

¹Bangor University, Wrexham, United Kingdom and ² Betsi Cadwaladr University Health Board, Wrexham, United Kingdom

*Corresponding author.

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Aims/Background. Social determinants of health (SDOH) are social factors that have a causal role in ill health and have an adverse effect on health outcomes. SDOH are part of the UK medical student curriculum but mainly discusses epidemiologically. There are few educational approaches that aim to incorporate an understanding of SDOH into the experiential and competency-based elements of undergraduate medical education. Prisoners are a population who experience high levels of stigma, social adversity and health disadvantage. Clinical attachments in prison may teach students about the impact of SDOH in a vivid and memorable way. *Aims:* We aim to explore changes in medical students' knowledge/attitude towards SDOH during and after psychiatry placements at HMP-Berwyn prison.

Methods. All year four medical students on psychiatry placement in North East Wales during 2021–2022 participated. In each of the six placement cohorts, one student did their psychiatry placement in prison. All the other students visited for one day. All students participated in two seminars focused on their prison experience and SDOH in psychiatry. Baseline and mid-placement bespoke questionnaires were completed, and all students participated in end-of-placement individual interviews.

Results. 29 students participated. Student assessment of the importance of SDOH did not show a significant change between baseline and mid-placement. However, student attitudes to experience in prison became more positive at end-of-placement. Comparing baseline to mid-placement questionnaires showed a 14% increase in students' rating of prison placements as educationally beneficial. 14% of students mentioned improved confidence in dealing with challenging patients, and 28% commented on the benefits of exposure to incarcerated patients. Interestingly, only 3% of students considered hospital placement more beneficial than prison placement. Prison placement was considered an exceptional experience than other settings by 17%.

Conclusion. There are no previous UK empirical studies on medical student placements in prison. Overseas studies identify reduced anxiety over dealing with demanding patients. Our findings so far lack statistical power but show positive satisfaction and knowledge trends amongst participants. Prison placement appears to be acceptable and educationally valuable. It offers opportunities for experiential teaching about SDOH. In addition, it may improve student understanding of a marginalised and stigmatised population.

Implication for practice, policy and research. On completion, this study may provide evidence on one method of improving attitudes toward marginalised people and understanding SDOH in the medical profession.

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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.

The Association of Black Psychiatrists (ABP-UK) and the RCPsych Introduction to Mentoring and Coaching: Impact of a Training Program

Dr Olamide Orimoloye^{1*}, Dr Oluwaseun Oluwaranti²,
Dr Theresa Ugalahi³, Dr Uju Ugochukwu⁴
and Dr Mosun Fapohunda⁵

¹North Staffordshire Combined Health Care Trust, Stoke on Trent, United Kingdom; ²Nottinghamshire Healthcare NHS Foundation Trust, Nottingham, United Kingdom; ³Bradford District Care NHS Foundation Trust, Bradford, United Kingdom; ⁴Norfolk and Suffolk NHS Foundation Trust, Norfolk, United Kingdom and ⁵Hertfordshire Partnership University NHS Foundation Trust, Hertfordshire, United Kingdom

*Corresponding author.

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Aims. The study aimed to check impact (active mentoring and willingness to mentor) following a mentoring and coaching training event facilitated by RCPsych and ABP-UK. The program involved watching two pre-recorded videos and a full-day practical session on mentoring and coaching skills.

Methods. The training was targeted at psychiatrists of black heritage, working in the UK. They were recruited through social media adverts and emails sent to members of the organization. A predesigned questionnaire assessing feedback about the program and mentoring activities was sent to the emails of attendees immediately after the program and a year later.

Results. Forty-four participants attended the program; 32 completed the feedback immediately after the program, and 20 responded to the one-year follow-up.

From the initial survey, majority of respondents (78%) rated the program as excellent, and most (78%) found it relevant to their professional needs. Slightly more than half of the group (53.1%) were involved in mentoring, but only a few (6%) were involved in mentoring activities within a structured organization. Ninety-seven percent felt confident to mentor immediately after the program while 84.4% expressed interest in joining a college division for mentoring.

In the follow-up data with 20 respondents, 60% were involved in mentoring and 23% of respondents were new mentors. More respondents were engaged in college-related mentoring (41.7%) than in the previous year and majority (83.3%) expressed that the program had influenced their mentoring.

Conclusion. Results from the follow-on survey shows that a good number of attendees at the training event had taken up mentoring roles at local, regional levels and at the College. We therefore recommend continued rollout of more targeted mentoring and coaching training programs, with consideration for cultural needs. This will boost the availability of diverse mentors within mentoring schemes available for doctors, ultimately improving quality of care to our diverse patients.

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Enhancing Medical Simulation Training by Facilitating Alongside a Communication Skills Coach (CSC)

Dr Amit Pancha*

University of Liverpool, Liverpool, United Kingdom

*Corresponding author.

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Aims. The aim was to design and run a communication skills simulation session for psychiatry trainees with the following learning objectives. 1) Exposing trainees to challenging clinical scenarios to increase their confidence in dealing with these. 2) Improving communication skills of trainees in dealing with

anxious, psychotic, disinhibited or non-engaging patients. The facilitation of the session would be done by two medical doctors working alongside a communication skills coach (CSC).

