



significant outcome. The long-term success will depend on securing ongoing funding for training and supervision. Increased numbers of accredited leaders are crucial for expanding access to these valuable groups. Ongoing efforts to address financial barriers are necessary for sustaining and expanding the initiative.

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Shaping Minds, Changing Attitudes: A Systematic Review of the Impact of Different Teaching Interventions Regarding Attitudes and Knowledge Towards Electroconvulsive Therapy (ECT) Within Pre-Registration Healthcare Students

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doi: [10.1192/bjo.2025.10267](https://doi.org/10.1192/bjo.2025.10267)

Aims: Electroconvulsive therapy (ECT) is an effective treatment modality used to manage a variety of different psychiatric conditions including treatment-resistant schizophrenia, depression and catatonia. Different teaching methods have been employed by educational institutions to teach healthcare students about ECT, however synthesis of this evidence is lacking. Several sources cite that there is negative stigma and attitudes towards ECT amongst Healthcare Professionals (HCPs). Teaching within undergraduate curricula may improve knowledge surrounding ECT, further reducing negative associations.

Methods: Using pre-determined search terms, a large language model was used to screen relevant databases (including ERIC and CINAHL), identifying 5,550 studies, 453 of which were duplications, leading to a total of 5,097 relevant studies. Pre-agreed strict inclusion and exclusion criteria were applied, and 19 studies were identified suitable for inclusion. Another 14 studies were reviewed again due to conflicting views, of which 7 were deemed suitable, totalling 26 relevant studies for inclusion. These texts were analysed in their entirety. Both qualitative and quantitative data was gathered, and this was heterogenous in nature. Qualitative data was thematically analysed.

Results: Diverse teaching techniques and interventions were identified, and these were successful to varying degrees. These interventions included: the development and creation of new educational modules centred around ECT; real time ECT demonstrations; teaching sessions paired with specialised technology enhanced learning interventions hosted remotely by consultant psychiatrists. A plethora of different interventions centred around improving knowledge of ECT amongst healthcare students varied in creativity, and even included a Hollywood depiction of ECT.

Educational interventions focusing on the improvement of students' experience whilst on psychiatric placements correlated with a global positive improvement in knowledge levels regarding ECT. Video-based educational interventions were well received by

students, and an improvement in attitude and knowledge regarding ECT was noted. Passive interventions, including didactic based teaching interventions described a notable positive shift in attitudes amongst students regarding ECT. However, some studies reported that the longevity of this improvement in knowledge and attitudes may be short-lived, affecting its translation to future medical practice.

Conclusion: This systematic review highlights the need to improve education of ECT amongst healthcare students, to ensure that future clinicians are well equipped with relevant knowledge concerning this important treatment modality. Ultimately interventions that strive to improve knowledge of ECT and induce positive experiences with students, helps to reshape attitudes towards this treatment modality and future clinical practice.

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Destigmatisation of Mental Health Conditions: The Use of Social Media in the Holistic Education of Medical Students

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doi: [10.1192/bjo.2025.10268](https://doi.org/10.1192/bjo.2025.10268)

Aims: Medical students' stigma towards mental health conditions is a well-documented phenomenon in the scientific literature – recommendations to combat this include utilising a holistic approach when teaching about mental health conditions. The holistic approach can be done in a multitude of ways to deliver mental health topics in a multifaceted way. With the increase in social media consumption, there has been a significant rise in consumer exposure to mental health-based content. This content ranges from aetiology and diagnostic information to first-person accounts of living with mental health conditions, highlighting the wide range of discussion points provided by social media platforms.

The aim of this research is to determine whether there is a place for the use of social media in the holistic approach in the destigmatisation of mental health conditions in medical students.

Methods: A positivism-influenced approach was used to conduct anonymised two-part survey, using mostly a quantitative approach (60%). Participants were asked to fill out 'yes, no, maybe, don't know' questions about whether they think social media could be used to teach them in medical school about mental health conditions. The remaining 40% qualitative part of the survey, allowed participants to detail their experiences of mental health on social media and express their thoughts on if and how they thought social media could be used to educate medical students. 10 participants took part in this anonymised survey. All participants were based in medical schools in Northern Ireland, in their fourth or final year of medical school.

Results: All participants reported encountering mental health-based content on social media. 90% of those participants believed that social media contributed positively to their overall opinion on mental health conditions. 80% of participants believed that social media should play a role in educating medical students about mental health conditions. Suggestions on how social media can be used in the education of medical students include showing first-person accounts