

of high complexity. A comprehensive, personalized, interdisciplinary approach is offered, coordinated and co-responsible with educational, protection and social services.

Disclosure of Interest: None Declared

EPV0569

Implementation of a peer support intervention for family members of involuntarily hospitalised patients

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doi: 10.1192/j.eurpsy.2024.1244

Introduction: Peer support has been identified as successful in improving patient wellbeing and empowerment and there is evidence that peer support can also help their family members (FMs). A peer support programme for FMs, developed in Germany, significantly improved FMs' quality of life. We have worked to adapt this support programme for delivery in England. We will report the results of this adaptation process and of the implementation of peer support for FMs.

Objectives: To examine the feasibility of the peer support programme developed and assess whether it can be delivered using a "train-the-trainer" approach.

Methods: The peer support programme is being implemented in two stages. In stage one, FMs with experience of supporting an involuntarily hospitalised patient (family peer supporters (FPSs)) receive an online training programme consisting of four sessions. These sessions, provided by the research team and FMs with lived experience of caring for an involuntarily hospitalised patient, teach FPSs skills in communication, reflection, coping and dialogue (promotion of equal communication between FMs, professionals and patients). FPSs then use these skills to deliver support to FMs of patients who are currently involuntarily hospitalised. This support is delivered for up to three months. The impact of this programme is assessed through one-to-one interviews with FPSs and FMs. Questionnaires are also provided to FMs measuring their quality of life, caregiving burden and psychological wellbeing before and after receiving support from FPSs.

In stage two, a modified version of the training programme (based on FPS feedback) is provided to a new group of FPSs. This training will be delivered by FPSs from stage one. After receiving the training programme, stage two FPSs will deliver support to other FMs as described for stage one. Assessment of the modified programme will mirror stage one.

Results: Provision of the stage one training programme is complete, and delivery of support is in progress with modifications being made for stage two. Eight FPSs and six out of a target of 12 FMs have been recruited for stage one. FPSs reported the training programme to be a positive experience, highlighting that it was engaging, easy to understand and gave them the confidence to support other FMs. Technical difficulties and an overload of information were cited as areas to improve for the next stage.

Conclusions: FPSs described the peer support training programme as a positive experience overall. However, improvements need to be

made for stage two which is in progress. A more comprehensive report of our findings, including the impact of this peer support programme and the feasibility of implementing it in England, will be provided as the programme progresses.

Disclosure of Interest: None Declared

EPV0570

Exploring The Impact of Positive Behaviour Support Plans on Adult Acute Mental Health Staff Practice

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doi: 10.1192/j.eurpsy.2024.1245

Introduction: There is a national movement to reduce restrictive interventions due to the harm and distress they can cause which has been reflected in NHS trust policies and practices. NHS trust policies state that all in-patients who may require restrictive interventions must have a Positive Behaviour Support Plan (PBSP) based on a functional analysis of what drives and triggers their behaviour. A PBSP is intended to facilitate understanding and help manage behaviours that challenge by teaching new skills and ways to communicate a person's needs. Previous research on the use of PBSPs on adult acute mental health wards is limited but research on PICU wards has shown PBSPs have not been implemented into mental health care as intended.

Objectives: Trust policies identify that PBSPs should be implemented to reduce the use of restrictive interventions. However, it is unknown whether PBSPs are being used as part of routine practice on the acute mental health ward. The degree to which staff are aware of patients PBSPs and how they use them to guide their practice is unclear. The service evaluation aims to understand the perspectives, attitudes, and experiences of staff who are responsible for using and implementing PBSPs on the ward. The evaluation aims to investigate how PBSP informs practice and to identify the barriers and facilitators to implementing PBSPs on the ward.

Methods: A volunteer sample of clinical staff members (including Doctors, Nurses, Psychotherapists, Occupational Therapists, and Clinical Support Workers) who are responsible for implementing PBSPs on an acute mental health ward in the East of England took part in a focus group which lasted up to an hour. There were four focus groups with between two and four participants per group. A total of thirteen staff members participated in the focus groups. The focus groups lasted up to one hour and were guided by a topic guide. Two members of the project team facilitated the group. Focus groups were audio recorded.

Results: Thematic synthesis will be the overarching approach used to synthesise the qualitative data from the focus groups. The audio recordings will be transcribed. Analysis will be conducted on a within-case basis prior to cross-case analysis aimed to identify common themes. Two evaluators will work together to code, analyse, and synthesise the extracted data.