Methods. Trainees were informed of these optional sessions via email. The majority of those who attended were core trainees, specialty doctors and foundation year doctors.

The session was around 3 hours in length. Trainees began by completing a questionnaire which rated their confidence in several domains including when dealing with patients that are anxious, psychotic and disinhibited. This would be repeated at the end of the session to allow for comparison.

Trainees were provided with background information for each scenario and were also given a task such as performing a brief risk assessment. The scenarios lasted 10 minutes and involved 1 trainee and 1 professional actor. A 15 minute debrief would then follow. This would cover what went well, what could be improved and feedback from the actor. The CSC would then provide detailed personalised feedback covering both verbal and non-verbal communication. 6 scenarios took place over the session.

The session was run 5 times in total. The first 4 sessions were held virtually (Zoom) and a total of 29 trainees attended these. The 5th session was held face to face at the Experiential Learning Centre and 5 trainees attended. 25 of the total 34 attendees completed both questionnaires.

Results. In all 5 sessions there was noted to be an increase in confidence ratings when comparing pre and post session scores. Trainees had been asked to rate themselves out of 10. Average increases of 1.8 (anxious), 1.6 (psychotic) and 2 (disinhibited) were noted. An average increase of 1.3 was noted when dealing with an angry/upset relative.

Trainees had rated the debrief process as 4.6 (scored from 1 to 5) and had given an overall rating of 8.8 (scored from 1 to 10) for the entire session. Oral and written feedback from trainees praised the input from all facilitators, especially the CSC.

Conclusion. We feel that the addition of a CSC enhanced our medical simulation training significantly. We hope that others may be inspired to trial something similar in their teaching.

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Psych for 6th: A Novel Schools Outreach Programme for Aspiring Medical Students

Mr Samyak Pandey*, Miss Eveliina Iloa, Miss Valerie Cai and Miss Tabea Winkler

King's College London, London, United Kingdom

*Corresponding author.

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Aims. The COVID-19 pandemic had an adverse toll on undergraduate medical education, resulting in less access to work experience opportunities for aspiring medical students, a vital component of the application process. With some studies reporting over 75% of work experience opportunities being cancelled due to COVID-19 restrictions, King's College London Psychiatry Society offered a unique chance for sixth-form students to experience a day in the life of a medical student, providing an authentic insight into the healthcare world. 'Psych for 6th' was a novel outreach programme offered to aspiring medical students in Year 12, helping them to better understand the style of learning in medicine through the lens of psychiatry. This aimed to raise their awareness of mental illnesses, prepare them for medical school applications and promote a career in psychiatry.

Methods. In March 2021, the King's College London Psychiatry Society committee members delivered **two interactive sessions online** via Microsoft Teams. Session 1 saw students discussing the philosophy of psychiatry and medicine, being taught basic history-taking skills, followed by a chance to practice these as a group with simulated patients.

Under the safeguarding of their teachers, the second session involved teaching Major Depressive Disorder to the pupils as if they were medical students, and then having the chance to take a complete psychiatric history in groups from simulated patients.

Results. Out of 16 students who took part, 11 students (69%) reported not being confident at all talking to a patient before the sessions. After participating in the sessions, **14 students (88%) felt confident talking to a patient. 15 (94%) reported considering psychiatry as a career** in the future, with all **16 (100%) recommending these workshops** to other schools. Qualitative feedback commended the **encouragement of active participation**, and how their **perception of psychiatry has positively changed**.

Follow-up with the students found that **14 (88%) of students mentioned this programme** either in their personal statements or their medical school interviews.

Conclusion. The Psych for 6th programme has given a **competitive edge to student applications**, especially in light of the effects of the COVID-19 pandemic on work experience, and expanded students' appreciation of mental health diagnoses and treatment.

Considering this was a school where **over 90% of the pupils were from BAME backgrounds**, these workshops have demonstrated that we have been able to put across a positive image of psychiatry, especially in communities where mental health disorders can carry a stigma.

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Dealing With Out of Hours Emergencies - A film Project

Dr Prakriti Pokharel* and Dr Claire Jones

Surrey and Borders NHS Foundation Trust, Surrey, United Kingdom

*Corresponding author.

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Aims. The aim of the project is to support new psychiatric trainees identify common and serious physical health issues on psychiatric wards out of hours; along with the appropriate management and escalation.

Methods. The project began in March 2021, supporting our Medical Education Team with a film project to be shown at induction. Doctors coming to psychiatry jobs come from many different clinical roles. Feedback was received that trainees were unhappy managing medical emergencies in psychiatric hospitals. Most new trainees don't necessarily have knowledge of the capabilities and limitations of care on a psychiatric ward.

A survey completed from two trainee rotations regarding the most common physical health issues they encountered and the challenges they faced was used to narrow down to 3 film scenarios, incorporating a comprehensive list of clinical cases that could be encountered on call. We included physical health and mental health emergencies, use of MHA & capacity assessments. We worked with a production company producing scripts and expanded on the scenarios with the help of medical and nursing staff to ensure the scenarios remain