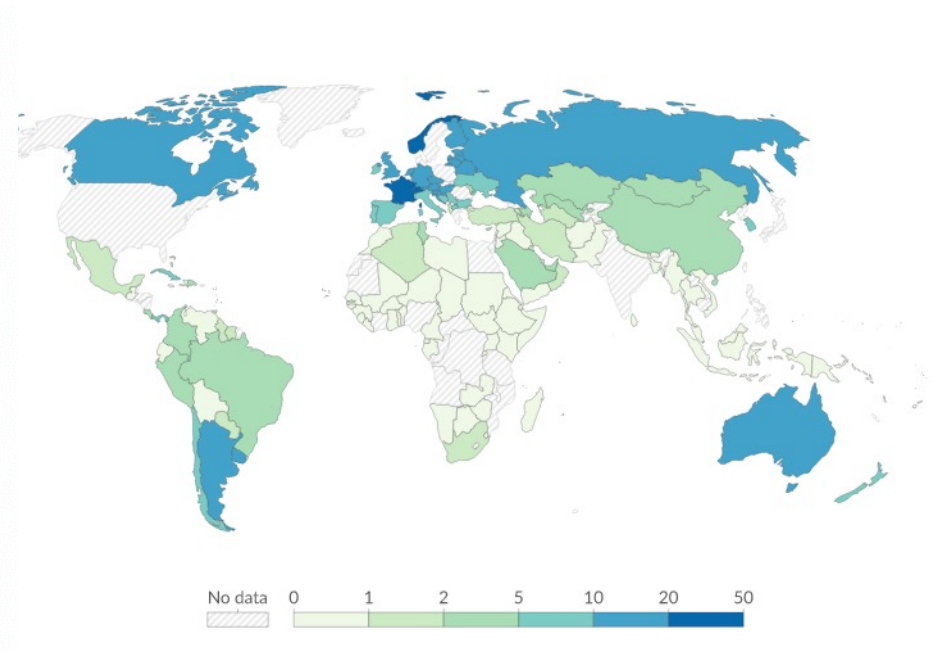
- Rising rates of anxiety and depression
- Self-harm and suicide in adolescents
- Neurodevelopmental service bottlenecks
- Workforce shortages
- Digital addiction and cyberbullying
- Climate anxiety
- The mental health impact of war and displacement

... yet resources are radical unequal

## Differences in (mental) health resources



World distribution of health workers, WHO 2006



Psychiatrists per 100 000 people, WHO 2020 via UNICEF 2021

# What does 'going international' actually mean ?

## 1. The obvious : attending international meetings



**BEYOND NATURE & NURTURE**

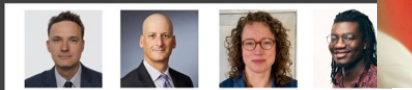


SFPEADA

**ESCAP** 2025

European Society for Child and Adolescent Psychiatry

21<sup>st</sup> International Congress, June 29 - July 1  
Palais des congrès, Strasbourg



Thanks to our #ESCAP2025 Keynote Speakers



Thanks to our State-of-the-Art Speakers



# ESCAP 2025 Participants

total of 1900  
participants from  
71 countries

France	329
Switzerland	278
Germany	161
Netherlands	154
United Kingdom	115
Turkey	71
Denmark	68
Finland	61
Australia	57
Italy	48
United States	48
Sweden	41
Belgium	39
Canada	38
Spain	34
Ireland	33
Norway	33
Japan	29
Austria	27
Greece	27
other countries with less than 20 participants	208



  
European Society for Child  
and Adolescent Psychiatry  
2025  
SFPEADA  
21<sup>st</sup> International Congress, June 29 - July 1  
Palais des congrès, Strasbourg

# ESCAP 2027

22nd International Congress of the European  
Society for Child and Adolescent Psychiatry  
*Child and Adolescent Mental Health  
in a Polarised World*

**ATHENS** | **24 – 27**  
**GREECE** | **JUNE 2027**



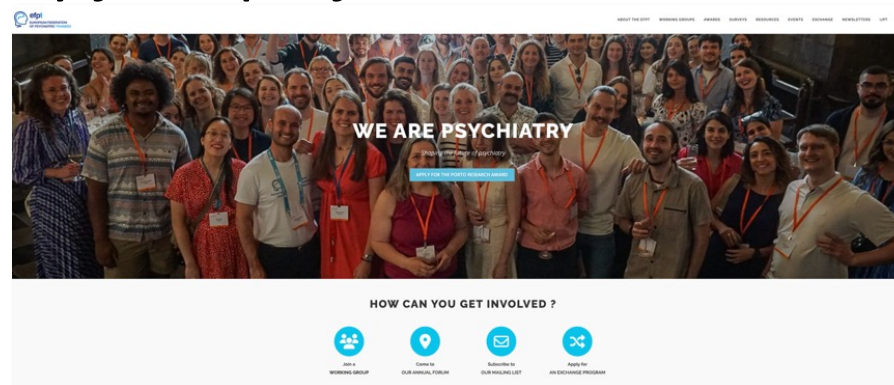


# What does 'going international' actually mean ?

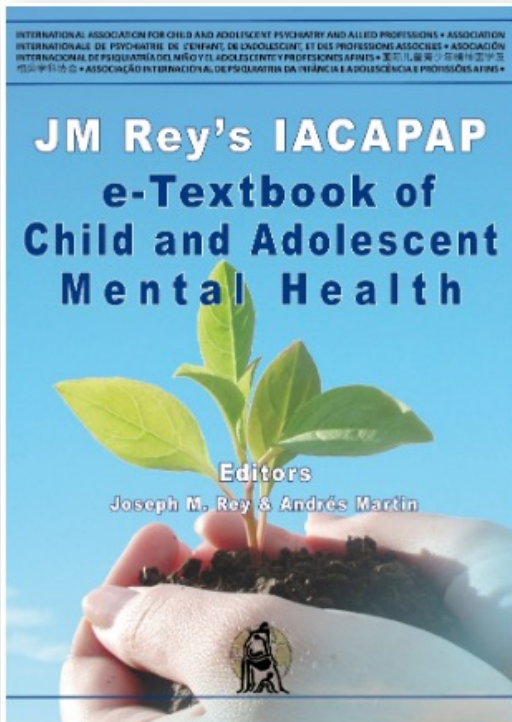


## 2. Service innovation through international learning

- Dynamic federation +++
- Website, annual forums
- Working groups
- Training days
- Involved in many joint projects with ESCAP & UEMS-CAP



