

Introduction: Although the etiological diagnosis of loss of consciousness is essentially based on a careful history and clinical examination, electroencephalography (EEG) remains an important investigative tool.

Objectives: The aim of this study was to identify the value of EEG in the management of adolescents with recurrent bouts of fainting

Methods: This was a retrospective descriptive study conducted from January 2019 to May 2022. We included all adolescents referred to the functional explorations department at Habib Bourguiba hospital, Tunisia for Electroencephalogram (EEG) as part of a workup to explore recurrent episodes of loss of consciousness.

Results: A total of 55 adolescents were included in this study, with a mean age of 15.4 ± 2.3 and a 72.4% female proportion. The delay between the EEG and the onset of the seizure was greater than one week. 67.3% of patients were referred by the child psychiatry department. 29.1% of the 55 EEG reports were pathological. Epileptiform discharges were noted in 56.3% of adolescents. Slow waves were found in 43.7% of cases. The location of the abnormalities was predominantly frontal. Patients with temporal EEG anomalies had a notion of ascending epigastric pain preceding loss of consciousness in 90% of cases. Adolescents with EEGs containing epileptiform abnormalities had a history of paroxysmal movements in 30% of cases. The sensitivity of the EEG was estimated to be around 25%, and the specificity around 79%.

Conclusions: Although the clinical examination is of great importance in the etiological diagnosis of loss of consciousness, the EEG remains a complementary examination of non-negligible interest in the etiological investigation.

Disclosure of Interest: None Declared

EPV0143

Anxiety, Depression, and Stress on School-Aged Children and Adolescents in 2021: An Urgent Need for Comprehensive Intervention and Support

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Introduction: In the year 2021, there was a notable increase in behaviors associated with anxiety, depression, and stress among school-aged children and adolescents, possibly attributed to the pervasive effects of social isolation and confinement measures.

Objectives: This study conducted a thorough analysis of cases involving students aged 11 to 17 years who exhibited risk factors, anxious and depressive symptoms, and mood disturbances.

Methods: This study focused on students aged 11 to 17 years and employed a comprehensive approach to assess the impact of anxiety, depression, and stress. Cases were meticulously analyzed, and key categories were established to characterize the multifaceted challenges faced by the students. These categories included the availability of family support, utilization of psychopharmacological

treatment, engagement in psychological therapies, participation in psychopedagogical interventions, and patterns of school absenteeism.

Results: The analysis revealed a concerning prevalence of anxiety, depression, and stress-related symptoms among the student population. Many students exhibited risk factors that warranted immediate attention, including social isolation, disrupted routines, and uncertainty about the future. Furthermore, a significant portion of students displayed anxious and depressive symptoms, often leading to altered mood and behavioral challenges. In the context of family support, it was apparent that students with robust familial backing tended to cope more effectively with the psychological strain induced by the pandemic. However, a noteworthy number of students lacked adequate family support systems, exacerbating their mental health struggles. Students in need of such interventions benefited significantly from their implementation, demonstrating improved emotional well-being and a reduction in symptom severity. Nonetheless, the accessibility of these services remained a concern, with disparities in access evident among different demographic groups. Psychopedagogical interventions played a pivotal role in addressing issues related to school absenteeism and facilitating a smoother transition to remote learning. Students who engaged in these interventions showed positive progress in terms of school attendance and academic performance.

Conclusions: The findings of this study underscore the urgency of a holistic approach to addressing anxiety, depression, and stress in school-aged children and adolescents. It is imperative that consultations with child and adolescent psychiatry specialists be conducted promptly and in a manner that considers the unique contextual factors influencing each student's mental health. Moreover, efforts should be directed toward enhancing family support, expanding access to psychopharmacological treatment and psychological therapies, and promoting the implementation of psychopedagogical interventions.

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EPV0144

Risk factors and personality characteristics of nonsuicidal self-injurious behavior in clinical sample of female adolescents

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Introduction: Nonsuicidal self-injury (NSSI) is a self-damaging behavior with typical onset in early adolescence, and shows greater prevalence in females. NSSI is defined by recurrent episodes of intentional self-inflicted damage to body tissue, without suicidal intent. These recurring self-inflicted injuries are done by the individual to relieve oneself from negative feelings, to resolve interpersonal difficulties, or to induce positive feelings.