Conclusions: Based on the results, training may be developed to improve the understanding and implementation of the PBSPs on the ward. The findings may also result in changes to the way PBSPs are used. The results will be presented to the trust chief executives

and used to inform how to best support individuals who may be at risk of requiring restrictive interventions.

Disclosure of Interest: None Declared

EPV0571

Context of implementation of mental health framework in Blumenau, Brazil (evidence based)

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doi: 10.1192/j.eurpsy.2024.1246

Introduction: Promoting high quality mental health (MS) services is an obligation of many social agents due to the impact of these diseases on the population. Making care increasingly evidence-based does not depend exclusively on technical training, but also on gradual and functional changes in the structure of an institution. Improving the quality of services in MH is a predominantly social intervention, in which it is necessary to group and interpret complex data. They represent real-time interventions in a real world by teams delivering health services.

Objectives: Describe the context where the MH service (iNC) is inserted, its main characteristics and purposes.

Methods: Mixed study identifying the location, socio-demographic data, characteristics and fundamentals of an organization providing services in MH that proposes to act based on evidence.

Results: iNC is a private secondary care institution located in the city of Blumenau, Vale do Itajaí, state of Santa Catarina, Brazil (FIG 1). Vale do Itajaí is a mesoregion with approximately 1.5 million inhabitants composed of small regions: Blumenau, Itajaí Ituporanga and Rio do Sul. Most of the population is of German and Italian descent. Blumenau has 361,261 inhabitants, an average monthly income of 2.9 minimum wages, 97% of schooling between 6-14 years old and the number of deaths of 6.48 (1000 live births). iNC is located in the center of the city (3-story building) with a clinical staff idealized for 3 psychiatrists, 16 psychologists, 4 nutritionists, 1 nurse, 1 nursing technician and 1 physical educator in face-to-face and online, individual and in-person sessions group. Performs care for adult patients between 18-70 years. Its missions are: to promote MS care from an interdisciplinary perspective, to provide health interventions supported by the best individualized scientific evidence and to encourage teaching and research in the field of MH. Its guiding principles are: psychopathology and nosology (DSM-5 and CID-11), neuroscience and psychopharmacology, mood, anxiety, sleep, eating and obesity disorders (FIG 2), psychological treatments and psychoeducation, assessment instruments in MH and neuropsychology, evidence-based medicine, health promotion and disease prevention.

Conclusions: Identifying, measuring and quantifying a local assistance service in MH can help in its development and allow comparisons over time. The improvement of services depends on multiple factors and is necessary for their development, both for researchers, implementers, health professionals and patients.

Disclosure of Interest: None Declared

EPV0572

Mindset and emotional intelligence in pre-service teachers

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doi: 10.1192/j.eurpsy.2024.1247

Introduction: Pre-service teachers must confront emotionally demanding situations associated with the profession, and they must be prepared for it. Previous literature has shown that two variables are important for managing mental health in this population: emotional intelligence (EI) and mindset. EI is the ability to perceive, facilitate, understand, and manage emotions, while mindset refers to beliefs about the malleability of various life domains. According to their mindsets, those who believe that attributes are malleable are called incremental theorists, and those who believe attributes are fixed are entity theorists.

Objectives: This study aimed to explore the influence of intelligence and EI mindset on self-report and ability EI in a sample of 224 female pre-school pre-service teachers (M= 21.27, SD = 4.72).

Methods: Participants completed a questionnaire battery, including intelligence mindset, EI mindset, the Mayer-Salovey-Caruso Emotional Intelligence Test, the Trait Meta-Mood scale, and paternal and maternal educational status.

Results: The results showed that incremental EI theories — but not intelligence — were related to higher scores on self-report and ability EI. Specifically, being an incremental theorist of EI predicted 11% and 20% of the variance in global EI and the managing branch of ability EI, respectively

Conclusions: These results suggest that EI mindset training programs could be implemented and evaluated to explore their impact on the EI of female pre-service teachers

Disclosure of Interest: None Declared

EPV0573

Relationship Between Quality of Life and Academic Performance in a Sample of Colombian University Students

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doi: 10.1192/j.eurpsy.2024.1248

Introduction: Quality of life encompasses a multidimensional component that includes aspects of lifestyle, health, housing, personal satisfactions, which can affect the academic performance of students in their university studies.

Objectives: To determine the relationship between the quality of life and academic performance of students at the National Institute