Results: By the end of the training, 72% of the participants rated within the acceptable deviations of the gold standard, ranging from 60% (nurses) to 91% (medical doctors/psychologists). The reliability improved (Gwet baseline vs. endpoint) for all PANSS-6 items, except for Blunted affect.
Conclusions: The majority of the staff members conducted valid PANSS-6 ratings after a brief standardized training program, supporting the implementation of PANSS-6 in clinical settings to facilitate measurement-based care.

Conflict of interest: Dr. Opler is a full-time employee of MedAvante-ProPhase Inc. Dr. Correll has been a consultant and/or advisor to or have received honoraria from: Acadia, Alkermes, Allergan, Angelini, Axsome, Gedeon Richter, Gerson Lehrman Group, Indivior, IntraCellular T
Keywords: schizophrénia; psychopathology; rater training; PANSS

EPP1431

Collaborative development of course feedback with students for psyched up. Put more in, get more out.

L. Zac-Williams[1]*, S. Kohara[1], A. Canon[2], C. Saunders[3] and S. Zhang[4]

[1]Gkt School Of Medical Education, King's College London, London, United Kingdom; [2]Lambeth Child And Adolescent Mental Health Services, South London and Maudsley NHS Foundation Trust, London, United Kingdom; [3]Lishman Unit, Bethlem Royal Hospital, South London and Maudsley NHS Foundation Trust, London, United Kingdom and [4]Service For Complex Autism And Associated Neurodevelopmental Disorders, South London and Maudsley NHS Foundation Trust, London, United Kingdom

*Corresponding author.
doi: 10.1192/j.eurpsy.2021.1581

Introduction: PsychED Up is an extra-curricular course for 3rd year medical students at King's College London delivered by psychiatry trainees, senior students and actors. It focuses on the hidden medical curriculum, exploration of holistic care and communication skills.
Objectives: Develop a responsive and sustainable template for course evaluation Obtain rich and specific feedback across multiple domains which can be translated into course improvements Work collaboratively with former students Empower current students with the knowledge that their input is valuable
Methods: Embedded evaluation in start of term course development sessions to engage faculty in evaluation processes Faculty survey to determine what student feedback would be most useful Questionnaire finalised Collaborative design and refinement of questions, confirmed sub-sections and scope
Results: Revised questionnaire: - Included rationale at the start - Questions tailored to faculty development needs - Greater quantity of prompted questions - Specific questions for large group presentation, small group teaching, actors' performances and students' reflections - Quantitative ratings and open-space questions thoughtfully paired Reduced time between sessions and obtainment of feedback Quality and quantity of feedback: - High response rates: 32/30 (2 duplicates) mid-term, 29/30 end-of-term - High-quality filling of open-space feedback allowed consolidation of themes to improve the course
Conclusions: Co-designed questionnaire brought focus and organisation to questions leading to richer, more personalised responses for faculty More detailed reflections were attributed to better student understanding of the questionnaire rationale, and knowledge that they would aid course improvement Created a robust system for collecting long-term feedback for PsychED Up and will continue making iterative amendments

Keywords: Evaluation; Medical Education; Collaboration

EPP1432

Adapting the traditional case report to a biopsychosocial format

R. Wynn[1]* and L. Myklebust[2]

[1]Department Of Clinical Medicine, UiT The Arctic University of Norway, Tromsø, Norway and [2]Psychiatric Research Centre Of Northern Norway, Nordland Hospital Trust, Bodø, Norway

*Corresponding author.
doi: 10.1192/j.eurpsy.2021.1582

Introduction: The medical case report (CR) is a vital and viable medical genre with a history of more than 3000 years. With a few exceptions, the CR has had a typical format that has been consistent with the ideals of brevity, conciseness, and a matter-of-fact approach. CR in general and psychiatric CR especially, may benefit from more systematically emphasising and integrating relevant biopsychosocial (BPS) aspects.
Objectives: To discuss how to emphasise and integrate the BPS perspective in the CR.
Methods: Drawing on CR literature and our own experience as CR authors, we discuss how a broader BPS approach successfully can be included in the CR format.
Results: Some central factors that could be considered when including a BPS perspective in the CR are: 1) Actively eliciting the patient's perspective and including this in the final report. 2) Including relevant information about the life and circumstances of the patient beyond the basic demographic information. 3) Making an effort to preserve the patient's privacy also when more BPS information is included. The psychological and social constituents of the patient's life should be central in the BPS-inspired psychiatric CR.
Conclusions: The traditional CR has a long-standing history in medicine and follows a typial conscise and brief format. 'Hard facts' and biological information have typically filled most of the text. We argue that giving psychological and social information more attention would improve the quality of many CR, and that this is especially relevant for psychiatric CR.

