

**Introduction** Anxiety and depression is becoming an increasingly important public health issue. The adolescents' population is among affected seriously.

**Objectives** The objectives of the study was to investigate the level of anxiety, depression and self-esteem among adolescents and explore links between.

**Methodology** Participants were 99 adolescents randomly selected in school, aged between 12 to 19 years ( $M=14.88$ ;  $SD=2.09$ ); in terms of gender composition, there were girls 41.1% and boys 58.9%. The measures used included the Albanian versions of depression self-rating scale for children, the revised children's manifest anxiety scale, and the rosenberg self-esteem scale. All data has been analysed by SPSS 21 and Excel 2007.

**Results** Results showed that clinical significant levels reported 10.3% of participants for anxiety and 22.4% for depression. With low self-esteem scored 16.3% of participants. Self-esteem is significantly negatively correlated only with depression ( $r = -.433, P < .00$ ). Mann-Whitney Test didn't found significant differences in anxiety based on self-esteem levels. Mann-Whitney Test found significant differences in depression levels based on levels of self-esteem ( $Md_{low\ self-esteem} = 15; n = 16; Md_{normal\ self-esteem} = 10; n = 81$ ) as adolescents with low self-esteem had significantly higher depression as compared to adolescents with normal self-esteem ( $z = -2.876, P < .004$ ).

**Conclusions** Findings suggested that self-esteem and depression links are present but not links self-esteem and anxiety. It is important to investigate these relationships in future research aimed identification/interventions programs.

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#### EV0875

### Diagnoses among students, patients of psychiatric outpatient ambulatory in student health centre of Ljubljana university

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**Introduction** Health care for students in Slovenia was organized immediately after the WWII. It slowly developed and in late 1960's extended with specialist ambulatories, including psychiatric.

**Objectives** Survey of primary psychiatric diagnoses in one school year.

**Method** Research of patient's primary psychiatric diagnoses of the school year 2015/2016.

**Results** During 1.9.2015–31.8.2016, there were 1126 patients diagnosed in the age group younger than 29 years, while number of diagnoses was 90 (see Table 1).

**Conclusions** Most patients were diagnosed with one among anxiety disorders, followed by one of the mood [affective] disorders while the third most common diagnosis was one of schizophrenic spectre. The findings are at least approximately consistent with data elsewhere.

Table 1

Blocks of diagnostic classifications	No. of diagnoses in certain blocks	No. of patients	% of patients
Mental disorders due to PAS use (F10-F19)	1	1	0.1
Schizophrenia, schizotypal and delusional disorders (F20-F29)	16	111	9.9
Mood [affective] disorders (F30-F39)	24	273	24.3
Neurotic, stress-related and somatoform disorders (F40-F48)	21	543	48.3
Behavioural syndromes . . . (F50-F59)	7	31	2.6
Disorders of adult personality and behaviour (F60-F69)	11	96	8.5
Disorders of psychological development (F80-F89)	2	2	0.2
Behavioural and emotional disorders . . . (F90-F98)	2	60	5.3
Other non-mental disorders	2	2	0.2
Z71.x (Counselling and medical advice)	4	7	0.6
	90 diagnoses	1126 patients	100

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#### EV0876

### Malingering and medicalization in Israeli higher education: A critical inquiry of students feigning learning disorders

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This lecture stimulates new thinking about learning-disorders. Previous research in Israel regarding students with learning-disorders did not analyze the social processes through which students acquire the disability label. Therefore, the scenario of some students seeking the learning-disorder label in order to gain academic advantage has not been discussed in the professional literature within this context. The lecture is based on forty in-depth interviews conducted with self-testified malingering students who, nonetheless, were diagnosed as learning-disordered. Using sociological and naratological frameworks, the lecture discusses the strategies used by the students prior to, and during, their formal diagnoses, in order

to influence the diagnosis outcome and convince the diagnosticians that they were genuinely “learning-disordered”. The strategies are divided into three clusters corresponding to the pre-diagnostic, diagnostic, and diagnostic-interview stages. The students’ stories challenge a number of assumptions that are embedded in the educational–academic and medical discourses regarding students with learning-disorders. Moreover, the lecture maps the reasons used by the interviewees in order to justify pretending to be learning-disordered. Prominent among these rationalizations are claims of “equal opportunity”, “objective science”, “lack of choice”, “everybody does it” and “it’s a unique situation”, as well as minimizing statements. Finally, the clinical cases described are placed within the current Israeli educational and cultural context characterized by medicalization trends as well as the negative images of “effort” on the one hand, and the meritocratic ethos of “success” on the other. It is suggested that these may shed some light on the ever-growing number Israeli learning-disordered students.

