

EPV1092**ProTransition – evaluation of an online-course for professionals to optimize the health care service for young people with mental illness in transition from adolescence to adulthood**

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Introduction: Adolescent transitions to adulthood are a vulnerable phase for the development of mental illnesses. Additionally, there are often disruptions in psychiatric care delivery during the transition phase, potentially leading to a considerable treatment delay with a high risk of early chronification. Thus, the health care system and professionals in both child and adolescent psychiatry and adult psychiatry should give greater consideration to the transition phase.

Objectives: An online-course addressing health care professionals was developed to give in-depth knowledge of “transition psychiatry”, practical guidance and to sensitize for the special challenges and needs of young adults with mental illness. Evaluation focuses on the gain of competences, benefit for practical work and user satisfaction.

Methods: Participants’ estimations and opinions on quality of the online-course, on impact of course participation to their practical work and on their competences regarding transition psychiatry are assessed with an online-survey before starting (t1) and after finishing (t2) the online-course. T1-assessment is already completed with 1924 datasets, t2-assessment will take place 02/2022.

Results: Analyses of t1-assessment show a high heterogeneity of participants regarding their work background and setting. Special knowledge about mental illnesses during transition and about transition psychiatry, as well as feeling confident in accompanying transition processes is on a medium level. Results of t2-assessment and comparing analyses are expected in March 2022 and will be presented.

Conclusions: There was high interest of the target group in participating in the online-course. Evaluation will show if the online-course is a helpful measure in delivering the necessary education of professionals in transition psychiatry.

Disclosure: No significant relationships.

Keywords: transition psychiatry; e-learning

EPV1095**The Effectiveness of Motivational counseling in improving Psychological vitality of Teachers in Dhofar Region Schools - Sultanate of Oman**N. Abdelrasheed^{1,2*} and M. Khalaf^{3,4}

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Introduction: Psychological vitality has a significant relationship with self-realization, mental health, positive emotions and self-motivation, life satisfaction, and optimism. Additionally, it reduces

the possibility of exposure to anxiety, depression and stress. In the same line, work pressures drive teachers to suffer from some negative emotions such as anger and lack of motivation, which in turn influence their vitality, social relations with colleagues.

Objectives: The present study designed a motivational counseling-based program to improve psychological vitality among teachers in Dhofar region schools

Methods: Participants were 60 teachers obtained the lowest degrees on the psychological vitality questionnaire. They were divided randomly into two groups: experimental and control. Quasi-experimental method with two groups design was adopted. The given program consists of 18 counseling sessions at the rate of 3 sessions per week ranging from 60 to 75 minutes.

Results: indicated that statistically significant differences at 0.01 level were found between mean scores of both groups on the posttest of psychological vitality favoring the experimental group. Also, statistically significant differences at 0.01 level were detected between the pre-test and post-test (experimental group) mean scores favoring the post-test. Taken together those findings confirm the effectiveness of the counseling program in improving psychological vitality. Posttest and follow up test did not significantly differ which prove the continuity of program effectiveness.

Conclusions: To conclude, motivational counseling plays an important role in enhancing psychological vitality of teachers. Further research might use the program in alleviating other psychological disorders.

Disclosure: No significant relationships.

Keywords: Counseling program; motivational counseling; psychological vitality; School teachers

EPV1096**Mindfulness-based interventions and employment: Descriptive analysis of the MER-ACT project**

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Introduction: Evidence shows unemployment as a negative impact factor on a variety of health outcomes. Regarding mental health, unemployment is considered one of the most consolidated risk factors for morbidity. This relationship is considered bi-directional. Prevention and wellness promotion are essential guidelines for mental health providers.

Objectives: To describe the work status in a sample of patients with anxiety disorders after two types of group mindfulness-based interventions in the MER-ACT project.

Methods: A descriptive analysis was conducted on work status before and 6 months after two types of mindfulness-based interventions. The group treatments were Acceptance and Commitment Therapy and a Mindfulness-based Emotional Regulation intervention, during 8 weeks, guided by two Clinical Psychology residents. The employment change was calculated (percentage of change from unemployed or temporary incapacity to employed).

Results: The work status of participants of the sample (n = 40), before and 6 months after interventions, were employed: 55%