

and sharing everyday experiences, as resources for personal development and mental health care. It is an open and heterogeneous group, in which participants interact among them aiming mutual help. Each group session lasts 1 h 30, and each session is divided into three phases: sharing experiences with cultural elements considered meaningful to the goals of the group; sharing everyday experiences; sharing what was significant from that session, according to the participants. One of the premises is that taking care of our mental health belongs to the scope of the human being and it is not restricted to patients. Daily experiences are significant resources for mental health promotion and for the construction of a helping communitarian network among participants, bonded through the sharing of their quotidian. The CMHG represents a mental health promotion intervention able to complement other kinds of available treatments.

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1343>

EV1014

Discrimination and mental health among lesbian, gay and bisexual adults

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Introduction Mental health care is indispensable, has an essential role in development, but mental health issues are a major public health concern worldwide. Sexual minorities, lesbian, gay and bisexual, suffer from prejudice and it determines health inequities, especially for their mental health.

Objective To show the relation between discrimination and mental health issues in lesbian, gay and bisexual (LGB) people and to increase understanding of this serious neglected public health problem.

Methods The search was conducted using Science Direct and Scopus, using the following keywords: “discrimination” and “mental health” and “lesbian” and “gay” and “bisexual”. Using the review of literature, documents in English (articles, official documents, editorial, reviews, clinical trials).

Discussion Numerous studies have identified highest risk behavior, as illicit drug use, sexual risk-taking behaviors and mental health issues among LGB people. Some previous studies propose that health and risk disparities between heterosexual and LGB identifying or behaving people are due to minority stress—that is, that the stigma, discrimination, and violence experienced, leading to stress, thus predisposing illness, disease (worse mental and physical health outcomes) and potentially substance use, which may be used to relieve or escape stress.

Conclusion Health professionals and healthcare organizations must cover these unmet mental health needs if they move to more integrated, coordinated models of care. Health educators should attend to the unique needs of each sexual orientation group when presenting sexual health information and health care providers should undergo diversity and sensitivity training to work more effectively with those groups.

Disclosure of interest The author has not supplied his/her declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1344>

EV1015

Pre- and postnatal psychosocial intervention concepts

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Psychiatry, psychoanalysis and infant mental health research of the last decades have led to intervention concepts for pre- and postnatal stages of human development. Such concepts reach from how parents-to-be can be prepared for parenthood to how to intervene in support of relation and attachment in infants, toddlers and older children. Especially the postnatal relation of infant and parents has been examined extensively, as have parental competencies. The expression of intuitive parental competencies (according to Papousek and Papousek) may be compromised by diverse factors, thus putting the infant's psychic development at risk in general. Early intervention concepts may help out to some extent. In German-speaking countries, there are intervention programs focusing on bonding as there are on handling, processing of and coping with trauma, on promoting secure attachment between infant and parents, on relational issues, on bodily contact, on understanding the infant's signals, including those of the preterm infant, as well as on educational practices. From prenatal period onwards up to kindergarten age there are structured interventions, including the involvement of parents and parents-to-be. Yet, some factors of psychic development and of pathology may not necessarily be reached by these. Whereas concepts on an individual level of personality education do exist, nevertheless there might have to be collective measures. There seems to be a need to augment the agenda as there is good reason to assume that in the last decades there has been a motion toward new social deprivation stemming from societal deprivation processes, which might potentiate future deprivation.

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1345>

EV1016

The impact of emotional acknowledgement and self-esteem on resilience to family dysfunction

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Introduction Family dysfunction can test the resilience of adolescents, specifically those from single parent families and those attending schools in more socio-economically challenged areas.

Objectives To determine what factors are associated with resilience for those from single parent families or attend schools in more socio-economically challenged areas.

Aims To examine the role of emotional regulation and self-esteem as putative resilience factors in the context of single parents status and socioeconomic disadvantage.

Methods Secondary school pupils from single and dual parent families aged 13 to 15 answered questionnaires at three time points on: emotional regulation, self-esteem, depression and anxiety. A total of 434 pupils took part at time 1, 574 at time 2, and 467 at time 3. The secondary schools were categorised into more and less disadvantaged schools.

Results Positive self-esteem [$F(1.205) = 54.568, P = 0.000; F(1.157) = 35.582, P = 0.000$] and emotional regulation [$F(1.205) = 46.925, P = 0.000; F(1.157) = 16.583, P = 0.000$] were both associated with resilience against depression in adolescents from single parent families. Positive self-esteem [$F(1.75) = 102.629, P = 0.000; F(1.355) = 60.555, P = 0.000$] and emotional regulation [$F(1.60) = 34.813, P = 0.000; F(1.73) = 36.891, P = 0.000$] were both associated with resilience against depression in adolescents attending more socio-economically challenged areas.

