

diagnosis of chromosome 22q11 deletion, which occurs in 1:4000 live births.

Objectives: This case wants to illustrate the difficulties in the diagnosis, despite technological advances.

Methods: Exhaustive review of the literature

Results: This is a 38-year-old male patient diagnosed with chromosome 22q11 deletion in adulthood.

Family history of medical problems: mother with genetic diagnosis of chromosome 22q11 deletion, in adulthood, after the diagnosis of her own son.

Personal history of medical problems:

- Psychiatry: he has been followed up intermittently in psychology since he was 6 years old, due to cognitive difficulties and behavioral alterations. He has had several hospital admissions in psychiatry during adolescence for behavioral disorders and intellectual disability, with possible psychotic symptoms. In treatment with anti-epileptics and antipsychotics.

- Cardiology: aortic aneurysm and bicuspid aortic valve were detected. The patient underwent surgery in 2018.

- Genetics: he is diagnosed with chromosome 22q11 deletion in 2019. This is an inherited mutation of maternal origin that is detected later.

- Rheumatology: seropositive rheumatoid arthritis, non-erosive.

- Rehabilitation: treatment to improve psychomotor skills, from 6-12 years of age.

It is important to emphasize that the diagnosis was made at the age of 35 years, after a more deep study which had been carried out after the debut of the cardiac pathology. In addition, it is very striking that the diagnosis of his mother was made later than the one of the patient himself.

Currently, the patient presents serious difficulties in respecting the rules of coexistence at home and in understanding social norms, so that he has not been able to integrate in any environment and remains isolated at home. Serious behavioral alterations with tendency to physical and verbal heteroaggressiveness, difficulty in accepting limits and sexualized and uninhibited behaviors.

Clinical judgment: chromosome 22q11 deletion.

Conclusions: Early diagnosis is essential to be able to treat and, above all, prevent the possible complications that this syndrome may present. However, diagnosis is sometimes very complex, despite advances in molecular diagnostic techniques. Therefore, an integrative approach is very valuable, looking at the individual as a whole and not only by systems or medical subspecialties. In addition, it would be very interesting to establish a means of communication between specialties. Finally, it would be a real step forward to integrate all the medical information of each person in a single medical record, an apparently simple aspect, but so far from being possible.

Disclosure of Interest: None Declared

EPV0788

Exploring the associations between the Self-structure of personality and problematic smartphone use in an adult sample

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Introduction: Positive psychology theory sustains that the construct of the Self and its components, such as self-evaluation, social self-esteem, and self-coherence, determine our behavior. Personal daily habits and lifestyle modalities lay on these personality components. Problematic and addictive behavior is also strongly influenced by our Self and its main elements.

Objectives: This study aims to determine those personality components related to the central Self-construct that actuates problematic smartphone use.

Our further objective is to identify targeted, self-enhancing activities that prevent problematic smartphone use.

Methods: Participants were teenagers and adults (N=147) from the 17-73 age group (mean age 37.5 years), 31 male and 116 female.

Respondents provided self-reported data on their demographic characteristics, perceived self-esteem, social self-esteem, sense of coherence, and problematic smartphone use through an online survey attainable on a web-based platform.

Instruments were the Core Self-Evaluation Scale (Judge et al., 2003), the MOS-SSS Social Support Assessing Scale (Sherbourne & Stewart, 1991), the Sense of Coherence Scale (Rahe & Tolles, 2002), and the Smartphone Application-Based Addiction Scale (Csibi et al., 2018).

Results: Respondents who reported being more familiar with smartphone applications and spending more time online scored higher on the problematic smartphone use scale. Our study found significant associations between age and problematic smartphone use, with those from younger groups scoring higher.

Participants characterized by lower self-esteem proved a more pronounced problematic smartphone use. In our sample, social self-image and social support did not show relevant correlations with the total score of problematic smartphone use.

However, a high sense of coherence showed a significant negative association with problematic smartphone use.

Conclusions: A more mature Self-construct characterized by a positive self-evaluation and increased sense of coherence act as protective factors against problematic smartphone use.

Providing adequate self-evaluation and social support among young through targeted activities will have a higher role in younger age groups, preventing problematic smartphone use.

Disclosure of Interest: None Declared

Promotion of Mental Health

EPV0789

Knowledge Attitudes and Sense of Self-Efficacy of Primary Education Teachers towards Students with Insulin-Dependent Diabetes Mellitus

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Introduction: The positive attitude towards students with Diabetes Mellitus type 1(DM1) and the teacher's knowledge seem to be important conditions both for the practical support of children with type 1 ED in primary education and for the self-efficacy of teachers in the school context. Self-efficacy involves the belief that a person has the ability to create change through personal actions.

