On-Call SpR Simulation Workshop for Core Trainees in Psychiatry

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Aims: Simulation training is a type of experiential learning where individuals practice skills and decision-making in a safe, artificial environment that mirrors real-world scenarios.Transition points in medical careers, such as the step up from Core to Specialty Training in Psychiatry, are often viewed in a negative anticipatory fashion by doctors about to undertake a role change. A simulated workshop was created, with the aim to support Core Psychiatry Trainees (CTs) to develop their confidence in acting as the Specialty Registrar (SpR).
Methods: A pilot session was delivered at an Oxleas local Core Trainee teaching day. CTs were requested to bring cases that they had previously discussed with a SpR when on-call. 20 trainees in attendance were split into four groups, each with a Registrar/ Consultant facilitator. In each group, the more senior CTs were asked to role play as the SpR, with the junior CTs presenting their cases to them. Feedback was provided on the content and communication skills of the CTs discussing their cases, and on the management plans of the CTs acting as the SpR. Additionally, to add to the fidelity of the simulation, vignettes of common scenarios requiring SpR input out-of-hours had been pre-prepared and the CTs taking on the SpR role were also asked to provide their advice on these situations.
Results: A QR code for a survey was displayed immediately after the session finished. 15 Core Trainees responded (~75% completion rate), with all CTs reporting that the workshop was useful and engaging. Moreover, there was a considerable increase in trainee confidence of taking on the role of a SpR following the simulation, although final confidence levels remained mixed. Participants fedback that they liked the concept, the structure and interactiveness of the session, as well as the realism of the scenarios. Feedback from the facilitators also echoed that of the CTs.
Conclusion: This was a successful pilot workshop utilising simulation to increase the confidence of Core Psychiatry Trainees in stepping up to the role of a SpR. Ideas forimprovement include the addition of scenarios illustrating dilemmas regarding the use of the Mental Health Act, as well as the option of a debrief between CTs and SpRs following the class where any on-call concerns can be discussed. Given the strong positive response, further work will be undertaken to refine the simulation session, with the ambition to continue its delivery locally, alongside rolling it out regionally.

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.

Shifting Perceptions: Breaking the Stigma

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Aims: A community engagement programme can improve individuals' mental health literacy and create awareness about mental health in communities. The conference aimed to reduce mental health stigma and improve mental health outcomes in the community.
Methods: The impact of the conference was mapped out by applying Theory of Change. They are input, which are resources including financial sponsorship and institutional support; expertise from leading psychiatrists in the UK, psychologists, researchers, practitioners, and individuals with lived experiences from a South Asian background. Keynotes were given by Professors Dinesh Bhugra, Nusrat Husain, and Subodh Dave. Engagement tools include a survey (N=42), sticky note messages (N=41), a data map, and a website (https://samhstigma.my.canva.site). Activities included 15 presentations, both in person and online. Outputs included hybrid delivery and participation (62 in-person, 13 online), recording of the conference, and a booklet with presenters' profiles and a summary of their presentation.
Results: Short-term outcomes include increased mental health literacy, awareness of the cultural dimension of stigma, attitudinal shift, and strengthened professional networking. Some medium-term outcomes included greater collaboration between institutions and the community, integration of lived experience voices into future research and practice, through ripple effects of awareness, increased help-seeking behaviour, and encouraging culturally sensitive approaches being adopted in clinical settings. Long-term outcomes included, at a personal, community, and institutional level, reducing stigma, access to mental health services improved for South Asians.
Conclusion: "*Nothing About Us Without Us*" can further strengthen the Theory of Change framework applied to the community engagement program. It aligns with the critical long-term impact, which is empowerment and inclusion. It makes community engagement more effective and relatable as it enhances credibility and authenticity. The principle suggests that people who are directly affected by an issue must be actively involved in making decisions, policies, and programmes about that particular issue. Bilateral learning is another principle that is integrated into the programme. It involves creating a two-way exchange of knowledge between the community and professionals, including psychiatrists, counselling therapists, advocates, and researchers. The community gains information about evidence-based strategies for mental health care.

In the future, community members can be included in co-designing the agenda for community engagement programmes. The conference format can further be made interactive by including a panel discussion where queries from the community are clarified by mentalhealth professionals, conducting a workshop on shared problem-solving, storytelling, and allocating time for questions and answers with people with lived experience, alongside reflections from the professionals.

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Bridging Gaps in Psychiatric Training Across Borders: Design and Delivery of an International Webinar Series

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Aims: Postgraduate psychiatry training varies globally in clinical competencies, patient exposure, trainee autonomy, and teaching methods. Teaching webinars can address gaps in training needs by facilitating knowledge and skills development, especially in low and middle-income countries. Having completed undergraduate medical