

Conclusions: Interventions to improve the adolescent's knowledge of mental illness is needed so they can seek help for themselves and possibly help others.

Disclosure of Interest: None Declared

EPP0732

Knowledge, attitudes and perceptions of autism spectrum disorder: a general public survey in Greece

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Introduction: According to the World Health Organisation (March 2022), it is estimated that one in 100 children worldwide has autism spectrum disorder (ASD). People with ASD very often face stigma, discrimination, and violations of their human rights. The aim of this study was to examine the knowledge and the attitudes of the general population regarding autism spectrum disorder as well as to raise awareness and promote appropriate behaviors towards people with ASD.

Objectives: The purpose of this study was to investigate the knowledge, attitudes, and the behaviors of the general population towards people with autism spectrum disorder in Greece. As far as is known, this is the first study carried out in Greece on this research topic.

Methods: A cross-sectional study was conducted online via social media and completed by 642 participants with various characteristics. The questionnaires were anonymous, their completion was voluntary and included the "Societal Attitudes Towards Autism" (SATA) scale. Linguistic validation and cultural adaptation of the SATA scale into the Greek language was based on the World Health Organization specifications. Data analysis was performed using the Statistical Package for the Social Sciences.

Results: A total of 642 people participated in the survey, 81.2% women and 18.8% men. The majority had a very good knowledge of autism (mean score 9.1 out of 13). However, women achieved significantly higher scores than men ($p = 0.003$). Respondents showed moderate to positive attitudes towards people with ASD (mean score 57.9 out of 80). The knowledge score is associated with the level of education, the place of residence, the existence of a person with autism in their friend or family environment, their income and occupation. The highest scores were observed in psychiatrists, following by teachers and other mental health professionals. Notably, 220 people believed autism to be caused by vaccination.

Conclusions: Educational and public health interventions should be organized in the general population in Greece to discard childhood vaccination as a causative factor of autistic spectrum disorder. There is significant need to educate the public in acquiring knowledge about autistic spectrum disorder.

Disclosure of Interest: None Declared

EPP0733

Self-efficacy, Stress and Well-being in the transition to Higher Education

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Introduction: The transition from secondary education to higher education (HE) marks the beginning of a new stage in the individual journey of students, which is assumed to be one of the best and most remarkable periods of life.

University students constitute a risk group in which situations that generate stress are abundant and potentially disturbing, which can condition their self-efficacy and perception of well-being.

Objectives: Describe correlations between sociodemographic variables and self-efficacy, perceived stress and psychological well-being;

Understand the correlation between the various variables under study in newly admitted students in a HE establishment;

Raising awareness of the importance of the Specialist Nurse in Mental Health and Psychiatric Nursing in the transition process, promotion of mental health and prevention of mental illness.

Methods: Descriptive and correlational study with a non-probabilistic sample of students in the 1st year of the nursing degree at a Portuguese nursing school.

Data collection took place in the 1st semester of the 2019/2020 school year, after a favourable opinion from the Ethics Committee and authorization from the HE institution's governing bodies. The following measurement instruments were used: Sociodemographic/Academic Questionnaire, General Self-Efficacy Scale, Perceived Stress Scale and Psychological Well-Being Manifestation Scale.

Results: There are statistically significant differences between global self-efficacy and the variables that measure who students live with during the school year, whether entering HE implies leaving home, participation in extracurricular activities, professional activity, level of adaptation to the institution of education and level of schooling satisfaction with the course. There are statistically significant differences between perceived stress and the variables gender, studying away from home, who they live with during school term, participation in extracurricular activities, level of adaptation to the institution, degree of satisfaction with the course and need for psychological support.

There were statistically significant differences between psychological well-being and gender and variables measuring necessity studying away from home, who they live with during the school term, participation in extracurricular activities, economic situation, level of adaptation to the institution and degree of satisfaction with the course.

