

**Disclosure:** No significant relationships.

**Keywords:** stress; relaxation techniques; stress intervention

### EPV0358

#### The effect of psychoeducation regarding relaxation breathing, in stress reduction in a sample of nurses in a Greek hospital

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**Introduction:** Stress is one of the biggest problems leading a large portion of people to seek medical or psychotherapeutic management, while a large portion of hospital staff report high levels of work-related stress.

**Objectives:** The purpose of this intervention was to implement a psychoeducation seminar on stress management by implementing diaphragmatic breathing exercises and to detect the reduction of its levels in nursing staff.

**Methods:** The study took place at the General Hospital of Nikaia. Fifty employees, 38 women, aged 20-60 ( $M=37.4\pm 10.5$ ) participated in a two-hour group psychoeducation workshop, concerning psychoeducation on stress and application in diaphragmatic breathing exercises. The measurement of the success of the intervention was performed using a proportional stress assessment scale before and after the intervention. Statistical analysis was performed with SPSS26.

**Results:** Stress levels before the intervention ranged from 0 to 10 ( $M=5.7\pm 5.7$ ) while after the intervention ranged from 0 to 7 ( $M=2.3\pm 2.04$ ). Age did not appear to play a role in stress reduction, but was found to be positively and significantly associated with pre-existing stress in employees ( $r=0.423$   $p=0.002$ ). On the contrary, gender was found to be related both to the pre-existence of stress, with women reporting the highest levels ( $t=-3.534$   $p=0.001$ ), and to the reduction of stress after the intervention ( $t=-2.534$   $p=0.001$ ).

**Conclusions:** The above findings indicate the importance of implementing group psychoeducation programs to reduce stress at the organizational level, a very important result considering the cumulative effect that the recent existence of covid-19 has had on nursing staff.

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**Keywords:** Psychoeducation; stress; relaxation techniques

### EPV0359

#### The importance of psychological support for end-stage renal disease dialyzed patients

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**Introduction:** End-Stage Renal Disease (ESRD) patients have difficult and challenging lifestyle due to the burden of the disease that, leads to numerous psychological issues. Regardless, healthcare providers usually focus on the somatic side and don't take care of the psychological dimension.

**Objectives:** Determine the effect of psychological support on the wellbeing of patients with ESRD.

**Methods:** A survey sheet including sociodemographic and clinical data were distributed to two different groups. Psychological counseling was given to one of the groups, and wasn't given to the other one.

**Results:** Patients not receiving psychological support had higher levels of anxious and depressive symptoms and suicidal ideations compared to the group receiving psychological support that had lower levels of anxious, depressive symptoms and suicidal ideation.

**Conclusions:** ESRD patients are at risk of developing all sorts of psychological issues. Which underlines the importance of the psychological support associated to the appropriate somatic care.

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### EPV0360

#### The role of self-esteem in the regulation of students' mental states

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**Introduction:** Studied the role of self-esteem in the regulation of mental states in the educational activities of students.

**Objectives:** The aim of the research is to reveal the interrelationships of states' substructures (mental processes, experiences, behavior) with the level of self-esteem of students.

**Methods:** The study involved 69 students of the 1st and 2nd year, all humanities. The study was carried out in various situations of educational activity: at lectures, seminars, exams. Used the methods to study mental states, style of self-regulation and self-esteem.

**Results:** Found that as the level of self-esteem increases, the intensity of mental states' substructures also increases, and vice versa. As a result of ANOVA use, found that the regulatory properties "independence" ( $p < 0.001$ ) and "ability to program actions" ( $p < 0.002$ ) exert the greatest influence on the interaction of mental states and self-esteem. In lectures, seminars students with a low level of self-esteem mostly experience states of low intensity. Students with an average level of self-esteem are characterized by positive states of an increased level of intensity: from cheerfulness and anticipation to interest and fun. Students with high self-esteem experience mental states different in modality, intensity. As the level of self-esteem increases, the intensity of mental states' substructures manifestation increases, and vice versa.