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#### EV0877

### Perfectionism is related with academic stress in medical student

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**Objective** Especially medical students set high academic standard, and try hard to achieve because they are requested to studying medicine perfectly. Multidimensional perfectionism scale (MPS) is used to measure perfectionism in medical student. The purpose of the present study was to investigate the relationships between stress and various factors including perfectionism.

**Methods** We enrolled 159 medical students from University of Ulsan college of Medicine. We used the Medical Stress scale (MSS), the Multidimensional Perfectionism Scale (MPS), the patient health questionnaire-9 (PHQ-9), the academic motivation scale (AMS), the insomnia severity scale (ISS), and The revised neo personality inventory.

**Result** To analyze data, we used Pearson’s correlation and logistic regression analysis. In the first step- Pearson’s correlation analysis, a motivation, PHQ-9, ISI, perfectionism and neuroticism traits of NEO-PI significantly correlated with stress level ( $P < 0.001$ ). In the second step, logistic regression analysis indicated that students who feel high level of academic stress (MSS score  $\geq 28$ ) are also related to a motivation, insomnia, perfectionism and neuroticism traits of NEO-PI ( $R^2 = 0.389$ ,  $P < 0.05$ ).

**Conclusion** Student who tend to be perfect feel more academic stress. The high level of stress related to insomnia and a motivation in medical student. Moreover, personality trait also can influences their psychological stress level.

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#### EV0878

### Internet addiction in adolescents and staying at a dormitory: A controlled study

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**Introduction** Internet addiction can have important consequences in adolescents. Many adolescents have to live apart from their families for their education during high school. Some of these students stay in dormitories. Despite the many studies on Internet addiction, none of them clarify the Internet addiction status and quality of life of dormitory residents.

**Aims** Our aim in this study was to determine the internet addiction scores of dormitory residents and evaluate whether a difference was present with students who lived at home.

**Methods** The subject group consisted of randomly chosen dormitory students. The control group consisted of another randomly chosen student at the same class who was staying at home. The sociodemographic data forms the pediatric quality of life inventory (PedsQL), children’s depression inventory (CDI) and internet addiction test (IAT) were administered.

**Results** We found lower Internet addiction scores and total psychosocial scores in dormitory students compared to students who lived at home. There was no difference between the groups regarding depression score, physical health total score and quality of life total score.

**Conclusions** Our results indicate that dormitory students suffer less from Internet addiction than those staying at home while the quality of life is similar. Staying at a dormitory may be protective against and therapeutic for Internet addiction without decreasing the quality of life and missing school for internet addict adolescents as it makes it more difficult for them to access the internet.

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#### EV0879

### The phenomenon of psychological adaptation to the professional activities of doctors

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Disorders of adaptation of young doctors and students to their the professional activities.

The study was designed to develop a system of psychological adjustment and psychoprophylactic support during professional training based on a systematic approach to the study of the mechanisms of formation of psychological adaptation to the professional activities of doctors.

It was conducted comprehensive examination of 405 interns and of 615 last year’s students of medical universities in Ukraine. 211 interns had adaptation disorders. The data demonstrated individual and personal, social and psychological factors, mechanisms and conditions of psychological adaptation to medical work.

The necessary components of psychological readiness for independent productive activities on the basis of high value professional identity, a positive attitude to the profession, perception of the patient as a personality in a certain psychological state, choice of interpersonal relationships and the use of ethical and deontological knowledge and skills at different stages of treatment process.

The results showed that females have a higher level of disorders of adaptation to professional activity, compared with males. High level of disadaptation, which requires using of emergency measures was founded at 9.2% of men and 12.5% women; moderate level of desadaptation, which requires mandatory intervention of psychologists, conducting rehabilitation programs - 10.3% men, 14.0% women; mild level of desadaptation, in which the useful work of advisory experts - 36.2% and 42.1% respectively.

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