

EPV1070

Studying the relationship between mental health literacy and emotional state among young people in Republic of Bashkortostan

S. Galyautdinova^{1*}, M. Khukhrin¹ and T. Chuikova²

¹Bashkir State University, Department Of Psychology, Ufa, Russian Federation and ²Bashkir State Pedagogical University, Department Of Psychology, Ufa, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.1778

Introduction: Mental health literacy (MHL) could be defined as a knowledge of mental health, comprehension of its importance, adequate attitude to information about mental health, possession of skills and abilities to provide assistance and self-help to maintain and promote mental health.

Objectives: The aim of the present study is to identify possible relationships between the components of mental health literacy and the manifestations of the emotional sphere of the respondents.

Methods: The sample consisted of 220 young people from 16 to 23. Emotional Empathy Questionnaire (A. Mehrabian, M. Epstein), self-assessment of mental states (G. Eysenck), questionnaire from the study of Reavley et al., and the custom MHL questionnaire were used.

Results: Most significant of relationships revealed by Pearson's Product-moment correlation analysis: Adequate actions of respondents in a mental health-threatening situation inversely correlates with anxiety ($r=-0.38$, $p=0.0002$), aggressiveness ($r=-0.22$, $p=0.017$), frustration ($r=-0.35$, $p=0.00008$), rigidity ($r=-0.29$, $p=0.0012$). Comprehension of the importance of specialized care inversely correlates with frustration ($r=-0.2$, $p=0.027$). Helping others in difficult situations correlates with empathy ($r=0.48$, $p=0.0000$).

Conclusions: A low level of the behavioral component of MHL is often manifested with high anxiety, aggressiveness, rigidity, frustration. Correlation between the cognitive component and frustration may indicate that sufficient level of this component does not allow the individual to fall into a state of deep frustration in mental health-threatening situations. Individuals with low level of anxiety, rigidity, aggression are more inclined to understand the importance of seeking professional help. An individual with lower frustration and aggressiveness will less likely choose destructive behaviors (addictions to alcohol, self-harm, etc.).

Disclosure: No significant relationships.

Keywords: mental health literacy; young people; emotional state; Republic of Bashkortostan

EPV1072

Incidence and predictive factors of non adherence to therapy in young adults attending a psycho social center in Milan: a retrospective observational "Real world" study

S. Vanzetto^{1*}, G. Cirnigliaro¹, E. Piccoli¹, S. Dagoberti², M. Vismara^{1,3}, B. Benatti^{1,3}, C. Viganò¹ and B. Dell'Osso^{1,3,4,5}

¹Luigi Sacco University Hospital, Psychiatry 2 Unit, ASST FBF-Sacco, University Of Milan, Milan, Italy; ²"Luigi Sacco" Department of medicine and surgery, University Of Milan, Milan, Italy; ³"Aldo Ravelli" Center for Nanotechnology and Neurostimulation", University Of Milan, Milan, Italy; ⁴Department of Psychiatry and Behavioral Sciences, Stanford University, Milan, Italy and ⁵"Centro per

lo studio dei meccanismi molecolari alla base delle patologie neuro-psico-geriatriche", University Of Milan, Milan, Italy

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.1779

Introduction: Non adherence to psychotropic drugs is associated with negative outcomes, including hospitalizations, aggressive behaviors, suicide attempts and increased premature mortality. It represents a psychiatric challenge, especially in young adults who show higher risk of non-adherence to treatment

Objectives: Firstly this study evaluates the incidence of non-adherence to therapy in 18-24 years patients from a Psycho-Social Center in Milan; and then to analyze the predictive factors of non-adherence.

Methods: In this retrospective "Real Life" observational study, 120 outpatients aged 18 to 24 years, from Psycho-social Center of L. Sacco University Hospital in Milan, were recruited in 2019. Non-adherence to treatment, according to the World Health Organization, was considered "a modality of assuming medications that does not correspond to healthcare professionals' recommendations". Statistical analysis were performed with chi-square, ANOVA and linear regression tests, setting significance to $p<0.05$.

Results: 88 of 120 outpatients (73.3%) received an indication to psychopharmacological treatment. Of these, 23 (26.1%) did not show adherence to therapy. Results showed a positive association between non-adherence and increased hospitalizations ($p<0.01$), oral antipsychotics ($p<0.05$) and drop-out rates ($p<0.001$). A significant correlation was also observed between non-adherence and Intellectual Disability ($p<0.05$), Bipolar Disorder ($p<0.05$), psychotic symptoms ($p<0.05$), alterations in affectivity and mood ($p<0.005$), alterations in sleep pattern ($p<0.05$), school dropout ($p<0.05$) and poor family support ($p<0.01$).

Conclusions: This study confirms that non-adherence has a relevant incidence in young-adults psychiatric population, highlighting the importance of effective and structured assessment in clinical practice to identify predictive factors and risk profiles associated with this phenomenon.

Disclosure: No significant relationships.

