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Keywords: residency training; psychiatry; personal experiences; Covid-19

EPP0311

Personality tests across settings, considering language proficiency and literacy

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Introduction: Generic psychometric instruments are frequently used in psychiatric practice. When a respondent provides an affirmative reply to two contrasting items in such a questionnaire (e.g. "I am reserved" and "I am outgoing"), serious questions need to be asked about the respondent, the instrument, and the interaction between the two.

Objectives: The research aims to identify reasons which could explain the contradictory answers provided by respondents to a well-established, and seemingly psychometrically sound instrument.

Methods: World Values Survey data, collected in South Africa (N = 3 531), were analysed, focusing on the personality survey, where contrasting response to matching items were identified. Exploratory factor analyses were used to inspect the factorial structure of the instrument across groups, after which measurement invariance tests were done.

Results: The theorised factorial structure of the personality survey did not mirror the structure in the South African sample. This was demonstrated in the inspection-report, as well as in the tests of measurement invariance. However, in some groups, specifically those who were well-versed in English and possessed higher levels of education, the structures were replaceable.

Conclusions: The assumption that well-established instruments are valid in settings different to the one where they were initially developed, should be questioned, and such instruments should not be used unless thoroughly tested. This presentation exposes the extent of measurement non-invariance when using an instrument in a foreign setting and shows how this can be detected and addressed. Those working with foreign individuals or conducting cross-cultural research should be particularly aware of these threats to validity.

Disclosure: No significant relationships.

Keywords: personality; measurement invariance; cross-cultural research; language proficiency

Child and Adolescent Psychiatry 03

EPP0313

Psychopharmacological approach for Binge- eating disorders.

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Introduction: Binge-eating disorder (BED), is one of the most common eating disorder. Treatment aims to reduce binge-eating frequency and disordered eating-related cognitions, improve metabolic health and weight, and regulate mood (in patients with coexisting depression or anxiety)

Objectives: The aim of this study was to examine the efficacy of lisdexamfetamine dimesylate in a sample of 50 women with a binge eating disorder diagnosis compare with selective serotonin reuptake inhibitor

Methods: Two groups were made, one with lisdexamfetamine and the other with selective serotonin reuptake inhibitor (fluoxetine). 20 women were in each group (total n=40). The doses depend of the binge symptoms and rates were from 30 to 70mg/day for lisdexamfetamine and for fluoxetine the doses were from 20 to 60mg/day.

Results: Binge behaviors decreased with a 50mg/day dose of lisdexamfetamine. The 70mg/day doses present also less binge behaviors but also more adverse events. The 30mg/day doses did not decrease binge-eating behaviors.

Conclusions: Lisdexamfetamine is the first pharmacological agent to receive FDA approval for use in adults with moderate to severe binge eating disorder. This study supports further assessment of lisdexamfetamine as a treatment option for decreasing binge eating behavior and also symptoms associated such as anxiety and obsessive and compulsive features in adults. Increased efficacy with increasing dosages of lisdexamfetamine suggests a dose-response relationship until 50mg/day. Women with a dose of 50mg/day of lisdexamfetamine report less adverse event, more adherence to treatment and improve their eating behaviors.

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Keywords: binge eating disorder; Lisdexanfetamine; Fluoxetine; eating disorder

EPP0314

Clinical phenotypes of autism spectrum disorders and epilepsy comorbidity

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Introduction: ASD with epileptic seizures (ES) and/or specific epileptic activity on EEG (EEG SEA) and repetitive movements and vocalizations (RMV) can be determined by different variants of genetic polymorphism or by different variants of gene expression, determined by different influences.

Objectives: To study the features of the clinical phenotype of ASD in preschool and school-age children with ES, EEG SEA and RMV.

Methods: The study group was divided 116 children aged 2-10 years with ASD into three subgroups: subgroup A - 23 children with