

sessions support their learning in psychotherapy in a safe space as they feel the small group discussion allows more active participation and they are able to learn from others on top of their individual supervision (positive Kirkpatrick level 1 reaction). All trainees wish to have this initiative continued and prefer a semi-structured rather than totally flexible agenda so that they can plan for their attendance, which can be a consideration for future implementation.

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Mentorship Scheme at Surrey & Borders NHS Foundation Trust

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Aims. To establish a mentorship programme for all grade of Psychiatrists working within Surrey and Borders Partnership Trust.

Methods. RSPsych guidance was used to establish a mentoring programme within Surrey and Borders Partnership Trust.

A core leadership team was identified and established, this included the Director of Medical Education, a Higher Specialist Trainee, and a Core Trainee.

The decision was made to structure the programme to involve all grades of doctor within the trust, with pairing of Mentor and Mentees tailored to mentee needs. Support from the core team will also be offered to both Mentees and Mentors on a regular and drop in basis, as well as support groups for each group.

The programme was then advertised using a trust email list and training days were held via Microsoft Teams and delivered by the West Midland Mentoring Team RCPsych.

The programme is due to launch in February 2023 with expected widespread engagement, followed by evaluation survey.

Results. We received a good response from all grades of doctors targeted in the Mentorship Scheme.

Following this a prelaunch meeting, facilitated by the core leadership team, was organised for all those involved in the scheme.

This meeting outlined the aims of the scheme and support available to both Mentors and Mentees.

The Mentors and Mentees have now been paired and the scheme will be launching in February 2023.

Conclusion. Burnout is a significant and highly prevalent phenomenon within the Psychiatric community.

Mentorship is shown to reduce rates of burnout as well as improving staff well-being, productivity and retention.

Following RCPsych guidance this project aims to establish a mentorship programme for all psychiatrists within the Surrey and Borders NHS Trust.

The Surrey & Borders Mentorship Scheme will launch in February 2023.

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Establishing a Memorial Trust Overseas (Kashmir) for the Promotion of Health, Awareness and Education

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Aims. To promote physical and mental health in underprivileged communities; (II) to increase awareness on health matters in the community and students.

Methods. May 25th 2011, remains etched in author's mind. Her brother, Dr Syed Arshad Abbas, had a fatal accident while on duty. In 2012 family established a Memorial Trust. Since then, the following are provided:

1. A free medical health camp twice a year. Patients receive free consultation, free medication and referral to secondary or tertiary services.
2. An ambulance service available all times.
3. Two blood donation events, 2012 in collaboration with Red Cross and 2022, in collaboration with an international charity and the hospital of Baramulla.
4. Sponsorship to students, from primary school to university, with a mentoring scheme for university students.
5. Mental Health awareness programme every year in different Universities.

Results.

1. To date, 3122 patients were seen at the camps. Medical and psychiatric specialist services are offered face to face or virtual. Depression, Anxiety Disorder and PTSD are the most prevalent disorders. There is an increase in substance use in youth. Polypharmacy is common practice.
2. Ambulance catered for 2404 patients. The first patient was an 11-year-old boy, with acute abdomen. He was transferred to tertiary hospital and operated within three hours.
3. Second blood donation event has broken the World Record of number of donations in one day. A database of regional donors was set up. Screening has identified two women with anaemia, highlighted health inequalities which were reported to local government.
4. Sponsored and mentored university students have completed their degrees and secured placements in tertiary hospitals.
5. Mental Health awareness programme identified the need for counselling services in universities and need for similar programmes.

Conclusion. This project has given an opportunity to turn loss into positive and a grief into hope. It will help family to move on by providing to the local community. Being a medic trained in UK the author was able to utilize skills into serving her home community, put vision into action and fulfil Hippocratic oath.

