O091

Attention deficit hyperactivity disorder (ADHD) as a risk factor for infection with COVID-19

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Introduction: ADHD limits the ability to comply with Covid-19 prevention recommendations. We hypothesized that ADHD constitutes a risk factor for Covid-19 infection and that pharmacotherapy may lower that risk.

Objectives: To test our hypothesis we studied the data of all patients admitted to (N=14,022) Leumit Health Services in Israel between February 1st - April 30th, 2020, who underwent at least one Covid-19 test.

Methods: Data were collected from the electronic health records. Purchasing consecutively at least 3 ADHD-medication-prescriptions during past year was considered drug-treatment.

Results: 1,416 (10.1%) subjects (aged 2 months - 103 years) were Covid-19-positive.They were significantly younger, and had higher rates of ADHD (adjOR 1.58 (95%CI; 1.27-1.96, p<0·001) than Covid-19-negative subjects. The risk for Covid-19-Positive was higher in untreated-ADHD subjects compared to non-ADHD subjects [crudeOR 1.61 (95%CI 1.36-1.89, p<0.001)], while no higher risk was detected in treated ones [crudeOR 1.07 (95% CI 0·78-1.48 p=0.65)].

Conclusions: Untreated ADHD seems to constitute a risk factor for Covid-19 infection while drug-treatment ameliorates this effect.

O092

Impact of COVID-19 on autism spectrum disorder management - a therapist perspective

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Introduction: Therapist led interventions form a core element in the management of children with Autism Spectrum Disorder (ASD) in India. COVID-19 pandemic has disrupted several aspects of ASD management.

Objectives: This study aims to understand the impact of COVID-19 pandemic on ASD therapies from a therapist perspective.

Methods: An online survey was conducted using a google form questionnaire disseminated among ASD therapists. The form was open for response between 23rd of June and 23rd of July 2020. The responses were extracted into an excel sheet and analysed using descriptive statistics.

Results: 41 out of 75 therapists with mean age of 44 years (21 – 58 years) responded to the survey. 48% were women. Majority of them were either special educators (49%) or ASD therapists (32%) with professional experience of >5 years (63%). Majority of the therapists felt that there is significant disruption during the pandemic with reduction in conventional therapies (63% to 17%) and increase in online therapies (15% to 61%). They also felt that this disruption had moderate to severe impact on child's learning (73%) and parents emotional and psychological well being (85%). Only 22% of therapists were using digital based therapy (DBT) before the pandemic. Although 51% of the therapists were not entirely sure whether DBT augments parents and therapists' efforts, majority (65%) were willing to use them.

Conclusions: COVID-19 pandemic has significantly disrupted ASD therapy in India. Willingness to use online and digital based therapies could open up a new dimension. Reliable and effective Artificial-Intelligence based therapies are the need of the day.

O093

Occupational burnout syndrome among italian healthcare workers during the COVID-19 pandemic: A real-world study

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Introduction: The coronavirus disease 2019 (COVID-19) experience in 2019/2020 carrieda devastating impact on hospital systems and personnel. Therising number of cases, unpreparedness, lack of vital resources, excessiveworkload, and the incapacityto contain the spread has producedincreased psychological and physical pressure among thehealthcare workers. During thepandemic,the extreme pressures experienced by healthcare workers increasedthe risk ofburnout, which has negative consequences for individual health, but also for patient care andthe healthcare system.

Objectives: Our study has been developed with the aims to evaluate the impact of COVID-19 pandemic on occupational burnout of Italian healthcare workers and to identify the presence of protective and the risk factors.

Methods: An online survey addressed the Italian healthcare workers using email invitation, dissemination of the link through social media channels and involvement of professional associations. The snowball sampling procedure gave us the opportunity to recruit a large sample of the Italian healthcare workers with different role, specialties and settings.

Results: During the study period, 5643 responses were recorded. The final sample included 5385 participants. This included 63.2% of medical practitioners, 35.3% of nurses and social workers and 1.5% non-clinical or other. The majority of participants were female (60.7%), 39.4% had at least 20 years of clinical experience and 3170 participants worked in inpatient unit hospital.A subset of participants screened positively for moderate- to-severe symptoms of depression, anxiety. Front-line workers reported high greater severity of psychological distress.

