

## EV1174

**Parental stress in autistic parents: The counseling effects**R. Ferrara<sup>1,\*</sup>, M. Esposito<sup>2</sup><sup>1</sup> *École doctorale de Lausanne, Department of Biology and Medicine, Roma, Italy*<sup>2</sup> *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).

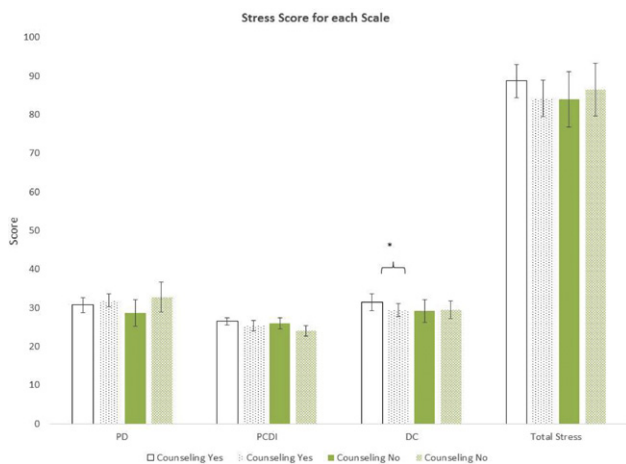


Fig. 1

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## 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.

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## EV1176

**Academic stress and emotion regulation in the Iranian female students with high and low academic performance**S. Piryaeei<sup>1,\*</sup>, M. Mohebbi<sup>2</sup>, M. Khademi Ashkzari<sup>1</sup>, E. Khademi Ashkezari<sup>1</sup><sup>1</sup> *Alzahra university, educational psychology, Tehran, Iran*<sup>2</sup> *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-