

students' perception of preparedness to see mentally unwell patients. The most significant findings were that the majority of students found having the PaE valuable in improving attitudes regarding the value of psychiatry (72.8% agreed/strongly agreed) and increasing interest in the speciality (84% agreed/strongly agreed).

**Conclusion.** Early experience to clinical placements is an essential component in medical education. In Psychiatry, apart from gentle introduction into the specialty, it is essential that students are orientated into the world of mental health and its various challenges. This project has clearly demonstrated the effectiveness of early exposure of medical students to psychiatry as a specialty. It also demonstrates the effectiveness of using PaE in medical education. Further research would aim to examine whether effect on attitudes persist and correlate the effect on early exposure on recruitment to the speciality.

### How Contemporary Disney Film Can Be Used for Mental Health Teaching in Schools: A Case Study of *Inside Out* (2015)

Dr Charlotte Caves\* and Dr Robin Basu-Roy

Imperial College London, London, United Kingdom

\*Presenting author.

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**Aims.** Mental health disorders can be a burden on both patients and the National Health Service. With the majority of lifetime mental health problems emerging in childhood and the prevalence of childhood mental illness increasing, the need for effective, standardised mental health education and fostering healthy socio-emotional development is more important than ever before. The aim was to explore if *Inside Out* provides an accurate representation of depression, and thus, can it be a useful resource for teaching mental health and developing emotional awareness in the classroom?

**Methods.** I explored a novel educational concept: 'edutainment', to see if it has use in state mental health education. This project provides a quantitative coding analysis and a qualitative artistic analysis of a contemporary Disney film, *Inside Out* (2015), for The International Classification of Diseases 10th Edition (ICD-10) depression symptoms. Depression has been chosen as an example of a mental health disorder as it is one of the commonest mental health problems and the leading cause of disability worldwide.

**Results.** *Inside Out* provides an accurate representation of many of the ICD-10 'core' and 'cognitive' symptoms of depression through both coding words and artistic means.

**Conclusion.** *Inside Out*, alongside teacher-led discussion, could be useful in teaching children about depression in a relaxed but educational way. *Inside Out* features themes that can help children develop their emotional intelligence and reduce mental health stigma. I highlight a need for standardised mental health education and suggest that film may be an effective tool for learning about common mental health conditions, such as depression.

### Exploring the Role of Mindfulness in the Well-being of Junior Doctors

Dr Matthew Cohen<sup>1</sup>\*, Ms. Chanais Matthews<sup>2</sup>, Dr Chris Bu<sup>3</sup>, Professor Marc Jones<sup>2</sup> and Dr Jasmine Hearn<sup>2</sup>

<sup>1</sup>King's College London, London, United Kingdom.; <sup>2</sup>Manchester Metropolitan University, Manchester, United Kingdom and

<sup>3</sup>MerseyCare NHS Foundation Trust, Liverpool, United Kingdom

\*Presenting author.

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**Aims.** This study aims to explore the relationship between mental well-being (The Warwick-Edinburgh Mental Well-being Scale), stress (Appraisal of Life Events Scale) and mindfulness (5 Facet Mindfulness Questionnaire) by means of a questionnaire.

**Methods.** The questionnaire was part of a mixed-method study looking into Mindfulness Resilience and Effectiveness Training in foundation doctors. In total 144 foundation doctors across the North West of England completed the questionnaire over a period of 5 months.

**Results.** A Pearson's correlation coefficient was used to assess the relationships between mental well-being, appraisal of stress and mindfulness. Results show that there was a significant, negative, and somewhat weak association between mental well-being and the appraisal of stressful life events ( $r = (142) -.23, p = .006$ ). A significant, positive, and strong relationship was also found between the two variables mindfulness and mental well-being ( $r (142) = .60, p < 0.001$ ), in addition to a significant, weak positive relationship between mindfulness and appraisal of stressful life events ( $r (142) = -.18, p = .033$ ).

**Conclusion.** The results indicate that those with greater mental well-being were better able to tolerate stressful life events and appraise them as a challenge. Likewise, those with greater mindfulness scores showed greater well-being suggesting that improving one may improve the other. This has implications for intervention development (e.g., training in mindfulness) which can help to further improve well-being and appraisal of stressful life events in trainee doctors.

### Quality Assurance of the 'MRCPsych Course' in Wales

Dr Megan Davies-Kabir<sup>1</sup>, Dr Ann Collins<sup>2</sup>\* and Dr Catherine Walton<sup>3</sup>

<sup>1</sup>Cwm Taf Morgannwg University Health board, Tonteg, United Kingdom.; <sup>2</sup>Aneurin Bevan University Health Board, Caerleon, United Kingdom and <sup>3</sup>Cardiff and Vale University Health Board, Cardiff, United Kingdom

\*Presenting author.

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**Aims.** The 'MRCPsych Course' (Membership of the Royal College of Psychiatrists) is provided to all core trainees in psychiatry in Wales by the School of Psychiatry, Health Education and Improvement Wales (HEIW), now delivered online since the start of the COVID-19 pandemic. The aims of the HEIW MRCPsych course are: to prepare core trainees for the MRCPsych exams and to set a 'robust platform' for speciality training at the higher level in psychiatry. We undertook a quality assurance of the 2020/21 academic year to see how content and delivery of the course were serving these aims and make recommendations for improvement.

**Methods.** Over the course of one academic year we triangulated trainee feedback, lecturer feedback and peer review. Trainee and trainer feedback forms were sent out following every session. We developed standards and criteria for peer review and reviewed 10% of sessions. We conducted focus groups with trainees using mentimeter to structure a real time, anonymous interaction with parallel verbal and written discussions using a virtual meeting.

**Results.** Trainee feedback forms were received for 31 lectures from an average of 11 trainees per session. 14 Lecturer feedback