EPV1234

Absenteeism in healthcare settings: work-related factors and prevention

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Introduction: Absenteeism among healthcare workers (HCWs) is a growing concern worldwide, as it disrupts service delivery, increases workload for remaining staff, and compromises patient care quality . work-related factors play a key role in triggering or aggravating absenteeism
Objectives: To describe the socio-professional characteristics of HCWs on long-term sick leave due to work-related psychiatric disorders.
Methods: Retrospective descriptive study of HCWs who consulted the occupational pathology and fitness for work department, during the period from 17 August 2022 to 14 September 2025, as part of a medical examination for long-term absence.
Results: Of 2404 HCWs who consulted our department for long-term sick leave, work -related factors accounted for 26,7%. The mean age of HCWs was 45,6± 10,4 years . . They were predominantly female, with a sex ratio (M/F) of 0,34. The most occupied work positions were: nurses (27,5%) and workers (16,6%). The average length of long-term sick leave was 60 days. The psychiatric pathologies most commonly reported by healthcare professionals were anxiety and depressive disorders (92%). The occupational factors reported by HCWs were high workload, shift work, workplace conflicts and inadequate organisation.
Conclusions: Absenteeism among HCWs is strongly influenced by work-related factors. Our study highlight the need for targeted preventive measures and organizational interventions to reduce psychiatric morbidity and promote sustainable work capacity in healthcare settings.

Disclosure of Interest: None Declared

Promotion of Mental Health

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Socialization of Children with Special Educational Needs (SEN)

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Introduction: The key task of education is the development of personal qualities that contribute to the socialization of the child, allowing him to independently determine behavior strategies, compare his own behavior with social norms, and the expectations of partners in the interaction situation.
Objectives: identifying patterns that make it possible to develop skills that promote the socialization of children with **SEN** without resorting to a comprehensive transformation of the educational process in an inclusive educational institution.
Methods: The study involved 100 preschool children **with special educational needs**. The corrective and developmental work was carried out using the "Prognostic Stories" technique developed.
Results: The following patterns of socialization of children with special educational needs were identified:
The space of socialization as a system of significant relationships with others is determined by the partner in the relationship with whom the preschooler's interaction is realized.
The effectiveness of socialization for children in an inclusive educational environment is determined by the development of the child's forecasting skills.
Promoting socialization will be effective when implementing a gradual transition from social interaction situations that are familiar to the child to situations in which the child has limited experience of interaction.
Indicators of the effectiveness of socialization are the child's forecasting skills, the assessment of which can be carried out according to the following criteria: identification of a social norm; optimistic attitude; construction of an active position; variability of forecasts; forecasting long-term results; realistic images of the future situation; ability to use speech.
The results of the study demonstrated significant qualitative changes, which manifested themselves in the activation of interest in interaction, children began to rely on the help of an adult, and began to control their behavior and emotions somewhat more.
Conclusions: Correctional and developmental work using the "Predictive Stories" technology helps to include SEN children in the environment of their neurotypical peers. The "Prognostic Stories" technique creates conditions for developing the social interaction skills of children with special educational needs with participants in the inclusive educational environment, thereby increasing the effectiveness of socialization.

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EPV1237

The Relationship Between Humor Styles and Life-Meaning Orientations in Students

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Introduction: In adolescence and early adulthood, there is an active formation of personal and professional orientations among young people as they begin to become aware of their values, goals, and sense of life meaning. The system of value and life-meaning orientations in students of higher education institutions enables them to manage their lives, take responsibility for the consequences of their actions, establish social relationships with others, and interact harmoniously with them through the use of humor.

