

Objectives: To investigate the level of knowledge of Primary Education teachers about DM1, their attitudes towards students with insulin-dependent diabetes, as well as their levels of self-efficacy in the management of diabetes in the school environment.

Methods: This is a cross-sectional study, where the sample consisted of 150 teachers working in Public Primary Schools of Athens, the capital of Greece. The following questionnaires were used to collect the data: (a) socio-demographic characteristics questionnaire, (b) primary education teachers' knowledge and attitudes questionnaire about insulin-dependent diabetes, and (c) the generalized self-efficacy scale.

Results: 24.7% of participants were male and the mean age was 43.79 (± 10.11). The average percentage of correct answers to the knowledge questionnaire was 86.00 (± 9.01), also, the average score of perceptions about the role of the school nurse was 90.53 (± 9.39), for the role of students with DM1 89.17 (± 11.42), for the readiness of teachers/educational system to manage students with DM1 48.10 (± 13.22), and of the self-efficacy was 30.71 (± 13.67). The questions with the lowest percentage of correct answers were: "What is the normal range of blood sugar values when we are fasting?" (62.70%) and "If you find a child with DM1 unconscious what should you do immediately?" (52.70%). The percentage of correct responses was found to have a positive statistically significant correlation with self-efficacy score ($p=0.05$), years of service ($p=0.003$), age ($p=0.014$), teachers who had at some point students with DM1 in their classroom versus those who did not ($p=0.045$).

Conclusions: Experienced and qualified staff could effectively support students not only practically by assisting them with daily activities but also by creating an environment based on understanding and acceptance.

Disclosure of Interest: None Declared

EPV0790

Effects of a physical activity program in stress management and motivation for the regular practice of physical activity of teachers from Portugal and Brazil

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Introduction: Teaching is considered by the International Labor Organization as one of the most stressful professions, with consequences on the mental and physical health and on their professional performance. Intervention programs focused on physical activity usually present a significant decrease in the level of stress and an improvement in the quality of life of teachers. Physical activity is considered one of the main non-pharmacological strategies to reduce stress, generating a positive influence on mental health.

Objectives: To evaluate the impact of an intervention program based on the practice of physical activity on the level of stress and motivation for the regular practice of physical activity in teachers.

Methods: This study employed a pretest-posttest design. Measures: Portuguese versions of Stress Perception Scale and Motivation Inventory for Regular Physical Activity Practice. Sample: 33 teachers from Portugal and Brazil, 57,6% females, 54,5% from Portugal, 63,6% with age between 26 and 35 years. The intervention

ran for 8 weeks, with a total of 40 sessions with cardiorespiratory conditioning exercises, muscle strengthening and stretching, relaxation and meditation techniques.

Results: On baseline we found significant relationship between "years of teaching experience" and the level of stress ($p=.027$). After the intervention, the level of stress significantly decreased in Portuguese teachers ($p=.031$). In 83% of the sample, there is a decrease in the levels of perceived stress. Concerning Brazilian teachers ($p=.006$), in 73% of the sample, there is a decrease in the levels of perceived stress. Regarding motivation, there is a significant increase in Portuguese teachers related to "stress control" ($p<.001$), "sociability" ($p=.001$), "competitiveness" ($p<.001$), and "esthetic" ($p=.004$). In Brazilian teachers there is an increase related to "stress control" ($p=.003$), and "competitiveness" ($p=.001$).

Conclusions: Both samples showed positive results, attesting the efficacy of the intervention based in physical exercises to reduce stress and increase motivation to practice physical activity regularly. After intervention, more motivational dimensions are changed in Portuguese teachers, comparing with Brazilian teachers.

Disclosure of Interest: None Declared

EPV0791

Healthy mental higher education students': Presentation of a project

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Introduction: The prevalence of mental disorders in Higher Education Students (HES) is high and has shown a worrying growth. However, only a small percentage of HES in need of psychological support request it, due to the stigma related to mental illness, requesting informal help from friends and family. Training and increasing Mental Health Literacy (MHL) have been stated as appropriate strategies to reduce stigma and increase the demand for professional psychological support. However, with the increase in the demand for help, the difficulty of providing an adequate response from psychological support of HE services also increases. Therefore, procedures that develop socio-emotional skills in the HES and strategies that enhance the responsiveness of these services are necessary.

Objectives: Taking in consideration the literature review in this field, we develop a project to improve the mental health of HES. The project objectives: a) the reduction of stigma related to mental disorders through the promotion of MHL in the academic community; b) the promotion of mental health and socio-emotional skills of HES; c) increasing detection and active search for professional mental health support, and d) the implementation of psychological intervention based on a stepped care model that provides an adequate response to most of the students' mental health needs, according to individual needs.

