

schizo-affective disorder, schizophreniform disorder, delusional disorder, psychosis NOS or schizotypal personality disorder. These preliminary results lend support to the hypothesis of the genetic vulnerability which is broader than for narrowly defined schizophrenia but for a broader spectrum including nonschizophrenic psychotic illnesses and schizotypal personality disorder. The hypothesis of Gene-Environment-interaction will be explored in future papers.

BRAIN MORPHOLOGY IN FAMILIAL AND SPORADIC SCHIZOPHRENIA

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The existence of different characteristics in sporadic and familial forms of schizophrenia represents a controversial issue in psychiatric research. The achievement of positive data in this direction would support the hypothesis of an even partial heterogeneity of the disease.

As for the cerebral neuromorphology in "sporadic" and "familial" forms of schizophrenia, we recently performed three different studies:

(1) A meta-analysis conducted on published data about cerebral ventricular dimensions in 325 schizophrenic patients without family history for schizophrenia (FH-) and 122 schizophrenic patients with family history for the disease (FH+), showed that the VBR for FH- patients was 21% higher than that for FH+ cases; this result just failed to reach the level of statistical significance ($p = 0.1$).

(2) In a sample of 229 patients we could demonstrate that in males, but not in females, VBR was significantly higher in FH- patients than in FH+ patients ($p = 0.024$) [1].

(3) In a sample of 56 patients we found a significantly increased prevalence of Epithalamus calcifications in FH- as compared to FH+ patients ($p = 0.018$).

These results are discussed relative to the clinical differential features of familial and sporadic schizophrenia.

[1] Vita A, Dieci M, Giobbio GM, Garbarini M, Morganti C, Braga M, Invernizzi G: A reconsideration of the relationship between cerebral structural abnormalities and family history of schizophrenia. *Psychiatry Res.*, 53: 41-55; 1994.

S74. The best and worst of academic psychiatry — Part II

Chairmen: D Goldberg, A Hamid Ghodse

Abstracts not received.

S75. Violence in children and adolescents

Chairmen: JD Cordeiro, JA Costa e Silva

MEDIA VIOLENCE AND ADOLESCENT DEVELOPMENTAL ISSUES

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Violence is around us, at home or in the street. Daily news about terrorism, war, murder, rape, torture invade us. We are confronted with neo-nazism, racism, nationalism and all the violence these beliefs bring. Our present cultural references are multiple and characterised by constant visual impact. They are imposed by media and we cannot integrate them harmoniously in our developing personality. Literature attests the power of the media in influencing childrens' and adolescents' beliefs and potentially their behaviour. Media influence adolescents in many ways that are analysed according to multiple perspectives and conceptual views (social learning, cognitive necessitation, cognitive scripting, arousal and catharsis theories). Some of these theories will be analysed in order to detect interrelated and compatible features regarding the short and long-term effects of violence. A critical review of methodologies of studying the effects of media violence is undertaken, mainly regarding attitudinal surveys, content analysis, naturalistic laboratory and field experiments and correlational studies. We detailed some clinical observations in which we show how television scripts teach adolescents about gender roles, conflict resolution, sexual gratification, methods of coping with stress and violence. We concluded that the cultural internationalisation and the information massification model the way we perceive and give meaning to individual and collective violent behaviours. Old identification models based on real object relationships developed in a specific space and time are now substituted by imaginary identification models referred to the idealized, omnipotent, magic and transgressive qualities. These models promote an intense stimulation (extreme violence, self-aggression, dissociated erotization) that (by their visual penetration and mitification) cannot always be contained and mentalized and so harmoniously integrated. These new references promote mainly imitation and fusional identifications through shared phantoms and do not allow the development of individual original diversifying and enriching personal phantoms. Some preventive cues are proposed based on the need to stimulate the quality of media programmes for children and adolescents, increasing media literacy and promoting a vigorous engagement of health professionals and parents in media advocacy.

BULLYING: THE VIOLENCE IN PEER GROUPS

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The paper attempts to describe the most worrying violent social phenomenon in peer groups called bullying.

What is bullying? How much bullying takes place? Who might be at risk? What are the causes of bullying? And finally — what can be done? are the most important issues considered in the paper.

The term refers either to individual or to group violent actions against lonely victim. The definition is worth of interest for it has led to different ways of interventions. Common patterns describe bullying as pupil-to-pupil activity but there are teachers founded as bullies and controverely, some of them felt bullied by children. The bullying involves intimidations, extortions and physical threats,