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Objectives: to identify the relationship between humor styles and life-meaning orientations in undergraduate students.
Methods: The study involved 208 undergraduate students (15 male and 193 female). The following instruments were used: *Purpose-in-Life Test* by J. Crumbaugh and L. Maholic, adapted by D. A. Leontiev; *Diagnostics of Life Goals: Brief Version of the Aspiration Index Questionnaire* by T. O. Gordeeva, O. A. Sycheva, and V. A. Egorova; and the Russian-language adaptation of R. Martin's *Humor Styles Questionnaire.* Pearson's correlation analysis was applied for statistical data processing.
Results: The study revealed that affiliative humor, characterized by cheerfulness, predominance of positive emotions, and oriented toward maintaining and establishing interpersonal relationships, is associated with social life-meaning indicators: *Community* ($r = .207$, $p < .01$) and *Fame* ($r = .183$, $p < .01$). Self-enhancing humor, used by students primarily for the regulation of their inner life, is positively associated with all indicators of life-meaning orientations: *Goals* ($r = .243$, $p < .01$), *Process* ($r = .255$, $p < .01$), *Result* ($r = .300$, $p < .01$), *Locus of Self* ($r = .253$, $p < .01$), and *Locus of Life* ($r = .216$, $p < .01$), which indicates the internal regulatory role of humor in the formation and realization of students' life-meaning orientations. Self-enhancing humor is also positively associated with *Community* ($r = .274$, $p < .01$), contributing to the establishment of positive relationships in social interaction.
Negative correlations were found between aggressive humor and all indicators of students' life-meaning orientations: *Goals* ($r = -.281$, $p < .01$), *Process* ($r = -.255$, $p < .01$), *Result* ($r = -.336$, $p < .01$), *Locus of Self* ($r = -.222$, $p < .01$), and *Locus of Life* ($r = -.335$, $p < .01$). Aggressive humor does not facilitate the establishment of social relationships in the community ($r = -.240$, $p < .01$); however, according to respondents, this type of humor is perceived as capable of influencing others ($r = .181$, $p < .01$).
Conclusions: The results of the study make it possible to develop programs and training sessions aimed at optimizing the educational process in higher education institutions and fostering the formation of life goals among students.

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EPV1238

Features of Socialization in Preschool Children with Autism Spectrum Disorder

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Introduction: The socialization of children with autism spectrum disorder has specific features associated with difficulties in communication and in anticipating social situations. The level of development of anticipatory abilities and socialization skills directly affects the success of adaptation in society. A low level of anticipatory skills complicates social adaptation, which necessitates a comprehensive study of the relationship between anticipation and socialization in preschool children with autism spectrum disorder.
Objectives: The study of socialization in preschool children with autism spectrum disorder.
Methods: The study involved 28 preschool children with autism spectrum disorder aged 5 to 7 years. The following methods were applied: *Diagnosis of Variants of Autistic Development in Preschool Children* (N. Y. Kalmykova, M. M. Libling) for the assessment of socialization, and the authors' method *Prognostic Stories* (A. I. Akhmetzyanova, T. V. Artemyeva) for the assessment of anticipatory abilities in various spheres of interaction and communication. Data were processed using Pearson's correlation analysis in SPSS v.22.
Results: Preschool children with autism spectrum disorder were found to have a low level of communicative skills (initiative in cooperative play, independent requests for assistance, comprehension of emotionally meaningful comments) and speech function (limited vocabulary, echolalia, monotonous intonation). While preschool children with autism spectrum disorder are capable of anticipating actions in social interaction, they experience difficulties in differentiating emotions and in formulating the verbal utterances of communication participants. A large number of children were unable to provide a verbal response to interaction scenarios, most frequently making an asocial choice. Those children who were able to provide a verbal response pointed to the norms and rules of social interaction. The participants experienced difficulty in anticipating specific events arising in various situations that occur in the course of social interaction.
Conclusions: The results obtained may be used in the development of corrective and developmental programs aimed at fostering social skills in preschool children with autism spectrum disorder.

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EPV1239

Digital Simulation of a Speech Therapist's Professional Activity: Contribution to the Preservation and Promotion of Children's Mental Health

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Introduction: At the initial stages of professional training, future speech therapists primarily acquire theoretical knowledge, with limited opportunities to apply it in the diagnosis and correction of speech disorders. Previous studies indicate insufficient development of diagnostic competencies among graduates, as well as a lack of effective tools for their formation. The use of digital simulation of professional activities enables students to gain preliminary practical experience without direct interaction with children, thereby enhancing their readiness for real-world practice.
Objectives: To present the development algorithm of a digital simulator that models the diagnostic activities of a speech therapist and to assess its potential for implementing a personalized approach in student training.
Methods: A structured survey was conducted among 345 undergraduate and master's students enrolled in the "Special (Defectological) Education" program at Kazan Federal University. The questionnaire covered the extent of diagnostic experience gained during internships, interest in digital educational tools, and

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