

EPV1136

'Guttas Campus' - participants' experiences of a group-based intervention to prevent school dropout

G. Ramdal¹ and R. Wynn^{2,3*}

¹Social Education; ²Clinical Medicine, UiT The Arctic University of Norway, Tromsø and ³Department of Education, ICT and Learning, Østfold University College, Halden, Norway

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1696

Introduction: It is important to prevent school dropout and to help students who have dropped out re-enroll in school. Dropping out of school is associated with an increased risk of unemployment, low salaries, and receiving social security or disability benefits. In this study, we interviewed participants in 'Guttas Campus' (The Boys' Camp), which is a group-based intervention that aims to support disengaged boys from the 9th grade and through their transition to high school. The intervention consists of a two-week learning camp. The students subsequently participate in mentoring groups, with teachers and other camp participants, for a period of 18 months.

Objectives: We present a study of a school dropout prevention program.

Methods: 16 students were interviewed qualitatively. The interview data were analysed by drawing on the method of Grounded Theory.

Results: When the students who have completed the learning camp were asked what they believed were the most important and useful parts of the intervention, some common themes emerged: 1) The learning camp community provided a safe environment and helped give the participants learning and coping experiences that increased their self-confidence. 2) The students brought up the method of teaching, which they described as more persistent, adaptive and encouraging than they had been used to from regular school. 3) The students also mentioned the intervention's focus on character strengths such as willpower, self-control and optimism as central to increasing their motivation to learn.

Conclusions: The students that were interviewed were generally positive to the intervention, as mentioned several factors that they believed were useful in increasing their motivation and ability to learn.

Disclosure of Interest: None Declared

EPV1137

Adjustment disorder among undergraduate students at Prince Mohammad Bin Fahd University, Al Khobar, Saudi Arabia

S. Aamir

Core Humanities and Social Sciences, Prince Mohammad Bin Fahd University, Al Khobar, Saudi Arabia

doi: 10.1192/j.eurpsy.2024.1697

Introduction: Adjustment disorder is characterized by an emotional or behavioral response to a stressful event or change in life. This condition can impact a student's academic performance, social life, and overall well-being. Adjustment disorder with the

stressor is a psychological response to identifiable stressors that result in the development of emotional or behavioral symptoms. These symptoms cause significant impairment in various areas of functioning, such as social, occupational, or academic performance.

Students with adjustment disorder may experience a range of symptoms, including feelings of sadness, anxiety, hopelessness, and a lack of concentration. They may also have trouble sleeping, feel overwhelmed, and struggle to cope with daily responsibilities. These symptoms can be triggered by various factors such as academic pressure, relationships, family issues, or cultural adjustments.

Objectives: This study aims to determine the prevalence of adjustment disorder among undergraduate students and investigate the potential risk factors of stress that can lead to adjustment difficulties.

Recognize the signs of adjustment disorder, how to access support, and how to create a supportive environment, therefore, students can effectively manage this condition and thrive in their academic and personal lives.

To prioritize mental health and provide the necessary resources for students to navigate the challenges of adjustment disorder effectively.

Methods: Adjustment Disorder-New Model 20 (ADNM-20) was used to assess prevalence of adjustment disorder among undergraduate students. It is a diagnostic tool used to assess adjustment disorder in individuals experiencing significant life stressors. The ADNM 20 is specifically designed to capture the nuanced manifestations of adjustment disorder with the stressor, enabling clinicians to make accurate assessments and develop targeted treatment plans.

Results: Adjustment disorder is a real and impactful challenge and a common mental health condition among undergraduate students at Prince Mohammad Bin Fahd University, Al Khobar, Saudi Arabia.

Conclusions: Adjustment disorder can significantly affect a student's academic performance. The inability to focus, persistent feelings of distress, and a lack of motivation can lead to a decline in grades and overall achievement. By recognizing the signs, accessing support, and creating a supportive environment, students can effectively manage this condition and thrive in their academic and personal lives. It's crucial to prioritize mental health and provide the necessary resources for students to navigate the challenges of adjustment disorder effectively.

Disclosure of Interest: None Declared

EPV1138

Myasthenia Gravis presenting as a Dissociative Disorder: a case report of a differential diagnosis

A. P. Laizāne^{1*}, A. Blekte² and A. Bērziņa³

¹Rīga Stradiņš University, Riga; ²Psychiatry, Hospital Ģintermuiža and

³Neurology, Jelgava Central Hospital, Jelgava, Latvia

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1698

Introduction: Conversion disorder is characterised by symptoms that can impact sensory or motor function. The average incidence

of conversion disorder is between 4–12 per 100,000 per year. Conversion disorder has a wide variety of somatic and neurological differential diagnoses.