# Knowledge Democracy : the IACAPAP textbook



+ Section A. INTRODUCTION

+ Section B. PERINATAL AND EARLY CHILDHOOD RISK AND PROTECTIVE FACTORS AND DISORDERS

+ Section C. DEVELOPMENTAL DISORDERS

+ Section D. EXTERNALIZING DISORDERS

+ Section E. MOOD DISORDERS

+ Section F. ANXIETY DISORDERS

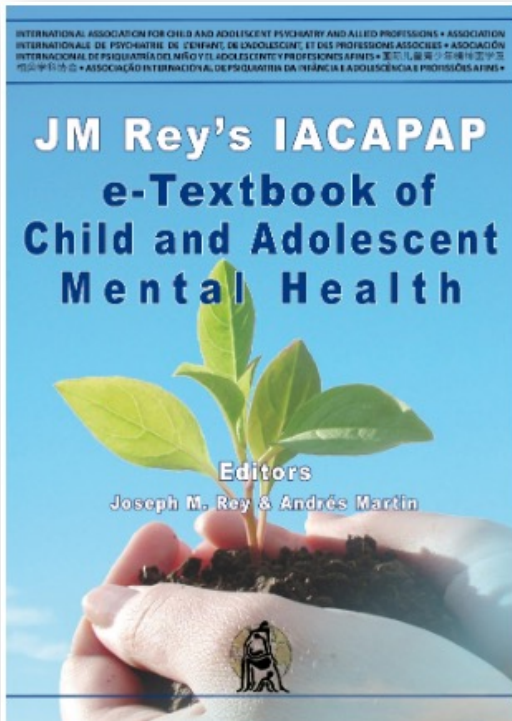
+ Section G. SUBSTANCE USE DISORDERS

+ Section H. OTHER DISORDERS

+ Section I. PSYCHIATRY AND PEDIATRICS

+ Section J. MISCELLANEOUS, LEGAL AND ADMINISTRATIVE

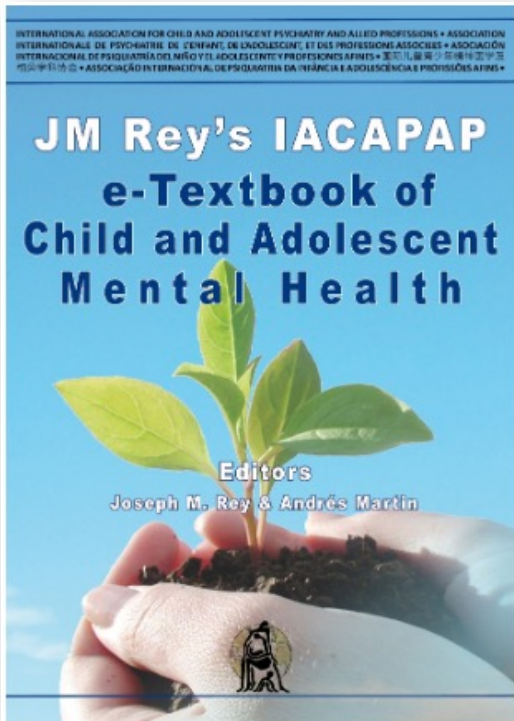
# Knowledge Democracy : the IACAPAP textbook



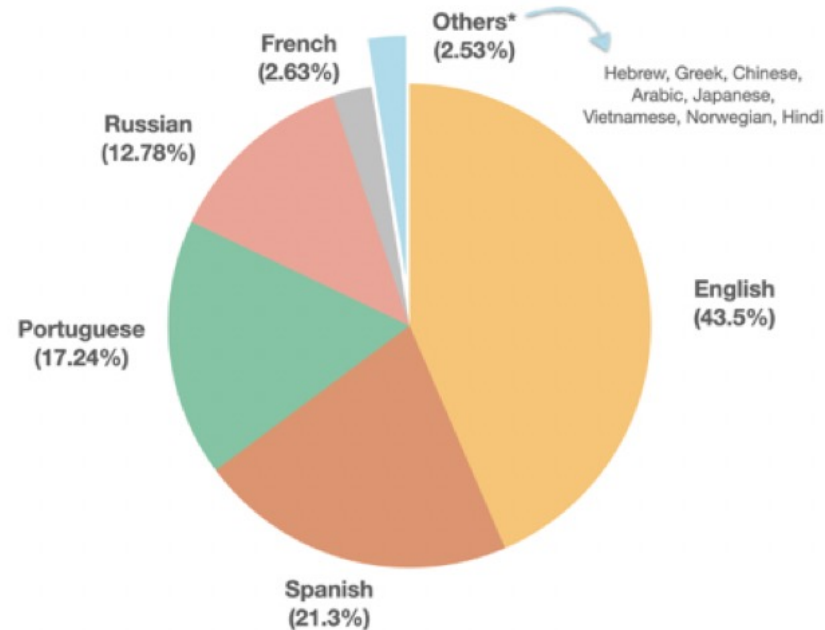
- **Total page views : 1,466,561**
  - approx. 230,000 / year
- 12 languages : English +

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中文 – Chinese  
Français – French  
Ελληνικά – Greek  
हिंदी – Hindi  
עברית – Hebrew  
日本語 – Japanese  
Norsk – Norwegian  
Português – Portuguese  
Русский – Russian  
Español – Spanish  
Tiếng Việt – Vietnamese