Conclusions: Understanding the health-related consequences of COVID-19 outbreak on Italian healthcare workers is mandatory to provide timely interventions to protect their health.

Cultural psychiatry

O094

Two-eyed seeing as a philosophy to facilitate communication between indigenous counselors and psychiatry about mind and mental health

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Introduction: The term "two-eyed seeing" is spreading across North America as a concept for explanatory pluralism. The concept was brought into academic science by Albert Marshall, a M'iqmaq from Nova, Scotia, Canada. It speaks to the idea that indigenous knowledge is an equally valid way of conceptualizing a phenomenon as is contemporary science. Marshall's famous example compares a traditional M'iqmaq story about the origins of the large tides in the Bay of Fundy with contemporary oceanographic geology findings and simulations.
Objectives: We wanted to explore how this two-eyed seeing model could be applied to mental health to facilitate a dialogue between psychiatry and traditional cultural healers.
Methods: We reviewed the existing literature on two-eyed seeing within mental health care using PubMed, IndexMedicus, One-Search, and Google Scholar. We presented a course on two-eyed seeing for indigenous mental health services and two-eyed seeing for addressing trauma in indigenous communities and surveyed the participants about the two-eyed seeing concept. We offered this course primarily to providers within indigenous communities and also for other interested counsellors.
Results: Participants in our trainings were enthusiastic about the role of two-eyed seeing for improving communication among indigenous providers and patients and non-indigenous providers. Most indigenous counselors had not heard of two-eyed seeing and were quite enthusiastic about its affirming nature and how it gave them a basis for dialogue with non-indigenous practitioners.
Conclusions: Two-eyed seeing allows a rich dialogue between European-derived practitioners and indigenous people that enabls each to appreciate the other's perspectives, leading to greater cooperation and collaborative treatment.

Disclosure: No significant relationships.
Keywords: Indigenous people; two-eyed seeing; explanatory pluralism; cross-cultural communication

O096

Group psychological intervention for people affected by conflict in Central African republic

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Introduction: A large part of the Central African population has been exposed to potentially traumatic events as a result of the recent conflict, which has led to the breakdown of social ties.
Objectives: Faced with this situation, the NGO Action contre la Faim proposed a psychosocial intervention aimed at helping the displaced people to reduce their psychological suffering and strengthen individual and community resilience.
Methods: After psychoeducation sessions organized in communities affected by the conflict, people identified with traumatic symptoms are invited to participate in a psychological support intervention. The protocol used is based on the Problem Management Plus (PM+), developed by the WHO. The approach was adapted in groups to reach more suffering people and also to take advantage of the group dynamic in the possibility of recovering and developing better resilience.
Results: 946 IDPs in the country's capital, participated in the group intervention led by a team of paraprofessionals. Data collected from 111 participants show that after five weeks of intervention, there was a significant reduction in post-traumatic symptoms (PCL-5) and functional impairment (WHODAS). These results were confirmed during the post-intervention evaluation four weeks later. In addiction, participants declared that they had observed effects on their ability to live together in the community and to regain social cohesion.
Conclusions: This experience gives encouraging results with regard to the feasibility and replicability of the group protocol, taking into account specific cultural and contextual adaptations.

Disclosure: No significant relationships.
Keywords: PM+; Central African Republic; Cultural Psychology; social cohesion

O097

Cultural competence in modern global world: Applications for mental health

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Introduction: Cultural competence and related terms began to appear in the 1960s in the context of the development of civil rights movements in many countries. The importance of research of cultural competence among mental health professionals is raised with the globalization trends of the modern world, when the growth of ethnocultural diversity, internal and external migration, temporary movement of people lead to intensification of intercultural interaction.
Objectives: The current study aims to reveal contemporary tendencies in cultural competence understanding and development.
Methods: Theoretical analysis and systematization of research publications in order to clarify concepts, models and applications of cultural competence.
Results: The following tendencies were revealed. Cultural competence continues to attract significant attention of researchers and practitioners, especially among the mental health specialists (psychologists, psychiatrists, psychotherapists) who work with representatives of different cultures. A number of similar concepts and their components have been proposed: cultural competence, intercultural communicative competence, cross-cultural competence, cultural intelligence, cultural awareness, cultural acceptance, intercultural sensitivity, intercultural adaptation, multicultural competence, multicultural orientation. The difficulties and limitations of