

are increasing, especially among university students, gaining prominence in academic literature. However, studies on the procrastination phenomenon have been mainly quantitative, correlating such experiences with clinical and behavioral manifestations. Specific research with occupational therapy students is lacking in the literature.

**Objectives:** To interpret symbolic meanings related to life experiences of the procrastination phenomenon of school tasks as reported by occupational therapy undergraduate students, self-referred as procrastinators.

**Methods:** Clinical-qualitative design. Data collected through semi-directed interviews with open-ended questions in-depth. Clinical-Qualitative Content Analysis generated categories discussed in the light of the psychodynamic theoretical framework. This study was carried out in a private Brazilian university. The sample was closed by the information saturation criterion.

**Results:** Seven students were interviewed. Procrastination comes associated with anxiety as productivity, but not reported as an “executive drive”, that would imprison the individual in a vicious cycle. There are defense mechanisms referred to as self-preservation for not assume responsibilities for tasks. Ineffective strategies seem to be experienced by the students to avoid procrastination, but without resolving possible psychodynamic conflicts related to the task.

**Conclusions:** Students’ procrastination ambivalently affects their daily lives, although they can report the phenomenon as negative. It is suggested further qualitative studies that explore specifically meanings of procrastinating personal activities, in general, considering these individuals will work precisely in a therapeutic approach in the field of occupations of the people.

**Disclosure:** No significant relationships.

**Keywords:** mental health care; Qualitative research; procrastination; Occupational therapy

## EPV1087

### Hidden role of gut microbiome in mental health

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**Introduction:** The recent literature indicates that the gut microbiota may affect brain functions through endocrine and metabolic pathways, antibody production and the enteric network while supporting its possible role in the onset and maintenance of several neuropsychiatric disorders, neurodevelopment and neurodegenerative disorders.

**Objectives:** The aim of this work is to discuss the role of probiotics, prebiotics, or synbiotics as a potential treatment for symptoms of depression, anxiety, and stress.

**Methods:** Pub Med database was searched using following key words: “probiotics”, “prebiotics”, “mental disorders”, “psychological disorders”.

**Results:** Although the exact mechanism is unknown, there is a link between the gut and mood disorders. Psychosocial factors, such as quality of life or well-being, are greatly influenced by gut function and there is a strong correlation between psychosocial features and gastrointestinal disorders. Elevated stress, anxiety, and depression

are linked to intestinal dysbiosis and mood disorders are disproportionately high in patients with functional gut disorders. So, probiotics may provide benefit when used in conjunction with current antidepressant medications. Probiotics may exert their therapeutic benefits by restoring microbial balance in the gut, and also by minimizing gastrointestinal complaints, allowing for the effects of antidepressant medication to not be reduced. Stress and immune responses were improved following psychobiotic intervention in stressed adults. Psychobiotics offer potential alternative treatment options in mood disorders and their accompanying symptoms.

**Conclusions:** Pro and prebiotics can improve mental health and psychological function and can be offered as new medicines for common mental disorders. However, more clinical studies are required to support the clinical use of probiotics.

**Disclosure:** No significant relationships.

**Keywords:** microbiome; mental health; probiotics; psychobiotics

## EPV1091

### Effects of relaxation slide-films on the functional state of psychology students

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**Introduction:** Visual images and music have long been known as a means to optimize emotions (Galeev, 1976; Gotsdiner, 1993). Together (eg in audio-visual slide-films) they may help students and professional cope with the negative side of intensive workloads (fatigue, stress, anxiety).

**Objectives:** Our study attempts a multi-level assessment of the relaxation effect of a slide-film as part of student education.

**Methods:** Sample - 46 psychology students. The 20 minute relaxation film was shown after lectures and discussion of a forthcoming examination. Measures: standard psychological and physiological functional state tests and a cognitive task before and after the film (Leonova & Kapitsa, 2003); an original questionnaire revealing individual associations and experiences felt during the film.

**Results:** The results showed pronounced subjective discomfort and anxiety before the film. The relaxation film resulted in lowered blood pressure, increased subjective comfort, decreased fatigue and acute anxiety, and negative emotion scores, as well as higher productivity in performing the cognitive test (Student t-test,  $p < 0.005 - 0.001$ ). Concentration on the film subject, as well as the combination of the student’s thoughts and associations around the plot, showed a positive correlation with the amount of relaxation effect.

**Conclusions:** Our research showed that using the relaxation slide-film (with imagery and music) can provide positive effects on students’ functional state. It also revealed the importance of the relevance of individual experience to the subject of the film to obtain optimal positive effects.

**Disclosure:** No significant relationships.

**Keywords:** relaxation techniques; audio-visual slide-film; functional state