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Introduction: Academic procrastination is a specific sub-type of procrastination, assessing the tendency to delay academic tasks in connection with the preparation of courses or exams.

Objectives: To determine the impact of academic procrastination on studies and academic performances and identify associated factors.

Methods: We conducted a cross-sectional descriptive study in students from three different universities: a medical school, a law school and an engineering school. Socio-demographic, clinical and academic data were collected. Procrastination was assessed using the Academic Procrastination Scale. We further administered the Short Version of the impulsive behaviour scale, the Satisfaction with Life Scale, the Perfectionism scale, and the one item Self-esteem Scale.

Results: Our sample consisted of 1019 students. The mean age was 22 ± 2.25 years, and 62% were females. About one third of study participants used tobacco or alcohol, and 10% used drugs (cannabis or others). We found a significant positive correlation between procrastination and academic failure ($r=0.22$ $p=0.00$) and a negative correlation with academic success ($r=-0.27$ $p=0.00$). Multivariate regression analysis showed the following risk factors for academic procrastination: alcohol consumption (ORa= 1.74 [1.14; 2.67]), study field (with reference to medicine: law ORa= 1.50 [1.02; 2.19], engineering studies ORa= 2.01 [1.34; 3.02]), and impulsivity (ORa= 2.11 [1.55; 2.86]).

Conclusions: Academic procrastination has a negative impact on academic achievement and performance. This impact appears to differ depending on the field of study. It also seems closely related to impulsiveness and alcohol use. Our findings might contribute to find new ways of helping students to improve academic performance.

Disclosure: No significant relationships.

Keywords: academic performance; alcohol use; Procrastination; Impulsivity

EPV0480

“Just do it tomorrow”: Procrastination in Tunisian university students

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Introduction: Procrastination is a common phenomenon among students, defined by the tendency to delay tasks. Procrastination can have a negative impact not only on academic achievement but also on other areas of life.

Objectives: To assess students' level of procrastination and associated psychological factors

Methods: We conducted a cross-sectional descriptive study in students from three different universities: a medical school, a law school and an engineering school. Socio-demographic, clinical and academic data were collected. Procrastination was assessed using the Pure Procrastination Scale. We further administered the Short Version of the impulsive behaviour scale, the Satisfaction with Life Scale, the Perfectionism scale, and the one item Self-esteem Scale.

Results: Our sample consisted of 1019 students. The mean age was 22 ± 2.25 years, 62% were females and almost 70% were single. The mean level of procrastination was 35 ± 10.42 . Procrastination was positively correlated with impulsivity ($r=0.37$ $p=0.00$) and perfectionism ($r=1.32$ $p=0.00$) and negatively correlated with life satisfaction ($r=-0.22$ $p=0.00$) and self-esteem ($r=-0.12$ $p=0.00$).

Conclusions: The level of procrastination was relatively high in our study population. As described in the literature, impulsiveness and perfectionism were closely and positively related to procrastination, whereas higher procrastination scores were linked to lower quality of life and self-esteem. Our findings underline the need for counseling services with a focus on procrastination for university students.

Disclosure: No significant relationships.

Keywords: Impulsivity; Perfectionism; quality of life; Procrastination

EPV0481

Mental health and help seeking behaviour in first year medical students

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Introduction: Mental health challenges are common among medical students. Data shows that they are less likely to use mental health services, regardless of experiencing frequent mental health issues.

Objectives: The aim of our study was to evaluate first year medical students' mental health state and attitude to seeking help.

Methods: The target group was the first year medical students in Vilnius University. Anonymous questionnaire created by authors was used to evaluate socio-demographic data, self-perceived emotional state level, attitudes and accessibility to mental health services. The study involved 152 first year medical students: 97 of them were local and 55 international students.

