Introduction: Adolescent transitions to adulthood are a vulnerable phase for the development of mental illnesses. Additionally, there are often disruptions in psychiatric care delivery during the transition phase, potentially leading to a considerable treatment delay with a high risk of early chronification. Thus, the health care system and professionals in both child and adolescent psychiatry and adult psychiatry should be given greater consideration to the transition phase.
Objectives: The aim of the project ProTransition is the development of an online course for health care professionals to give in-depth knowledge of "transition psychiatry", practical guidance and to sensitize them for the special challenges and needs of young adults with mental illness.
Methods: The online-course is being developed at the Department of Child and Adolescent Psychiatry/ Psychotherapy, Ulm and is expected to start in May 2021. It comprises e.g. special psychopathology of emerging adulthood, clinical interventions for adolescents with mental illness or legal aspects. An innovative and multididactical approach with specialized texts, case-studies, online-chats and interviews with experts and young people is applied. Additionally, user satisfaction with the online course will be evaluated.
Results: On the basis of the gained experiences, ideas for new transition-psychiatric treatment models will be derived. The accompanying research will point out the status quo and the course-related increasing knowledge of health care professionals regarding transition psychiatry. First results are expected in November 2021.
Conclusions: As transition psychiatry is facing great difficulties and challenges, professionals should be adequately educated. E-Learning offers a flexible and low-level approach to reach a broad target group.

Keywords: transition; E-Learning; adolescence; emerging adulthood

EPP0987

Implementation and evaluation of a mindfulness based program for children in a school setting in france

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Introduction: Mindfulness-based interventions (MBIs) held within an academic context continue to develop at an international scale, and continue to show benefits for children, specifically on cognitive functioning and emotional regulation (Theurel, Gimbert, Gentaz, 2018).
Objectives: The aim of this study is to demonstrate the relevance of implementing MBIs within French elementary school settings, in order to promote mental health, positive pedagogy and quality of life.
Methods: This study utilizes the Belgian program "Gestion des émotions par la pratique de la Pleine Conscience" (Emotional regulation using Mindfulness practices) (Deplus, 2015) and compares an experimental group participating in 9 MBI sessions to a control group "waiting list". An interpretative phenomenological analysis at post-test investigates participant's perception on the effects of the intervention on familial and school climates.
Results: The results of this study have been highly impacted by COVID19 (confinement).Quantitative results reveal that 33% of the participants (n=6) show a decrease in depressive symptoms, 33% show no change and 33% show a slight increase, post-intervention (T2). Results also suggest a decrease in anhedonia in 50% of the participants. 50% of participants show an improvement with regards to worrying and hypersensitivity. Qualitative analysis puts forth perceived improvements on emotional regulation and mindfulness abilities of participants, which has shown to have positive effects on familial climate.
Conclusions: We estimate that the implementation of such a MBI in a school setting will favour the development of executive functions and emotional regulation, allowing children to develop resilience towards stress and anxious-depressive affects. We also expect the intervention to help develop socio-emotional abilities and well-being in French schools.

Keywords: Children; Mindfulness based school interventions; emotion regulation; mental health

EPP0988

Whole-patient conversations: Implementation of a practical positive psychiatry intervention for medical trainees

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Introduction: Positive psychiatry is the science and practice of psychiatry seeking to promote overall well-being and understand the "positive" aspects of the patient's life, such as resilience, social connections, and meaning and values in life. While positive psychiatry research has recently blossomed, the field lacks practical ways to integrate these overarching principles into clinical practice. Life review interventions are commonly used in palliative care, spiritual care, and geriatrics, and involve a healthcare team member interviewing a patient about their life.
Objectives: Our objective is to describe the implementation of a positive psychiatry-informed life story review initiative into medical education, with the goal of creating a structure for medical trainees to see the larger context of patients' health, understand how past experiences influence current values, and improve patients' overall well-being.
Methods: First- and third-year students at Alpert Medical School of Brown University are required to participate in at least one strengths-based life review with a patient in the community or inpatient setting, transcribe the story, and integrate the story into the electronic health record.
Results: Preliminary results demonstrate high acceptability and perceived development of patient-centered competencies, such as understanding patients as more complete human beings. While this is a low cost and sustainable intervention, barriers include buy-in from medical educators, hospital administrators, and trainees.
Conclusions: To our knowledge, this is one of the first positive psychiatry-informed interventions to be implemented into the

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