

Kessler Psychological Distress Scale (K6), The Depression Anxiety Stress Scales DASS-42, Beck Depression Inventory-II, and Beck Anxiety Inventory –BAI were administered to participants including demographics. The internal consistency reliability, factor structure, and convergent validity of the (K6) with DASS-42, BDI-II, & BAI were computed.

Results: Internal consistency was satisfactory for the K6 (Cronbach's alpha =0.80 for males & 0.79 for females). The results revealed significant gender differences in distress with a favor for females ($f=8.95$, $p >.003$). Principal component analyses (PCA) showed that a K6 one -component solution explains %61.51 of the total variance for males and %57.23 for females. The k6 correlates with DASS Stress ($r=.76$), DASS Depression ($r=.57$), DASS Anxiety ($r=0.76$), BAI ($r=.73$) and BDI-II ($r=.46$).

Conclusions: The K6 provides satisfactory validation, and can be recommended as a measure of distress among Arab college students.

Disclosure of Interest: None Declared

EPV0748

UNTIL IT BURSTS OR ALL OF US BURST. A SCHIZOTYPICAL CASE.

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Introduction: Schizotypal disorder is conceptualized as a stable personality pathology (Cluster A) and as a latent manifestation of schizophrenia. It can be understood as an attenuated form of psychosis or high-risk mental state, which may precede the onset of schizophrenia or represent a more stable form of psychopathology that doesn't necessarily progress to psychosis.

Objectives: To exemplify the continuum of psychosis

Methods: Review of scientific literature based on a relevant clinical case.

Results: 39-year-old male living with his parents. He started studying philosophy. He is a regular cannabis user and has an aunt with schizophrenia. He's admitted to psychiatry for behavioral disturbance in public. He refers to having been hearing a beeping noise in his street for months, what he interprets as a possible way of being watched due to his past ideology. Without specifying who and why, he sometimes shouts "until it bursts" to stop the noise and he thinks that his neighbours alerted the police about his behavior. During the interview he alludes to Milgram's experiment, saying that throughout history there have been crimes against humanity and those who pointed them out were labeled "crazy". His father refers that he has always been "strange" and with certain extravagant revolutionary ideas and thoughts. He doesn't maintain social relationships and dedicates himself to reading and writing.

Conclusions: It's important to understand psychosis as a continuum to advance the understanding of etiology, pathophysiology and resilience of psychotic disorders and to develop strategies for prevention and early intervention

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Developing medical education through podcasts based on theories of personality

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Introduction: More traditional lecture-based teaching has ruled medicine for generations. However, with the advancement of technology, a more modern approach to medical education can be developed. Podcasts are recordings, unlimited by time and space, that can act as extremely effective educational tools. Podcasts are a new approach that have the potential to transform the way medicine is taught.

Objectives: This research project discusses the process of creating a podcast series for medical students based around the topic of personality theories. The aim of the project was not only to give medical students a more efficient and accessible way to learn, but also to tackle an undertaught topic in psychiatry. The podcast series I have developed explores the history of personality psychology, beginning with Greek philosopher Hippocrates and his theory of the 4 temperaments and travelling all the way up to the theories of the 20th century, ending the series by discussing the most modern approach to assessing personality; trait theory. The topic of personality theories is essential psychology to grasp in order to fully comprehend psychiatric disorders learnt later in medical school.

Methods: The process of creating educational podcasts did not come without its challenges. The vastness and complexity of information I came across was difficult and time consuming to narrow down and pick the most important points for medical students to understand. The biggest challenge I had was lack of clinical experience in psychiatry. Being involved in creating educational resources as a medical student, with little to no clinical experience in psychiatry, meant textbooks and primary literature were my key sources of information. However, I was aware this way of learning psychiatry was limiting; learning from textbooks alone may give a skewed picture of psychiatric conditions that can only be gained by seeing and learning from patients in the clinical environment. It allowed me to reflect on the use of online clinical videos in replacement of experiencing psychiatric placements.

Results: The Podcasts themselves were crafted based on information from the most recent podcast research. They were made within the ideal timing and style to maintain audience engagement and allow listeners to process and retain new knowledge and make the most out of the learning style.

Conclusions: They utilised Kolb's learning style and allowed listeners to take an active role in the processing of new information by asking several questions throughout each episode. This technique especially gave learners opportunity to reflect on their own bias and change their perception about new concepts they were presented