

the stories. Finally, family satisfaction reached a medium-high level, emphasizing a high children's interest and prosocial benefits.

S21. BEING THERE, EVEN IN PANDEMIC TIMES: ONLINE PSYCHOLOGICAL INTERVENTIONS

Rangel Henriques, M.
University of Porto, Porto, Portugal

Since the emergence of the first confinement due to the COVID-19 pandemic, it was obvious that the situation would be a threat to the emotional well-being of children, young and their parents. A variety of direct and indirect effects of the disease and associated contention strategies, such as staying at home, the uncertainty, changes in peer relationships, changes in demands at school, along with difficulties in receiving psychological support at that time, increased the risk of expanded mental health problems. From an early stage, the literature indicated that the post-COVID-19 phase would be marked by traumatic problems, especially in children. In this context, we developed a free online psychological support site at the University of Porto, during and after the lockdown. The web platform is for people of different ages and includes a wide range of services, such as individual psychological intervention by video call or live-chat, counseling for parents of babies or young children and self-help resources. At the same time, the Child and Adolescent' Clinic Service at the Faculty of Psychology closed, and psychologists faced a set of challenges on how to manage cases and how to adapt distance therapy for children. This symposium aims to reflect about online clinical intervention based on the psychologists' experience and on clinical cases. Thus, the symposia begin with the presentation of the website developed, followed by a case study that illustrates an intervention in live chat. The third communication focus on the challenges, solutions and experiences of clinical psychologists, facing the adaptation of the child therapy to the online resources. The last one present cases of selective mutism, where the online intervention showed to be a facilitator of therapeutic success. Finally, a rich debate among colleagues, will allow to share the lessons learned from clinical work in pandemic times.

CS082. PSIC.ON WEBSITE: A PROJECT RAISED IN THE ONSET OF COVID-19 PANDEMIC CONFINEMENT FOR ONLINE PSYCHOLOGICAL SUPPORT

Grande, C., Alves, D., R. Henriques, M.
University of Porto, Porto, Portugal

COVID-19 began to spread around the world in early 2020. In Portugal, the first case of COVID-19 was reported on March 2, 2020 (DGS, 2020). The University of Porto (UP) has been psychical closed on 13th March and the Psic.On website created by our team begun on

2th April. Although essential to contain pandemics, the prevention measures imposed constitute cross-cutting difficulties at the professional, family, socioeconomic and emotional levels, which can compromise the coping abilities of individuals and increase the psychological stress, anxiety, depression, irritability, anger, sleep disorders and post-traumatic stress. Thus, the promotion of mental health has been emphasized as a central concern in responding to imposed preventive measures. In view of these exceptional circumstances, various remote Psychological Support resources were made available at a national level. The Faculty of Psychology and Educational Sciences, in conjunction with the Psychological Support Line and services of the UP, created Psic. ON, a versatile platform, free of cost and available to the academic community and their families, and the general population. At time it was the most complete service, including the opportunity of brief psychotherapies and a panoply of distance support modalities: individual psychological consultations, by chat our videocalls, online groups, tele-work coaching, story-telling experiences, self-help resources, babies' families support through a parental intervention. This initiative is implemented by qualified psychologists supervised by specialists in clinical psychology. This presentation aims to present the set of answers that were proposed and to share the Psic.On staff experience since the scientific, ethical and technological' challenges that were faced for the preparation of these psychology intervention service, to the attendance work. The presentation focusses on self-resources illustration and a case-study of babies' parental intervention.

CS083. SUPPORTING YOUTH THROUGH ONLINE LIVE-CHAT IN TIMES OF COVID-19: A CASE ILLUSTRATION

Mende, F.(1), Batista, J.(2), Klein-Peters, E.(1), Rangel Henriques, M.(1)

(1)University of Porto, Porto, Portugal, (2)University of Minho, Braga, Portugal

In response to the pandemic's foreseeable impact on mental health, Psic.ON, a platform for brief online support for students, staff and the general community, was created at the University of Porto. Support interventions were anchored in humanistic, cognitive-behavioral, solution-focused, and narrative principles, and delivered, among other formats, as brief online counseling interventions through live-chat, generally limited to six sessions. In this presentation we intent to illustrate and reflect about how brief online support interventions for youth, using live-chat, may be carried out. We resort to lessons learned during a seven-session counseling intervention with a 17-year-old girl, carried out between December 2020 and February 2021. The adolescent was highly distressed due to several challenging life circumstances and requested support from Psic.ON during the pandemic and lockdown measures. The transcripts of the live-chat sessions were coded with the Innovative Moments Coding System, and narrative markers of change were identified. Additionally, a group of clinical psychologists, collaborating at Psic.ON, reviewed the transcripts in a bottom-up