

**Introduction:** The use of technology in many areas of daily life is widespread among both children and adults. Excessive and inappropriate use of technological aids causes significant problems in physical, psychomotor, psychological and social stages of development, especially in childhood. One of the reasons for some problems that arise in adulthood, such as communication problems, anxiety disorders, obesity, musculoskeletal disorders and tendency to violence is the excessive and inappropriate use of technology in childhood. For this reason, it is of great importance to complete the developmental stages in childhood in a healthy way.

**Objectives:** The aim of this study was to qualitatively assess the technology use habits of 48-72 month old preschool children and their parents.

**Methods:** The study is a qualitative research conducted among the parents of children in Eskişehir and Bolu between March and June 2023. A semi-structured form was used for the personal interviews with the 25 parents who constituted the study group. The interviews were recorded. The audio recordings were then transcribed and a thematic content analysis was conducted. The main themes of the interviews concerned the habits of parents' and children's in the use of technology at home, the content used on technological devices and how it is controlled, and the arrangements for technology use at home.

**Results:** In the interviews, parents reported that when they needed to use technological devices, they most often chose a time and place when the children were not present or asleep. When children spent more time at home, this was the most common reason for increased technology use, while the most common reason for decreased use was that children spent more time outside the home. Most parents limited the amount of time their children's daily technology using time. It was found that children generally complied with these restrictions, and when they did not, they often expressed themselves with reactions such as sulking/angry/crying.

**Conclusions:** This study emphasizes that the most important factor determining children's attitudes towards technology use is their parents' attitudes towards technology use. In order for children to develop a positive attitude towards technology use, it can be beneficial for parents to regulate and control their children's technology use as well as their own.

**Disclosure of Interest:** None Declared

## EPV0498

### Difficulties in emotional regulation in a Tunisian university setting

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doi: 10.1192/j.eurpsy.2024.1186

**Introduction:** Emotion regulation is the conscious or automatic control of emotions to adapt, cope, and maintain well-being. Effective emotion regulation is central to mental health, impacting work, and relationships. University students, facing academic pressures and social transitions, represent a unique demographic where emotion regulation challenges are particularly relevant.

**Objectives:** This study aimed to explore the emotion regulation difficulties in university students.

**Methods:** A descriptive study was led from August to September 2023. An online questionnaire was distributed to a population of Tunisian university students. We administered a socio-demographic questionnaire and the Arabic version of the difficulties in emotion regulation scale short form (DRES-SF), a self-report measure developed to assess clinically relevant difficulties in emotion regulation.

**Results:** Participants in this study consisted of 307 undergraduate students, with 78.1% being women and 21.9% men, representing various academic disciplines at Tunis el Manar University in Tunisia. The mean age of the participants was 22 years, with a standard deviation of 2.84. In the assessment of emotional regulation difficulties, participants reported a mean total score of  $42.47 \pm 12.68$ . Participants who repeated years in college had more difficulties in emotional regulation ( $p < 0.05$ ). Limited access to emotion regulation strategies had a mean score of  $7.64 \pm 3.0$ , while nonacceptance of emotional responses was rated at  $7.40 \pm 3.17$ . Additionally, impulse control difficulties were reported with a mean score of  $6.46 \pm 3.31$ , and difficulties in engaging in goal-directed behavior were observed with a mean score of  $9.44 \pm 3.18$ . Moreover, participants expressed a lack of emotional awareness, which was quantified with a mean score of  $8.45 \pm 2.69$ , and a lack of emotional clarity, which yielded a mean score of  $7.12 \pm 2.69$ . Additionally, a significant association was noted between gender ( $p < 0.05$ ), age ( $p < 0.05$ ), and the lack of emotional awareness, suggesting potential gender and age-related variations in emotional regulation difficulties within this university sample.

**Conclusions:** Overall, these findings suggest the necessity of emotion regulation training in the university setting. Further studies are important to understand the impact of emotional regulation difficulties.

**Disclosure of Interest:** None Declared

## EPV0499

### Patterns of antipsychotic prescription in inpatient and outpatient psychiatric settings: a real world study

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doi: 10.1192/j.eurpsy.2024.1187

**Introduction:** Antipsychotic (AP) are increasingly prescribed off-label and used as, but not limited to, anti-aggressive, anti-impulsive, and anti-suicidal medication. The use of second-generation AP (SGAs) has progressively increased compared to first-generation AP (FGAs). FGAs cause more extrapyramidal motor side effects