



PECULIARITIES OF STIGMATIZATION OF PEOPLE WITH DEPRESSION IN ADOLESCENTS

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Depression is a complex mental disorder characterized by the lack of a positive affective background and a spectrum of associated emotional, cognitive, physical and behavioral problems. Understanding the causes and risk factors can reduce the phenomenon of stigma, which is a major impediment to accessing psychological support and treatment. Identification and description of the particularities of stigma (public, self-stigma, stigma by association) among adolescents with depression, assessment of the impact on reducing the tendency to seek medical help and synthesis of current evidence for effective early interventions. Narrative review of the literature 2010–2025, focused on studies indexed in PubMed, WHO reports and systematic reviews on stigma, the effectiveness of anti-stigma interventions and the prevalence of depression in young people. Meta-analyses and representative studies on the effect of stigma on addressability and on educational programs in the school environment were selected. Perceived stigma and self-stigma significantly reduce the ability to recognize depressive symptoms and seek help among adolescents, being associated with shame and fear of social labeling. The adolescence stage, characterized by the formation and development of identity in a vulnerable psycho-emotional environment, increases the negative impact of stigma. Educational interventions and those based on direct contact with the psychologist have demonstrated short-term effectiveness in reducing stigmatizing effects, but evidence of maintaining these results and the real increase in referrals for psychological assistance remains limited. Stigma, among adolescents with depression, presents specific characteristics related to identity, autonomy and school environment, which negatively influence the recognition of the problem and the request for specialized help. Integrated implementation of emotional literacy and mental health programs in educational institutions, training of teachers to create a safe and comfortable environment for discussions about mental health is recommended.

ACTUALITIES IN ADDICTION MEDICINE TRAINING PROGRAM

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The complementary study program for the Addiction Medicine certificate offers a comprehensive, interdisciplinary approach, blending both educational content and practical skills needed to provide medical care for patients with substance use disorders or behavioral addictions. This presentation highlights the Romanian new experience in developing this training program, but also the new updated curricula. This program is designed for psychiatrists and other medical professionals due to the highly interdisciplinary nature of treating addiction-related disorders. It combines theoretical lessons with seminars, clinical case discussions, and hands-on internships, fostering an interactive learning environment aimed at not only imparting knowledge but also promoting a deep understanding of addiction's impact on improving the quality of care in this field. Over the 15 months, participants are engaged in 10 theoretical modules (30 hours/week) and practical internships at university and outpatient clinics (2 weeks – 10 days of 6 hours each). At the end of the program, participants are evaluated on the knowledge and skills they've acquired. The first group of 32 trainees completed the program in February 2025, while the second group, starting in January 2025, is participating in the program across two university medical centers- Iasi and Bucharest, with 54 doctors from various medical specialties. Romanian substance use disorders and behavioral addictions are widespread and underscore the growing demand for specialized education in addiction medicine. This educational initiative is vital to building a more comprehensive, interdisciplinary Romanian healthcare system capable of tackling the complexities of addiction in a compassionate and informed manner.