

set of psychological skills involved in psychological flexibility is associated with psychological well-being and mental health.

**Objectives:** The present research sought to translate and adapt *Psy-Flex* to the Portuguese language and, consequently, to conduct the factor analysis, reliability, and validity studies of this instrument in the Portuguese population (in non-clinical and clinical samples)

**Methods:** The non-clinical sample consisted of 566 individuals (372 female and 192 male) ranging in age from 18 to 74 ( $M = 36.64$ ;  $SD = 15.11$ ). The clinical sample included 30 participants aged between 20 and 69 years ( $M=43.13$  and  $SD= 13.85$ ). The minimum number of years of education is 4, and the maximum is 19 ( $M=11.80$  and  $SD=3.32$ ). The non-clinical sample was filled out on an *online* platform the protocol that assessed psychological flexibility (*Psy-Flex*), Psychological Inflexibility and Flexibility (MPFI-24), anxiety and depression symptoms (PHQ-4), and perceived mental health (MHC-SF). In the clinical sample, the protocol was applied individually and face-to-face.

**Results:** *Psy-Flex* evidenced a unifactorial structure attested to by EFA and CFA. Invariance tests revealed the *Psy-Flex* model to be invariant in configural, metric, and scalar terms for male and female gender and non-clinical and clinical samples. The *Psy-Flex* revealed adequate reliability as assessed by Cronbach's alpha and Composite Reliability in non-clinical and clinic samples. In non-clinical sample, the *Psy-Flex* showed a positive, moderate to strong, association with flexibility (measured by the MPFI-24-FP) and mental health. It also showed a negative, moderate to strong, association with MPFI-24-IP assessed inflexibility and with depression and anxiety symptoms. Age and years of schooling showed a weak positive association with *Psy-Flex*. Men and women differed significantly, with men showing higher values of psychological flexibility. *Psy-Flex* showed discriminant validity, differentiating between non-clinical and clinical groups. The non-clinical group showed significantly higher values of psychological flexibility.

**Conclusions:** The present study was innovative in making available a new instrument in the Portuguese language that revealed excellent psychometric characteristics that could be used in community and clinical samples. It also allows the evaluation of efficacy studies of interventions that aim to promote psychological flexibility.

**Disclosure of Interest:** None Declared

## EPP0497

### Learning how relationships work: a thematic analysis of young people and relationship professionals' perspectives on relationships and relationship education

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doi: 10.1192/j.eurpsy.2023.801

**Introduction:** Relationships in various forms are an important source of meaning in people's lives that can benefit their health, wellbeing and happiness. Relationship distress is associated with public health problems such as alcohol misuse, obesity, poor mental health, and child poverty, whilst safe, stable, and nurturing relationships are potential protective factors. Despite increased emphasis on relationship education (RE) in schools, little is known

about the views of relationship professionals on relationship education specifically, and how this contrasts with the views of young people (YP).

**Objectives:** This Wellcome Centre for the Cultures and Environments of Health funded Beacon project seeks to fill this gap by exploring their perspectives and inform the future development of relationship education.

**Methods:** We conducted focus groups with YP ( $n=4$ ) and interviews with relationship professionals ( $n=10$ ). The data was then thematically analysed.

**Results:** Themes from YP focus groups included: 'Good and bad relationships'; 'Learning about relationships'; 'the role of schools' and 'Beyond Relationship Education'. Themes from interviews with relationship professionals included: 'essential qualities of healthy relationships'; 'how YP learn to relate' and 'the role of RE in schools'.

**Conclusions:** YP and relationship professionals recognised the importance of building YP's relational capability in schools with a healthy relationship with oneself at its foundation. Relationship professionals emphasised the need for a developmental approach, stressing the need for flexibility, adaptability, commitment and resilience to maintain relationships over the life course. YP often presented dichotomous views, such as relationships being either good or bad relationships, and perceived a link between relationships and mental health. Although not the focus of current curriculum guidance, managing relationship breakdowns and relationship transitions through the life course were viewed as important with an emphasis on building relational skills. This research suggests that schools need improved RE support, including specialist expertise and resources, and guidance on signposting YP to external sources of help. There is also potential for positive relationship behaviours being modelled and integrated throughout curriculums and reflected in a school's ethos. Future research should explore co-development, evaluation and implementation of RE programmes with a range of stakeholders.

**Disclosure of Interest:** None Declared

## Psychotherapy 01

### EPP0498

#### Development of a novel tool to assess therapists' alliance through medical clinical reports in public mental health settings

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doi: 10.1192/j.eurpsy.2023.802

**Introduction:** Many studies demonstrate that monitoring of the therapeutic alliance can assist therapists to identify changes in patient-therapist relations and accommodate their interventions to prevent early termination. Nonetheless, therapists in public mental health institutes are only required to provide a textual description of patient's visit, and are usually overloaded to complete empirical measures after each session.

**Objectives:** The aim of this study is to develop a novel empirical tool to assess therapists' perception of the therapeutic alliance