

EW0416

Prevalence of Internet addiction: A pilot study in a group of Italian students

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Introduction Internet addiction (IA) is considered part of the so-called “new technologies addictions” group, that in turn belongs to a wider, novel group of abnormal behaviors defined “no-drug addictions” or “behavioral addictions”. Similarly to substance abuse, there is the risk either to arouse symptoms like craving, tolerance and habituation either to develop a full-fledged addiction to the Internet.

Aim The aim of this study is to examine the current pattern of Internet use and eventually of IA, as well as their main characteristics, in a group of high-school students from Calabria, a Southern Italian region.

Methods Five hundred high-school students (42% boys, 58% girls, mean age $SD \pm 16.23$ years) volunteered for this study. A specific questionnaire of 45 items with 5 possible answers ranging between “never” and “very often” on a Likert scale was developed.

Results Most of the young subjects interviewed owned a smartphone with Internet, and claimed to spend more time online than at the beginning. Nearly everybody had an active account in at least one social network. A small withdrawal from social relationships and from sport activities emerged in this group.

Conclusions Although about 10% of examined students presented IA symptoms, our findings cannot be considered representative of the total high-school population, these results underline the need of further investigation and awareness. In fact, many underestimated, vague, and other unspecific neuropsychiatric symptoms, such as alterations of sleep-wake pattern, chronic fatigue, headache, visual problems, carpal tunnel syndrome and eventually anxiety or depression may be underlying to an unrecognized condition of IA.

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EW0417

Intensive case management (ICM) project in eastern lower Austria: A description

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Introduction Our ICM Project was implemented in 2012, with the primary objective of preventing hospitalizations and unburdening services. Here, we present a description.

Objectives ICM is a type of multi-professional assertive community treatment (ACT) and case management, although our concept has a stronger focus on social work than ACT and uses less resources. It aims at patient's stabilization at home, better life quality, less inpatient/residential treatments, and more access to crisis intervention.

Methods Presently we have 118 spots. Target groups are persons with severe psychiatric conditions at high risk for institutionalization or already institutionalized, including heavy users of mental health services. An initial eligibility assessment is required. At least 3 workers are providing a minimum of 2 h face-to-face contact per week per person. Care is offered predominantly at home

environment and anchored in: careful distance-closeness ratio, structured and restructuring, autonomy enhancing, respectful, non-judgmental, confidential, regularity and commitment. Each treatment plan is individualized and based on two axes: intensive assistance and day-structure. It comprises comprehensive psychiatric treatment, counselling, assistance in everyday life, support groups, crisis management and interdisciplinary organizational meetings.

Results The program was evaluated in 2014 using the CANSAS and FLZ scales and its effectiveness was validated. Most significant improvements were found in day-structure, housing, social contacts and performance, nutrition, and psycho-education. Life satisfaction improvement was found mostly in areas of general health, performance, relaxation and autonomy.

Conclusions Since its implementation ICM has steadily expanded. Further research tools are currently being developed. Results will be presented in future publications.

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Attention deficit hyperactivity disorder and scientific school performances among Moroccan children

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Background and aim Attention deficit hyperactivity disorder (ADHD) is classified as neurodevelopmental disorders. ADHD is one of the major problems in childhood encountered most often in schools. A study realized by Platt in 2011 show that children with ADHD often experience difficulties in mathematics. The aim of this study is to assess whether there is a relationship between school performance in scientific subjects (mathematics and natural science) and attention deficit hyperactivity disorder.

Methods The study was realized among 239 children studying in a urban school in Kenitra city (North-West of Morocco), and aged from 6 to 16 years. To evaluate the relationship between ADHD and the average class results of mathematics and natural science, Conners rating scale (parent and teacher short version) and the academic transcripts are used.

Results The results show that there is a significant correlation ($P < 0.05$, $P < 0.01$) between the average class results in each natural science and mathematics and three components of Conners rating scales (parent's version), which are behavioral difficulties, learning difficulties and hyperactivity/impulsivity. Furthermore, the Conners rating scale (teacher's version) show, also, that there is a significant correlation ($P < 0.05$, $P < 0.01$) between behavioral difficulties, hyperactivity/impulsivity and inattention passivity and the average class results in natural science and in mathematics.

Conclusion As known, children with ADHD are not less intelligent than other children, although our study show that children with ADHD represent low marks in natural science and in mathematics. In fact, deeper investigations are needed to study the possible factors that could affect ADHD children's school performance.

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