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Keywords: Associated factors; Suicide; Recidivism

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EPV1602

Suicidal thoughts and behaviors (STB) among psychiatric emergency patients at the emergency unit of a university hospital in Belgium (UZ Leuven) . A longitudinal approach with data from 2003-2015

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Introduction: Suicidal thoughts and behaviors (STB) are a serious public health problem. Suicide prevention programs have been established over the years but many people who are suicidal do not seek treatment, and when they do they will end up in low-threshold sectors such as the Emergency Department in general hospitals. Previous studies about STB are mostly narrative, rather than a date-driven approach and limited in sample size.

Objectives: The main goal of this study is to describe the prevalence and evolution of STB (ideation, plan or attempt) of the psychiatric patient referred to the Emergency Department of the University Hospital Gasthuisberg (Leuven, Belgium) over a 12 year period.

Methods: During a 12 year period (2003-2015), all patients with a psychiatric referral to the Psychiatric Emergency Room (PER) of the University Hospital Gasthuisberg (Leuven, Belgium) were included (N=25.000). We use descriptive statistics to summarize the data set, focusing on STB in terms of raw numbers, symptoms at referral, mental disorders and demographic characteristics.

Results: Around 1/9 patients presents with suicide attempt; another 1/5 with suicidal thoughts. STB accounts for 35% of psychiatric primary complaints at the PER. Women were more likely to present with STB. The proportion of STB referrals remains stable over the years.

Conclusions: Despite several reforms in mental health care, the PER remains a major entry point into mental healthcare for large proportions of STB patients.

Disclosure: No significant relationships.

Keywords: Suicide; Suicidal thoughts and behaviors; Emergency Department

Training in Psychiatry

EPV1603

Telesimulation for medical students during the COVID-19 pandemic: experiences and student and faculty evaluation from a UK medical school

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Introduction: During the COVID-19 pandemic, telesimulation became particularly important to continue the education of medical students during disrupted clerkships while maintaining social distancing.

Objectives: To describe our experiences of adapting to telesimulation and evaluate this from student and faculty perspectives.

Methods: The intervention was evaluated using anonymous surveys consisting of statements rated on a five-point Likert scale from strongly disagree to strongly agree and open-ended questions asking students and facilitators what went well, what they would change and why, and for any other comments.

Results: Adaptations addressed the logistics of online delivery and the structure and content of scenarios. Logistical considerations included central organization of sessions to relieve pressures on clinicians. Pre-session case discussions were introduced to maximise time with simulated patients and give students space to socialise. Content was modified to ensure functionality online and reflect the context of the pandemic. A total of 278 students and 24 facilitators participated in the telesimulation sessions. 98.1% of students (N=109) rated the sessions as very good or good. Students benefited from practicing skills, especially clinical situations which they would rarely encounter as students, and receiving feedback. Facilitators (N=6) felt that students learnt both skills for online consultations and skills that can be transferred to face-to-face situations, but were ambivalent on whether students would benefit more from face-to-face sessions.

Conclusions: Telesimulation is a safe and effective option that offers additional opportunities for students to develop telemedicine skills. Going forward, telesimulation should complement face-to-face delivery to develop future clinicians who are proficient in both remote and face-to-face working.

Disclosure: No significant relationships.

Keywords: telesimulation; Covid-19; undergraduate medical education

EPV1604

Reflections on the production and use of interviews as a learning tool in educational podcasts for medical undergraduates

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Introduction: The therapeutic interview is one of the cornerstones of psychiatric practice. When practitioners are skilled in the art of interviewing, patients are allowed to share their narratives and explore their emotions, while the clinician can diagnose and treat more effectively. Discussions with colleagues can be used to share knowledge and experience. As part of a student project undertaken in Summer 2021, two students were tasked with producing a series of educational podcasts to be used for psychiatric training. Both students chose to complete several interviews with professionals in psychiatry. In this study, they will reflect on the efficacy of

interviews as a learning tool, their experiences of podcast interviewing, and the transferable skills that they learned.

Objectives: To reflect on the use of interviews within podcasts and how this can be transferred to practice.

Methods: Based on the literature review, medical students conducted interviews with specialist clinicians in order to gain information around patient treatment. They then reflected on this experience.

Results: The practice of interviewing allowed for the development of a range of skills. It improved communication with senior professionals, provided a deeper knowledge of different psychiatric fields, and developed the written skills needed for the creation of engaging questions.

Conclusions: Interviews are a useful tool in educational podcasts and producing these helped medical students gain specialist insight and learning into different medical fields not thoroughly covered in the undergraduate curriculum. Producing the podcasts helped to develop the key skill of interviewing and communicating with more senior colleagues.

Disclosure: No significant relationships.

Keywords: podcast; medical students; undergraduate; interviewing

EPV1605

Psychiatry training goes virtual: the experience of the first online edition of the EPA Research Summer School

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Introduction: The European Psychiatric Association (EPA) Summer School allows psychiatric trainees and early career psychiatrists (ECPs) from all over Europe to meet, network, and learn together. After the 2020 edition being cancelled due to COVID-19, the 10th edition in 2021 focused for the first time on research and was conducted remotely.

Objectives: To provide an overview and feedback about the first Virtual EPA Research Summer School as a new way to encourage international networking during COVID-19.

Methods: The School was organized by the EPA Secretary for Education, and 4 Faculty members. It started with a "breaking the ice session" one week before and then a two-days meeting on 23-24 September 2021 using an online video-platform. This was preceded by all the 21 participants (from 18 different countries) recording a short 4-minute video presentation, which was uploaded and shared with other participants and Faculty.

Results: Participants were divided on a voluntary basis into three working groups: 1) "Drug repurposing: overcoming challenges in pharmacoepidemiology" 2) "Psychopathological research in psychiatry"; 3) "How to conduct a cross-sectional survey?". The Summer School program was composed of plenary sessions with lectures by the Faculty members, discussion sessions, and working groups time. At the end, each group presented a summary of the work done to the rest of the participants.

Conclusions: Although the remote format limits social interactions during the Summer School, overall participants' high satisfaction and productivity indicate that not only online formats, but also the topic of research might be covered in future editions.

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Keywords: early career psychiatrists; psychiatry training; Online education; Summer school

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Perspectives of trainees and examiners on communication skills assessment during online postgraduate psychiatry examination in Ireland

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Introduction: Covid-19 pandemic caused a pivot to online clinical education and assessment across the globe.

Objectives: To explore the views of psychiatric trainees and examiners on assessment of communication skills during online high stakes postgraduate examination.

Methods: This study was designed as interpretive descriptive qualitative research. All candidates and examiners of the online Irish