Methods: The project proposes to perform the following methods: a) training in mental health open to the academic community, which will aim to train volunteers to be Gatekeepers, in order to

promote awareness, detection and referral of students in need of professional psychological support; b) implementation of a Student Observatory, with tracking of psychopathological symptoms, supported on the Web; c) implementation of a psychological intervention program based on a stepped care model, which will include the following progressive phases by severity: 1) digital self-help manual; 2) web-based self-help groups; 3) psychological intervention groups supported by the Web; 4) face-to-face intervention groups and 5) individual psychological intervention.

Students will be assessed before and after each step of care, with the following psychological instruments: Mental Health Inventory (MHI); Patient Health Questionnaire (PHQ-9) and Generalized Anxiety Disorder (GAD-7).

Results: The implementation of the presented methods expect to achieve improvements on HES' mental health, namely improvement of MHI, reduction of PHQ-9 and GAD-7 after each step of the psychological care.

Conclusions: The project presented encloses evidence-based interventions, with inspiration on psychoeducation and cognitive behavioral approaches, and it is expected to contribute to the improvement of mental health of HES. The results will be collected and disseminated. We encourage other researcher and clinicians to perform studies about the mental health of HES.

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EPV0792

Evaluation of the effectiveness of two hospitalization alternatives compared to standard psychiatric hospitalization

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Introduction: In recent years there has been an ongoing search for alternatives to psychiatric hospitalizations, which might overcome the barriers of social stigma and institutionalization. Nonetheless, there is a paucity of empirical studies which address the effectiveness of these potential alternatives as compared to the traditional medical model.

Objectives: The purpose of the current study is to compare the effectiveness of psychiatric hospitalization with two alternatives: Soteria homes, which emphasize the cultivation of empathetic and non-intrusive relations, and technologically assisted home hospitalization, which places the emphasis on the provision of psychiatric care in a manner which resembles the medical model, but in close proximity to the patient's family.

Methods: Subjects and staff completed self-report measures of their symptomatic distress, social functioning, interpersonal relations, quality of life, self-stigma, therapeutic alliance, global functioning (GAF) and positive and negative symptoms of schizophrenia (PANSS). Measurements were completed at baseline, at discharge, and at three months, half a year, a year and a year and a half after discharge.

Results: Overall, the study included 214 subjects, which were non-randomly allocated to one of the three acute care modules:

psychiatric hospitalization (N=66), Soteria homes (N=94) and technologically assisted home hospitalization (N=54). The average age in the total sample was 36 years (SD=14.2) and 49.1% of them were women. The majority of patients (47.7%) were diagnosed with a psychotic or bipolar diagnosis, followed by mood disorders (29.4%), PTSD or a personality disorders (19.6%) and others (3.3%). About 68.5% earned less than the average, 10.2% earned an average salary and 21.4% earned above the average.

Conclusions: Full description of the results elaborating on the differences between treatment modules across the three acute care settings will be presented and discussed. The results of the current study can provide significant insights about the effectiveness of psychiatric hospitalization alternatives for acute mental states and can influence decision-making processes and policy trends worldwide.

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EPV0793

Innovative Art-based Interventions Designed to Reduce Stress and Enhance Coping Strategies

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Introduction: Short term and immediate interventions are an essential tool to combat distress in times of community crises. The combination of cognitive behavioral interventions and art practice provides a unique tool for the transformation of stressful visual images into less threatening and more manageable images. Previous research has demonstrated the efficacy of cognitive behavioral- and art-based (CB-ART) interventions in reducing distress related to different types of community crises.

Objectives: The aims of the current study were (1) to compare the effectiveness of CB-ART interventions in reducing distress associated with two types of ongoing community crises: actual war conditions and the Covid-19 pandemic; and (2) to compare the mechanisms used in these contexts to transform the stressful image associated with the community crisis into a more manageable image.

Methods: CB-ART workshops were conducted during both the 2014 Israel-Gaza conflict and the first wave of COVID-19 in Israel. The CB-ART workshops included drawing pictures related to three topics: (1) emotions and thoughts related to the ongoing community crisis; (2) coping resources; and (3) integration of the stressful image and the resource picture. To examine the intervention effect, the Subjective Units of Distress (SUDs) values of the two *affected* groups were measured using a pre-post design.

Results: In both groups participants' distress levels significantly decreased after the intervention. A significantly larger decrease was found among the group that participated in the CB-ART workshops during war conditions. The dominant compositional changes within the integrative picture that emerged in both groups included a diminished size of the stressful image; use of several mixed-sized objects scattered all over the drawing, as opposed to one large-sized object placed at the center of the drawing, which typically characterized the stress drawing; and use of lighter optimistic colors.