

September 1, 2017

WPA SECRETARY FOR EDUCATION

2014-2017

E. BELFORT

It is an honor to make reference, briefly - but by detail in the board report of the Executive Committee -, to some of the activities that had a major academic impact, led by the Secretary of Education of the WPA, during the period 2014 – 2017.

EDUCATIONAL PROGRAMS:

1. Inter –Association Forums: e.g., “The Impact Mental Health Forum”, a meeting organized by the World Association of Social Psychiatry, “Collecting evidence to help improve access to mental health care: why, what, when & how to assess?”, and “The International’s Dual Disorders Congress”, organized by the World Association on Dual Pathologies.
2. Secretary of Education / Zonal Representative inter-activities: e.g. WPA Zone 1, 2, 3, 4, 5, 6, 10, 11, 15.
3. Educational Programs, through activities at the WPA International Congress, Regional, National, or Worldwide on different topics. E.g., “Education and Leadership” , “Primary Care”, “Child and Adolescent Mental Health”, “Teenage Pregnancy and Violence”, “The Effects of Emotional, Physical and Sexual Gender Violence”, “Practice of Psychiatry”, “New Therapeutic Approach”, “Violence”, “Natural Disasters”, “Migration”, “Teaching Process”, “Puberty and Mental Health”, etc.
4. WPA Diploma in Mental Health: Therapeutic model and treatment of abuse in girls-boys, adolescents and women - UNICEF & Rafael Landivar University.
5. Mental Health Statements with the Regional Delegates and the President of the WPA led in Mexico, Guatemala, Honduras, and Dominican Republic.
6. The Curriculum on Neuropsychopharmacology developed by the American Society of Clinical Psychopharmacology (ASCP), using globally well-known experts, close collaboration between the American Association of Clinical Psychopharmacology and the World Psychiatric Association. A

number of copies (USB Key) were available free to 43 selected number of low and middle income countries' institutions for teaching purposes.

It is important to remark the excellent survey made by the Educational Operational Committee, gathering main information for WPA plans to continue working to improve the education and training of psychiatrists. The World Wide Survey of Training Needs of Psychiatrists summary report of the analysis based in 52 countries out of the target 118 countries (26% came from Asia, 23% from The Americas, 41% from Europe, and 4% from Africa), point out that there is wide variation in the types and duration of psychiatric training offered in member countries. The complete report will be presented during our congress in Berlin.

Another remark, during the period is the document WPA Recommendation: Principles and Priorities for a Framework for Training Psychiatrists. The Secretary of Education of the World Psychiatric Association, proposed to the WPA Executive Committee and its President to create a Task Force for the study and the setting of the principles and priorities for a framework for training psychiatrists. The work has been developed by the WPA Operational Committee which met several times in Madrid (Spain), Cape Town (South Africa), Cuenca (Ecuador) and Vilnius (Lithuania), with the logistic help of the Juan José López-Ibor Foundation.

The goal of this educational project is not to propose a one single training program graduate psychiatric curriculum, suitable for all countries, but to establish the present core elements of a syllabus leading to a framework regarding knowledge, skills and attitudes for training psychiatrists. Based on the elements of such a framework, trainers can build a training curriculum according to their own local national needs and priorities. We hope that these Principles and Priorities for a Framework for Training Psychiatrists can be useful to WPA Member Societies and their countries and to improve mental health and recovery of mentally ill patients. We expect to disseminate this document to member societies, after the WPA Assembly at Berlin Congress.

Finally, compared to the former period, goals were achieved. Nevertheless, the challenge is to improve the alliance between and inside the institutions, with the WPA and partners components, as well as economic resources that will allow a better impact.

My deepest acknowledgements to the Operational Committee on Education and to the Members of the Task Force: Casimoro-Querubin Maria-Luz (Philippines), Delgado Fabrizio (Ecuador), Ng Roger (Hong Kong), Soldatos Constantin (Greece), Hermans Marc H.M. (Belgium), Coskun Bulent (Turkey), Fiorillo Andrea (Italy); Ruiz Pedro (USA), Gaviria Silvia (Colombia), Rosabal Virginia (Costa Rica), Casas Miguel (Spain), Collazos Francisco (Spain), Correa Javier (Spain), Pagnussat Freedy (Uruguay), Quintero Javier (Spain), Srinivasa Murthi (India), as well as each one of the members of the WPA Executive Committee, to other members of the WPA and partners for their collaboration, cooperation and international support. I'm really thankful for the opportunity of being part of such a distinguished institution with so many and excellent experts and colleagues because we were able to provide and maintain the dignity and mental health of our people.