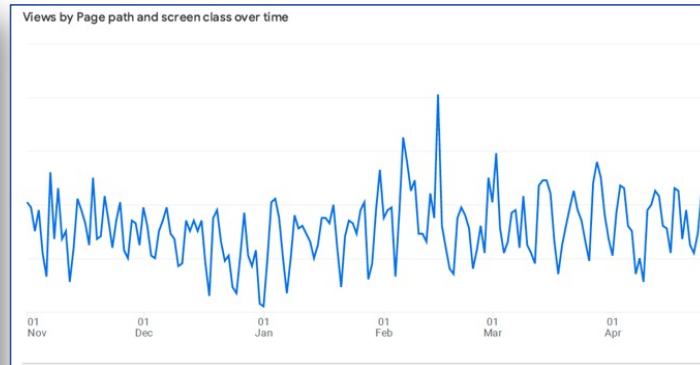
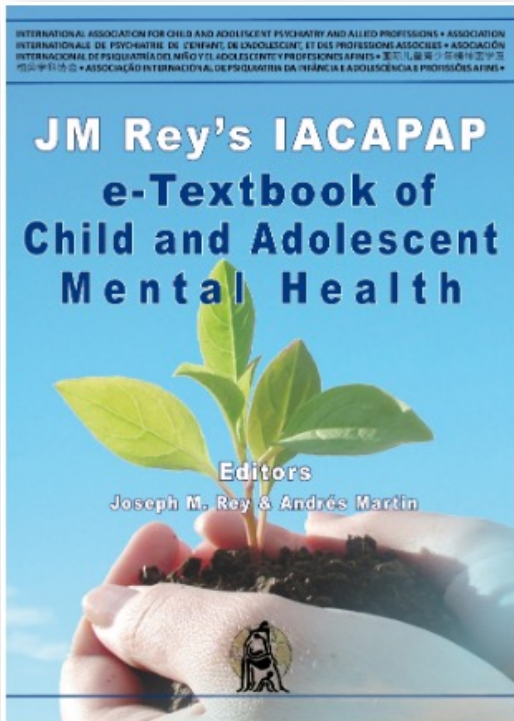
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# Knowledge Democracy : the IACAPAP textbook



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2 /resources/e-textbook.html	United States	730	519
3 /resources/e-textbook.html	Australia	386	254
4 /resources/e-textbook.html	India	386	228
5 /resources/e-textbook.html	South Africa	364	208
6 /resources/e-textbook.html	Türkiye	262	162
7 /resources/e-textbook.html	Portugal	253	95
8 /resources/e-textbook.html	Romania	209	128
9 /resources/e-textbook.html	Chile	189	138
10 /resources/e-textbook.html	Mexico	170	98
11 /resources/e-textbook.html	Canada	161	109
12 /resources/e-textbook.html	Turkey	152	106
13 /resources/e-textbook.html	France	145	90
14 /resources/e-textbook.html	Malaysia	112	68
15 /resources/e-textbook.html	Slovenia	112	52
16 /resources/e-textbook.html	Colombia	109	66
17 /resources/e-textbook.html	United Kingdom	104	68
18 /resources/e-textbook.html	Switzerland	103	50
19 /resources/e-textbook.html	Spain	102	70
20 /resources/e-textbook.html	New Zealand	82	52
21 /resources/e-textbook.html	Japan	79	51
22 /resources/e-textbook.html	Lithuania	79	49
23 /resources/e-textbook.html	Singapore	67	45
24 /resources/e-textbook.html	Norway	65	53
25 /resources/e-textbook.html	Russia	59	44

# Knowledge Democracy : online training

## IACAPAP bi-monthly **lunch seminars** :

- 22 seminars held so far, 1 hour each
- > September 2021
- Average of 100 participants world-wide



Promoting the Mental Health and Development of Children and Adolescents through Policy, Practice and Research

**IACAPAP**  
International Association for Child and Adolescent Psychiatry and Allied Professions

JOIN US IN  
IACAPAP Lunch & Learn Webinar

RESERVE YOUR SPOT TODAY

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11th IACAPAP Lunch & Learn Webinar

[f](#) [t](#) [in](#)



Wednesday, May 17, 2023  
1:00 PM Tunisia | 2:00 PM CEST | 8:00 AM EDT | 9:00 AM Brazil | 8:00 PM (GMT +8)

[Rethinking Services for Autism Spectrum Disorders in Low Resource Settings](#)

# Knowledge Democracy : online training



Pr. Bruno Falissard  
(Professor of CAP, Paris;  
Past-President of IACAPAP)

## Massive open online course (**MOOC**) : essentials of CAP

This MOOC has been designed to meet the basic educational needs of people interested in child and adolescent mental health such as nurses, community health workers, teachers, general practitioners, medical students, adult psychiatrists, and parents. The course is basic and each session includes a 20 minutes video. Teachers are respected professionals from all over the globe.



### Program

1. Introduction *B. Falissard (France)*
2. Normal dev. in child and adolescents *N. Gaddour (Tunisia)*
3. Clinical assessment and examination *T. Bella (Nigeria)*
4. Mood disorders *D. Cohen (France)*
5. Anxiety disorders and trauma *O. Omigbodun (Nigeria)*
6. ADHD *Y. Zheng (China)*
7. Disruptive di
8. Substance ab
9. Autism *P. de*
10. Schizophren
11. Eating disor
12. Suicide and non-suicidal self-injury *S. Lesinskiene (Lithuania)*
13. Int. disability and learning difficulties *N. Rodríguez Perrett (Uruguay)*
14. Associated somatic disorders *O. Sanchez Guerrero (Mexico)*
15. Specificities in young children *M. Kersen (Israel/WAIMH)*
16. Specificities in adolescents *S. Malhotra (India)*
17. Burden and risk factors of C&A psychiatric disorders *M. Houston (USA)*
18. Treatments in C&A psychiatry *A. Mian (Pakistan)*
19. Evidenced based C&A psychiatry *H. Klasen (Nederlands)*
20. Transcultural aspects of C&A psychiatry *M.-R. Moro (France)*
21. Treatment Planning *G. Harper (USA)*
22. Where to go from here? *J. Chilton (USA)*

# Knowledge Democracy : online training



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- each year May-June, **5 weeks, 2000 students / year**
- 22 videos x 20 minutes; after each video, 5 easy QUIZZs to “fix” content
- English speaking
  - subtitles in English, Russian, Spanish, Chinese, Arabic, French
- each week 10 QUIZZs, more complex (eTextbook)
- forum, wiki
- certificate given to students who succeed the exams
- free, FUN platform
- complementary with eTextbook