Conclusions This research suggests that adolescent resilience against depression may be promoted by improving self-esteem and

emotional regulation. Therefore, future interventions could focus on boosting these resilience factors. Further resilience research could include emotional regulation and self-esteem as protective factors for resilience in adolescent mental health. As these variables have been identified, they can help find more pieces to the complex puzzle of resilience.

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1346>

EV1017

Mental health care of the family – Reality and innovative projects in the Russian practice

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Introduction Psychosocial functional deficiency of persons with mental disorders covers the most important kinds of activity: work, education, independent living, and interactions with people, family interactions. Important aspect of rehabilitation practice is work with the family, relatives, and the nearest environment of patients due to decrease in the field of marriage or stable cohabitation.

Objective To determine adaptive-preventive potential of the family in the area of mental health.

Material and methods The analysis of multilevel characteristics of adaptation of 414 adult persons (patients with mental disorders and members of their families) with use of system approach and the methodical complex (“The Passport of Health of the Family”) has been carried out.

Results We define the adaptive-preventive potential of the family of mental patient as biological (genetic) and social-psychological opportunities of family system of the individual to compensate the limits of ontogenetic (life) cycle of the family of several generations caused by the illness of the family member. Novelty of the “Clinical-psychological model of anti-relapse behaviour based on interaction of mental patients, their families, persons from the general population and experts in the field of mental health” project consists of scientific justification of development of multilevel (individual, family, society) model of anti-relapse behavior.

Conclusion This multidisciplinary project is aimed at the persons entering into risk groups for development of mental disorder (for example, persons with sub-syndrome symptoms or with biological, and psychological or social risk factors) and the persons entering into risk groups for relapse of the existing mental disorder.

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1347>

EV1018

“The Wounded Healer”: An anti-stigma program targeted at healthcare professionals and students

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Introduction “The wounded healer” (TWH) is an innovative method of pedagogy that blends art with science that is delivered by an award-winning doctor with first-hand experience of a mental health condition. The aim of this study is to evaluate the effectiveness of TWH at reducing stigma from healthcare professionals and students towards their peers with a mental health condition.

Background TWH has been delivered to more than 30,000 people in 9 countries on 5 continents worldwide and has been integrated into the medical school curricula of 4 UK universities. TWH also featured in the 2015 iMed Congress in Lisbon, Portugal, the largest medical student congress in Europe ($n = 1000$).

Methods We conducted a cross-sectional, mixed-methods study on participants who attended TWH in venues across the UK. Paper questionnaires containing stigma constructs with response items on a Likert-scale were hand distributed to participants. Free-text comments were subjected to thematic analyses.

Results Two hundred and nineteen over 256 participants recruited responded (85% response rate); 207/219 (94%) of respondents agreed or strongly agreed that TWH made them realise that medical students and doctors who experience mental distress can recover and achieve their goals.

Themes that emerged from analyses of free-text comments included, “inspirational”, “merits of blending art with science”, and “benefits of receiving a talk from a doctor with first-hand experience of a mental health problem”.

Discussion Our findings suggest that TWH might be effective at reducing stigma from healthcare professionals and students towards their peers with mental health problems. More robust research in this area is needed.

Disclosure of interest The authors have not supplied their declaration of competing interest.

<http://dx.doi.org/10.1016/j.eurpsy.2017.01.1348>

EV1019

Student psychiatry audit and research collaborative (SPARC): A new UK initiative to improve recruitment in psychiatry

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Introduction The UK has longstanding problems with psychiatry recruitment. Various initiatives aim to improve psychiatry's image among medical students, but involve research and none are student-led. Providing opportunities to take part in psychiatry research and quality improvement could increase the number of students who choose to enter the speciality.

Objectives We have developed the student psychiatry audit and research collaborative (SPARC), a student-led initiative for nationwide collaboration in high-quality research and audits.

Methods Our model is inspired by the success of the UK Student audit and research in surgery (STARSurg). Area teams, located in medical schools, take part in multi-centre projects. The area teams consist of medical students, who have the main responsibility for collecting data; a junior doctor, to supervise the process; and a consultant, with overall responsibility for patient care. The data collected centrally and analysed by a team of medical students and doctors. Student leads from each site are named authors on result-