

situations, etc.) is common in psychiatric pathologies in which level of stress experienced exceeds normal capacity of the person, favoring the appearance of dissociative or excision mechanisms. A common mistake is to pathologize them and try to eliminate them.

**Objectives:** The objective of this paper is to study trauma and defense mechanisms involved, in order to carry out a better approach.

**Methods:** A bibliographic search was performed from different database (Pubmed, TripDatabase) about trauma, mechanisms involved and the construction of identity.

**Results:** We know neural pathways mature asymmetrically in evolutionary development (functions related to attention, concentration and executive function having special importance) and thus, traumas occurred in moments of greatest vulnerability such as early childhood, can damage and interfere with the correct integration of neural processes, producing disproportionate and unnecessarily maintained alert responses (common basis for many pathologies such as borderline personality disorder or traumatic psychosis). In response to this, reactive mechanisms are produced (such as dissociation or cleavage) that are not necessarily pathological and therefore, we should not always intervene by eliminating them because they often function as a protective factor, allowing to preserve functioning and favoring recovery.

**Conclusions:** In conclusion, we need a better understanding of mechanisms involved in trauma, executive function and the alarm system beyond anxiety reactions, trying to understand the function of symptom without eliminating it, but evaluating whether there are healthier alternatives can be promoted for the complete recovery of the patient.

**Disclosure:** No significant relationships.

**Keywords:** traumatic factors; dissociation; excision mechanism; evolutionary development

## EPV0354

### Parenting with mental illness among patients presenting to a teaching hospital in Sri Lanka: Challenges and perceived care needs

Y. Rohanachandra<sup>1\*</sup>, I. Amarabandu<sup>1</sup> and L. Rohanachandra<sup>2</sup>

<sup>1</sup>Department Of Psychiatry, University of Sri Jayewardenepura, Nugegoda, Sri Lanka and <sup>2</sup>Special Care Baby Unit, Colombo South Teaching Hospital, Nugegoda, Sri Lanka

\*Corresponding author.

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**Introduction:** Parenting with mental illness is associated with parenting difficulties and increased mental health problems in children. Family focused interventions improve child outcomes by 40%. However, such services are not available at present in Sri Lanka.

**Objectives:** To assess the challenges faced and perceived needs of parents with mental illness in Sri Lanka.

**Methods:** A cross sectional descriptive study was carried out in the adult psychiatry follow-up clinics in a Teaching Hospital in Sri Lanka. A specifically designed questionnaire was used to collect socio-demographic details, difficulties with parenting and perceived care needs.

**Results:** Of 385 parents, 67.3% believed their mental illness impacted their parenting. Perceived impact on parenting was

higher in younger parents ( $p < 0.01$ ), when the children were younger ( $p < 0.01$ ), had more children under 5 years ( $p < 0.01$ ) and when there was no social support ( $p < 0.01$ ). 67.8% of parents believed their illness impacted their children, with higher impact perceived in parents with children less than 5 years of age ( $p < 0.05$ ) and those with no social support ( $p < 0.01$ ). Although 36.4% had concerns about their children's emotions or behaviour, only 16.4% were willing to discuss these with their doctor. The parental concerns were significantly higher where the parent was employed ( $p < 0.01$ ), had a longer duration of illness ( $p < 0.01$ ) and when the youngest child was more than 12 years ( $p < 0.01$ )

**Conclusions:** Mental illness in parents had a substantial impact on parenting and their children but professionals help was rarely sought. Services aimed at the specific needs of these parents should be developed.

**Disclosure:** No significant relationships.

**Keywords:** parenting with mental illness; challenges; impact

## EPV0357

### The application of a stress reduction intervention in patients with chronic diseases in Greece

G. Lyrakos<sup>1\*</sup>, M. Tsironi<sup>2</sup>, E. Aslani<sup>3</sup> and V. Spinaris<sup>1</sup>

<sup>1</sup>Department Of Psychiatry, General Hospital of Nikaia "Ag. Panteleimon", Nikaia, Greece; <sup>2</sup>Department Of Nursing, University of Peloponnese Faculty of Health Sciences, Tripoli, Greece and <sup>3</sup>2nd Department Of Pathology, General Hospital of Nikaia "Ag. Panteleimon", Nikaia, Greece

\*Corresponding author.

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**Introduction:** This is the presentation of a postdoc research protocol under the supervision of University of Peloponnese, regarding the application of a program for stress reduction. The intervention consisted of a psychoeducational session explaining the stress effect in the brain and the way that relaxation breathing is working, a training session on relaxation breathing and 2 more sessions, one with relaxation breathing and one with trigger points acupressure in the back of the patients.

**Objectives:** The objective of the study was to test the effectiveness of relaxations techniques in patients with chronic diseases in a Greek General Hospital.

**Methods:** Out of 335 participants, 153 were found to have high stress levels in the DASS scale and the stress VAS scale that was used for the intervention. 151 of them (49(32, 5%) males), agreed to participate in the intervention with relaxation breathing and 99 in the acupressure session. Diagnosis of the participants were: anxiety disorder (18.5%), Thalassaemia Major(31.1%), Crohn (26.5%), Kidney failure (9.9%) and major depression (13.9%). Analysis was performed with SPSS 24.

