

Introduction Anxiety and depression is becoming an increasingly important public health issue. The adolescents' population is among affected seriously.

Objectives The objectives of the study was to investigate the level of anxiety, depression and self-esteem among adolescents and explore links between.

Methodology Participants were 99 adolescents randomly selected in school, aged between 12 to 19 years ($M=14.88$; $SD=2.09$); in terms of gender composition, there were girls 41.1% and boys 58.9%. The measures used included the Albanian versions of depression self-rating scale for children, the revised children's manifest anxiety scale, and the rosenberg self-esteem scale. All data has been analysed by SPSS 21 and Excel 2007.

Results Results showed that clinical significant levels reported 10.3% of participants for anxiety and 22.4% for depression. With low self-esteem scored 16.3% of participants. Self-esteem is significantly negatively correlated only with depression ($r = -.433, P < .00$). Mann-Whitney Test didn't found significant differences in anxiety based on self-esteem levels. Mann-Whitney Test found significant differences in depression levels based on levels of self-esteem ($Md_{low\ self-esteem} = 15; n = 16; Md_{normal\ self-esteem} = 10; n = 81$) as adolescents with low self-esteem had significantly higher depression as compared to adolescents with normal self-esteem ($z = -2.876, P < .004$).

Conclusions Findings suggested that self-esteem and depression links are present but not links self-esteem and anxiety. It is important to investigate these relationships in future research aimed identification/interventions programs.

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

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EV0875

Diagnoses among students, patients of psychiatric outpatient ambulatory in student health centre of Ljubljana university

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Introduction Health care for students in Slovenia was organized immediately after the WWII. It slowly developed and in late 1960's extended with specialist ambulatories, including psychiatric.

Objectives Survey of primary psychiatric diagnoses in one school year.

Method Research of patient's primary psychiatric diagnoses of the school year 2015/2016.

Results During 1.9.2015–31.8.2016, there were 1126 patients diagnosed in the age group younger than 29 years, while number of diagnoses was 90 (see Table 1).

Conclusions Most patients were diagnosed with one among anxiety disorders, followed by one of the mood [affective] disorders while the third most common diagnosis was one of schizophrenic spectre. The findings are at least approximately consistent with data elsewhere.

Table 1

Blocks of diagnostic classifications	No. of diagnoses in certain blocks	No. of patients	% of patients
Mental disorders due to PAS use (F10-F19)	1	1	0.1
Schizophrenia, schizotypal and delusional disorders (F20-F29)	16	111	9.9
Mood [affective] disorders (F30-F39)	24	273	24.3
Neurotic, stress-related and somatoform disorders (F40-F48)	21	543	48.3
Behavioural syndromes . . . (F50-F59)	7	31	2.6
Disorders of adult personality and behaviour (F60-F69)	11	96	8.5
Disorders of psychological development (F80-F89)	2	2	0.2
Behavioural and emotional disorders . . . (F90-F98)	2	60	5.3
Other non-mental disorders	2	2	0.2
Z71.x (Counselling and medical advice)	4	7	0.6
	90 diagnoses	1126 patients	100

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Malingering and medicalization in Israeli higher education: A critical inquiry of students feigning learning disorders

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This lecture stimulates new thinking about learning-disorders. Previous research in Israel regarding students with learning-disorders did not analyze the social processes through which students acquire the disability label. Therefore, the scenario of some students seeking the learning-disorder label in order to gain academic advantage has not been discussed in the professional literature within this context. The lecture is based on forty in-depth interviews conducted with self-testified malingering students who, nonetheless, were diagnosed as learning-disordered. Using sociological and naratological frameworks, the lecture discusses the strategies used by the students prior to, and during, their formal diagnoses, in order