

Objectives: To explore the psychological meanings that medical students attribute to procrastination phenomena to better understand how they handle the usual curriculum overload.

Methods: Clinical-qualitative design. Sample of 13 participants closed by information saturation with 2nd, 3rd, 4th-year students. Semi-directed interviews with open-ended questions in-depth. Clinical-qualitative content analysis, free-floating readings with psychodynamic concepts. Results were validated by peers at the Laboratory of Clinical-Qualitative Research.

Results: Emergent categories: 1) between procrastination and despair: the process of stress in procrastination; 2) a proving mechanism: procrastination as an emotional defense; 3) a very delicate rumination: between procrastination and mere delay, an emotional dilemma; 4) this conflict is painful: the confrontation between the desire to comply with tasks with excellence and the enjoyment of life.

Conclusions: Procrastination is reported by students as a source of great tension generated by opposing forces and desires, in which exhaustion is eventually reached. There are emotional contradictions related to guilt for leaving tasks to the last moment and the need to live other things besides doing academic tasks. Procrastination is a message-metaphor. It is important that institutions listen to students to understand what procrastination is saying about them.

Disclosure: No significant relationships.

Keywords: Qualitative research; procrastination; mental health care; medical students

EPV1075

The relationship between parental reflective functioning, attachment style, parental competence, and stress

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Introduction: Previous studies indicated, that mentalization mediates the link between adult attachment and stress, however, this relationship was not tested before among non-clinical parents of children aged between 12 and 18 years.

Objectives: The aim of this study was to explore the relationship between parental reflective functioning, attachment style, perceived parental sense of competence, and stress among parents.

Methods: After providing written consent, 186 non-clinical mothers completed a questionnaire packet that included a demographic form, The Parental Reflective Functioning Questionnaire - Adolescent version, the Attachment Style Questionnaire, the Parental Sense of Competence Scale, and the Perceived Stress Scale. A moderated mediation analysis with parental sense of competence as a dependent variable, mother's attachment style as an independent variable, certainty about mental states hypermentalization subscale as a mediator, and stress as a moderator was conducted.

Results: In the moderated mediation analysis, the direct effect of the attachment style on the parental sense of competence in the case of preoccupied attachment style was significant ($p < .001$). The interaction term of the hypermentalization subscale by perceived

stress was also significant in the case of low level ($w = -1.57, p < .001$) and high level of perceived stress ($w = 1.21, p = .049$) among mothers with a preoccupied attachment style.

Conclusions: These findings suggest that the preoccupied attachment style is related to the parental sense of competence through certainty about mental states hypermentalization in case of low level and high level of perceived stress, so mentalization-based interventions are warranted.

Disclosure: No significant relationships.

Keywords: Stress; attachment; mentalization; parenting

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Prognostic competence as a criterion for the mental health of primary schoolchildren with psychological development disorders

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Introduction: Younger schoolchildren with psychological development disorders have low cognitive activity, insufficient development of basic school skills, and a low level of educational motivation. In accordance with the requirements of the educational program for students with psychological development disorders, it is important to develop the ability to predict the results of their actions.

Objectives: The study of predictive competence in primary schoolchildren with psychological development disorders.

Methods: The study involved 60 children aged 8-10 years with a psychological development disorder. To study predictive competence, the methodology "The ability to predict in situations of potential or real violation of social norms" was used.

Results: The study revealed a low level of the cognitive and speech-communicative spheres of prognostic competence development in primary schoolchildren with psychological development disorders, as well as a deficit in prediction in the field of learning, which includes educational cooperation and educational communication of the child. Generalized statements, a passive position in future situations and pessimistic attitudes prevailed in the predictions of schoolchildren when constructing an image of the future. For schoolchildren with psychological development disorders, the prognosis is presented by monosyllabic answers, with the observable poverty of speech utterances.

Conclusions: The features of prognostic competence revealed in the study make it possible to develop individual programs for the development of the prognostic abilities of schoolchildren with psychological development disorders. This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

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Keywords: predictive competence; development disorder; primary school student