- mostly NOT CAP !
- psychologists
- also grand-parents, teachers, educators, baby-sitters,, nurses etc.
- “une bonne surprise” (BF)

# What does 'going international' actually mean?



## 2. Service innovation through international learning



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### ESCAP webinars for healthcare professionals in Ukraine 2024-2025 & 2025-2026

YouTube Search

**Kateryna Bulavinova** Health Expert, UNICEF Ukraine

**Prof. Carmen Schröder** Strasbourg University/France

**Oksana Zbitneva** Head of the Coordination Center of the Cabinet of Ministers of Ukraine for Mental Health

**Prof. Dr. Jörg M. Fegert** ESCAP President, Medical Director of the Clinic for Child and Adolescent Psychiatry/Psychotherapy, Ulm University Hospital

# What does 'going international' actually mean ?



## 2. Service innovation through international learning

International learning is not charity -  
it is mutual enrichment.

# What does 'going international' actually mean?



## 3. Workforce: Training for a Borderless Future

### What should CAP training look like in this era?

Future child psychiatrists should be competent in:

- Cultural formulation
- Global mental health principles
- Telepsychiatry across jurisdictions
- Advocacy and systems thinking
- Trauma-informed care for displaced populations
- Collaborative care models
- ...



**Residency exchanges, shared curricula,** and virtual grand rounds across countries should be the norm, not the exception .

# What does 'going international' actually mean?



## 3. Workforce: Training for a Borderless Future

### Bureau



**Bernadka Dubicka**

President of the UEMS-CAP Section

*Professor of Child and Adolescent Psychiatry, Hull and York Medical School University of York; Honorary MAHSC Professor, University of Manchester; Consultant, Greater Manchester Mental Health Trust; Honorary Consultant, Pennine Care Foundation Trust*



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*Associate Professor and Training Program Director at University of Szeged, Child and Adolescent Psychiatry Department, Szeged, Hungary*



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Past-president

*MD, PhD, Professor of Child and Adolescent Psychiatry at Strasbourg University and head of the Department of Child and Adolescent Psychiatry at Strasbourg University Hospitals in France, as well as the coordinator of the Excellence Centre for Autism and Neurodevelopmental disorders STRAS&ND.*



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President of the Board of Education of UEMS-CAP

*Associate Professor Learning about mental health development at Radboud University Medical Centre. Training program director at Karakter Academic Centre for CAP, Nijmegen, the Netherlands*



**Anna Sofie Kjergaard Hansen**

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*Associate Professor Learning about mental health development at Radboud University Medical Centre. Training program director at Karakter Academic Centre for CAP, Nijmegen, the Netherlands*



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**Sara Pillen**

External communications officer

*Consultant in child- and adolescent psychiatry at MFC Spermalie (De Kade vzw, Bruges, Belgium) and networkpsychiatrist at RADAR, board member of BACAP, Ghent, Belgium*



# UEMS-CAP missions



- European Union of Medical Specialists (UEMS) sections: advisory bodies aiming to influence the Council of Ministers and the European Parliament
- CAP section independent from pediatrics and adult psychiatry section > 1994
- development of **policies on training** – input from both the trainers and the trained
- **harmonization of specialist training**
  - to ensure high quality and availability of care
  - to facilitate free mobility for CAP specialists across Europe

→ [Selection and pre-graduate training]

→ Curriculum framework for initial graduate CAP training

→ European-wide examination

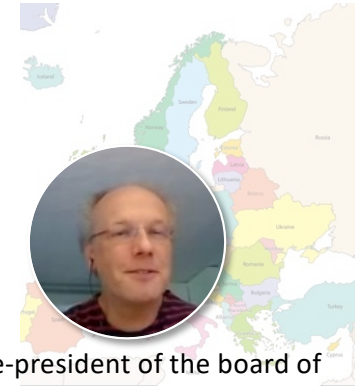
→ Continuing professional CAP development

# **NEW** European curriculum framework for CAP

## **CURRICULUM FRAMEWORK FOR CHILD AND ADOLESCENT PSYCHIATRY**



**Section of Child and Adolescent Psychiatry  
Union Européenne des Médecins Spécialistes (UEMS)**



Vice-president of the board of  
education  
Thorsten Schumann (Denmark)



President of the board of education  
Peter Deschamps (Netherlands)

- created over several years, with input from training directors, trainees and patient and carer groups from over Europe
- finalized 2021-2022
- ratified by the UEMS council in April 2025

# UEMS-CAP pan-European train-the-trainer meetings



- > 2018
- Aim: to exchange and enhance knowledge across the EU on the CAP training curriculum, organization, new techniques in teaching and evaluation – European perspective
- For trainers and/or training department directors
- Over 1-2 days:
  - general plenary presentations
  - working groups
  - lectures in a parallel program for local trainees

# What does 'going international' actually mean ?



## 3. Workforce: Training for a Borderless Future

International training activities in CAP: challenges and perspectives

- further **develop and evaluate projects** aiming at exchange of **international teaching modules** and materials
- outreach toward medical students and other professions and relevant groups
- co-constructing these initiatives **together with patient and carer groups**
- CAP training can be more efficient when we cooperate internationally, share materials and insights on what we teach and how we teach it

# What does 'going international' actually mean?



## 4. Getting involved in shaping international service provision and policies

### Our board 2023-2027



The 2023-2027 ESCAP Board, left to right: Anne Marie Råberg Christensen (Denmark), Kotsis (Editor of ESCAP Communications in ECAP, Greece), Andrea Danese (Gen Chair of the Academic Division, UK), Maja Drobnič Radobujac (Chair of the Policy Carmen Schröder (France), Enikő Kiss (Chair of the Clinical Division, Hungary), Jö Germany), Dimitris Anagnostopoulos (Past President, Greece), Stephan Eliez (Switzerland), Karen Schlaegel (ESCAP Communications Editor, Gema (Chair of the Academic Division, The Netherlands), Pieter J. Hoekstra (ECAP Editor of the Academic Division, The Netherlands)



### News and updates from ESCAP's clinical division

#### What is the Clinical division?

The role of the clinical division is to promote the quality of professional work and activities in child and adolescent psychiatry and the standing of the profession.

