

EV1174

Parental stress in autistic parents: The counseling effectsR. Ferrara^{1,*}, M. Esposito²¹ *École doctorale de Lausanne, Department of Biology and Medicine, Roma, Italy*² *Università "Sapienza" di Roma, social medicine, Rome, Italy** *Corresponding author.*

Introduction In parents of autistic children there are high levels of stress. For parents, counseling can help them face the world of autism through the many stressors they experiment.

Objectives To evidence a possible effect of the counseling intervention on parental stress.

Methods The sample consisted of 24 parents (mean age = 38.7) of children diagnosed with autism spectrum disorder related to the treatment centre "Una breccia nel muro". Parents' group was randomly divided into two subgroups, the first (EG experimental group) consists in 12 parents, which were included in a counseling treatment of six months (one meeting of 2 hours every 15 days), while the other subgroup parents, (CG control group) were not included. We used parenting stress index–short form (PSI-SF) before counseling intervention (T0) and after (T1) with every parent. PSI values stress level in following scales: parental distress (PD), parent-child dysfunctional interaction (PCDI) and difficult child characteristics (DC). **Figure 1** shows all the variables in each group at T0 and T1.

Results Then a 2-tail t-test was separately carried out for each group (Counseling Yes; Counseling No). Counseling Yes: PD ($t_{22} = .70, P = .49$); PCDI ($t_{22} = .72, P = .47$); DC ($t_{22} = 2.23, P = .03$); Tot Stress ($t_{22} = 1.04, P = .3$). Counseling No: PD ($t_{22} = .82, P = .42$); PCDI ($t_{22} = 1.7, P = .09$); DC ($t_{22} = .59, P = .56$); Tot Stress ($t_{22} = .72, P = .48$)

Conclusions Our data confirm the positive effects of counseling especially on the difficulties related to children (DC scale).

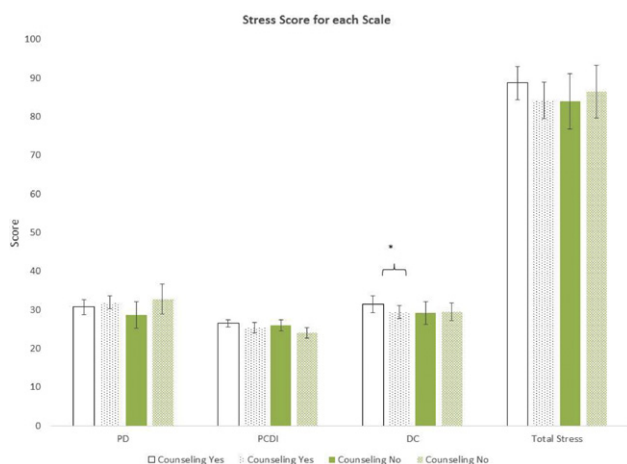


Fig. 1

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1504>

EV1175

Integrating mental health care and vocational rehabilitation to improve return to work rates for people on sick leave because of common mental disorders

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Introduction Sick leave due to common mental disorders (CMD) has major negative influence on society because of the lost productivity, social benefits, and treatment costs, and OECD estimates that the cost is equivalent to 3.4% of the Danish gross domestic product. **Objectives** The Objective is to examine, whether integrating mental health care with vocational rehabilitation, conveys shorter return to work (RTW) time, compared to treatment as usual, after sick leave due to a CMD such as depression, anxiety, and stress-related disorders.

Aims The aims of the intervention of are to provide the shortest possible RTW time. Primary outcome is RTW time, and secondary outcomes are (a) time from RTW until recurrent sick leave and (b) symptom level a six months.

Methods Patients are included in one of two randomized controlled studies (anxiety or depression in one RCT, and stress-related disorders in another RCT), after referral from the municipality vocational rehabilitation (VR) center, after sick leave for at least four weeks. Patients, in both trials, are randomized into one of three groups, in a ratio of 1:1:1: (a) control group, where they receive treatment as usual in primary care and municipally located VR, (b) intervention group: mental health care (MHC) in the research project, and municipally located VR (not integrated), and (c) intervention group: MHC in the research project, integrated with a special project VR.

Results We are currently including, and as of December 2016, more than 300 are included. The total sample will be 1536 patients.

