forms were received, and 48 trainees attended the two focus groups. 15 hours of teaching underwent peer review.
Conclusion. Lecture content was universally accurate and up to date and all teachers were fluent and engaging, with almost all incorporating research data, guidelines and inspiration for further learning.

Several lecturer feedback forms requested a curriculum be provided. Some trainees requested a more exam focused approach with more MCQs.

Trainees found online sessions more accessible and convenient. The major downside being that they no longer get to know each other and feel very anonymous, which makes peer support and interaction more difficult.

Interactive engagement was the lowest scored domain overall. Interaction seemed to work best when done as a continuous process from the start and when a variety of techniques were engaged. Trainee's suggestions for increasing interactivity included quizzes, polls, breakout rooms, use of interactive tools, and a general encouragement of cameras and microphones on and active discussion throughout the session.

Speakers had no problems using the technology to deliver an online session, this triangulated with their high confidence and high satisfaction reported by lectures with HEIW practical support. Trainees reported a high satisfaction with the quality of teaching on the course.

Our conclusions have informed changes which are currently being implemented and tested.

Achieving Autism Accreditation in Cat A Prison

Dr Rachel Daly[1]* and Ms Kimbia Motherskill[2]

[1]Oxleas NHS Foundation Trust, London, United Kingdom and [2]Oxleas NHS foundation trust, London, United States Minor Outlying Islands
*Presenting author.

doi: 10.1192/bjo.2022.118

Aims. To ensure autististic prisoners are understood and receive necessary support in custodial environment.
Methods.
1. Prison healthcare staff and discipline staff jointly trained about autism and how it is best managed in prison setting.
2. Promotion re-education aids for prisons visually and verbally.
3. Prison staff as autistic champions.
4. Accessible autistic spectrum lead in healthcare team to coordinate need.

Results. priority that prison becomes autism accredited by national autistic society in progress.
Conclusion. There is increase of prisoners with neurodevelopmental disorders and ensuring their needs met in prison and this is CAT A challenging prison environment.

Innovations in Mentorship: Implementation of a Mentorship Program in Psychiatry That Encourages Reflection on Intersectionality and Wellness

Dr Shaheen Darani*, Dr Mary Jane Esplen, Dr Certina Ho, Dr Krista Lanctot, Dr John Teshima, Ms Danica Kwong and Dr Jiahui Wong

University of Toronto, Toronto, Canada
*Presenting author.

doi: 10.1192/bjo.2022.119

Aims. Mentorship supports professional development, academic outcomes, and wellness. Effective mentorship can develop careers of faculty through greater access, and equity, diversity, and inclusion (EDI). At a Department of Psychiatry in Canada, a recent survey showed more than 60% faculty were without mentors and would like to have one; and 75% mentors received no training nor resources to support mentorship. The aims of the Psychiatry Mentorship Program are to facilitate sharing of expertise, self-reflection, and career growth among faculty.
Methods. A Mentorship Working Group was formed in 2020–2021. The Mentorship Program design was evidence-informed by a literature review and consultation with other mentorship programs. While a traditional primary mentor-mentee relationship is at the core of the program, the mentorship dyad will be further supported by mentorship groups focused on academic roles, areas of scholarship and career development (e.g., clinician scientists; wellness) or specific groups (e.g., members of a minority group). The program offers an online mentor/mentee matching process, based on faculty self-reported scholarship interests, academic roles, and preferences related to social identity. A three-year evaluation strategy, guided by a logic model, is integrated throughout program implementation. Mentees and mentors are expected to complete a baseline assessment upon program enrolment and annual follow-up questionnaires. Continuous quality improvement of the Mentorship Program will be based on user experience collected via focus groups and interviews where perception and concepts, such as intersectionality, wellness, and EDI, will be explored.
Results. The Mentorship Program pilot was launched in fall 2021 with mentor and mentee virtual orientation workshops offering best practices and opportunities for reflection on challenges that may be encountered during a mentoring relationship. Thirty-six faculty mentors and 60 newly appointed faculty mentees attended the orientation workshops respectively. Workshop evaluations were positive. For example, 93% participating mentors indicated that the workshop met its learning objectives; 80% rated the workshop as excellent. Eighty-seven percent of mentor participants reported increased awareness of best practices to support successful mentorship, including the use of contracts and developmental plans, and indicated the workshop stimulated reflection and learning.
Conclusion. This preliminary positive feedback suggests faculty found the orientation workshops on mentorship to be useful and thus represents an effective mode of facilitating implementation of a department wide mentorship program. We anticipate the implementation of our mentorship program could be adapted to other academic settings.

Evaluating the Impact of a Simulation Based Training Course in Intellectual Disability Psychiatry and Autism Co-Delivered by Actors With Intellectual Disability

Dr Sonya Rudra[1], Dr Rupal Dave[2]*, Dr Nicole Eady[1], Dr James Smith[3] and Dr Eileen McNamara[4]

[1]East London NHS Foundation Trust, London, United Kingdom; [2]North East London NHS Foundation Trust, London, United Kingdom; [3]Sussex Partnership NHS Foundation Trust, West Sussex, United Kingdom and [4]Barnet Enfield and Haringey NHS Foundation Trust, London, United Kingdom
*Presenting author.

doi: 10.1192/bjo.2022.120

Aims. Inequalities in health outcomes, and avoidable deaths, in people with intellectual disability has highlighted the need for

https://doi.org/10.1192/bjo.2022.118 Published online by Cambridge University Press