EPP1443

Everyday and everynight psychiatry - experiencing a ward cover shift through zoom

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doi: 10.1192/j.eurpsy.2021.1589

Introduction: The delivery of medical education has changed alongside the effects of COVID-19. As a result, the undergraduate psychiatry training for medical students at Guy's King's and St Thomas' School of Medicine had to adapt rapidly. This poster portrays the journey in which the teaching sessions were developed and delivered throughout the first academic term of 2020-2021.
Objectives: To deliver an interactive online teaching day that can provide students with the knowledge and understanding of common psychiatric disorders in the interface of other medical conditions.
Methods: A clinical skills teaching day was developed to deliver the sessions via the online video calling platform Zoom. Published articles regarding online medical education as well as guidelines from the Royal College of Psychiatry were used as a resource to develop the structure. Feedback of the teaching day was collected via an anonymous survey.
Results: 78 responses were collected in total from 4 teaching days. Overall satisfaction was high with a score of 86.5/100 in overall satisfaction. Themes for positive feedback included utilising actors in simulation (38% 30/78) and high interactivity within the teaching (31% 24/78). There were a number of students who found the whole day session online tiring (13% 10/78) and others felt the variation of scenarios were too limited (12% 9/78).
Conclusions: As lockdown has forced students to have less patient contact, they have suffered from the lack of learning opportunities. This teaching day showed the importance of organising high fidelity scenarios in order to try and fill the void that has been created due to COVID-19.

Keywords: Zoom; online; Teaching; undergraduate

EPP1441

A risky business: Teaching clinical risk assessment in the midst of a global pandemic

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doi: 10.1192/j.eurpsy.2021.1590

Introduction: Assessing risk is an important core skill yet there is not a consensus as to how to teach it. Clinically, there has been a move away from using risk prediction tools in favour of clinical judgement.We describe an iterative process to develop high quality, online teaching around risk assessment for medical undergraduates.
Objectives: To teach the clinical skill of risk assessment to enable medical students to evaluate and manage risk when encountering patients with mental health issues.
Methods: A half day tutorial was designed and refined in an iterative process using feedback from participants on this session and other concurrent teaching occurring in the department. Sessions were also reviewed by external medical educators to ensure quality and learning objectives were met.
Results: The average rating from 62 students was 4.4/5. Students commented that the session was well organised and delivered. Following feedback, the use of actors was prioritised to simulate evolving clinical situations. Students placed a high value on this: "simulated patients were amazing! They were really interesting and I was able to practice the skills I learnt over placement". Logistical changes e.g. more breaks, followed appreciation of the exhausting nature of the session and maintained student engagement. There was increased emphasis on promoting group interaction through functions like a 'break-out room'.
Conclusions: This session may give educators confidence that they can take risks when teaching the skill of risk assessment. Students were receptive and meaningfully engaged with concepts such as clinical judgement and bio-psycho-social formulations as opposed to 'tick box' assessments.

Keywords: formulation; MedEd; psychiatry; risk

EPP1442

A COVID-19 necessity or the future of medical education? An evaluation of online psychiatry tutorials for medical students

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doi: 10.1192/j.eurpsy.2021.1591

Introduction: Following the national lockdown in the UK in March 2020 in response to the COVID-19 pandemic, we instigated regular online tutorials for fourth year medical students undertaking their psychiatry placement.
Objectives: The aims of these tutorials were threefold: to ensure that students covered a range of key psychiatry topics, to enable them to have the opportunity for interactive tutorials with experienced psychiatrists and, not least, to create a sense of continuity and connection with their tutors and peers across the mental health block.
Methods: Each student was allocated to a tutorial group comprising 10 – 15 medical students and a psychiatrist facilitator. These groups met weekly for 7 consecutive weeks at an agreed time for 60 – 90 minutes via an online platform and all covered the same allocated topic each week. We evaluated these groups via an online survey sent to the students following the programme.
Results: The students rated the tutorials on average as 4.5/5 on whether they met the defined learning outcomes. On average the students did not consider that the virtual format made a significant difference to their learning, but this disguised a wide range of views that were expressed via a comment box.
Conclusions: The evaluation of this project supports the use of virtual tutorials as a valuable learning tool but educators need to be aware that student views' on these can be varied and so, long-term, a blend of virtual and face to face learning is most likely to meet the needs of all students.

