Aims: The DIALOG scale has been implemented as a routine patient outcome and experience measure (PROM/PREM) in East London Foundation Trust (EL FT). We used large routinely collected DIALOG data to assess impact of treatment across different domains of life and whether the impact of treatment changed with Community Mental Health Transformation CMH (NHS Long Term Plan). We also carried out secondary disaggregation analysis of pooled data based on protected characteristics interrogating through an equity lens.
Methods: EL FT had commissioned University of Plymouth for the review of CMH transformation. Anonymised pooled data set was obtained from the electronic patient records that were collected as a part of routine clinical practice. DIALOG (PROM and PREM) scores captured routinely from CMH services in ELFT over two time periods (2018–19 and 2021–22) were collected for this purpose.

The anonymised and pooled data was linked with stages of treatment e.g. assessment, review and at discharge and protected characteristics (age, gender, ethnicity and a proxy of social deprivation).

14,813 DIALOG scores from 6,538 unique patients were identified. We analysed each domain of DIALOG separately and the numbers of return of scores on each domain varied depending on response rate. We compared domain based descriptive statistical analyses of mean pooled DIALOG scores looking at means across a range of variables for each domain and then conducted a series of multiple regressions for each of the DIALOG domains, to control for multiple variables together
Results: Our results showed that service user satisfaction in each domain improved with treatment stage (from assessment to review to discharge) reaching statistical significance at each stage. There were minor differences between the two time periods (2018–19 and 2021–22) in a few domains. There was variation in outcomes across ethnicity, age and gender in a few domains.
Conclusion: Large data sets of routinely collected DIALOG data offer valuable insight into the needs of the local population and impact of treatment. Assessment of the impact of the CMH service transformation was confounded by the pandemic. Disaggregated data on protected characteristics reveal interesting and useful information about experiences and outcomes of different population groups over time. Our study also validates DIALOG as a quality of life measure and patient experience measure scale that is sensitive to measure change. It affirms the value and depth that intelligence routine outcome data gathering can offer both to measure change as well as offering an assessment of population need.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

Electrophysiological Changes in Depressive Patients with Non-Suicidal Self-Injury: An Event-Related Potential Study and Source Analysis

Dr Sehoon Shim

Soonchunhyang University Cheonan Hospital, Cheonan, Korea, Republic of

doi: 10.1192/bjo.2025.10227

Aims: Non-suicidal self-injury (NSSI) has been increasingly observed among adolescents as a maladaptive coping mechanism to alleviate emotional distress. Despite its high prevalence, the neurobiological underpinnings linking interpersonal distress to cognitive control deficits remain underexplored. Electroencephalography (EEG) studies suggest that the no-go P3 component may serve as a biomarker for impulsivity and response inhibition, offering insights into the mechanisms underlying NSSI behaviours. This study aimed to investigate the relationship between psychological characteristics, neural activity, and cognitive control in adolescents with NSSI compared with healthy controls (HC).
Methods: A total of 51 adolescents with NSSI and 50 HC were recruited. Psychological characteristics were assessed using standardized scales, including the Interpersonal Needs Questionnaire (INQ) and Short UPPS-P Impulsivity Scale (SUPPS-P). EEG was recorded during a go/no-go task to measure P3 amplitudes. Source analysis was performed to localize neural activity. Group differences were analyzed using ANCOVA to control depression and anxiety, followed by partial correlation and mediation analyses to evaluate relationships among variables.
Results: The NSSI group exhibited significantly lower no-go P3 amplitudes at all electrodes compared with the HC group ($p<0.001$), even after controlling for depression and anxiety. No-go P3 amplitudes were negatively correlated with INQ scores, suggesting that interpersonal distress impacts response inhibition. Source analysis revealed reduced neural activity in the right superior frontal gyrus, inferior parietal gyrus, and other regions associated with cognitive control and emotional regulation in the NSSI group. However, these differences disappeared after adjusting for depression and anxiety, indicating their potential mediating role.
Conclusion: These findings highlight the interplay between interpersonal distress, depression, anxiety, and cognitive control deficits in adolescents with NSSI. Future longitudinal studies are needed to confirm these pathways and explore therapeutic interventions targeting interpersonal distress and emotional regulation to mitigate NSSI behaviours.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

Factors Influencing Dropout and Retention Among Autistic Students in Universities: A Meta-Synthesis of Qualitative Studies Involving Autistic Individuals

Dr Oriyomi Shittu[1], Miss Georgia Smith[2] and Professor Megan Freeth[2]

[1]Sheffield Health and Social Care NHS Foundation Trust, Sheffield, United Kingdom and [2]University of Sheffield, Sheffield, United Kingdom

doi: 10.1192/bjo.2025.10228

Aims: Approximately 2% of students in higher education are diagnosed with autism, a figure likely underreported due to non-disclosure and diagnostic challenges. Autistic students in higher education face unique challenges that impact their academic persistence and success. These students experience higher dropout rates compared with their neurotypical peers. Identifying the factors leading to high dropout rates is essential for developing interventions that promote a more supportive academic environment for autistic students.

This review systematically investigates and analyses the factors that influence dropout rates among autistic students in higher education, focusing on firsthand accounts of autistic students. It draws on qualitative and mixed-method studies to address the question: What are the key factors influencing dropout rates among autistic university students across various degree programmes and institutions worldwide? The aim is to identify insights that can