

Conclusions This study requires further inquiry on why a moderate level of patient satisfaction declines when patients are treated by an interprofessional team.

Figure 1 –Meta-analysis of the study before-after in patient’s satisfaction.

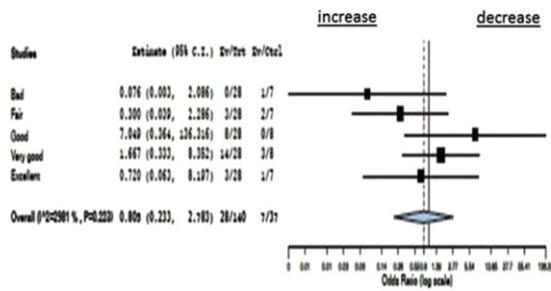


Fig. 1 Meta-analysis of the study before-after in patient’s satisfaction.

Disclosure of interest The authors have not supplied their declaration of competing interest.

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EW0568

How satisfied are undergraduate students with interprofessional training? Meta-analysis of a pilot study

C. Lazzari^{1,*}, I. Masiello²

¹ North Essex NHS University Foundation Trust, United Kingdom

² Department of Clinical Science and Education, Karolinska Institutet, Södersjukhuset, Stockholm, Sweden

* Corresponding author.

Introduction Learning to work in an interprofessional team entails satisfaction in working with others.

Objective Contextual assessment of the degree of satisfaction of undergraduate healthcare students (doctors, nurses, occupational therapists and physiotherapists) during interprofessional education (IPE).

Aims Meta-analysis of degree of satisfaction contextually assessed during major interprofessional learning moments.

Methods Thirty-six undergraduate health care students (medical students, nursing students, occupational therapy students) answered questions on a 5-point Likert scale (from “Very satisfied” to “Very dissatisfied”). A meta-analysis with Tau² (t²), Cochrane’s Q, and I² analyzed IPE activities: self-reflection after daily training, interactions with teachers, discussion of clinical cases during ward rounds and patient care as a team.

Results Meta-analysis reported significant heterogeneity in the degrees of satisfaction (Fig. 1): 47.2% being “satisfied” with reflection after IPE, {t² = .011; Q (5df) = 30.03; I² = 83%, P < .0001}; 45% being “satisfied” during interactions with their teachers {t² = .01; Q (5df) = 25.74; I² = 80%, P < .001}; 31.4% being “satisfied” about the discussion of a clinical case during ward rounds {t² = .009; Q (5df) = 22.61; I² = 77.89%, P < .001}; and 44.4% being “satisfied” about patient care with the interprofessional team {t² = .009; Q (5df) = 22.99; I² = 78.25%, P < .001}.

Conclusions Undergraduate students show satisfaction with IPE activities. This helps improve the quality of care and teamwork in the busiest wards.

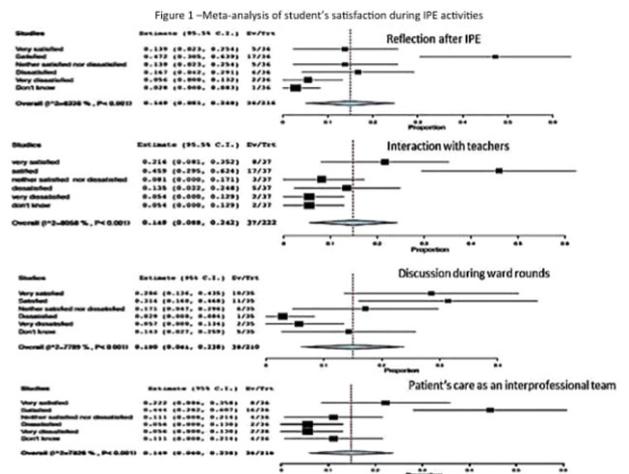


Fig. 1 Meta-analysis of student’s satisfaction during IPE activities.

Disclosure of interest The authors have not supplied their declaration of competing interest.

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EW0569

Can patients differentiate when they receive integrated care by interprofessional teams? Meta-analysis of a pilot study

C. Lazzari^{1,*}, M. Italo²

¹ North Essex NHS University Foundation Trust, General Adult Psychiatry, Pescara, Italy

² Department of Clinical Science and Education, Karolinska Institutet, Södersjukhuset, Stockholm, Sweden, Clinical Education Centre, Stockholm, Sweden

* Corresponding author.

Introduction A patient’s quality of care and satisfaction depends greatly on the perception of being treated and attended to by an integrated team of professionals.

Objectives To make students mindful of a patient’s perception of being treated by a blended interprofessional team when undergraduate students in training perform as a team in the patient’s care.

Aims To assess if patients under the care of interprofessional teams perceive, they are being treated by an integrated team.

Methods Twenty-three undergraduate students undergoing a seven-day period of interprofessional training interviewed their common patients after each day of practice. Responses were given on a “yes-no-do not know” scale to the following question: “a team of students from different professions has just treated and cared for you. Do you think they have acted like a well-coordinated team?” Results were obtained by meta-analysis.

Results In 60.9% of cases (Tau² = 0.042; Q (2df) = 12.663; Het. P-value = 0.002; I² = 84.206%) (Fig. 1), patients perceived they were treated by a well-coordinated interprofessional team; however, this perception was not affected by the days of training by the same IPE team.