**Results:** The results in DASS stress scale revealed that 54.3 % of the sample had very severe and 24.3% severe stress levels while 58.9% had very severe anxiety levels in DASS anxiety scale. Pair sample t test show statistically significant differences before and after the application of breathing relaxation  $t_{150}=24.725$   $p=0.001$ , as well in the application of acupressure  $t_{98}=15.901$   $p=0.001$ .

**Conclusions:** According to the results of the present intervention, relaxation techniques can be very helpful as complimentary treatments for patients with chronic diseases

**Disclosure:** No significant relationships.

**Keywords:** stress; relaxation techniques; stress intervention

### EPV0358

#### The effect of psychoeducation regarding relaxation breathing, in stress reduction in a sample of nurses in a Greek hospital

G. Lyrakos<sup>1\*</sup>, D. Androutsos<sup>1</sup>, E. Aslani<sup>2</sup> and V. Spinaris<sup>1</sup>

<sup>1</sup>Department Of Psychiatry, General Hospital of Nikaia "Ag. Panteleimon", Nikaia, Greece and <sup>2</sup>2nd Department Of Pathology, General Hospital of Nikaia "Ag. Panteleimon", Nikaia, Greece

\*Corresponding author.

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**Introduction:** Stress is one of the biggest problems leading a large portion of people to seek medical or psychotherapeutic management, while a large portion of hospital staff report high levels of work-related stress.

**Objectives:** The purpose of this intervention was to implement a psychoeducation seminar on stress management by implementing diaphragmatic breathing exercises and to detect the reduction of its levels in nursing staff.

**Methods:** The study took place at the General Hospital of Nikaia. Fifty employees, 38 women, aged 20-60 ( $M=37.4\pm 10.5$ ) participated in a two-hour group psychoeducation workshop, concerning psychoeducation on stress and application in diaphragmatic breathing exercises. The measurement of the success of the intervention was performed using a proportional stress assessment scale before and after the intervention. Statistical analysis was performed with SPSS26.

**Results:** Stress levels before the intervention ranged from 0 to 10 ( $M=5.7\pm 5.7$ ) while after the intervention ranged from 0 to 7 ( $M=2.3\pm 2.04$ ). Age did not appear to play a role in stress reduction, but was found to be positively and significantly associated with pre-existing stress in employees ( $r=0.423$   $p=0.002$ ). On the contrary, gender was found to be related both to the pre-existence of stress, with women reporting the highest levels ( $t=-3.534$   $p=0.001$ ), and to the reduction of stress after the intervention ( $t=-2.534$   $p=0.001$ ).

**Conclusions:** The above findings indicate the importance of implementing group psychoeducation programs to reduce stress at the organizational level, a very important result considering the cumulative effect that the recent existence of covid-19 has had on nursing staff.

**Disclosure:** No significant relationships.

**Keywords:** Psychoeducation; stress; relaxation techniques

### EPV0359

#### The importance of psychological support for end-stage renal disease dialyzed patients

M. Regaya\*, B. Amamou, C. Boukhris and L. Gaha

Department Of Psychiatry, University of Monastir, Faculty of Medicine of Monastir, LR05ES10, Fattouma Bourguiba Hospital, Monastir, Tunisia

\*Corresponding author.

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**Introduction:** End-Stage Renal Disease (ESRD) patients have difficult and challenging lifestyle due to the burden of the disease that, leads to numerous psychological issues. Regardless, healthcare providers usually focus on the somatic side and don't take care of the psychological dimension.

**Objectives:** Determine the effect of psychological support on the wellbeing of patients with ESRD.

**Methods:** A survey sheet including sociodemographic and clinical data were distributed to two different groups. Psychological counseling was given to one of the groups, and wasn't given to the other one.

**Results:** Patients not receiving psychological support had higher levels of anxious and depressive symptoms and suicidal ideations compared to the group receiving psychological support that had lower levels of anxious, depressive symptoms and suicidal ideation.

**Conclusions:** ESRD patients are at risk of developing all sorts of psychological issues. Which underlines the importance of the psychological support associated to the appropriate somatic care.

**Disclosure:** No significant relationships.

**Keywords:** Psychology; counseling; Healthcare; end-stage renal disease

### EPV0360

#### The role of self-esteem in the regulation of students' mental states

M. Kartasheva\*, A. Klimanova, A. Prokhorov, A. Chernov and M. Yusupov

General Psychology, Kazan Federal University, Kazan, Russian Federation

\*Corresponding author.

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**Introduction:** Studied the role of self-esteem in the regulation of mental states in the educational activities of students.

**Objectives:** The aim of the research is to reveal the interrelationships of states' substructures (mental processes, experiences, behavior) with the level of self-esteem of students.

**Methods:** The study involved 69 students of the 1st and 2nd year, all humanities. The study was carried out in various situations of educational activity: at lectures, seminars, exams. Used the methods to study mental states, style of self-regulation and self-esteem.

**Results:** Found that as the level of self-esteem increases, the intensity of mental states' substructures also increases, and vice versa. As a result of ANOVA use, found that the regulatory properties "independence" ( $p < 0.001$ ) and "ability to program actions" ( $p < 0.002$ ) exert the greatest influence on the interaction of mental states and self-esteem. In lectures, seminars students with a low level of self-esteem mostly experience states of low intensity. Students with an average level of self-esteem are characterized by positive states of an increased level of intensity: from cheerfulness and anticipation to interest and fun. Students with high self-esteem experience mental states different in modality, intensity. As the level of self-esteem increases, the intensity of mental states' substructures manifestation increases, and vice versa.