Keywords: Adherence to treatment; Promotion of mental health; Territorial psychiatry; young adults

EPV1074

Explanations on school task procrastination reported by medical students: A qualitative study at a public university in South-eastern Brazil

E. Turato* and L. Gonzalez

State University of Campinas, Laboratory Of Clinical-qualitative Research, Campinas, Brazil

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.1780

Introduction: How do medical students, who have self-criticism of being procrastinators of their study obligations, deal psychologically with daily tasks? The experience of procrastination by those who are considered high-performance students involves resources of mental health to cope with guilt, exhaustion, or even self-sabotage. According to MeSH used by PubMed, procrastination is 'the deferment of actions or tasks to a later time, or to infinity'.

Objectives: To explore the psychological meanings that medical students attribute to procrastination phenomena to better understand how they handle the usual curriculum overload.

Methods: Clinical-qualitative design. Sample of 13 participants closed by information saturation with 2nd, 3rd, 4th-year students. Semi-directed interviews with open-ended questions in-depth. Clinical-qualitative content analysis, free-floating readings with psychodynamic concepts. Results were validated by peers at the Laboratory of Clinical-Qualitative Research.

Results: Emergent categories: 1) between procrastination and despair: the process of stress in procrastination; 2) a proving mechanism: procrastination as an emotional defense; 3) a very delicate rumination: between procrastination and mere delay, an emotional dilemma; 4) this conflict is painful: the confrontation between the desire to comply with tasks with excellence and the enjoyment of life.

Conclusions: Procrastination is reported by students as a source of great tension generated by opposing forces and desires, in which exhaustion is eventually reached. There are emotional contradictions related to guilt for leaving tasks to the last moment and the need to live other things besides doing academic tasks. Procrastination is a message-metaphor. It is important that institutions listen to students to understand what procrastination is saying about them.

Disclosure: No significant relationships.

Keywords: Qualitative research; procrastination; mental health care; medical students

EPV1075

The relationship between parental reflective functioning, attachment style, parental competence, and stress

B. Szabó^{1*}, M. Miklósi² and J. Futó¹

¹Eötvös Loránd University, Department Of Developmental And Clinical Child Psychology, Budapest, Hungary and ²Eötvös Loránd University, Department Of Developmental And Clinical Child Psychology, Budapest, Hungary

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.1781

Introduction: Previous studies indicated, that mentalization mediates the link between adult attachment and stress, however, this relationship was not tested before among non-clinical parents of children aged between 12 and 18 years.

Objectives: The aim of this study was to explore the relationship between parental reflective functioning, attachment style, perceived parental sense of competence, and stress among parents.

Methods: After providing written consent, 186 non-clinical mothers completed a questionnaire packet that included a demographic form, The Parental Reflective Functioning Questionnaire - Adolescent version, the Attachment Style Questionnaire, the Parental Sense of Competence Scale, and the Perceived Stress Scale. A moderated mediation analysis with parental sense of competence as a dependent variable, mother's attachment style as an independent variable, certainty about mental states hypermentalization subscale as a mediator, and stress as a moderator was conducted.

Results: In the moderated mediation analysis, the direct effect of the attachment style on the parental sense of competence in the case of preoccupied attachment style was significant ($p < .001$). The interaction term of the hypermentalization subscale by perceived

stress was also significant in the case of low level ($w = -1.57, p < .001$) and high level of perceived stress ($w = 1.21, p = .049$) among mothers with a preoccupied attachment style.

Conclusions: These findings suggest that the preoccupied attachment style is related to the parental sense of competence through certainty about mental states hypermentalization in case of low level and high level of perceived stress, so mentalization-based interventions are warranted.

Disclosure: No significant relationships.

Keywords: Stress; attachment; mentalization; parenting

EPV1076

Prognostic competence as a criterion for the mental health of primary schoolchildren with psychological development disorders

T. Artemyeva^{1*}, V. Mendelevich² and A. Akhmetzyanova³

¹Institute of Psychology and Education, Department Of Psychology And Pedagogy Of Special Education, Kazan, Russian Federation;

²Kazan State Medical University, Department Of Medical And General Psychology, Kazan, Russian Federation and ³Kazan Federal University, Department Of Psychology And Pedagogy Of Special Education, Kazan, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.1782

Introduction: Younger schoolchildren with psychological development disorders have low cognitive activity, insufficient development of basic school skills, and a low level of educational motivation. In accordance with the requirements of the educational program for students with psychological development disorders, it is important to develop the ability to predict the results of their actions.

Objectives: The study of predictive competence in primary schoolchildren with psychological development disorders.

Methods: The study involved 60 children aged 8-10 years with a psychological development disorder. To study predictive competence, the methodology "The ability to predict in situations of potential or real violation of social norms" was used.

Results: The study revealed a low level of the cognitive and speech-communicative spheres of prognostic competence development in primary schoolchildren with psychological development disorders, as well as a deficit in prediction in the field of learning, which includes educational cooperation and educational communication of the child. Generalized statements, a passive position in future situations and pessimistic attitudes prevailed in the predictions of schoolchildren when constructing an image of the future. For schoolchildren with psychological development disorders, the prognosis is presented by monosyllabic answers, with the observable poverty of speech utterances.

Conclusions: The features of prognostic competence revealed in the study make it possible to develop individual programs for the development of the prognostic abilities of schoolchildren with psychological development disorders. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

Disclosure: No significant relationships.

Keywords: predictive competence; development disorder; primary school student