

EPP0687

The role of chronic disorders in psychotherapy

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Introduction: Many mental disorders take a chronic course, associated with disability and/or participation restrictions. This is well recognized in social psychiatry. It is assumed that in psychotherapy milder disorders are seen, but there are no data available in this regard. In a survey in outpatient psychotherapy the rate of patients with chronic disorders and associated impairment was assessed.

Objectives: Goal of the present study was to assess the prevalence and meaning of long term and prevailing disorders in psychotherapy

Methods: A total of 131 psychotherapists (43.5% psychodynamic, 55.7% cognitive behavior therapy) reported about 322 outpatients. Therapists were interviewed in person by two research psychotherapists in regard to illness characteristics of unselected patients.

Results: The duration of illness was longer than 1 year in 98.1% of patients or longer than a decade in 54.5%. In the judgement of the therapists 79% of disorders had a chronic or recurrent course. In 25% there were relevant participation impairments in regard to daily activities, leisure time, social relations, or work. About one quarter had already been in inpatient treatment.

Conclusions: The data show that chronic disorders are the rule rather than the exception in psychotherapy. This requires a multi-dimensional and interdisciplinary treatment approach, including sociomedical interventions in order to sustain participation in life. This should be recognized in the treatment concepts and also get proper attention in the education and reimbursement of psychotherapists.

Disclosure: No significant relationships.

Keywords: chronic disorder; Psychotherapy; impairment

EPP0688

Anxiety of pandemic and distance learning as predictor of decrease in satisfaction, competence and engagement in students during digital education periodG. Soldatova^{1*} and E. Rasskazova^{2*}

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Introduction: Transition of educational institutions to distance learning in pandemic was found to be associated with students' complaints about difficulties, decrease in effectiveness, interest and well-being (Herbert et al., 2021, Almomani et al., 2021, Puljak et al., 2020).

Objectives: The aim was to reveal psychological predictors of decreased academic satisfaction, competence, and engagement among students in the digitalization of education during a pandemic.

Methods: In December 2020 220 students 18-33 years old were asked about their learning difficulties, academic satisfaction, competence and engagement before the pandemic and now (Cronbach's alphas .66-.90), well-being (Diener et al., 1985, Diener et al., 2010), educational motivation (Sheldon et al., 2017), pandemic anxiety (Tkhostov, Rasskazova, 2020).

Results: There was a decrease in academic satisfaction, subjective competence and engagement, with moderate learning difficulties ($F=60.4-63.3$, $p<.01$, $\eta^2=.22$). More pronounced learning difficulties during a pandemic were found in students with higher level of negative emotions, lower integrated learning motivation, higher anxiety due to the transition to distance learning and due to a violation of security online ($p<.01$). The decrease in academic satisfaction, competence and engagement were maximal among students with a lower level of positive emotions, higher level of amotivation, anxiety due to the transition to distance learning and violation of privacy and security online ($p<.01$).

Conclusions: Students with higher negative emotions and distance learning anxiety regardless of their skills were more vulnerable to the changes in learning in pandemic. The study was funded by Russian Science Foundation project № 18-18-00365.

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Keywords: Anxiety of pandemic; distance learning; digital education

EPP0689

Digital self-harm – Social Media and its impact on Non-Suicidal Self-Injury and suicidal behavior. A Longitudinal Mixed Method Study.

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Introduction: Several initiatives within psychiatric nursing targets Non-suicidal self-injury (NSSI) in DK, but none targets the new phenomenon Digital Self-harm. Digital self-harm involves the use of Social media (SoMe) to harm oneself for example by communicating condescending content about and to oneself through fake profiles, seeking out conflicts to be humiliated, and consciously get others to say vicious things about themselves. Further, images are exchanged showing wounds, broken extremities, etc. and thoughts and feelings are exchanged about suicidal actions as well as methods for both self-harm and suicide actions. We do not know enough about what constitutes the problem nor do we know how to address neither the behavior nor their consequences. Due to conflicting results, more research is needed to understand how media affects NSSI as well as suicidal behavior.

Objectives: The overall objective of this study is to map, at a national level, how SoMe is used as part of NSSI and suicidal