

## EV0331

### Does consanguinity increase the risk of mental illnesses? A population based study

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The aim of this study was to assess the impact of consanguinity on risk for mental disorders especially in primary health care- PHC settings. It was decided to ascertain prevalence of common mental disorders and consanguinity. We set out to study the burden of commonest psychiatric disorders among consanguineous marriages at PHC using the WHO Composite International Diagnostic Interview (WHO-CIDI) and examine their symptom patterns and co-morbidity in Qatar. A prospective cross sectional study was carried out over a year between November 2011 to October 2012. A total of 2,000 Qatari subjects aged 18 to 65 years were approached; 1,475 (73.3%) gave consent and participated in this study. Prevalence of psychiatric disorders using the WHO Composite International Diagnostic Interview (CIDI, version 3.0) showed that six most common disorders were major depression disorders (18.3%), any impulse control condition (18.3%), any anxiety disorders (17.2%), any mood disorders (16.9%), followed by separation anxiety disorders (15.2%), personality disorder (14.1%). The mean age  $\pm$  SD of the 1,475 subjects interviewed was  $39.3 \pm 9.8$  years. The rate of consanguinity in the present generation was 31.5% [95% CI = 29.1–33.7]. There were statistically significant differences between consanguineous and non-consanguineous with regards to age, educational status, occupation status, household income as well as BMI, cigarette smoking and sheesha smoking. One-fifth of all adults who attended the PHC center 20% had at least one psychiatric diagnosis. The prevalence of the generalized anxiety disorders; social phobia, specific phobia, major depression, and personality disorders were significantly higher in consanguineous marriages than in non-consanguineous.

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## EV0332

### Risk factors in emotional and personal development of senior preschool children from different social strata (middle-high and middle-low social layers)

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*Introduction* Methodological basis of Vygotsky's scientific school implemented in the study provides possibility to detect risk variants in emotional and personal development of children from different social strata and to explore the mechanisms responsible for pathological development.

*Objectives and methods* The study included two groups: (1) children from a middle-high social stratum ( $n = 31$ ); (2) children from a middle-low social stratum ( $n = 36$ ). All the children were between ages 5.5–7 years at the moment of research, lived in Moscow and attended extracurricular activities. Following methods were used: objective description of child's development in socio-cultural context; semi-structured interview; long-term overt and covert observations; diagnostics of intellectual, emotional and personal school readiness.

*Results* Children from the 1st group demonstrate higher level of intelligence; they are more successful in solving unusual tasks. Children from the 2nd group tend to follow instructions given by

teacher. Children from the 1st group unlike those from the 2nd one are characterized by lower level of social competence; they encounter difficulties in establishing contacts and don't perceive hierarchy in adult-child relationship. Mass protection typical for children from the 1st group and hyper-satisfaction of their needs determine decrease of frustration and don't deepen their personal experience providing basis for pathological development. Children from the 2nd group are more inclined to demonstrate alarm reactions, but in general they possess higher level of emotional and personal maturity and social flexibility.

*Conclusion* Socio-cultural environment has a direct say in potential risk zones of child development.

*Disclosure of interest* The authors have not supplied their declaration of competing interest.

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## EV0333

### Parental expectations in families from different social and cultural groups and their influence on emotional and personal development of a child

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*Introduction* The study explores subjective image attributed by parents to their child that was formed under the influence of different socio-cultural conditions and affects communication with a child. Methodological basis of Vygotsky's scientific school was used in the research.

*Objectives and methods* The study included two groups of families from different social strata: group 1 – middle-high stratum, group 2 – middle-low stratum ( $n_1 = 31$ ,  $n_2 = 36$ ), all the families live in Moscow; the children (5.5–7 years old) attend extracurricular activities. Following methods were used: analysis of social context of child's development; long-term overt and covert observations; analysis of complaints, ambitions and expectations – “a project of future development” of a child imagined by parents followed by reconstruction of their relations that appear to be the basis for the “project”; method of semi-structured interview.

*Results* First group demonstrates high level of irrelevance in subjective extra-positive image of a child. That poses risk for child's emotional and personal development. Families from different strata tend to demonstrate irrelevance between ambitions and real success of a child. First group tend to overstate, 2nd group – to understate. In some cases parents' mindsets cause emotional peculiarities of the child: individuality and as a result inflated ego, demonstrative behavior accompanied by interest to external attributes. In 2nd group children are mostly anxious and encounter difficulties in demonstration their abilities, but they possess higher level of emotional and personal maturity and social flexibility.

*Conclusion* Socio-cultural features of the stratum influence parental expectations that form potential risk zones in child development.

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## EV0334

### Death in the work of Jorge Amado: The function of art in education for death

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