

Objectives: To investigate the level of knowledge of Primary Education teachers about DM1, their attitudes towards students with insulin-dependent diabetes, as well as their levels of self-efficacy in the management of diabetes in the school environment.

Methods: This is a cross-sectional study, where the sample consisted of 150 teachers working in Public Primary Schools of Athens, the capital of Greece. The following questionnaires were used to collect the data: (a) socio-demographic characteristics questionnaire, (b) primary education teachers' knowledge and attitudes questionnaire about insulin-dependent diabetes, and (c) the generalized self-efficacy scale.

Results: 24.7% of participants were male and the mean age was 43.79 (± 10.11). The average percentage of correct answers to the knowledge questionnaire was 86.00 (± 9.01), also, the average score of perceptions about the role of the school nurse was 90.53 (± 9.39), for the role of students with DM1 89.17 (± 11.42), for the readiness of teachers/educational system to manage students with DM1 48.10 (± 13.22), and of the self-efficacy was 30.71 (± 13.67). The questions with the lowest percentage of correct answers were: "What is the normal range of blood sugar values when we are fasting?" (62.70%) and "If you find a child with DM1 unconscious what should you do immediately?" (52.70%). The percentage of correct responses was found to have a positive statistically significant correlation with self-efficacy score ($p=0.05$), years of service ($p=0.003$), age ($p=0.014$), teachers who had at some point students with DM1 in their classroom versus those who did not ($p=0.045$).

Conclusions: Experienced and qualified staff could effectively support students not only practically by assisting them with daily activities but also by creating an environment based on understanding and acceptance.

Disclosure of Interest: None Declared

EPV0790

Effects of a physical activity program in stress management and motivation for the regular practice of physical activity of teachers from Portugal and Brazil

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Introduction: Teaching is considered by the International Labor Organization as one of the most stressful professions, with consequences on the mental and physical health and on their professional performance. Intervention programs focused on physical activity usually present a significant decrease in the level of stress and an improvement in the quality of life of teachers. Physical activity is considered one of the main non-pharmacological strategies to reduce stress, generating a positive influence on mental health.

Objectives: To evaluate the impact of an intervention program based on the practice of physical activity on the level of stress and motivation for the regular practice of physical activity in teachers.

Methods: This study employed a pretest-posttest design. Measures: Portuguese versions of Stress Perception Scale and Motivation Inventory for Regular Physical Activity Practice. Sample: 33 teachers from Portugal and Brazil, 57,6% females, 54,5% from Portugal, 63,6% with age between 26 and 35 years. The intervention

ran for 8 weeks, with a total of 40 sessions with cardiorespiratory conditioning exercises, muscle strengthening and stretching, relaxation and meditation techniques.

Results: On baseline we found significant relationship between "years of teaching experience" and the level of stress ($p=.027$). After the intervention, the level of stress significantly decreased in Portuguese teachers ($p=.031$). In 83% of the sample, there is a decrease in the levels of perceived stress. Concerning Brazilian teachers ($p=.006$), in 73% of the sample, there is a decrease in the levels of perceived stress. Regarding motivation, there is a significant increase in Portuguese teachers related to "stress control" ($p<.001$), "sociability" ($p=.001$), "competitiveness" ($p<.001$), and "esthetic" ($p=.004$). In Brazilian teachers there is an increase related to "stress control" ($p=.003$), and "competitiveness" ($p=.001$).

Conclusions: Both samples showed positive results, attesting the efficacy of the intervention based in physical exercises to reduce stress and increase motivation to practice physical activity regularly. After intervention, more motivational dimensions are changed in Portuguese teachers, comparing with Brazilian teachers.

Disclosure of Interest: None Declared

EPV0791

Healthy mental higher education students': Presentation of a project

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Introduction: The prevalence of mental disorders in Higher Education Students (HES) is high and has shown a worrying growth. However, only a small percentage of HES in need of psychological support request it, due to the stigma related to mental illness, requesting informal help from friends and family. Training and increasing Mental Health Literacy (MHL) have been stated as appropriate strategies to reduce stigma and increase the demand for professional psychological support. However, with the increase in the demand for help, the difficulty of providing an adequate response from psychological support of HE services also increases. Therefore, procedures that develop socio-emotional skills in the HES and strategies that enhance the responsiveness of these services are necessary.

Objectives: Taking in consideration the literature review in this field, we develop a project to improve the mental health of HES. The project objectives: a) the reduction of stigma related to mental disorders through the promotion of MHL in the academic community; b) the promotion of mental health and socio-emotional skills of HES; c) increasing detection and active search for professional mental health support, and d) the implementation of psychological intervention based on a stepped care model that provides an adequate response to most of the students' mental health needs, according to individual needs.

Methods: The project proposes to perform the following methods: a) training in mental health open to the academic community, which will aim to train volunteers to be Gatekeepers, in order to