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INSIGHT: Evaluation of the Psychological Medicine Student Placements at HMP Berwyn, North Wales: Year One Findings

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Aims/Background. Social determinants of health (SDOH) are social factors that have a causal role in ill health and have an adverse effect on health outcomes. SDOH are part of the UK medical student curriculum but mainly discusses epidemiologically. There are few educational approaches that aim to incorporate an understanding of SDOH into the experiential and competency-based elements of undergraduate medical education. Prisoners are a population who experience high levels of stigma, social adversity and health disadvantage. Clinical attachments in prison may teach students about the impact of SDOH in a vivid and memorable way. *Aims:* We aim to explore changes in medical students' knowledge/attitude towards SDOH during and after psychiatry placements at HMP-Berwyn prison.

Methods. All year four medical students on psychiatry placement in North East Wales during 2021–2022 participated. In each of the six placement cohorts, one student did their psychiatry placement in prison. All the other students visited for one day. All students participated in two seminars focused on their prison experience and SDOH in psychiatry. Baseline and mid-placement bespoke questionnaires were completed, and all students participated in end-of-placement individual interviews.

Results. 29 students participated. Student assessment of the importance of SDOH did not show a significant change between baseline and mid-placement. However, student attitudes to experience in prison became more positive at end-of-placement. Comparing baseline to mid-placement questionnaires showed a 14% increase in students' rating of prison placements as educationally beneficial. 14% of students mentioned improved confidence in dealing with challenging patients, and 28% commented on the benefits of exposure to incarcerated patients. Interestingly, only 3% of students considered hospital placement more beneficial than prison placement. Prison placement was considered an exceptional experience than other settings by 17%.

Conclusion. There are no previous UK empirical studies on medical student placements in prison. Overseas studies identify reduced anxiety over dealing with demanding patients. Our findings so far lack statistical power but show positive satisfaction and knowledge trends amongst participants. Prison placement appears to be acceptable and educationally valuable. It offers opportunities for experiential teaching about SDOH. In addition, it may improve student understanding of a marginalised and stigmatised population.

Implication for practice, policy and research. On completion, this study may provide evidence on one method of improving attitudes toward marginalised people and understanding SDOH in the medical profession.

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The Association of Black Psychiatrists (ABP-UK) and the RCPSYCH Introduction to Mentoring and Coaching: Impact of a Training Program

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Aims. The study aimed to check impact (active mentoring and willingness to mentor) following a mentoring and coaching training event facilitated by RCPSYCH and ABP-UK. The program involved watching two pre-recorded videos and a full-day practical session on mentoring and coaching skills.

Methods. The training was targeted at psychiatrists of black heritage, working in the UK. They were recruited through social media adverts and emails sent to members of the organization. A predesigned questionnaire assessing feedback about the program and mentoring activities was sent to the emails of attendees immediately after the program and a year later.

Results. Forty-four participants attended the program; 32 completed the feedback immediately after the program, and 20 responded to the one-year follow-up.

From the initial survey, majority of respondents (78%) rated the program as excellent, and most (78%) found it relevant to their professional needs. Slightly more than half of the group (53.1%) were involved in mentoring, but only a few (6%) were involved in mentoring activities within a structured organization. Ninety-seven percent felt confident to mentor immediately after the program while 84.4% expressed interest in joining a college division for mentoring.

In the follow-up data with 20 respondents, 60% were involved in mentoring and 23% of respondents were new mentors. More respondents were engaged in college-related mentoring (41.7%) than in the previous year and majority (83.3%) expressed that the program had influenced their mentoring.

Conclusion. Results from the follow-on survey shows that a good number of attendees at the training event had taken up mentoring roles at local, regional levels and at the College. We therefore recommend continued rollout of more targeted mentoring and coaching training programs, with consideration for cultural needs. This will boost the availability of diverse mentors within mentoring schemes available for doctors, ultimately improving quality of care to our diverse patients.

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Enhancing Medical Simulation Training by Facilitating Alongside a Communication Skills Coach (CSC)

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Aims. The aim was to design and run a communication skills simulation session for psychiatry trainees with the following learning objectives. 1) Exposing trainees to challenging clinical scenarios to increase their confidence in dealing with these. 2) Improving communication skills of trainees in dealing with