Keywords: Education; Medical Students; virtual; tutorials

EPP1443

Evidence-based practice a relevant piece to update knowledge in mental health nursing

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doi: 10.1192/j.eurpsy.2021.1592

Introduction: Web Journal Club as a collaborative learning method, is an effective method to enhance the knowledge base of nursing students, their presentation skills, problem-solving skills and ability to critically appraise literature.
Objectives: To describe the experience of a online journal club on education of MHN undergraduate students.
Methods: We implemented a journal club in the online classroom with a total of 24 portuguese undergraduate students enrolled in clinical training of MHN (sixth semester). Over a two-week period, five 2-hour online journal club sessions were conducted in April 2020. During each session, five journal articles were presented synchronously to a live online audience via the Zoom Classroom technology. After all sessions, students were invited by e-mail to complete an anonymous and voluntary online questionnaire via Google Forms.
Results: All students were all very positive about the journal club sessions and found the opportunity to discuss and reflect on practice issues in depth very helpful. They found the sessions supportive, they helped to bond the group, they learnt a great deal from each others experiences, and they felt that they gained in confidence as a group. Survey results also indicated that few participants experienced technical difficulties during sessions.
Conclusions: This pedagogical practice enhances gains in the various actors involved: 1) in students, contributing to their learning process and acquisition of competences, articulating research and clinical practice; and 2) lastly, even more indirectly, in people receiving care, since a evidence-based practice ensures safe and quality of nursing care delivery.

Keywords: Evidence-based practice; Nursing education; Mental Health Nursing; Journal Club

EPP1444

Medical education in the midst of the COVID-19 pandemic: The challenge of collaborative learning in three european countries.

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doi: 10.1192/j.eurpsy.2021.1593

Introduction: COVID19 keeps being a challenge, not only facing the outbreak and the treatment of the cases, but also in the education sector. Most learning centres and high schools in the world are closed to avoid further outbreaks, as well as institutes for psychotherapy throughout the world.
Objectives: To gain a better knowledge and understanding about alternatives identified in the scope of psychiatric trainee training, through the support provided by digital resources.
Methods: Systematic review on PubMed and Uptodate databases since declaration of the COVID-19 pandemic in March 2020 was performed using the keywords: Distance Education, Pandemia, COVID-19, Medical Residency. Discussing online-learning.
Results: The described European countries (Germany, Spain, United Kingdom) used different strategies to maintain the e-learning. Practical undergraduate education was replaced in countries like Spain by "problem-based learning" tasks, clarifying and commenting case reports or videos through working groups. The increase of the resources from teachers and trainers wasn´t taken in account for the preparation of the digital program. Social inequities for the digital access for groups of students or clients were also claimed.
Conclusions: Each of the described countries adopted different strategies regarding continuing training of residents, their assessment and their certification. Covid-19 should set down a trend of social collaborative learning as part of resident training and asset hybrid or even digital methods for the mental health training.

Keywords: training programs; E-Learning; COVID-19; collaborative learning

Women, gender and mental health

EPP1445

Prevalence and correlates of depression among the trans-genders of Pakistan

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doi: 10.1192/j.eurpsy.2021.1594

Introduction: Census conducted by government of Pakistan in 2017 has shown that more than 10000 trans-genders live in Pakistan. HIV, illicit substance use and mental health issues including depression are the main health problems faced by this part of coummunity
Objectives: To assess the prevalence of depression among the transgender population and analyze the relationship of socio-demographic factors with depression.
Methods: The sample population comprised of one hundred and forty two transgender people of Rawalpindi and Islamabad. Beck depressive inventory II (BDI-II) was used to record the presence and severity of the depressive symptoms. Depressive symptoms were categorized as mild, moderate and severe. Relationship of the age, smoking, family income, illicit substance use and education was studied with the presence of depressive symptoms among these transgender population of twin cities of Pakistan
Results: A total of 142 transgender people were included in the final analysis. Mean age of the study participants was 39.55 ± 6.18. Out of these, 45.1% had no depressive symptoms while 31.7% had mild, 12.7% had moderate and 10.6% had severe