

Conclusions: Interventions to improve the adolescent's knowledge of mental illness is needed so they can seek help for themselves and possibly help others.

Disclosure of Interest: None Declared

EPP0732

Knowledge, attitudes and perceptions of autism spectrum disorder: a general public survey in Greece

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Introduction: According to the World Health Organisation (March 2022), it is estimated that one in 100 children worldwide has autism spectrum disorder (ASD). People with ASD very often face stigma, discrimination, and violations of their human rights. The aim of this study was to examine the knowledge and the attitudes of the general population regarding autism spectrum disorder as well as to raise awareness and promote appropriate behaviors towards people with ASD.

Objectives: The purpose of this study was to investigate the knowledge, attitudes, and the behaviors of the general population towards people with autism spectrum disorder in Greece. As far as is known, this is the first study carried out in Greece on this research topic.

Methods: A cross-sectional study was conducted online via social media and completed by 642 participants with various characteristics. The questionnaires were anonymous, their completion was voluntary and included the "Societal Attitudes Towards Autism" (SATA) scale. Linguistic validation and cultural adaptation of the SATA scale into the Greek language was based on the World Health Organization specifications. Data analysis was performed using the Statistical Package for the Social Sciences.

Results: A total of 642 people participated in the survey, 81.2% women and 18.8% men. The majority had a very good knowledge of autism (mean score 9.1 out of 13). However, women achieved significantly higher scores than men ($p = 0.003$). Respondents showed moderate to positive attitudes towards people with ASD (mean score 57.9 out of 80). The knowledge score is associated with the level of education, the place of residence, the existence of a person with autism in their friend or family environment, their income and occupation. The highest scores were observed in psychiatrists, following by teachers and other mental health professionals. Notably, 220 people believed autism to be caused by vaccination.

Conclusions: Educational and public health interventions should be organized in the general population in Greece to discard childhood vaccination as a causative factor of autistic spectrum disorder. There is significant need to educate the public in acquiring knowledge about autistic spectrum disorder.

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Self-efficacy, Stress and Well-being in the transition to Higher Education

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Introduction: The transition from secondary education to higher education (HE) marks the beginning of a new stage in the individual journey of students, which is assumed to be one of the best and most remarkable periods of life.

University students constitute a risk group in which situations that generate stress are abundant and potentially disturbing, which can condition their self-efficacy and perception of well-being.

Objectives: Describe correlations between sociodemographic variables and self-efficacy, perceived stress and psychological well-being;

Understand the correlation between the various variables under study in newly admitted students in a HE establishment;

Raising awareness of the importance of the Specialist Nurse in Mental Health and Psychiatric Nursing in the transition process, promotion of mental health and prevention of mental illness.

Methods: Descriptive and correlational study with a non-probabilistic sample of students in the 1st year of the nursing degree at a Portuguese nursing school.

Data collection took place in the 1st semester of the 2019/2020 school year, after a favourable opinion from the Ethics Committee and authorization from the HE institution's governing bodies. The following measurement instruments were used: Sociodemographic/Academic Questionnaire, General Self-Efficacy Scale, Perceived Stress Scale and Psychological Well-Being Manifestation Scale.

Results: There are statistically significant differences between global self-efficacy and the variables that measure who students live with during the school year, whether entering HE implies leaving home, participation in extracurricular activities, professional activity, level of adaptation to the institution of education and level of schooling satisfaction with the course. There are statistically significant differences between perceived stress and the variables gender, studying away from home, who they live with during school term, participation in extracurricular activities, level of adaptation to the institution, degree of satisfaction with the course and need for psychological support.

There were statistically significant differences between psychological well-being and gender and variables measuring necessity studying away from home, who they live with during the school term, participation in extracurricular activities, economic situation, level of adaptation to the institution and degree of satisfaction with the course.

There was a negative correlation between general self-efficacy and perceived stress (moderate) and between perceived stress and psychological well-being (strong) and a moderate positive correlation between general self-efficacy and psychological well-being of HE students.