#### Committee:

**Directors:**  
Anne Marie Råberg Christensen - Denmark & Enikő Kiss - Hungary

#### Members:

Bojan Bekic - Slovenia  
Oliver Bille-Hentrich - Switzerland  
Oscar Herreros - Spain  
Ana Kesic - Serbia  
Konstantinos Kotsis - Greece  
Bertrand Andre Marc Lauth - Iceland  
Simone Marchini - Belgium  
Mica Pejovic-Milovanovic - Serbia  
Julie Rollig - France



Division directors Anne Marie Råberg Christensen (top) and Enikő Kiss (bottom)



### News and updates from ESCAP's Policy Division

#### What is the Policy Division?

The role of the Policy Division is to promote national health policies, public awareness and public advocacy related to the mental health of children and adolescents, and to increase the standing and authority of the Society in Europe and in the European Union.

#### Committee:

Chair: Prof Maja Drobnič Radobujac - Slovenia  
Co-Chair: Prof Robert Vermeiren - The Netherlands  
Prof Dimitris Anagnostopoulos - Greece  
Dr Füsün Çuhadaroglu Çetin - Turkey  
Dr Sofie Crommen - Belgium  
Prof Stephan Eliez - Switzerland  
Prof Sarah Hohmann - Germany  
Prof Riitta-Kerttu Kalliala - Finland  
Prof Konstantinos Kotsis - Greece  
Prof Nermina Kravic - Bosnia-Herzegovina

If you would like to be part of the Policy Division, please contact our editor.

#### Current programs and projects:

- ESCAP policy statements on global and European issues
- Patient and Public Involvement
- Organising policy debates for future ESCAP congresses
- Sustainable development goals (SDG's) of the UN as a policy framework
- Research calls for SARS-CoV-2 e.g. Horizon 2020 and national calls
- Policy survey



Division Chair Prof Maja Drobnič Radobujac



Division Co-Chair Prof Robert Vermeiren

#### ESCAP Policy Statements

July 2025

Reflections on the 2025 ESCAP Congress by Maja Drobnič



# What does 'going international' actually mean?

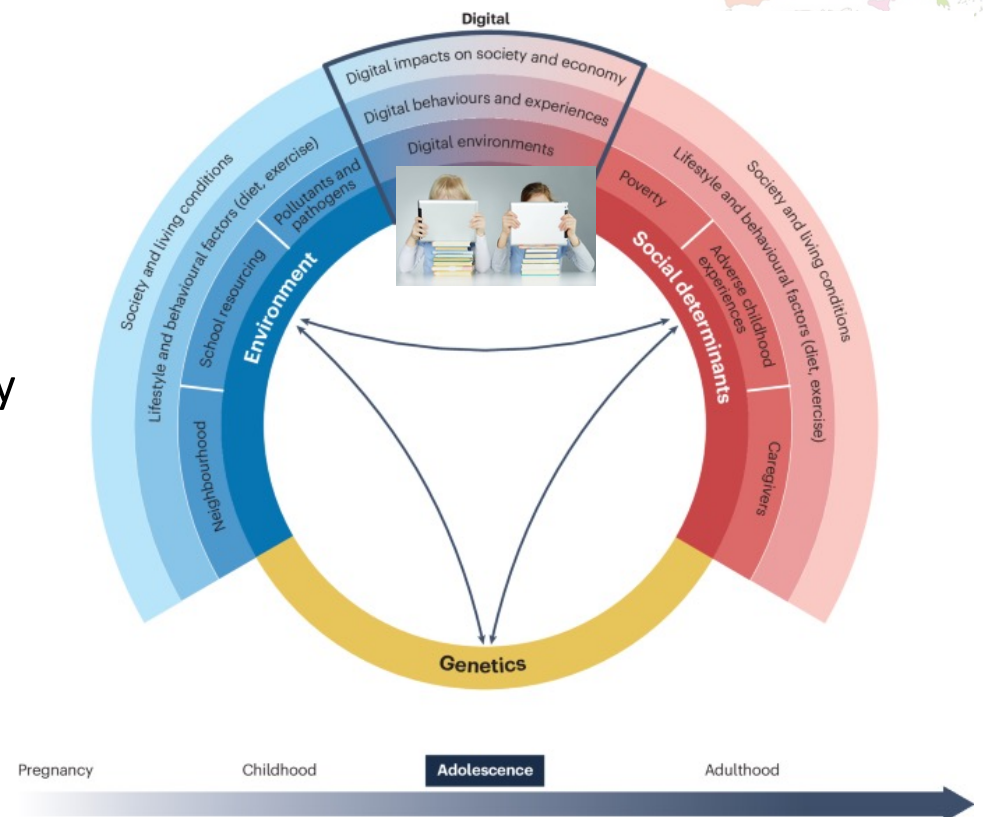


## 4. Getting involved in shaping international service provision and policies

### Digital neighbourhoods

International collaboration can:

- Compare digital impact data cross-culturally
- Develop global digital literacy curricula
- Advocate for safer platform design
- Coordinate research on algorithmic harms



# What does 'going international' actually mean ?



## 4. Getting involved in shaping international service provision and policies

### Migration

International collaboration can:

- Harmonize trauma-informed care standards
- Develop culturally sensitive assessment tools
- Advocate for humane migration policies
- Share training modules across borders



# What does 'going international' actually mean?



## 4. Getting involved in shaping international service provision and policies

Cultural humility in service design ++

Moving from

“How can we implement our model there?”

to

“What strengths and structures already exist here?”

- Some cultures rely heavily on extended family systems.
- Some integrate traditional healers.
- Some prioritize collective well-being over individual autonomy.

**Building hybrid models that respect local epistemologies.**

**IACAPAP**  
International Association for Child and Adolescent Psychiatry and Allied Professions

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**MEMBERS OF THE BUREAU**

Addressing the day-to-day affairs of the association

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Director  
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Yong Loo Lin Medical School and DUKE NUS Medical  
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# What does 'going international' actually mean?



