

## EPV0509

**The psychological impact of working in an oncology center**

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**Introduction:** Paramedical staffs in oncology are among the most exposed to stress factors in the workplace, predisposing them to develop certain psychiatric pathologies, in particular anxiety disorders, depressive syndromes and burnout.

**Objectives:** The objective of this study was to study these psychosocial risk factors and to detect the psychological repercussions on this professional category.

**Methods:** Our cross-sectional, mono-centric, descriptive and analytical study was conducted between November 1<sup>st</sup> and 8<sup>th</sup>, 2022 at the Salah Azaiez Institute in Tunis. The screening of anxiety and depression was performed with the Hospital Anxiety and Depression Scale (HADS), the assessment of Burnout was performed with the Maslach Burnout Inventory (MBI).

**Results:** Fifty-four workers were included (mean age 39.72 years and sex ratio 0.22). According to the HADS scale, 68.5% had definite or doubtful anxiety symptoms, 51.8% had definite or doubtful depression symptoms. According to the Maslach scale, 59.3% had a high burnout score, 37% had a high depersonalization score and 38.9% had a low personal accomplishment score. A combination of all three was present in 7.4% of the staff. Anxiety was associated with workplace violence and lack of career prospects, depression was associated with lack of leisure activities, and burnout was associated with age, emergency management for the emotional exhaustion score, and the number of children, workload and workplace violence.

**Conclusions:** Working in an oncology environment seems to be associated with a number of factors that could significantly increase the risk of psychiatric pathology. Some of these factors are perfectly modifiable, which opens up prospects for targeted preventive actions.

**Disclosure of Interest:** None Declared

## EPV0510

**The association between child abuse and poor academic performance in public primary schools in urban Sudan**

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**Introduction:** Child abuse, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child's health, development or

dignity. Child abuse with all its forms is under reported globally in developed and developing countries. The extent of the problem is difficult to ascertain since most of the victims remain silent thus, assessing its prevalence and effects on children is crucial.

**Objectives:** To assess the association between child abuse with poor school performance considering related variables including family instability, home environment, and school environment.

**Methods:** This study included 504 participants: 168 cases and 336 controls. Controls were matched for age and gender. Both groups were tested for marital or family instability, home environment, school environment, peer and teacher maltreatment using bi-variate analysis. Test of significance of the result was estimated by confidence interval. Quantification of each factor effect and the interrelationships between all factors that affect academic performance was calculated using multivariate analysis by multiple logistic regressions.

**Results:** After controlling for confounding factors using a multivariate analysis model, the following was found: a significant increase in the risk of poor academic performance in children who were subjected to maternal physical neglect compared with children who were not (OR= 3.106: CI 95%=1.875-5.147), and in children subjected to maternal emotional neglect compared with children who were not (OR= 1.968: CI 95% = 1.200- 3.226). No association was found between maternal emotional/verbal or physical abuse and poor academic performance.

There is a significant increase in the risk of poor academic performance in children subjected to paternal emotional verbal abuse compared with children who were not (OR= 4.534: CI 95% = 1.833 - 11.214), but the result illustrated no association between paternal physical abuse and poor academic performance.

**Conclusions:** The risk of poor academic performance is significantly higher in children exposed to frequent parental conflicts or physical abuse from teachers compared with children who were not. There is a significant increase in the risk of poor academic performance in children who experienced maternal physical and emotional neglect and paternal emotional/ verbal abuse. Higher levels of parental education, feeling safe at home, and feeling happy may be protective factors.

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## EPV0512

**The delay of psychiatric consultation in the moroccan framework**

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**Introduction:** In 1830, Charles-Albert Perret-Porta, director of a Swiss mental asylum, said « it is especially at birth that alienation is curable ». This assertion dating back more than two centuries ago proves to be close to today's clinical practice, as biological, social and psychological damage can be irreversible in the case of a delay in adequate psychiatric treatment. The emergence of the « Duration of Untreated Psychosis » concept is worth mentioning, as it is