

Quality. Quantitative data was analyzed using Excel and standard descriptive statistics to summarize the results. The open questions invited students to articulate the main positive aspects, suggestions for improvement and future topics. A Natural Language Processing (NLP) software was used to evaluate open-ended responses and extract the main concepts.

Results: We obtained a total of 39 single-answers from 4 different courses. Evaluation results yielded a mean score of 4.7 for Future Importance, 4.9 for Overall Quality, 4.3 for Theoretical Teaching, and 4.9 for Practical Teaching. Notable positive aspects included students' appreciation of the immersive interview environment, the dedication exhibited by actors and doctors, well-prepared case scenarios, and engaging interactions with participants. Suggestions for improvement encompass enhanced theoretical introductions, comprehensive topic coverage, universal participation in simulations, and expanded workshop days. Future prospects for the program include practicing interviews with other psychiatric diagnosis, addressing difficult patients, delivering bad news and covering topics related to sexuality, grief and moral dilemmas.

Conclusions: Our study shows that *Psychiatry Pitstop* adaptation to the Portuguese context was successful. Overall, the feedback from medical students has been consistently positive. Subsequent editions will draw upon the findings of this study to enhance overall program quality.

Disclosure of Interest: None Declared

EPP0186

Reaching Out from Europe to the Globe: The International Journal of Psychiatric Trainees

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Introduction: The *European Journal of Psychiatric Trainees* was founded in 2022 as the official journal of the European Federation of Psychiatric Trainees (EFPT) to offer a peer-reviewed open-access scientific journal with minimal article processing charges. The journal is edited by trainees and early career psychiatrists and published its first issue in July 2023. The journal aims to facilitate

publishing experience and opportunities for trainees. To reflect the global identity and inclusivity of psychiatric research, the journal changed its name in 2023 to become the *International Journal of Psychiatric Trainees*.

Objectives: To present the *International Journal of Psychiatric Trainees*, the successor of the *European Journal of Psychiatric Trainees*, and other practical aspects related to the article submission.

Methods: We will reflect on the *International Journal of Psychiatric Trainees*, focusing on what this name change will imply for the journal's scope, mission and readership.

Results: Due to training programmes' requirements or out of interest, psychiatric trainees are encouraged to conduct scientific research. However, several known barriers to scientific publishing exist, ranging from a lack of mentorship and supervision to limited scientific support. Like the *European Journal of Psychiatric Trainees*, the *International Journal of Psychiatric Trainees* continues to be an open-access, double-blind peer-reviewed journal with minimal/no publication fees that publishes original and innovative research as well as clinical, theory, perspective, and policy articles and reviews in the field of psychiatric training, psychiatry, and mental health.

Since the difficulties and needs in creating research output are not exclusive to European trainees, the journal will become more attractive to readers and authors from other countries while increasing the diversity of articles.

The first *International Journal of Psychiatric Trainees* issue will be dedicated to the 31st EFPT Forum with the theme "Trainee Mental Health", containing articles reporting on the projects from National Psychiatric Trainee Associations looking into trainee mental health. Submissions for the regular edition remain open, and articles should be submitted through the manuscript submission platform (<https://ijpt.scholasticahq.com>)

Conclusions: The *International Journal of Psychiatric Trainees* aims to be an educative scientific journal for psychiatric trainees and other psychiatry and mental health researchers. The name change and its increased openness will help the authors reach a wider readership while the journal can feature a more comprehensive record of psychiatric research through its global scope.

Disclosure of Interest: None Declared

EPP0187

Positive outcomes of implementing applied theatrical improvisation in communication trainings/ workshops for healthcare students in two European countries: a comparative study

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Introduction: Effective communication has been shown to improve patients' health outcomes. This study utilizes medical improvisation techniques to teach communication skills to different groups of health students (nurses, midwives, medical doctors, speech therapists).

Objectives: Our objective was to design and compare an interprofessional workshop that incorporates applied improvisation to train different groups of healthcare students in communication skills, resilience, dealing with failure and empathy. Medical improvisation is an innovative concept to prepare healthcare students to be more effective communicators.