Objectives: A 22-year-old woman was admitted to the hospital due to COVID-19 pneumonia. During the hospitalisation period, she developed progressive weakness, due to which she couldn't move, eat or take care of herself. In terms of history, she is healthy, married and gave birth to her first child almost 9 months ago. Two days postpartum, the patient experienced an inability to connect with the child and provide care, as well as a decline in her mood. The husband reports episodes in which the patient had difficulties holding the child while being able to perform house chores, which required more physical strength. Two years prior to hospitalization, during stressful situations she experienced similar episodes and difficulty swallowing. While hospitalized, extensive testing was done, including an acetylcholine receptor antibody test, which was negative at first. Because of the initially negative testing results a psychiatrist was called. On the first visit, the patient remained in a supine position and reported a lack of strength in both arms and legs, occasionally experiencing difficulty raising her head, however managed to stand up from the bed, walk independently for 5–6 meters, turn around, and, as soon as she reached the bed, descend into it. The staff reported her inability to walk earlier in the day. On the second visit, she notes that she feels tired but now can feed and take care of herself; however, some weakness persists in the proximal muscle groups. In between visits she received treatment with corticosteroids because of the COVID infection. After repeating the acetylcholine receptor antibody test, there was a positive result, and a diagnosis was established.

Methods: This case report demonstrates how a somatic disorder can mimic a psychiatric one because of the overlapping symptoms and initial negative test results. While receiving symptomatic therapy with glucocorticoids due to the COVID infection, the patient's condition improved; she began to eat and walk on her own.

Results: From the psychiatric aspect, it was associated with separation from the child—a relieving of the stress factor, due to which dissociative symptoms decreased.

Conclusions: Before considering a diagnosis of a dissociative disorder, a patient should be examined by other specialists according to their symptoms. A thorough neurologic and physical examination, as well as diagnostic tests, should be performed to exclude a physical pathology. Myasthenia gravis has a comorbidity with a number of psychiatric conditions and can also be very similar to a dissociative disorder, especially due to stress aggravating the symptoms of myasthenia gravis.

Disclosure of Interest: None Declared

EPV1139

The Imperative of Trauma-Informed Care: A Comprehensive Review and Strategies for Implementation in Health Services

C. Cunha^{1*} and M. Gomes²

¹Hospital de Magalhaes Lemos, Porto and ²Hospital de Braga, Braga, Portugal

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1699

Introduction: Psychological trauma is a significant public health concern with long-lasting effects on physical and mental well-being. Trauma-informed care is an approach to providing support and services that acknowledges and integrates an understanding of the pervasive impact of trauma on individuals. This review delves into the critical imperative of trauma-informed care within the realm of health services. Recognizing the pervasive impact of trauma on individuals' physical and mental well-being, this REVIEW aims to explore existing literature, identify key objectives, and propose effective methods for implementing trauma-informed strategies in health services.

Objectives: To Review Existing Literature on Trauma: Conduct an review of the literature to comprehend the varied dimensions and consequences of trauma on individuals' health; To Identify Key Principles of Trauma-Informed Care: Explore established principles of trauma-informed care, highlighting their relevance and applicability within health service settings; To Propose Implementation Strategies: Develop practical strategies for integrating trauma-informed care into health services, ensuring a comprehensive and sensitive approach to patient care.

Methods: A review of published articles, books, and reports related to trauma and trauma-informed care to establish a foundational understanding.

Results: Psychological trauma can have profound and multifaceted impacts on individuals, affecting their mental, emotional, and even physical well-being. The consequences of psychological trauma can vary widely based on the nature, severity, and duration of the traumatic experience, as well as individual factors such as resilience and support systems. Trauma-informed care aims to create an environment that is sensitive to the needs of those who have experienced trauma, and it is based on six key principles: safety, trustworthiness, peer support, collaboration, empowerment, and cultural competence. Healthcare providers need to understand trauma beyond the personal and acknowledge the cultural, historical, social, political, and structural trauma that impact individuals and communities across generations. This approach recognizes that there is a risk of retraumatization in social and health services, especially for minority communities.

Conclusions: This review underscores the pressing need for health services to adopt trauma-informed care strategies. By acknowledging the prevalence and impact of trauma on health outcomes, the healthcare sector can transition towards a more patient-centered and empathetic approach.

Disclosure of Interest: None Declared

EPV1140

Risk-taking propensity and emotional intelligence: an emotional version of the balloon analogue risk task (BART)

A. Megías-Robles*, M. Sánchez-López, R. Gómez-Leal and P. Fernández-Berrocal

Department of Basic Psychology, University of Málaga, Málaga, Spain

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1700

Introduction: It is well known that emotions guide decision-making processes in risk contexts. Several studies in the literature have showed the influence of emotions on risk-taking using the Balloon Analogue Risk Task (BART).