

and troubling feelings, approaching them in a caring and loving way, accepting negative experiences as a part of human life. Optimism is an individual's belief that everything will be better in the future despite the difficulties and obstacles of life. Shame is the feeling that occurs when an inadequacy or inappropriate behavior is noticed.

Objectives: The aim of this study was to investigate the effects of childhood trauma on self-compassion, optimism, and shame.

Methods: Childhood Trauma Scale, Self-Compassion Scale, Life Orientation Test and Shame Scale were administered to 384 individuals (304 Female and 80 Male). Their age range was between 18 and 25, with the mean of 21.26.

Results: The findings of MANOVA indicated that a significant main effect of gender on emotional abuse and sexual abuse however there was no main effect of gender on physical abuse, physical neglect, emotional neglect, and excessive protection. Women were exposed to emotional and sexual abuse more than men. MANOVA that was applied to the scores of CTQ revealed a significant overall main effect of self-compassion and optimism whereas there was no main effect of shame.

Conclusions: While self-compassion and optimism are the protective factors for the traumatized individuals, shame is the risk factor.

Disclosure: No significant relationships.

Keywords: Shame; Optimism; childhood-trauma; Self-compassion

EPV0364

The effectiveness of mental states' self-regulation of students in the course of educational activities

M. Kartasheva, A. Klimanova*, A. Prokhorov, A. Chernov and M. Yusupov

General Psychology, Kazan Federal University, Kazan, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2021.1928

Introduction: Studied the psychological mechanisms of mental states' self-regulation of students in the course of the educational activities: at lectures, seminars and exams.

Objectives: The main aims of the study were: 1. To identify the typical methods and techniques of mental states' self-regulation and regulatory abilities in everyday and stressful conditions of educational activity; 2. To establish the relationships between the quality of subject training, regulatory abilities and states of students; 3. To study the influence of mental structures (semantic, reflective) on self-regulation and regulatory abilities of students.

Methods: To solve these problems used a bank of 23 techniques, including 303 indicators. 260 1-st year students took part in the research (aged 18-20).

Results: As a result of the research, identified the states typical for lectures, seminars, exams. Comparison of mental states characteristics of humanities students and students of natural sciences did not reveal any differences. Among the mental states of highly effective students, particular importance have the cognitive mental states: interest, thoughtfulness and concentration. Found that the effectiveness of students' mental states self-regulation affects the productivity of passing the semester exam. The most commonly used methods are introspection (withdrawal), self-control, the use of logic, a positive attitude and search activity. This pattern is typical for both mathematics and psychology students.

Conclusions: Found that students with high self-regulation efficiency more often use a wide range of regulatory technics. Established the properties of personality, providing high efficiency of self-regulation, these are: adequacy, awareness, independence and assertiveness. This work was supported by the RFBR grant № 19-29-07072.

Disclosure: No significant relationships.

Keywords: self-regulation; student; educational activity; mental state

EPV0365

Self-regulation of students' psychological states

M. Kartasheva*, A. Klimanova, A. Prokhorov, A. Chernov and M. Yusupov

General Psychology, Kazan Federal University, Kazan, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2021.1929

Introduction: A system model of self-regulation of students' psychological states has been developed. As the main elements, the model includes the relationship between states and characteristics of consciousness, external factors and regulatory actions in a certain time range.

Objectives: To study conscious and unconscious methods of regulation of states in the relevant sections of the educational activities of students.

Methods: 98 students took part in this research, used different techniques of self-regulation and psychological states diagnosis.

Results: The regulation of psychological states occurs unconsciously. The success of the applied methods is relative and depends on both educational and personal factors. The regulators of states are various personal qualities. These are reflection, metacognitive abilities, intelligence, as well as the general ability to self-regulate. We discovered the influence of the meaningfulness of life on the psychological states. In the structure of students' states with a high level of meaningfulness of life an indicator of the general ability to self-regulation plays a central role. Indicators of emotional intelligence and locus of control characterize states of students with a low level of meaningfulness of life.

Conclusions: It has been found that the level of reflection of students plays a mediating role in the interaction of psychological states and adaptation processes. Emotional comfort, internal control, and self-acceptance have the greatest impact on states. The research confirmed the hypothesis of reflexive regulation of psychological states depending on various types of reflection during the performance of creative tasks. The research was carried out with the financial support of the RFBR; project No.19-013-00325.

Disclosure: No significant relationships.

Keywords: mental state; self-regulation; student; consciousness

EPV0366

Inside out: Taking inpatient care home

C. Cunha¹, R. Valido¹ and E. Machado^{2*}

¹Psychiatry Department, Magalhães Lemos Hospital, Porto, Portugal and ²Psychiatry Department, Senhora da Oliveira Hospital, Guimarães, Portugal

*Corresponding author.
doi: 10.1192/j.eurpsy.2021.1930

Introduction: Home hospitalization is an alternative to conventional hospitalization in several areas of medicine. In Portugal, we are now starting to think about its implementation in Psychiatry, given the positive experience of its use in other countries.