Results: The majority of students (71.7%) reported that their studies negatively impacted their emotional condition. 14.5% of all students thought that they needed a consultation by mental health specialist, but decided not to seek help. 11.2% of students reported having used psychotropic drugs which had not been officially prescribed by a psychiatrist. 18.4% of all students thought that seeing a mental health specialist could negatively affect their future career as a doctor. 30.9% of students reported that they had used alcohol to improve their emotional state, 11.2% of students had used cannabis, 4.6% of students had used other drugs (e.g. LSD, amphetamine, cocaine) for this purpose.

Conclusions: 1. Majority first year medical students think that the beginning of studies have negative impact on their emotional well-being. 2. A large number of medical students unwilling to see mental health specialist. 3. Significant number of students use psychoactive substances to improve their emotional state.

Disclosure: No significant relationships.

Keywords: mental health; Medical Students; stress; mental health stigma

EPV0482

The enhancement of emotional skills as a resource to reduce hopelessness

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Introduction: Emotional Intelligence (EI) involves a set of emotional skills (attention, clarity, and emotional regulation) for the effective use of emotional information (Mayer & Salovey, 1997). The lack of emotional skills has been associated with multiple disruptive emotional phenomena, such as hopelessness. It has been observed that EI can be a predictor of hopelessness in older adults, in such a way that we can consider that the development of EI could be a relevant resource for promoting mental health in older adults.

Objectives: Implement an EI intervention to reduce levels of hopelessness.

Methods: The sample consisted of 123 healthy older adults from Valencia (Spain), randomly distributed into two groups: treatment group (N = 57) and control group (N = 68), aged between 60 and 84 years, with a mean age of 67.62 years (SD = 6.43). Of these, 54.4% were women and the remaining 45.6% were men. The Trait Meta-Mood Scale 24 (TMMS 24) was applied to assess EI and the Beck Hopelessness Scale (BHS) to assess hopelessness.

Results: Significant differences are observed in the treatment group after the intervention ($F_{1, 123} = 19.86$; $p < 0.001$, $h^2 = 0.142$), with a decrease in scores ($T_1 = 4.72$; $T_2 = 2.88$). For the control group, the effects were not significant ($F_{1, 123} = 1.06$; $p = 0.305$, $h^2 = 0.009$).

Conclusions: The efficacy of the intervention in EI to manage emotional states is evidenced, reducing levels of hopelessness thanks to training in adaptive emotional processing and emotional management skills.

Disclosure: No significant relationships.

Keywords: Emotional intelligence; Hopelessness; mental health

EPV0483

The effect of online motivational interviewing on stress management in infertile women with PCOS: A randomized clinical trial

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Introduction: Polycystic ovary syndrome (PCOS) is one of the most common endocrine disorders in women, which in addition to medical aspects also affects the dimensions of women’s mental health such as stress.

Objectives: The present study was conducted to determine The effect of online motivational interviewing on stress management in infertile women with PCOS

Methods: This randomized controlled clinical trial enrolled 60 Infertile Women with PCOS from the city of Sari-Iran in 2020. Participants were assigned to MI and control groups using block randomization. The intervention group received 5 weekly of MI online via WhatsApp. While the control group received only routine care. Stress management scores in these individuals were measured using health-promoting lifestyle profile II questionnaire (HPLP II) before and after the intervention. Then, the data were entered into the SPSS software, version 25 and were analyzed using descriptive statistics, chi-square test, t-test, and repeated measures analysis of variance.

Results: No significant difference was observed between the two groups before the intervention mean The Stress management scores ($p > 0.05$). After the intervention, mean (SD) of The Psychological Domains score was 22.5 (3.8) in the intervention group and 17.9 (4.1) in the control. The Stress management score was significantly upper in the intervention group compared to the control. ($p < 0.000$). The effect size (1.1) was calculated. NNT (1.6) was calculated.

Conclusions: According to the results and the effect of motivational interviewing is one of the effective methods to manage stress in infertile women with PCOS.

Disclosure: No significant relationships.

Keywords: Infertile women; polycystic ovary syndrome; motivational interview; Health-promoting behaviors; stress

EPV0484

Music and emotion

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