

Objectives: To explore the psychological meanings that medical students attribute to procrastination phenomena to better understand how they handle the usual curriculum overload.

Methods: Clinical-qualitative design. Sample of 13 participants closed by information saturation with 2nd, 3rd, 4th-year students. Semi-directed interviews with open-ended questions in-depth. Clinical-qualitative content analysis, free-floating readings with psychodynamic concepts. Results were validated by peers at the Laboratory of Clinical-Qualitative Research.

Results: Emergent categories: 1) between procrastination and despair: the process of stress in procrastination; 2) a proving mechanism: procrastination as an emotional defense; 3) a very delicate rumination: between procrastination and mere delay, an emotional dilemma; 4) this conflict is painful: the confrontation between the desire to comply with tasks with excellence and the enjoyment of life.

Conclusions: Procrastination is reported by students as a source of great tension generated by opposing forces and desires, in which exhaustion is eventually reached. There are emotional contradictions related to guilt for leaving tasks to the last moment and the need to live other things besides doing academic tasks. Procrastination is a message-metaphor. It is important that institutions listen to students to understand what procrastination is saying about them.

Disclosure: No significant relationships.

Keywords: Qualitative research; procrastination; mental health care; medical students

EPV1075

The relationship between parental reflective functioning, attachment style, parental competence, and stress

B. Szabó^{1*}, M. Miklósi² and J. Futó¹

¹Eötvös Loránd University, Department Of Developmental And Clinical Child Psychology, Budapest, Hungary and ²Eötvös Loránd University, Department Of Developmental And Clinical Child Psychology, Budapest, Hungary

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.1781

Introduction: Previous studies indicated, that mentalization mediates the link between adult attachment and stress, however, this relationship was not tested before among non-clinical parents of children aged between 12 and 18 years.

Objectives: The aim of this study was to explore the relationship between parental reflective functioning, attachment style, perceived parental sense of competence, and stress among parents.

Methods: After providing written consent, 186 non-clinical mothers completed a questionnaire packet that included a demographic form, The Parental Reflective Functioning Questionnaire - Adolescent version, the Attachment Style Questionnaire, the Parental Sense of Competence Scale, and the Perceived Stress Scale. A moderated mediation analysis with parental sense of competence as a dependent variable, mother's attachment style as an independent variable, certainty about mental states hypermentalization subscale as a mediator, and stress as a moderator was conducted.

Results: In the moderated mediation analysis, the direct effect of the attachment style on the parental sense of competence in the case of preoccupied attachment style was significant ($p < .001$). The interaction term of the hypermentalization subscale by perceived

stress was also significant in the case of low level ($w = -1.57, p < .001$) and high level of perceived stress ($w = 1.21, p = .049$) among mothers with a preoccupied attachment style.

Conclusions: These findings suggest that the preoccupied attachment style is related to the parental sense of competence through certainty about mental states hypermentalization in case of low level and high level of perceived stress, so mentalization-based interventions are warranted.

Disclosure: No significant relationships.

Keywords: Stress; attachment; mentalization; parenting

EPV1076

Prognostic competence as a criterion for the mental health of primary schoolchildren with psychological development disorders

T. Artemyeva^{1*}, V. Mendelovich² and A. Akhmetzyanova³

¹Institute of Psychology and Education, Department Of Psychology And Pedagogy Of Special Education, Kazan, Russian Federation;

²Kazan State Medical University, Department Of Medical And General Psychology, Kazan, Russian Federation and ³Kazan Federal University, Department Of Psychology And Pedagogy Of Special Education, Kazan, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.1782

Introduction: Younger schoolchildren with psychological development disorders have low cognitive activity, insufficient development of basic school skills, and a low level of educational motivation. In accordance with the requirements of the educational program for students with psychological development disorders, it is important to develop the ability to predict the results of their actions.

Objectives: The study of predictive competence in primary schoolchildren with psychological development disorders.

Methods: The study involved 60 children aged 8-10 years with a psychological development disorder. To study predictive competence, the methodology "The ability to predict in situations of potential or real violation of social norms" was used.

Results: The study revealed a low level of the cognitive and speech-communicative spheres of prognostic competence development in primary schoolchildren with psychological development disorders, as well as a deficit in prediction in the field of learning, which includes educational cooperation and educational communication of the child. Generalized statements, a passive position in future situations and pessimistic attitudes prevailed in the predictions of schoolchildren when constructing an image of the future. For schoolchildren with psychological development disorders, the prognosis is presented by monosyllabic answers, with the observable poverty of speech utterances.

Conclusions: The features of prognostic competence revealed in the study make it possible to develop individual programs for the development of the prognostic abilities of schoolchildren with psychological development disorders. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

Disclosure: No significant relationships.

Keywords: predictive competence; development disorder; primary school student

EPV1077

Prognostic competence as a criterion for the mental health of primary schoolchildren with psychological development disordersT. Artemyeva^{1*}, A. Akhmetzyanova¹ and V. Mendelevich²¹Kazan Federal University, Department Of Psychology And Pedagogy Of Special Education, Kazan, Russian Federation and ²Kazan State Medical University, Department Of Medical And General Psychology, Kazan, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.1783

Introduction: Younger schoolchildren with psychological development disorders have low cognitive activity, insufficient development of basic school skills, and a low level of educational motivation. In accordance with the requirements of the educational program for students it is important to develop the ability to predict the results of their actions and deeds.

