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'Guttas Campus' - participants' experiences of a group-based intervention to prevent school dropout

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Introduction: It is important to prevent school dropout and to help students who have dropped out re-enroll in school. Dropping out of school is associated with an increased risk of unemployment, low salaries, and receiving social security or disability benefits. In this study, we interviewed participants in 'Guttas Campus' (The Boys' Camp), which is a group-based intervention that aims to support disengaged boys from the 9th grade and through their transition to high school. The intervention consists of a two-week learning camp. The students subsequently participate in mentoring groups, with teachers and other camp participants, for a period of 18 months.

Objectives: We present a study of a school dropout prevention program.

Methods: 16 students were interviewed qualitatively. The interview data were analysed by drawing on the method of Grounded Theory.

Results: When the students who have completed the learning camp were asked what they believed were the most important and useful parts of the intervention, some common themes emerged: 1) The learning camp community provided a safe environment and helped give the participants learning and coping experiences that increased their self-confidence. 2) The students brought up the method of teaching, which they described as more persistent, adaptive and encouraging than they had been used to from regular school. 3) The students also mentioned the intervention's focus on character strengths such as willpower, self-control and optimism as central to increasing their motivation to learn.

Conclusions: The students that were interviewed were generally positive to the intervention, as mentioned several factors that they believed were useful in increasing their motivation and ability to learn.

Disclosure of Interest: None Declared

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Adjustment disorder among undergraduate students at Prince Mohammad Bin Fahd University, Al Khobar, Saudi Arabia

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Introduction: Adjustment disorder is characterized by an emotional or behavioral response to a stressful event or change in life. This condition can impact a student's academic performance, social life, and overall well-being. Adjustment disorder with the

stressor is a psychological response to identifiable stressors that result in the development of emotional or behavioral symptoms. These symptoms cause significant impairment in various areas of functioning, such as social, occupational, or academic performance.

Students with adjustment disorder may experience a range of symptoms, including feelings of sadness, anxiety, hopelessness, and a lack of concentration. They may also have trouble sleeping, feel overwhelmed, and struggle to cope with daily responsibilities. These symptoms can be triggered by various factors such as academic pressure, relationships, family issues, or cultural adjustments.

Objectives: This study aims to determine the prevalence of adjustment disorder among undergraduate students and investigate the potential risk factors of stress that can lead to adjustment difficulties.

Recognize the signs of adjustment disorder, how to access support, and how to create a supportive environment, therefore, students can effectively manage this condition and thrive in their academic and personal lives.

To prioritize mental health and provide the necessary resources for students to navigate the challenges of adjustment disorder effectively.

Methods: Adjustment Disorder-New Model 20 (ADNM-20) was used to assess prevalence of adjustment disorder among undergraduate students. It is a diagnostic tool used to assess adjustment disorder in individuals experiencing significant life stressors. The ADNM 20 is specifically designed to capture the nuanced manifestations of adjustment disorder with the stressor, enabling clinicians to make accurate assessments and develop targeted treatment plans.

Results: Adjustment disorder is a real and impactful challenge and a common mental health condition among undergraduate students at Prince Mohammad Bin Fahd University, Al Khobar, Saudi Arabia.

Conclusions: Adjustment disorder can significantly affect a student's academic performance. The inability to focus, persistent feelings of distress, and a lack of motivation can lead to a decline in grades and overall achievement. By recognizing the signs, accessing support, and creating a supportive environment, students can effectively manage this condition and thrive in their academic and personal lives. It's crucial to prioritize mental health and provide the necessary resources for students to navigate the challenges of adjustment disorder effectively.

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Myasthenia Gravis presenting as a Dissociative Disorder: a case report of a differential diagnosis

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Introduction: Conversion disorder is characterised by symptoms that can impact sensory or motor function. The average incidence