

in SZ patients with ASP compared to patients without ASP, a difference not found in HC ($p = .009$).

Conclusions: Our findings give support for an effect of birth ASP on brain development in both patients with SZ and HC. OC history specifically impacts IQ in SZ. Smaller caudate volumes might be particularly related to disease development. These results warrant replication in an independent sample.

Disclosure: No significant relationships.

Keywords: Obstetric complications - Asphyxia; cognition; schizophrénia; Brain morphometry

Educational

Online education in suicide prevention in the field of higher education in europe

W0069

Why is it important to involve people with lived experience in the development of the educational programs in suicide prevention?

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Blekinge Family Postvention is a grief facilitator-home-visiting postvention giving early support to families after a suicidal loss since 2015. It helps families overcome shock, pain, anger, guilt, suffering and other extreme emotions caused by suicide. Such situations should be treated not as a disorder. Medication should be used only as a last resort to treat individuals not responding to early family support, followed by individual sessions if needed. Everyone needs to express feelings and thoughts on all aspects of the suddenly interrupted relation. To achieve this, a person experienced in those issues must be leading all of the meetings. The conversations should start during the first days, frequently continuing for at least 3-5 weeks depending on the family needs. Helping the family bear each other and find coping strategies ease their pain, mourning and give them hope instead of prolonged grief. In this way, the family gradually finds new ways to overcome a never-ending negative looping that eventually can cause, e.g. post-traumatic stress disorder and depression. The support to the family after suicide loss should be a governmental matter. Today all work is done voluntarily. The close relatives need debriefing right after the district doctor has stated the death or the police informed the family about suicide. The military, the police, rescue services and healthcare professionals gets debriefing when a rescue operation has failed. This presentation discusses how to organise early family support and the Ellipse project's interviews with survivors about their experiences of needed or received support if any.

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Keywords: Lived experience; Grief; Suicide postvention; Family support

W0071

Focus group interview as a research method in the development of the e-learning in suicide prevention for students in poland

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Project ELLIPSE (E-LifeLong Learning in Prevention of Suicide in Europe) was developed in response to need for preventive suicide programs. It was noticed that it is important for academic teachers and students, especially those who teach and study in the fields of medicine, nursing, psychology, sociology or those related to the media. The goal is creating an e-learning platform for students and teachers on suicide prevention along with a textbook and a free self-help application. For this purpose the milestone was the conducting of the focus group interviews in Poland. Participants were recruited from the above mentioned groups (students and professionals). The objectives of this part of the project were among others: raising awareness of the problem of suicide and prevention, giving good examples on suicide prevention in working life, preparation of a program proposal for e-learning content. Students interest in the problems of suicidology was high and they comes optimistic to the idea of prevention, they want to know especially about how to help somebody, how to talk and not to harm people and something more in their future profession. Only theoretical approach will be not enough for them, the rules of how to NOT react, will not be interesting because they know something about it. They showed a knowledge of basic concepts, extensive and multi-context knowledge of causes and warning signals and great understanding for suicides of all ages. However, they themselves were uncertain how to help such a person, and showed poor recognition of institutional help.

Disclosure: No significant relationships.

Keywords: Suicide; focus group interview; student; media

W0073

French experiences with the online courses on suicidal behaviour, their main features, requests of participants and the opportunities to foster suicide prevention

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There is a high demand for specific training on the understanding and management of suicidal behaviors. We will present a summary

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

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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.

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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

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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

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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”.