

of a massive open online course that was launched in France in 2018 for the first time. The structure of the program was simple: 5 modules presented on a weekly basis, each module contained several short videos with direct training, interviews or discussion. The MOOC offered as well other resources such as access to a forum during the course, an updated bibliography and vocabulary for each module and an evaluation at the end of the modules. In the first year, the number of registered candidates for the course was very high (>10000) and more than a quarter completed the course (>2500), with participants from 82 countries. The quality of exchanges with the students was very high. The results of this ongoing experience provides interesting insights on how to improve access and motivation to specific training in the field of suicidal behavior for participants from very different backgrounds.

Disclosure: No significant relationships.

Keywords: self-harm; Education; training program; Teaching

W0074

The opportunities and challenges of working with the development of the ellipse-project before, during and after the COVID-19 pandemic

A. Baran

Dept. Of Psychiatry, Blekinge Hospital, Karlshamn, Sweden

doi: 10.1192/j.eurpsy.2021.190

COVID-19 pandemic has influenced many research and educational projects, and it influenced also ELLIPSE-project, aiming at the creation of a free online curriculum in suicide prevention for students in the higher education in Sweden, Austria, Hungary, Norway and Poland (September 2019-August 2022). The ELLIPSE (E-Lifelong Learning In Prevention of Suicide in Europe) (www.ellipse.com) is the first international project in the area of education in suicide prevention in the higher education co-founded by the European Union Erasmus+ programme. We will reflect on some opportunities and challenges due to COVID-19 pandemic. Identified opportunities: 1) learning a new way of communicating, 2) reaching more participants (in case of Sweden we were able to get participants from more regions, 3) more frequent meetings heightening the quality of the project, 4) travelling less (online is the more eco-friendly solution). But there were also some challenges: 1) not be able to proceed according to the preliminary plan generated much more administrative work, 2) online meetings was a challenge for those partners who had problems adjusting to the online form of communication, 3) more negative attitudes to the canal of communication resulted in avoiding it, leading to less frequent interactions what resulted in diminished motivation to the project, and being unable to proceed with project tasks, 4) resignation of some patients from participation because of difficulties in accepting the online form of communication. We will discuss these issues in a more detailed way during the interactive workshop.

Disclosure: The E-Lifelong Learning In Prevention of Suicide In Europe (ELLIPSE)-project is co-funded by the European Union's Programme Erasmus+ (Project ID: 2019-1-SE01-KA203-060571). The EU Commission's support for this project does not mean that the Commission end

Keywords: COVID-19; educational program; Suicide prevention; students

Unmet needs in modern psychiatric practice: A collaborative workshop between the committee on education and epi scientific sections

W0075

Training in women mental health: Challenges and future perspectives

A. Wieck

Greater Manchester Mental Health Foundation Trust, University of Manchester, Manchester, United Kingdom

doi: 10.1192/j.eurpsy.2021.191

Mental disorders linked with the menstrual cycle, childbirth and the menopause are unique to women and have their specific requirements for identification, assessment, treatment and service provision as well as appropriately trained staff. Mental disorders that are linked to domestic violence, sexual abuse or victimisation and affect more women than men, also have their own specific requirements. This is increasingly being recognized by policy makers and health care planners. In the case of perinatal mental health some countries have set up specialised inpatient and community services. In the UK this was followed by the development of National competencies for different professional groups and National training programmes. This project and the current clinical training in perinatal mental health for psychiatric trainees will be described. Nationally recognized qualifications are currently being developed. Developments in other areas of women's mental health appear less advanced. The presentation will discuss current guidelines and opportunities for training that are being offered in the UK and what we can learn from perinatal mental health for further development in these areas.

Disclosure: No significant relationships.

Keywords: training; Womens mental health

W0077

Engineering psychiatric education 2.0 in post-pandemic europe

L. De Picker

Sinaps, University Psychiatric Hospital Campus Duffel, Duffel, Belgium

doi: 10.1192/j.eurpsy.2021.192

In the world of medical education, there is generally a lot of emphasis on following procedure and tradition, and a reluctance to challenge the norm. It takes insight and courage to question traditional approaches and paradigms: why are psychiatric training programs done the way that they are? Reverse engineering involves taking something apart and analysing its workings to figure out how it does what it does and how it can be improved. In education, reverse engineering implies one determines learning outcomes upfront and then works back from them. Applied to postgraduate psychiatric training, it requires us to determine the basic principles or core concepts resulting in the successful formation of a well-rounded psychiatrist. In times of crisis there usually is more leeway to challenge the status-quo – hence the saying “never waste a good crisis”.