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Educational project: Learning from the patient

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Introduction Learning from the patient presents a pedagogical experience where patients expert in mental health participate as teachers in the teaching-learning processes.

This training activity is a pilot aimed to assess the impact and integration in the study plan of the students following the training course in auxiliary nursing care, Barcelona.

Objectives To offer a global vision on mental health problems in order to break the stigma, being the persons affected the main actors.

Stress the value of the patient voice and its particular way of living and suffering the illness in order to offer a suitable attention.

Promote the integration of expert patients as teachers in the education programs.

Methodology The training activity starts with the evaluation of the previous mental health knowledge and believes of the students.

Round table with the participation of:

– 2 expert patients explain their history of life and how the illness affects their day-to-day life;

– 2 mental health professionals explain how they help patients to recover and empower them.

Four groups about the impact of illness on a personal, educational, working and social level.

Results The expert patients were very optimistic and reinforced their own self-esteem. The students show a more positive attitude towards mental illness and express that patients' are first PEOPLE, then patients'

Conclusions The expert patients collaborating with professionals are ready to become teachers in the health care academic programs and, specifically, in mental health.

Taking into account the patient voice and vision improves the technical, personal and social competences of professionals.

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A quality improvement initiative – increasing cardiometabolic risk screening in adult outpatient psychiatry clinics

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In the USA, People with serious and persistent mental illness (SPMI) die 25 years earlier than the general population! Sixty percent of the increased mortality is due to cardiovascular disease. In NYS, type 2 diabetes is twice as common in people with mental illness on Medicaid compared to the general Medicaid population. In a study of over 10,000 clients with schizophrenia or depression, 52% had metabolic syndrome, and 92% had at least one risk factor. Forty-three percent of clinical antipsychotic trials of intervention effectiveness (CATIE) participants had metabolic syndrome on enrollment.

In this quality improvement project, we worked on 3348 adult outpatient psychiatry patients, used techniques like FOCUS-PDCA, brain storming, root cause analysis to address cardiometabolic risk screening and reducing the risk among these patients. We used interventions like prescriber and patient education, streamlining the cardiovascular screening process in the clinic and multidisciplinary team discussions. We collected and analyzed data regarding clinical characteristics of such patients before and after the clinical interventions. HEDIS scores were used to measure the outcomes of the project.

In this talk, we want to discuss about quality improvement projects – the methods and processes involved. Also, we wanted to give a glimpse of our project – the plan, work flow processing and the data.

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Embedded mixed methods evaluation of the psycho-educational intervention impact on people diagnosed with schizophrenia and their primary caregivers: Findings from a randomized controlled trial

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Background Psycho-educational interventions for people diagnosed with schizophrenia (PDwS) and their primary caregivers (PC) can improve knowledge about schizophrenia, reduce PCs' burden of care, PDwSs' symptoms, and enhance PCs' quality of life. However, the majority of existing studies have significant methodological weaknesses. Also, little is known about the impact of psycho-educational interventions delivered by booklets and in developing countries like Jordan.

Objective The aim of this study was to examine the effectiveness of psycho-education delivered via a printed booklet for PDwS and their PCs' in Jordan.

Methods A single blind parallel randomized controlled trial was conducted between September 2012 and September 2013 at four mental outpatient clinics in Amman, Jordan. One hundred and twenty-one PDwS with their PCs were allocated randomly to an experimental (psycho-educational intervention plus treatment as usual in outpatient clinic) group ($n=58$) or control (treatment as usual alone) group ($n=63$). Outcomes, measured prior randomization (pretest), immediately post-intervention (posttest 1) and at three months after intervention (posttest 2).

Results Participants receiving psycho-education and treatment as usual had better knowledge of schizophrenia, reduced positive and negative symptoms and hospitalisation at both follow-up points. PCs had reduced burden of care and experienced a better quality of life.

Conclusion Psycho-education delivered via printed booklets improves outcomes for PDwS and their PCs in Jordan better than treatment as usual. Our hypothesis is supported.

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

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Young Psychiatrists' Network. Between past and future

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