There was a negative correlation between general self-efficacy and perceived stress (moderate) and between perceived stress and psychological well-being (strong) and a moderate positive correlation between general self-efficacy and psychological well-being of HE students.

Conclusions: It is concluded that the transition environment for HE is complex and impactful for students, so it is essential to develop facilitating strategies in order to reduce the impact of stress-inducing factors and emotional exhaustion in this population.

Disclosure of Interest: None Declared

EPP0734

A randomized controlled trial on the effect of parenting intervention through “Care for Child Development guideline” on early child development and behaviors

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Introduction: It is suggested that parenting intervention programs can play a core component in early child development. Given the limited healthcare resources in developing countries, a group design intervention might be cost-effective.

Objectives: Our objective was to assess the effect of parenting interventions in a cost-effective setting through group sessions CCD interventions on children’s development and behaviors in a non-Western, low/middle income country.

Methods: This randomized controlled trial was conducted in a public Pediatrics clinic in Isfahan, Iran. We included 210 pregnant women in their third trimester, and then followed their children for 18 months. The intervention group underwent 5 educational group sessions. The main outcomes were the children’s development and behaviors based on Bayley Scales of Infant and Toddler Development-III (BSCID-III) at 12 months and Children Behavior Checklist (CBCL) at 18-month of age.

Results: Data of 181 children were analyzed (80 in the intervention group and 101 controls. The adjusted median differences were significantly lower in the intervention group than in controls for attention problems (-3.38; SE=1.59; P=0.035), anxiety problems (-2.28; SE=1.03; P=0.007) and pervasive developmental problems (-5; SE= 1.16; P<0.001) based on CBCL results. However, the difference of proportions was not significant in none of the BSCID-III domains in the intervention and control groups.

Table 1- Results of BSID-III in intervention and control groups at 12 months of age ^a

	Intervention (n=80) Median (IQR)	Control (n=101) Median (IQR)	P	Adjusted median differences ^b Coefficient	SE
Cognitive score	105 (100-115)	110 (100-120)	0.099	-4.22	2.51 0.095
Language score	112 (103-118)	112 (103-118)	0.444	-1.92	2.52 0.446
Motor score	103 (97-110)	107 (91-112)	0.957	-1.09	2.41 0.652

Conclusions: We found that parenting interventions through CCD group sessions were significantly effective on several child’s behavior domains, but not on children’s development. Future longitudinal studies are necessary in this field.

Disclosure of Interest: None Declared

EPP0735

Quality Improvement Project to Improve Communication with Patients in Relation to Section 136 (s136) Detention in St Mary’s Hospital A&E

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Introduction: We have observed an increase in the number of patients detained under s136 of the Mental Health Act (MHA) within our emergency department. Patients are often transferred to the emergency department as an alternative place of safety. Many of these patients are provided very little information about the detention and the process of assessment. Best practice states that all patients should be provided written information. Currently, there is no such written information available with our emergency department or within the psychiatric liaison team in St Mary’s Hospital.

Objectives: We aim to produce a user friendly information leaflet which will be distributed to all patients brought into the A&E department under s136. We aim to improve provision of written information from 0% to 50%.

Methods: We aim to complete this project in three stages: Stage 1: involvement of service users using the trust Expert by Experience Forum. We will co-produce a clear and user friendly leaflet detailing information pertaining to s136 and the process of assessment.

Stage 2: Once the leaflet is finalised, we will involve colleagues within the emergency department to ensure that there is an effective system which will ensure adequate distribution of the leaflet.

Stage 3: Once the leaflet is incorporated into our clinical practice, we will audit its distribution.

Results: We will upload the finalised leaflet. We will also assess a random selection of notes from November 2022 to March 2023 to assess % of patients provided with written information.

Conclusions: This project will result in co-production of an information leaflet for patients detained under s136 of the MHA. As such, we will aim to inform and improve the process for patients presenting to St Mary’s Hospital under the MHA.

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