Objectives: Understand the advantages and disadvantages of a home hospitalization model and its logistical and clinical framework in an integrated community-focused care model.

Methods: We performed a literature review using Pubmed databases and UpToDate on home hospitalization, inpatient care and community-focused care model

Results: We have found reports of centers with experience in home hospitalization in Psychiatry, but there is still a notable lack of studies in this area. There is a discrepancy between the care needs of patients and the existence of community services for the treatment of mental illness. Home hospitalization is considered when there is partial remission of the symptomatology that motivated the hospitalization. Albeit demanding inclusion criteria limit eligible patients, there are several advantages with this hospitalization model: 1) it favors agility in the transition from hospital to home, with direct observation of contextual factors that may influence psychiatric decompensation, 2) integrates the patient in his natural environment, promoting his autonomy,; 3) allows psychoeducation of the family; 3) guarantees the continuity of the therapeutic process initiated in the hospital, 4) optimizes resources and cost-effectiveness, 5) prevents relapses and the “revolving-door” phenomenon.

Conclusions: We have found that a model of home hospitalization is a valuable element that should be included in an integrated system of psychiatric care.

Disclosure: No significant relationships.

Keywords: home hospitalization; community-focused care model; inpatient care

EPV0367

Psychiatric care in university population

N.M. Casado Espada^{1*}, A. Flores², M.T. Lozano López³, B. Bote Bonaecha¹, A.B. Sánchez García⁴, M. Rodríguez⁴ and C. Roncero⁵

¹Psychiatry, University of Salamanca Healthcare Complex. Institute of Biomedicine of Salamanca. Psychiatric Area, University of Salamanca, Salamanca, Spain; ²Psychiatry, University of Salamanca, Salamanca, Spain; ³Psychiatry, University of Salamanca Healthcare Complex. Institute of Biomedicine of Salamanca, Salamanca, Spain; ⁴Social Affairs Service, University of Salamanca, Salamanca, Spain and ⁵Psychiatry, Psychiatry, University of Salamanca Healthcare Complex. Institute of Biomedicine of Salamanca. Psychiatric Area, University of Salamanca, Salamanca, Spain, Salamanca, Spain

*Corresponding author.
doi: 10.1192/j.eurpsy.2021.1931

Introduction: It is well-known that university students experience high levels of mental health problems (1). University life presents changes and challenges that can be stressful and may affect the mental health of its community (2,3). More than 20 years ago, the Social Affairs Service (SAS) of the University of Salamanca started a program that ensured the mental health care in their community.

The Psychiatric Care Unit is part of this program and its objectives are: 1) to detect serious mental disorders; 2) treat mild mental disorders; 3) give information to prevent illness and promote mental health; 4) serve as support in patients with previous follow-up that has been discontinued due to the beginning of their studies; 5) liaise with referral psychiatrists.

Objectives: To make known a Psychiatric Care Unit targeted in the university community

Methods: 18 people between 19 and 52 years old (22% male, 78% female) were evaluated between November and December of 2020 in the Psychiatric Care Unit of the Social Affairs Service (PCU-SAS, University of Salamanca). The assessment consisted in an interview carried out by a psychiatrist, in the presence of a medical graduate. Every patient belong to the university community (students/ staff).

Results: The most frequent diagnosis in the sample is Adjustment Disorder (F43.2). Substance use, eating disorders, low-self-concept, perfectionism and emotional dysregulation are very prevalent symptoms along our sample.

Conclusions: Universities should invest in creating environments that promote student and staff mental wellbeing. However, the current body of evidence is scarce and more research is needed to recommend what are the best strategies(4).

Disclosure: No significant relationships.

Keywords: university population; mental health care; mental health prevention; mental health promotion

EPV0368

Age-related differences in the use of relaxation techniques during intensive professional training

T. Zlokazova and A. Kuznetsova*

Faculty Of Psychology, Lomonosov Moscow state university, Moscow, Russian Federation

*Corresponding author.
doi: 10.1192/j.eurpsy.2021.1932

Introduction: Intensive professional training is widely used in modern organizations, as it helps employees adapt to dynamic work and technology changes (Noe, 2010; Patrick, 2000). Relaxation techniques may reduce the negative effects of intense learning processes (i.e. fatigue, anxiety and stress). They can also enhance the productivity of the training itself by helping to achieve optimal states for the completion of learning goals.

Objectives: Our study concerns differences in mastering relaxation techniques by employees of younger and middle-age groups during intensive professional training.

Methods: Sample - 62 employees, participants of communication training. The 15-min session of progressive relaxation combined with autogenic formulae was conducted after 5 hours of intensive training. Measures: standard psychological and physiological functional state tests (Leonova & Kapitsa, 2003); an information perception task.

Results: The efficiency of the relaxation techniques varied between different age groups: younger participants (aged 20-30) were more successful in managing both tasks – learning new relaxation skills and achieving deeper rest (including more apparent positive physiological effects). They were also more prepared for completing the information perception task (they made less mistakes). Older participants (aged 30-50) experienced more difficulties with the new