Objectives: To investigate the level of knowledge of Primary Education teachers about DM1, their attitudes towards students with insulin-dependent diabetes, as well as their levels of self-efficacy in the management of diabetes in the school environment.

Methods: This is a cross-sectional study, where the sample consisted of 150 teachers working in Public Primary Schools of Athens, the capital of Greece. The following questionnaires were used to collect the data: (a) socio-demographic characteristics questionnaire, (b) primary education teachers' knowledge and attitudes questionnaire about insulin-dependent diabetes, and (c) the generalized self-efficacy scale.

Results: 24.7% of participants were male and the mean age was 43.79 (± 10.11). The average percentage of correct answers to the knowledge questionnaire was 86.00 (± 9.01), also, the average score of perceptions about the role of the school nurse was 90.53 (± 9.39), for the role of students with DM1 89.17 (± 11.42), for the readiness of teachers/educational system to manage students with DM1 48.10 (± 13.22), and of the self-efficacy was 30.71 (± 13.67). The questions with the lowest percentage of correct answers were: "What is the normal range of blood sugar values when we are fasting?" (62.70%) and "If you find a child with DM1 unconscious what should you do immediately?" (52.70%). The percentage of correct responses was found to have a positive statistically significant correlation with self-efficacy score ($p=0.05$), years of service ($p=0.003$), age ($p=0.014$), teachers who had at some point students with DM1 in their classroom versus those who did not ($p=0.045$).

Conclusions: Experienced and qualified staff could effectively support students not only practically by assisting them with daily activities but also by creating an environment based on understanding and acceptance.

Disclosure of Interest: None Declared

EPV0790

Effects of a physical activity program in stress management and motivation for the regular practice of physical activity of teachers from Portugal and Brazil

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Introduction: Teaching is considered by the International Labor Organization as one of the most stressful professions, with consequences on the mental and physical health and on their professional performance. Intervention programs focused on physical activity usually present a significant decrease in the level of stress and an improvement in the quality of life of teachers. Physical activity is considered one of the main non-pharmacological strategies to reduce stress, generating a positive influence on mental health.

Objectives: To evaluate the impact of an intervention program based on the practice of physical activity on the level of stress and motivation for the regular practice of physical activity in teachers.

Methods: This study employed a pretest-posttest design. Measures: Portuguese versions of Stress Perception Scale and Motivation Inventory for Regular Physical Activity Practice. Sample: 33 teachers from Portugal and Brazil, 57,6% females, 54,5% from Portugal, 63,6% with age between 26 and 35 years. The intervention

ran for 8 weeks, with a total of 40 sessions with cardiorespiratory conditioning exercises, muscle strengthening and stretching, relaxation and meditation techniques.

Results: On baseline we found significant relationship between "years of teaching experience" and the level of stress ($p=.027$). After the intervention, the level of stress significantly decreased in Portuguese teachers ($p=.031$). In 83% of the sample, there is a decrease in the levels of perceived stress. Concerning Brazilian teachers ($p=.006$), in 73% of the sample, there is a decrease in the levels of perceived stress. Regarding motivation, there is a significant increase in Portuguese teachers related to "stress control" ($p<.001$), "sociability" ($p=.001$), "competitiveness" ($p<.001$), and "esthetic" ($p=.004$). In Brazilian teachers there is an increase related to "stress control" ($p=.003$), and "competitiveness" ($p=.001$).

Conclusions: Both samples showed positive results, attesting the efficacy of the intervention based in physical exercises to reduce stress and increase motivation to practice physical activity regularly. After intervention, more motivational dimensions are changed in Portuguese teachers, comparing with Brazilian teachers.

Disclosure of Interest: None Declared

EPV0791

Healthy mental higher education students': Presentation of a project

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Introduction: The prevalence of mental disorders in Higher Education Students (HES) is high and has shown a worrying growth. However, only a small percentage of HES in need of psychological support request it, due to the stigma related to mental illness, requesting informal help from friends and family. Training and increasing Mental Health Literacy (MHL) have been stated as appropriate strategies to reduce stigma and increase the demand for professional psychological support. However, with the increase in the demand for help, the difficulty of providing an adequate response from psychological support of HE services also increases. Therefore, procedures that develop socio-emotional skills in the HES and strategies that enhance the responsiveness of these services are necessary.

Objectives: Taking in consideration the literature review in this field, we develop a project to improve the mental health of HES. The project objectives: a) the reduction of stigma related to mental disorders through the promotion of MHL in the academic community; b) the promotion of mental health and socio-emotional skills of HES; c) increasing detection and active search for professional mental health support, and d) the implementation of psychological intervention based on a stepped care model that provides an adequate response to most of the students' mental health needs, according to individual needs.

Methods: The project proposes to perform the following methods: a) training in mental health open to the academic community, which will aim to train volunteers to be Gatekeepers, in order to