Methods: Required medical improv workshops (using applied improvisational theater techniques) were held for first to third-year students in France and in Hungary. Workshop evaluations were obtained before and following the last session and at 3 months post-workshop for one cohort. The courses incorporated role plays, listening, storytelling and verbal/ nonverbal exercises to help students communicate with empathy and clarity. The two countries used the same questionnaires for assessment (Interpersonal Communication Questionnaire and Intolerance Uncertainty Scale)

Results: 24 medical students participated in the Hungarian improvisation workshops, and 26 speech therapists students in the French improvisation workshops. In the finished Hungarian research over 90% of students rated the workshops as above average or excellent. Students reported a gain in insights regarding their role as a clinician ($\geq 90\%$), an improvement in their ability to demonstrate effective communication (80–87%), and a positive impact on teamwork (91–93%). At 3 months post-workshop, students reported they had used at least 1 improvisation skill on their clinical wards. Both countries can claim promising results so far in their separate studies, our results comparing the French and Hungarian data using synchronized scales and questionnaires is currently in progress, and will be processed by the end of this year.

Conclusions: This study demonstrates that medical improvisation exercises can be scaled to different fields of healthcare students in various years of their studies and that using improv in healthcare education is universal in its short and long-term effects. Further, we found that students felt that it improved their communication. This study also provides new insights regarding specific improvisation exercises that are most useful for the clinical environment.

Keywords: Improvisation. Medical improvisation. Applied Improvisation. Medical education. Communication. Uncertainty tolerance. Soft skills training

Disclosure of Interest: None Declared

EPP0188

Advancing Psychiatric Education: Leveraging Simulated Patients and Actors at the University of Pécs "Shame dies when stories are told in safe places"

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Introduction: The integration of simulated patients and actors (SPs) into psychiatric education has long been recognized as a transformative pedagogical approach, yielding substantial benefits to healthcare students and professionals.

Objectives: The aim of this investigation was to evaluate the SP methodology and to refine it for future implementation in psychiatric education at the University of Pécs, Hungary.

Methods: To investigate the feasibility and utility of incorporating SPs into psychiatric education, we conducted a preliminary study involving participants from the German Program in the University of Pécs, Hungary. This group consisted of 16 medical students in their 5th year of study. The study design involved participants forming groups of three, engaging in psychiatric interview with SPs. After the interview, SPs provided feedback from patient's perspective, articulating their emotional responses. These sessions lasted 60 to 90 minutes.

Results: Study participants expressed a range of apprehensive feelings, including inadequacy, the desire for correct performance, and acknowledgment of the emotional challenges involved. Another recurring issue was the students' initial confidence contrasting with their later realization of subpar performance. A subset of students voiced concerns related to performance anxiety, particularly in light of being observed. Nevertheless, by the culmination of the course, students spontaneously recognized and valued the enriching nature of the experience. Pre-existing skills have been confirmed authentically by the feedback of the SP.

Conclusions: Psychiatry, given its intricate and sensitive nature, necessitates a secure and controlled learning environment. SPs precisely provide this environment, facilitating the exploration of a broad spectrum of psychiatric disorders, emotional states, and patient interactions, all while upholding patient safety and confidentiality. Additionally, this methodology promotes the development of essential skills, including empathetic communication, the cultivation of therapeutic relationships. Moreover, the adaptability of SPs enables the creation of diverse scenarios reflecting real-world practice. Our preliminary findings and student feedback have provided a promising foundation for the design of a forthcoming pilot program in the next academic year. The integration of SPs into psychiatric education presents a dynamic, immersive, and highly effective approach, capable of markedly enhancing the quality of training.

Disclosure of Interest: None Declared

EPP0189

Psychiatryai.com: Real-Time AI Scoping Review (RAISR 4D) in Psychiatry and Mental Health with Live Real-World Evidence and CPD/CME for Psychiatrists

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Introduction: Psychiatryai.com was launched in 2021 and initial findings were published at EPA 2023. The portal is an advanced