Disclosure of interest The author has not supplied his/her declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1505>

EV1176

Academic stress and emotion regulation in the Iranian female students with high and low academic performanceS. Piryaee^{1,*}, M. Mohebbi², M. Khademi Ashkzari¹, E. Khademi Ashkezari¹¹ *Alzahra university, educational psychology, Tehran, Iran*² *Tabriz university, educational psychology, Tabriz, Iran** *Corresponding author.*

Introduction This paper examines the similarities and differences between academic stress and emotion regulation and investigates that the association between emotion regulation and academic stress may be explained the level of academic success among female students.

Objectives This research suggests that students vary in their ability to regulate emotions and cope with academic stress, and these abilities may differ across the level of student's academic success. Identifying the academic stress and quality of emotion regulation strategies will lead to practical implications for promoting student's with low or high academic success.

Aims The present study aims to compare academic stress and emotion regulation in the female students with high and low academic performance.

Methods A total of 162 high school students (mean age = 15.26) were selected by cluster random sampling method. They were cat-

egorized as students with high (87 students) and low (75 students) academic performance by average of their academic performance. Emotion regulation questionnaire, educational stress scale for adolescents and academic performance were administered. One-way MANOVA was conducted on academic stress and emotion regulation.

Results The results of analysis were significant only for emotion regulation, $F(5, 156) = 5.34, P = .001$. Mean score of students with low academic performance in the emotion regulation was significantly lower than students with high academic performance.

Conclusions The extent to which variation in emotion regulation and coping with stress can be considered as a key factor of academic failure/success in educational settings.

Keywords Academic stress; Emotion regulation; High and low academic performance

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1506>

EV1177

The neuropsychological approach to the consciousness in L.S.

Vygotsky – A.N. Leontiev – A.R. Luria school

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Introduction Existing polysemy in definitions of human consciousness creates the major difficulty in its understanding. With the development of intensive care modern methods, the number of patients survived after coma and dwelling in disorders consciousness conditions rises.

Aims Among, the most important practical questions of neuropsychology is estimation of the patient's consciousness current condition. The solvation of these problems requires precise denotation of consciousness neuropsychological criteria.

Methods All of definitions of consciousness in Russian psychological school, have the binarity as a common feature: in one hand, in view of the world, yourself, and another hand—extraction and differentiation of yourself from the ambient world (self-consciousness).

Results Neuropsychological model of consciousness (in particular, self-consciousness) includes all higher psychological functions (HPF). However, condition of none of them cannot be sufficient criterion of consciousness estimation. In Russian psychology it is suggested to study the consciousness through its own characteristic, among which one can designate reflexivity, which includes cognitions and personal meanings.

Conclusions It is possible to determine the quality of consciousness at a specific instant of time, through the system of human relations, as activity is motivated the knowledge is acquired, the affective side of the activity is determined, the self-consciousness is formed exactly through the personal meaning. Personal meaning can act as that quantity of consciousness (self-consciousness) analyses where the external reality and human attitude to this reality

are differentiated. One can judge about a degree of contact between a human and a real world by indirect difference between them.

Keywords Neuropsychological rehabilitation; Higher psychological functions; Consciousness; Self-consciousness.

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1507>

EV1178

Specifics of psychological consulting of patients after TBI according to the structure of neuropsychological deficit

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Introduction Present article introduces the case of a patient who had traumatic brain injury (TBI) in 2010. During examination V. demonstrated mild sensory aphasia, frontal lobes deficit, memory disorder, limiting beliefs, lack of adequate coping strategies, emotional reactions and disability to describe his feelings and body awareness.

Objectives and aim Neuropsychological, correction and psychological counseling performance, considering neuropsychological deficit profile.

Methods counseling was carried out over six weeks in the form of 2 hour sessions once a week. Speech perception impairment was taken into consideration. The process was started with frontal lobe deficit correction. Goal management training was used in conjunction with external control of distractions. Training in structured organization of information has highly improved memorization. Techniques of CBT were used to work with cognitive distortions, dysfunctional beliefs, and self-restricting behavior. Body-oriented therapy was offered to cope with stress factors and vegetative reactions.

Results V. compensated memory disorder using external sources and motivation. Some adaptive strategies of interaction with people and the outer world were formed. He improved time management skills and learned to follow the priority of current task without distractions. Moreover, he actively started to use body-oriented techniques to regulate his emotional condition. A considerable progress was achieved in understanding his limits and difficulties in everyday life.

Conclusion Implementation of psychological consulting according to neuropsychological deficit profile may be effective in interdisciplinary holistic rehabilitation of patients after TBI.

Keywords Traumatic brain injury; Neurorehabilitation; Holistic rehabilitation.

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1508>