Keywords: medical literature; case report; biopsychosocial

EPP1433

Professional development: Training in ethics

O. Shchedrinskaya*, M. Bebtschuk and E. Snarskaya

Science, Moscow State Budgetary Health Care Institution "Scientific and Practical Center for Mental Health of Children and Adolescents named after G.E.Sukhareva of Moscow Health Department, Moscow, Russia, Moscow, Russian Federation

*Corresponding author.
doi: 10.1192/j.eurpsy.2021.1583

Introduction: Some of the most vulnerable psychiatry patients are children under 18, as they can't protect themselves and their rights from unethical behaviour of mental health professionals. There is a gap between theoretical knowledge and application of ethics at the workplace. Continuous education in ethics is necessary to address this gap.
Objectives: The objective of the study was to compare various forms of education in ethics and develop training for mental health practitioners.
Methods: The study had 2 groups (356 participants, aged 23 to 67, average age – 41.3) – staff of the main and oldest children's mental health clinic in Moscow, Russia. The control group (124 participants) of mental health professionals received written materials on ethics (such as ethical codes and ethical decision-making protocols). The test group (232 people) participated in a several trainings on ethics. The trainings included 3 parts – discussing the code of ethics, creating examples of potential ethical challenges and role-plays. Participants reported that the topics on the quality of care, common ethical dilemmas and relationships between the practitioners, young patients and legal guardians, were the most helpful for them.
Results: The survey was conducted to evaluate the results. 70.8% of staff members that participated in training shared that they feel confident about applying the Code and the decision-making protocols in unclear cases. Only 32.6% from the control group reported the same level of confidence.
Conclusions: Hands-on training in ethics for continuing education has shown to be more beneficial, as compared to theoretical instructions

Keywords: ethical dilemmas; training; application of ethics; ethics

EPP1434

Do podcasts improve the learning experience of dyslexic medical students?

C. Parsons

Medical School, University of Bristol, Bristol, United Kingdom
doi: 10.1192/j.eurpsy.2021.1584

Introduction: There has been a rapidly increasing rate of students disclosing specific learning difficulties in higher education- in 2016 dyslexic students accounted for up to 5% of the student population. (Ryder D, Norwich B.)
Objectives: It is important that provisions for alternative learners are developed in order to increase accessibility to medicine. Podcasts are an inexpensive, accessible and convenient method to both deliver education and interest pieces to a new generation of learners. This poster aims to explore the idea of harnessing the technology available to us to create an accessible, enjoyable platform to improve the experience of students with learning difficulties.
Methods: A literature search reviewing the past and present provisions for students with learning difficulties was conducted using a range of databases covering educational, scientific and medical backgrounds. 315 papers were found across the databases, each analysed for relevance and 25 were selected as appropriate.
Results: identified 5 key themes; the lack of awareness and importance of education, the power of audio learning, the practicalities of podcasts, adjustments to examinations specifically and finally additional provisions which accompany audio learning to create an all-inclusive educational experience. Altogether suggesting podcasts have an improved outcome for students with learning difficulties.
Conclusions: It has been evidenced understanding is key to maximising learning potential and highlighted need to increase awareness of dyslexic needs in higher education institutions, generate audio centred provisions in conjunction to traditional materials and be aware of alternative provisions to cater for the spectrum of dyslexic needs.

Keywords: podcast; learning difficulty; widening participation; Dyslexia

EPP1435

Building interest in psychiatry: Could peer-to-peer learning be a way forward in improving engagement in psychiatric education amongst medical students?

G. Cole

Medical School, University of Bristol, Bristol, United Kingdom
doi: 10.1192/j.eurpsy.2021.1585

Introduction: Stigma, stereotypes, and preconceptions have meant psychiatry has been subject to poor engagement from medical students when compared to other specialties. Whilst efforts have been made to understand reasons for this and formulate strategies to build interest, the problem still exists.
Objectives: This piece explores whether giving those with a passion for psychiatry a platform to share this could gradually but positively influence their peers and thus, be a potential way to drive engagement in psychiatry as a career.
Methods: Advanced literature searches explored items such as engagement in psychiatry and benefits of peer-to-peer education. CASP checklists facilitated selection and appraisal of literature for use in this discussion. Key themes were identified and used to formulate suggestions for the use of peer-to-peer teaching in building interest in psychiatry.
Results: Thematic analysis of the data found 4 main themes relating to engagement in psychiatry. Current strategies to improve this have varying impact and include clinical exposure, using patients with lived experience in learning and enrichment activities, whilst the main negative influence is a long-standing stigma and stereotype around psychiatry. Three themes regarding the relevant benefits of peer-to-peer teaching were found, being peer-to-peer connection, peer influence and means to overcome stigma.
Conclusions: Three key strategies for the use of peer to peer learning are suggested. These are 'learning from students with lived experience', 'peer-teaching from passionate students prior to clinical exposure' and 'using peer learning to initially introduce topics in psychiatry in a relatable manor'.

Keywords: psychiatry; training; peer-to-peer; Medical Education

EPP1436

Are uk higher psychiatry trainees using special interest sessions to develop their career pathways as intended? what might help achieve this goal?

F. Clay

Old Age Psychiatry, Fulbourn Hospital, Cambridge, United Kingdom
doi: 10.1192/j.eurpsy.2021.1586