Conclusions Results suggest that other interpersonal factors might be involved in team-to-patient interactions that are barely affected by interprofessional training.

Figure 1 – Meta-analysis of patient's perception of being treated by a coordinated team.

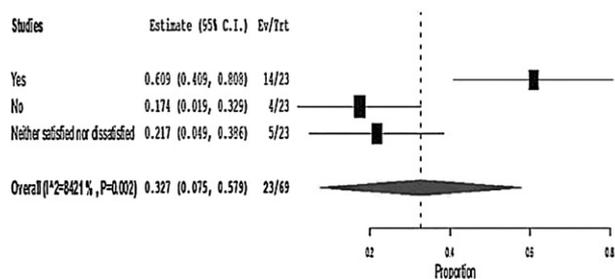


Fig. 1 Meta-analysis of patient's perception of being treated by a coordinated team.

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EW0570

The EPA gaining experience programme: A great experience for young professionals

M.G. Oriani^{1,*}, J. Beezhold²

¹ Centro Salute Mentale Ancona AV2 ASUR MARCHE, Department of Mental Health, Ancona, Italy

² Central Acute Service, Norfolk and Suffolk NHS Foundation Trust, Norwich, United Kingdom

* Corresponding author.

Introduction Mental health services in many European countries are undergoing to changes: it is important that early career psychiatrists (ECPs) have opportunities to broaden their professional horizons and better understand the international context of the upcoming changes: then, they can become aware protagonists of these changes and the future of the mental health system in their countries and in Europe. The gaining experience programme (GEP), offering ECPs observership placements in various psychiatric institutions across the Europe, can boost it.

Aims We aim to consider how the EPA GEP can provide a unique professional and cultural understanding of the mental health services across the Europe and positively affect the ECPs' career.

Methods and results Starting from an experience of the GEP in 2016, we will discuss how it represents a great chance to observe the clinical work of multidisciplinary teams and an opportunity to visit different countries. Many aspects were significant, starting from the different organization of the mental health services, as well as the influence of different cultures on the mental health care system and the patient's expectations.

Conclusions Attending EPA GEP is an important chance for ECPs to improve their professional and organizational skills as well as a great skill-building opportunity and personal growth experience. The GEP is at his third edition this year and it has having a growing success among young psychiatrists. It gives them a chance to improve mentoring and professional networks among experts and ECPs and to get more involved in the EPA activities.

Disclosure of interest The authors have not supplied their declaration of competing interest.

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EW0571

Transparency and due process: A systematic approach to educational decision-making and appeals

A. Peters

The Royal Australian and New Zealand College of Psychiatrists, OPCEO, Melbourne, Australia

Introduction Transparency and due process are inseparable principles that should underpin any educational and administrative decision made within an organization.

Objectives It is considered best practice for organizations to place the processes and structures surrounding reviews of decisions made by their organization at arm's length to the committee or group that made the original decision. This ensures there is and that due process is followed.

Aims An independent appeal process is an integral part of any fair system of assessment and decision making.

Methods The Royal Australian and New Zealand College of psychiatrists has undertaken several reviews of its current processes to examine its practices as both substantive and procedural issues arise in decisions with regard to the provision of psychiatric training. The reconsideration and appeal policy was developed to set out a clear and fair process for applicants to request decisions of the RANZCP to be reconsidered and appealed. This ensures that an applicant has a fair and reasonable opportunity to challenge the original decision whilst receiving support from the RANZCP to minimize any stress that may be experienced during this process.

Results The RANZCP has observed that the three phase process has enabled matters to be resolved at an earlier stage of the appeal cycle and do not require progression to a formal appeal.

Conclusion This presentation will identify best practice methods in educational decision-making and conducting appeals.

Disclosure of interest The author has not supplied his/her declaration of competing interest.

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EW0572

Assessment of suicide-related knowledge and skills in a sample of health professionals and students

M. Pompili^{1,*}, D. Erbuto², M. Innamorati³, M. Migliorati⁴, P. Girardi²

¹ Sapienza University of Rome, Department of Neurosciences, Mental Health and Sensory Organ, Rome, Italy

² Italy

³ Università Europea di Roma, Department of Human Sciences, Italy

⁴ Department of Neurosciences, Mental Health and Sensory Organs, Italy

* Corresponding author.

Objective Assessment of suicide risk is of paramount importance for proper prevention.

Aims To examine the association between gatekeeper training and suicide-related knowledge among a diverse set of health care workers (psychiatrists, nurses, psychologists, and educators) and students enrolled in medical and psychological schools who took part in the world suicide prevention day 2015 conference.

Method Among 223 participants who completed the assessment, 204 provided complete data for analyses. Participants were administered the applied suicide intervention skills training (ASIST), a 13-item survey questionnaire to assess participants' knowledge about suicidal behavior and comfort dealing with suicidal clients. There were 62 psychiatrists; 23 nurses, 51 psychologists, 11 educators, and 57 university students.

Results Among participants, 57.1% of the sample had experiences of suicide a patient (students were excluded from these analyses). Those who reported a suicide among patients (compared with oth-