Objectives: The study of predictive competence in primary schoolchildren with psychological development disorders.

Methods: The study involved 60 children aged 8-10 years with a psychological development disorder. To study predictive competence, the methodology “The ability to predict in situations of potential or real violation of social norms” was used.

Results: The study revealed a low level of the cognitive and speech-communicative spheres of prognostic competence development in primary schoolchildren with psychological development disorders, as well as a deficit in prediction in the field of learning, which includes educational cooperation and educational communication of the child. Generalized statements, a passive position in future situations and pessimistic attitudes prevailed in the predictions of schoolchildren when constructing an image of the future. For schoolchildren the prognosis is presented by monosyllabic answers, with the observable poverty of speech utterances.

Conclusions: The features of prognostic competence revealed in the study make it possible to develop individual programs for the development of the prognostic abilities of schoolchildren with psychological development disorders, to teach how to predict the development of events in educational activities, to recognize the emotions of the participants in the events. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

Disclosure: No significant relationships.

Keywords: predictive competence; development disorder; primary school student

EPV1079

Inventory of Sources of Stress During Medical Education - Further ValidationM. Carneiro^{1,2*}, A. Macedo^{1,2,3}, E. Loureiro⁴, M. Dias⁵, F. Carvalho², D. Telles Correia⁶, F. Novais⁷, C. Barreto Carvalho⁸, C. Cabacos^{1,2}, D. Pereira^{1,2}, P. Vitória⁹, A. Araújo^{1,2,3} and A.T. Pereira^{2,3}¹Centro Hospitalar e Universitário de Coimbra, Department Of Psychiatry, Coimbra, Portugal; ²Faculty of Medicine of University of Coimbra, Institute Of Psychological Medicine, Coimbra, Portugal;³Coimbra Institute for Biomedical Imaging and Translational Research, -, Coimbra, Portugal; ⁴Porto University, Faculty Of Medicine, Porto, Portugal; ⁵Coimbra University, Faculty Of Medicine,Coimbra, Portugal; ⁶Lisbon Medical University, Psychiatry, Lisbon, Portugal; ⁷Lisbon University, Faculty Of Medicine, Lisbon, Portugal; ⁸University of Azores, Department Of Psychology, Ponta Delgada, Portugal and ⁹University of Beira Interior, Department Of Psychology And Education, Covilhã, Portugal

*Corresponding author.

doi: 10.1192/j.eurpsy.2022.1784

Introduction: The Inventory of Academic Sources of Stress in Medical Education (IASSME) evaluates the presence and intensity of the main sources of academic stress for Portuguese Medicine students in five dimensions: Course demands/CD, Human demands/HD, Lifestyle/LS, Academic competition/AC, and Academic adjustment/AA.

Objectives: To further validate the ISSME using Confirmatory Factor Analysis and to analyze the psychometric properties of a new version including additional sources of stress.

Methods: Participants were 666 Portuguese medicine (82.6%) and dentistry (17.4%) students (81.8% girls); they answered an online survey including the ISSME and other validated questionnaires: Maslach Burnout Inventory – Students Survey (MBI-SS) and Depression Anxiety and Stress Scales (DASS).

Results: Confirmatory Factor Analysis showed that the second order model composed of five factors (the original structure by Loureiro et al. 2008), but excluding item 11 (loading=.371), presented good fit indexes ($\chi^2/df=3.274$; RMSEA=.0581, $p<.001$; CFI=.917; TLI=.904, GFI=.919). The Cronbach's alphas were $\alpha=.897$ for the total and from $\alpha=.669$ (F2-HD) to $\alpha=.859$ (F1-CD) for the dimensions. The expanded version, including two additional items related to lack of interest in medicine/dentistry (F6, $\alpha=.543$) and two additional COVID-19 stress-related-items (F7, $\alpha=.744$) also showed acceptable fit indexes ($\chi^2/df=3.513$; RMSEA=.061, $p<.001$; CFI=.88; TLI=.866, GFI=.892). This new version's α was of .896. Pearson correlations between ISSME and the other measures were significant ($p<.01$) and high: $>.55$ with DASS and $>.50$ with MBI-SS. Girls presented significantly higher ISSME scores. F6 score was significantly higher in dentistry students.

Conclusions: This further validation study underlines that IASSME presents good validity (construct and convergent) and reliability.

Disclosure: No significant relationships.

Keywords: burnout; medical students; Inventory of Academic Sources of Stress in Medical Education; confirmatory factor analysis

EPV1080

„I ride with you“ – active promotion of mental health in Bulgaria.

K. Guevara

State Psychiatric Hospital for treatment of drug addiction and alcoholism, Acute Ward, Sofia, Bulgaria

doi: 10.1192/j.eurpsy.2022.1785

Introduction: One of the main concepts of mental health promotion is proactivity, rather than reactivity. As psychiatrists we must be the first line of mental health advocacy and to do so we must share clear messages and take definitive actions.

Objectives: Inventing a cause that raises mental health awareness in the society. Afterwards creating a page in the social media that uses common language and which represents the main concepts of mental health and also targets prevention and treatment of mental disorders.