## 4. Getting involved in shaping international service provision and policies.... through leadership training

### Donald Cohen Fellowship Program

The *Donald J. Cohen Fellowship Program for International Scholars in Child and Adolescent Mental Health* is a mentorship/training program for young professionals modeled on successful activities at previous IACAPAP Congresses and Research Seminars. Approximately twenty fellowships are awarded at each IACAPAP Congress, to avail this valuable opportunity.

The purpose of these Awards is to foster the professional development of emerging leaders in child and adolescent mental health throughout the world. We understand 'leadership' in its broadest context - whereas some countries may benefit most from advancing their scientific and research development forward, others will benefit from organizational change in their pediatric mental health infrastructures, and yet others from enhancing the education and training of a new cadre of specialists.



*Donald J. Cohen, M.D.  
(1940- 2001)  
IACAPAP President,  
1992-1998*

# Leadership Training

## Leadership

Networking  
Engagement  
Teaming

# Donald J. Cohen Fellowship

is not a Person

## Past DJCF events

No	Edition	No of Participant	No of Country
1	2004 Berlin	51	
2	2006 Melbourne	56	56
3	2007 Florence	57	
4	2008 Istanbul	33	
5	2009 Budapest	36	
6	2010 Beijing	30	30
7	2012 Paris	26	26
8	2014 Durban	25	25
9	2016 Calgary	20	20
10	2018 Prague	22	22
11	2020 Singapore	28	28
12	2022 United Arab Emirates	17	17
<b>Total</b>		<b>401</b>	<b>224</b>

Country	Total
Albania	1
Australia	10
Austria	1
Bangladesh	3
Barbados	1
Belgium	1
Brazil	10
Cameroon	1
Canada	3
Chile	4
China	10
Colombia	2
Czech Republic	2
Ecuador	1
Egypt	6
Ethiopia	3
France	8
Georgia	2
Germany	10
Ghana	1
Holland	1
Hong Kong	1
Hungary	2

India	12
Indonesia	4
Iran	2
Iraq	2
Ireland	1
Israel	5
Italy	2
Japan	1
Kenya	3
Kuwait	1
Latvia	1
Lithuania	1
Malawi	1
Malaysia	1
Morocco	1
Nepal	1
Netherlands	2
Nigeria	10
Norway	1
Pakistan	4
Panama	1
Philippines	1
Poland	1

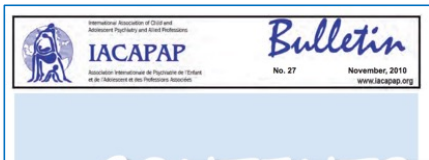
Romania	1
Rwanda	2
Samoa	1
Singapore	7
South Africa	9
South Korea	4
Spain	10
Sri Lanka	4
Sudan	1
Sweden	1
Taiwan	4
Thailand	1
Tunisia	2
Turkey	6
Uganda	1
Ukraine	1
United Arab Emirates	2
United Kingdom	6
United States	15
<b>Unknown</b>	<b>178</b>
Vietnam	2
Yemen	1

# Leadership Training

**L**eadership  
Networking  
Engagement  
Teaming

# Donald J. Cohen Fellowship

is not a Person



### MEMBERS OF THE BUREAU

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 <p><b>Luis Augusto Rohde, MD, PhD</b> President Professor Department of Psychiatry Federal University of Rio Grande do Sul Director ADHD Program Hospital de Clinicas de Porto Alegre</p> <p><a href="#">View Profile</a></p>	 <p><b>Yewande Oshodi, MD, MPH, MPhil</b> Secretary General Associate Professor of Psychiatry / Child &amp; Adolescent Psychiatrist Department of Psychiatry College of Medicine University of Lagos &amp; Lagos University Teaching Hospital Ido-Ishaka, Lagos, Nigeria</p> <p><a href="#">View Profile</a></p>
 <p><b>Carmen M. Schröder, MD, PhD</b> Treasurer Professor for Child and Adolescent Psychiatry, Strasbourg University Head of the Department of Child and Adolescent Psychiatry, Strasbourg University Hospital Head of the Excellence Centre for Autism and Neurodevelopmental Disorders STRASAND President, European Union of Medical Specialists - Child and Adolescent Psychiatry (UEMS-CAP) European Board Certified Sleep Expert</p> <p><a href="#">View Profile</a></p>	 <p><b>Daniel Fung Shuen Sheng, MD</b> Past President CEO, Institute of Mental Health Singapore Adjunct Associate Professor, Lee Kong Chian Medical School, Nanyang Technological University Yong Loo Lin Medical School and DUKE NUS Medical School, National University of Singapore</p> <p><a href="#">View Profile</a></p>



# What does 'going international' actually mean?



## 5. Shared research infrastructure

We need:

- Cross-cultural validation of diagnostic tools
- Global longitudinal cohorts
- Open data collaboration
- Inclusion of underrepresented populations in genetic studies

Without this, our science risks being **WEIRD**—Western, Educated, Industrialized, Rich, Democratic—and unrepresentative of the majority of the world's children.

# What does 'going international' actually mean?

## 5. Shared research infrastructure

### • Cross-cultural validation of diagnostic tools



#### Item Bank: A Multicultural Approach

Our plan is to assess 17 common mental health conditions, plus suicide and functioning, in individuals aged 3 to 24. The conditions will be separation anxiety, specific phobia, social anxiety, panic, obsessive-compulsive, post-traumatic stress, eating, generalized anxiety, major depression, mania, psychosis, attention-deficit hyperactivity, disruptive mood dysregulation, oppositional defiant, conduct, and alcohol and substance use disorders, as well as suicide and functionality.

First, we generated self-report items for 17 mental health conditions among young people aged 18-24 and had these items reviewed by a core team of 25 international experts.

Second, we expanded the self-reports to adolescents (aged 12-17) and parent reports (aged 2-17), with later expert revisions.

