

higher likelihood of emotional difficulties during surgical treatments, including psychological distress, post-traumatic stress, body shame, and self-blame. A significant number of women, including those in this study, consider the approach to self-image and sexuality in oncology consultations deficient. Psychological programs and interventions should be developed to empower patients to adjust to the sexual changes arising from treatments and disease progression and to promote positive intimate relationships and effective communication.

Disclosure of Interest: None Declared

EPP0249

Development and psychometric testing of the Acceptability regarding Cognitive Rehabilitation Interventions Survey – Cancer Survivors (ACRIS-CS)

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Introduction: Cognitive rehabilitation interventions (CRIs) for cancer-related cognitive impairment (CRCI) have shown promising results. However, the acceptability of CRIs in the context of CRCI treatment has not yet been assessed among cancer survivors. Due to the absence of suitable instruments designed to assess the acceptability of CRIs in this population, we developed the Acceptability regarding Cognitive Rehabilitation Interventions Survey for Cancer Survivors (ACRIS-CS).

Objectives: This study aimed to develop and test the psychometric properties of the newly created instrument, ACRIS-CS.

Methods: The study was conducted in two stages: (1) the creation of scale items derived from a comprehensive literature review, considering the Theoretical Framework of Acceptability (TFA); and (2) the assessment of the scale's psychometric properties with cancer survivors. At the end of stage 1, the questionnaire was revised by four clinicians and researchers with expertise in the field of CRCI, and the final item selection was determined by the authors, considering redundancy, item relevance, and face validity. The final scale comprised 11 items, answered on a 5-point Likert scale (ranging from "strongly disagree" to "strongly agree"). Higher scores indicated more positive perceptions related to the acceptability of CRIs. Data were collected online and analyzed using IBM SPSS Statistics (version 28.0). Construct validity (exploratory factor analysis, EFA) and reliability (internal consistency) analyses were performed.

Results: In this study, 154 cancer survivors were included. The Kaiser-Meyer-Olkin (KMO) measure of 0.847 confirmed the adequacy of sampling (KMO>0.5), and Bartlett's test of sphericity yielded statistical significance ($X^2(55) = 864.431, p < 0.001$),

validating the structure of the correlation matrix. The EFA results indicated the presence of three factors, each with eigenvalues exceeding the Kaiser criterion of 1. The scree plot confirmed the existence of three factors beyond the inflection point. All items demonstrated factor loadings higher than 0.40, indicating their relevance to the identified factors. This factor structure was conceptually justifiable. These factors were labeled as follows: 1) Affective attitude and effectiveness (6 items); 2) Perceived benefits and self-efficacy (3 items); and 3) Perceived burden (2 items). Collectively, these factors accounted for 68.7% of the total variance. The ACRIS-CS total scale and subscales demonstrated good internal consistency, with Cronbach's alpha coefficients ranging from 0.727 to 0.848.

Conclusions: The results of the EFA and internal consistency analysis were satisfactory. The ACRIS-CS appears to be a valid and reliable scale for assessing the acceptability of CRIs among cancer survivors.

Disclosure of Interest: None Declared

Others

EPP0250

The dynamics of statistical learning in autism – exploratory research

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Introduction: In the context of developmental disorders, it is frequently observed that atypical processes may yield seemingly unimpaired behavioural outcomes. Research has shown that children and adults with Autistic Spectrum Disorder (ASD) have intact statistical learning performance. Recent studies have indicated that learning can happen not only during practice but during ultrashort rests between practice blocks (that is, ultrafast offline learning) but no study to date examined these dynamics in ASD.

Objectives: This research aimed to unravel the effect of ASD on learning during and between blocks, also known as online and offline improvement.

Methods: We conducted a series of research with three different samples: 1) ASD children (N = 27), 2) ASD adults (N = 42), and 3) neurotypical adults with distinct positions on the autism spectrum, i.e., the severity of autistic traits (N = 174). Participants performed the Alternating Serial Reaction Time task, allowing us to measure statistical learning (the extraction of statistical knowledge) and general skill learning (speed-up regardless of probabilities) separately.

Results: Individual differences in online and offline improvements were observed. Results of individual studies further confirmed by