

concentrations of acetic acid, propionic acid, and butyric acid were significantly lower in children with ADHD compared to those of controls (**Figure 1**). Interestingly, acetic acid and propionic acid levels were negatively correlated with ADHD symptoms (**Table 1**). Macronutrient and fiber intake, determined from food frequency questionnaires, did not differ between groups.

Table 1. The regression analyses predicting ADHD symptoms scores from fecal short-chain fatty acids level.

	<i>B</i>	<i>p</i> -value	95%CI
Inattention score			
Acetic acid	-0.14	0.009	-0.24, -0.04
Propionic acid	-0.18	0.006	-0.30, -0.06
Hyperactive/Impulsive score			
Acetic acid	-0.10	0.031	-0.20, -0.01
Propionic acid	-0.14	0.018	-0.25, -0.03
Combined score			
Acetic acid	-0.12	0.014	-0.22, -0.03
Propionic acid	-0.16	0.008	-0.27, -0.05

Image:

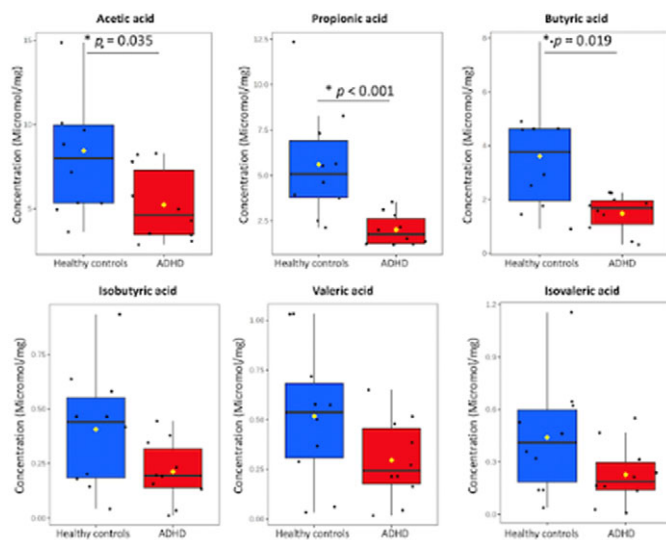


Figure 1. Comparison of fecal short-chain fatty acids between ADHD children and healthy controls.

Conclusions: Our findings suggested that gut dysbiosis was possibly developed in children with ADHD, as indicated by a significant decrease in fecal SCFAs. In fact, fecal acetic acid, propionic acid, and butyric acid may potentially be the early detector for ADHD. In addition, fecal acetic acid and propionic acid could be potential biomarkers for the severity of ADHD.

Disclosure of Interest: None Declared

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A Moderating Role of Social Intelligence and Creativity During Primary Career Exploration in Late Adolescence

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Introduction: Career self-exploration activities can be defined as orienting oneself in one's own vocational interests, skills, job, and organizational characteristics and as an important career pre-decision stage (Stumpf et al., 1983). Effective career exploratory behaviors are associated with less anxiety regarding uncertainty and difficulties during first career decision-making (Storme, Celik, 2017; Xu et al., 2014). In Study 1, we showed that productive career self-exploration in adolescence is associated with a high level of tolerance for uncertainty (TU) (Chesnokova, Churbanova et al., 2022).

Objectives: The aim of Study 2 was to compare the social intelligence (SI) and creativity (Cr) of students with high and low level career adapt-abilities applied to present and prospective future career decisions.

Methods: Participants were 67 students (15-17 years old). SI was assessed by O'Sullivan & Guilford's Tests (1966), Cr was measured by CAP consisted of Test of Divergent Thinking and Test of Divergent Feeling (Williams, 1980). Career adapt-abilities were estimated by CAAS (Savickas & Porfeli, 2012; Pryazhnikov, 2016).

Results: Two contrast clusters based on SI and Cr mediated by TU level were analysed. One cluster included students with high pragmatic motivation concerning career path choice. There were students with high TU, high SI and cognitive Cr and low level of Divergent Feeling who focusing on nearest obstacles like entrance exams and distant professional future (professional revenues, social status and on task-oriented content). They are open to new career experiences and flexible in career choice (at $r = .56$, $p = .001$), but they lack social intelligence's diplomatic techniques and cognitively complicated interpersonal situational awareness. They mostly rely on academic aptitude and self-efficacy. The second cluster of students was made up of those with low TU, average to low SI, and high levels of divergent feelings. They exhibited less pragmatist motivation and active career exploratory behaviors regarding both immediate and long-term professional paths, professional values, the human aspects of potential careers, the social structure of professional society, and the need to use emotional intelligence when interacting with clients and working in teams. They rely on social support from professional representatives and teachers during their career decision making.

Conclusions: In sum, SI and Divergent feelings may be significant mediators in the development of career adaptability and realistic self-perceived confidence in task-oriented content as well as interpersonal specificity of professional social environments. To reduce stress and anxiety of prospective students, the development of self-efficacy and motivation should be given priority over just academic readiness for exams and narrow professional skills.

Disclosure of Interest: None Declared