Third, the full version will be rigorously tested and refined through the following several steps:

- More than 200 international expert evaluations to assess items' appropriateness for distinct cultures.
- A translatability assessment will be conducted for a diverse set of languages by a team of linguists to establish cultural relevance.
- An initial survey with more than 10,000 people from multiple countries will be conducted. Psychometric analysis will be carried on these data to assess the measurement properties of the full version across countries.

#### Next Steps



**Translation and cultural adaptations.** Items will be translated and adapted in up to 20 languages/countries, involving young individuals and local experts to ensure linguistic appropriateness and relevance.



**Full psychometric assessments.** A global survey will be conducted to collect further data for additional psychometric assessments in other languages.



**Crosswalks with dimensional instruments.** The assessment tool will be integrated with validated questionnaires, creating bridges for comparisons and score translation.



**Clinical validation.** The tool will also be clinically validated by conducting standardized psychiatric assessments for children, adolescents, and young adults in various countries by multiple psychiatrists to ensure assessment reliability and consensus in the event of differing evaluations.



# What does 'going international' actually mean?



## 5. Shared research infrastructure

- many international calls, involving multiple European countries (H & LM income countries) + family and user groups



# What does 'going international' actually mean ?

## 5. Shared research infrastructure through international research academies

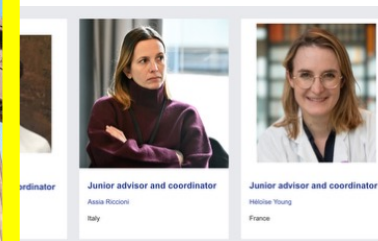
- Goals:
  - Scientific training
  - Attractiveness of an academy
  - Establishment of a large



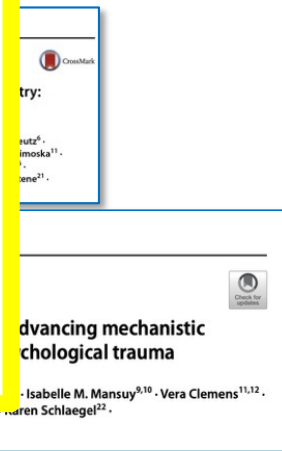
### Research Academy 2027

SAVE THE DATE: The next Research Academy will take place from **22-23 June 2027** in Athens ahead of the ESCAP main congress. Further information will be available from autumn 2026.

## through international



ing  
ian-scientists



Johannes Hebebrand, "Within our specialty much is at stake"

# What does 'going international' actually mean ?

## 5. Shared research infrastructure : starting early through international research academies



Honorary President

**Helmut Remschmidt, MD, PhD**

Professor Emeritus, Child and Adolescent Psychiatry,  
Philipps University, Marburg, Germany



### **Helmut Remschmidt Research Seminars**

At the 17<sup>th</sup> IACAPAP Congress in Melbourne held in 2006, the IACAPAP Executive Committee decided to arrange research seminars, entitled the *Helmut Remschmidt Research Seminars*, in the geographical area of the upcoming IACAPAP Congress. The purpose of the seminars is to inspire young colleagues from IACAPAP and allied disciplines to engage in research. The aims are to provide: basic knowledge in key aspects of research design in child and adolescent psychiatry, skills in presenting research to colleagues, skills in commenting on the research of others, and the ability to carry out personal research projects under the specific circumstances of one's department.

Seminars are organized into themes. Each seminar participant is asked to bring to the seminar a research plan or an ongoing project in the form of a PowerPoint presentation to present in group discussion under the supervision of 1 or 2 mentors.

# Leadership Training

**L**eadership  
Networking  
Engagement  
Teaming

is not a D

# Helmut Remschmidt Research Seminars

No	Country
8	
19	
<b>Total</b>	<b>171</b> <b>134</b>



European Child & Adolescent Psychiatry  
https://doi.org/10.1007/s00787-025-02911-6

CORRESPONDENCE

## Empowering child and adolescent mental health through evidence-based approaches: reflections from the 10th Helmut Remschmidt research seminar in child and adolescent psychiatry

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Today, mental health professionals play a pivotal role not only in the diagnosis and treatment of individuals but also in safeguarding public mental health, developing early intervention systems, and mitigating the significant societal and economic costs associated with untreated disorders by fostering healthier, more productive future generations.

Child and adolescent mental health has emerged not only as an individual concern but also as a critical public health issue at both societal and global levels. Today, mental health professionals play a pivotal role not only in the diagnosis and treatment of individuals but also in safeguarding public mental health, developing early intervention systems, and mitigating the significant societal and economic costs associated with untreated disorders by fostering healthier, more productive future generations [1, 2]. The mental health difficulties experienced by children and adolescents stem from a complex interplay of biological, psychological and environmental factors.

Globally, millions of children are at serious risk due to war, poverty and structural inequities within education and healthcare systems. The KIDSCREEN study, conducted in

2008 across 12 European countries, demonstrated that child and adolescent mental health problems are not evenly distributed even within Europe; rather, they vary significantly depending on socioeconomic, cultural, and structural differences. The study showed that factors such as low socioeconomic status, poor social support, disrupted parent-child relationships and parental psychological distress pose varying levels of risk across different countries [3, 4].

Even within Europe—a region with relatively well-developed healthcare infrastructure—there are considerable disparities in access to mental health services. This makes it evident that such inequalities are even more profound on a global scale, particularly in regions affected by war, poverty and systemic crises. In some parts of the world, especially in conflict zones, even children's most basic rights to life and safety cannot be guaranteed, while in some high-income countries, advanced strategies are being developed to enhance child and adolescent mental health.

This situation highlights that, while the need for child and adolescent mental health care is universal, it varies significantly across societies depending on their social, economic and political contexts. Such structural inequities must be addressed not only with scientific rigor, but also through transdisciplinary cultural understanding, ethical sensitivity and global collaboration. For this reason, transnational dialogue and international research partnerships are essential in building equitable and effective mental health systems for the future. Indeed, a similar perspective was recently articulated following the 17th International Training Research Seminar, as these seminars consistently underscore their critical role in cultivating a global Child and Adolescent Psychiatry research workforce [5].

