Cultivating Confident Care: Implementation of a Bitesize Teaching Approach on a Crisis Assessment Unit

Dr Andrew Hayward[1], Dr James Selbie[2] and Dr Laura Shaw[1]

[1]Leeds and York Partnership NHS Foundation Trust, Leeds, United Kingdom and [2]The Leeds Teaching Hospitals NHS Trust, Leeds, United Kingdom

doi: 10.1192/bjo.2025.10279

Aims: Following a transformation in the acute care pathway within Leeds and York Partnership NHS Foundation Trust, a six-bed inpatient unit was established to support service users experiencing complex mental health crises requiring an in-depth assessment period of up to 72 hours. This service redesign highlighted a need for multidisciplinary staff to enhance their confidence in formally assessing a service user's mental state within this timeframe and managing common medical issues, including those associated with the initiation of psychotropic medication.

To address this, we implemented a structured programme of regular 'bitesize' teaching sessions. The primary objective was to improve staff competence in these key areas, while a secondary aim was to embed regular teaching into the workplace culture, fostering continuous professional development within the multidisciplinary team.

Methods: A poster was developed to raise awareness of the teaching programme and gather staff input on topic selection. Nine structured 15-minute teaching sessions were delivered by various members of the multidisciplinary team and strategically integrated into regular board round meetings to optimise attendance.

To evaluate the impact of these sessions, attendees were asked to subjectively rate their confidence levels before and after each session using a five-point Likert scale. Additionally, an objective knowledge assessment was conducted, and qualitative feedback was collected. Pre- and post-session Likert scale data were compared and analysed for statistical significance using the Wilcoxon signed-rank test.

Results: A total of 71 staff members participated in the nine sessions, with further sessions planned as part of the ongoing programme. Attendees included doctors, nurses, occupational therapists, health support workers and healthcare students, demonstrating broad multidisciplinary engagement.

Both verbal and written feedback were overwhelmingly positive, with recurring themes highlighting the sessions as engaging, accessible, and informative. Across all teaching topics, improvements in both knowledge and confidence levels were consistently observed, with the latter achieving statistical significance. However, challenges in ensuring the regular delivery of sessions were noted, particularly in relation to staff availability due to workload pressures and securing presenters.

Conclusion: The findings suggest that the 'bitesize' teaching model is an effective and well-received approach to enhancing staff confidence and knowledge in mental state assessment and the management of common medical conditions. The sessions continue to run, and to further support learning, a compendium of educational resources is being compiled for future reference and accessibility.

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.

Supporting Trans and Non-Binary People – Best Practice Guidance for Health & Wellbeing Practitioners – a Bristol-Based Project Co-Produced by Mental Health Specialists, a Charitable Organisation Stand Against Racism & Inequality (SARI), Local LGBTQ+ Champions and the Local Trans and Non-Binary Community

Dr Daniel Hodgson[1] and Ms Alex Raikes[2]

[1]AWP, Bristol, United Kingdom and [2]SARI, Bristol, United Kingdom

doi: 10.1192/bjo.2025.10280

Aims: Mental health support for trans and non-binary people has been under scrutiny for many years. Trans and non-binary people often present to mental health services with co-morbid mental health difficulties. Medical practitioners often report a lack of training and understanding. GPs, psychiatrists and allied health professional frequently request more information to help educate and inform their practice and to support them in offering the best care for their patients and their families and carers.

Methods: A small working group was set up by AWP (Avon and Wiltshire Partnership NHS Trust) and SARI (a Bristol-based charitable organisation Stand Against Racism & Equality) with members of the trans and non-binary community in the South West of England. The group's objectives were to develop novel training for staff and to produce some written guidance that reflected all the evidence-base. This guidance was identified as needing to be for education and guidance only rather than anything prescriptive. It also needed to be easy to read, accessible and available in different formats to reach a wide target audience.

Results: The working group was led by the trans and non-binary community and, in collaboration with the AWP, SARI and other health professionals, staff training and a guidance booklet was produced.

The training was aimed at providing health professionals with the knowledge and understanding to support gender diverse people that they may meet as patients, colleagues or friends. The training was unique in that it was the first training of its type to be written and delivered by trans and non-binary people. It has been a huge success and the feedback has been consistently outstanding.

The written guidance includes a booklet as an education tool for all health professionals. It is for guidance and understanding only rather than anything prescriptive. This was co-written by health professionals and the trans/non-binary community. The guidance includes important information about how to support a trans or non-binary person, common questions and misconceptions, the latest information about trans health care, and the interface with mental health services. This is particularly important in the current political climate where trans and non-binary people are feeling that their health care needs are threatened and that they are feeling increasingly vulnerable. It is important for psychiatrists, GPs and other health professionals to feel confident in supporting gender diverse people who may present to them experiencing significant mental health difficulties. This guidance addresses all the aspects of mental health co-morbidity and how to equip clinicians with the knowledge and skills to provide genuine care.

Conclusion: The training has been an enormous success and has attracted attention and positive feedback. Staff report that they now feel equipped with skills to support trans and non-binary people as