Now in its 10th edition, the Helmut Remschmidt Research Seminar (HRRS)—originally initiated by Prof. Helmut Remschmidt in 2007 and supported by IACA-PAP—has contributed to the development of over 500 international researchers and once again, underscored the vital

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2
4
7
1
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1
35
171

# Helmut Remschmidt Research Seminars (HRRS)



Mentees' Reflections on  
HRRS 2025!



# What does 'going international' actually mean ?

## 6. Task shifting and scalable interventions

In settings with limited specialists, we must consider:

- Task-sharing models
- Training of primary care providers
- School-based mental health interventions
- Digital mental health tools
- Community health worker delivery models
- Evidence from global mental health initiatives shows that non-specialists, with proper supervision, can deliver effective interventions for depression, trauma, and behavioral disorders.

# What does 'going international' actually mean ?

## 2. Task shifting and scalable interventions ; example : PACT



Photo courtesy the Marcus Autism Center



4 [Parent-mediated intervention versus no intervention for infants at high risk of autism: a parallel, single-blind, randomised trial](#). Green J, Charman T, Pickles A, et al. *Lancet Psychiatry*, 2015, 2(2):133–40.

in the UK

6 [Effectiveness of the parent-mediated intervention for children with autism spectrum disorder in south Asia in India and Pakistan \(PASS\): a randomised controlled trial](#). Rahman A, Divan G, Hamdani SU, et al. *Lancet Psychiatry*. 2015 Dec 15. [Epub ahead of print]

in India and Pakistan

since then: in schools...

# What does 'going international' actually mean ?



## 7. Ethical considerations

We must avoid:

- Extractive research practices
- Short-term mission psychiatry
  - funding periods ++
- Cultural imposition
- Ignoring local professional leadership

True partnership requires:

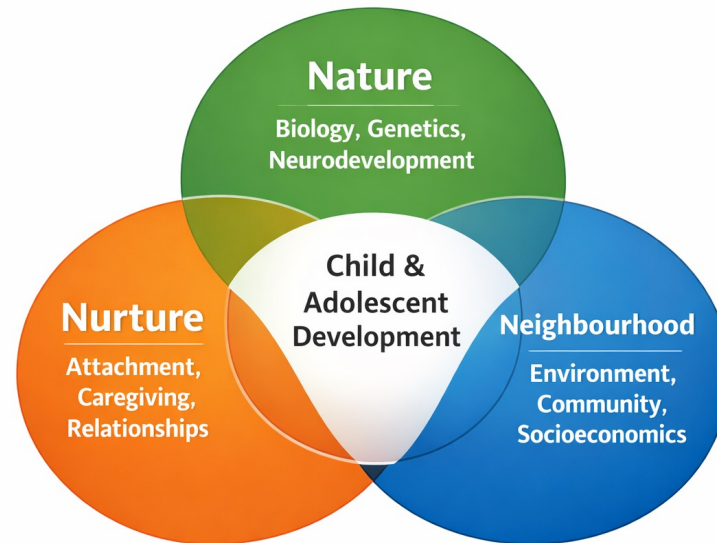
- Capacity building
- Long-term commitment
- Equitable authorship
- Shared decision-making

The goal is not to expand influence.  
It is to expand justice in access to C&A mental health care.

Nature, nurture and neighbourhood  
beyond borders :  
going international for better services in CAP



Why does it matter – especially today ?



A vision for the next decade :  
creating a global CAP network that...

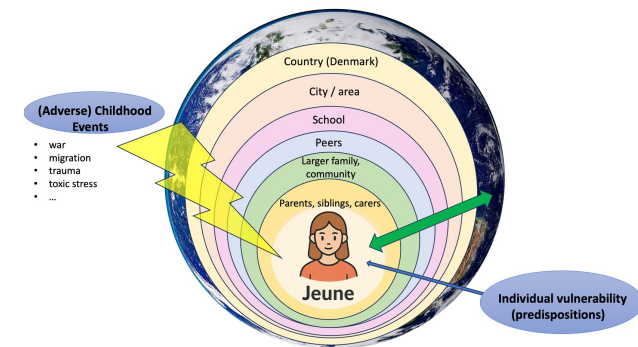


- Shares de-identified outcome data in real time.
- Rapidly studies emerging crises.
- Develops culturally adaptable intervention toolkits.
- Provides tele-supervision to under-resourced regions.
- Advocates collectively at international policy forums.
- Includes youth voices in governance.

# Returning to the child

Every child we see embodies:

- Genetic inheritance,
- Family story,
- Cultural narrative,
- Neighbourhood reality,
- Digital exposure,
- Global forces.



- When we treat a child, we are practicing at the intersection of biology and geopolitics.

# A call to courage

Nature, nurture and neighbourhood  
beyond borders :  
going international for better services in CAP



To go international requires a bit of courage:

- Courage to admit what we do not know.
- Courage to share power.
- Courage to advocate beyond clinic walls.
- Courage to speak about poverty, racism, climate, and displacement.
- Courage to innovate when systems resist change.

If we get this right:

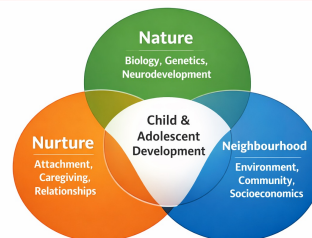
- We reduce suffering.
- We prevent lifelong disability.
- We strengthen communities.
- We build healthier societies.

If we collaborate across borders: we multiply our impact.

# Conclusion

Nature, nurture and neighbourhood  
beyond borders :  
going international for better services in CAP

Nature gives us potential.  
Nurture shapes regulation.  
Neighbourhood structures opportunity.



CAP is *about* collective intelligence - and international solidarity determines whether care is a privilege or a right.

Let us build a field of child and adolescent psychiatry that is:

- Scientifically rigorous,
- Culturally humble,
- Socially engaged,
- Globally connected
- And always child-centered.

The children we serve do not live in silos - neither should we !

The secret to everything : the community  
It is a human adventure



Clinical CAP team in Strasbourg

Nature, nurture and neighbourhood  
beyond borders :  
going international for better services in CAP

THANK YOU !!



No, I get by with a little help from my friends  
Mm, get high with a little help from my friends  
Mm, gonna try with a little help from my friends

