

## EV597

**Educational project: Learning from the patient**

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**Introduction** Learning from the patient presents a pedagogical experience where patients expert in mental health participate as teachers in the teaching-learning processes.

This training activity is a pilot aimed to assess the impact and integration in the study plan of the students following the training course in auxiliary nursing care, Barcelona.

**Objectives** To offer a global vision on mental health problems in order to break the stigma, being the persons affected the main actors.

Stress the value of the patient voice and its particular way of living and suffering the illness in order to offer a suitable attention.

Promote the integration of expert patients as teachers in the education programs.

**Methodology** The training activity starts with the evaluation of the previous mental health knowledge and believes of the students.

Round table with the participation of:

- 2 expert patients explain their history of life and how the illness affects their day-to-day life;

- 2 mental health professionals explain how they help patients to recover and empower them.

Four groups about the impact of illness on a personal, educational, working and social level.

**Results** The expert patients were very optimistic and reinforced their own self-esteem. The students show a more positive attitude towards mental illness and express that patients' are first PEOPLE, then patients'

**Conclusions** The expert patients collaborating with professionals are ready to become teachers in the health care academic programs and, specifically, in mental health.

Taking into account the patient voice and vision improves the technical, personal and social competences of professionals.

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## EV598

**A quality improvement initiative – increasing cardiometabolic risk screening in adult outpatient psychiatry clinics**

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In the USA, People with serious and persistent mental illness (SPMI) die 25 years earlier than the general population! Sixty percent of the increased mortality is due to cardiovascular disease. In NYS, type 2 diabetes is twice as common in people with mental illness on Medicaid compared to the general Medicaid population. In a study of over 10,000 clients with schizophrenia or depression, 52% had metabolic syndrome, and 92% had at least one risk factor. Forty-three percent of clinical antipsychotic trials of intervention effectiveness (CATIE) participants had metabolic syndrome on enrollment.

In this quality improvement project, we worked on 3348 adult outpatient psychiatry patients, used techniques like FOCUS-PDCA, brain storming, root cause analysis to address cardiometabolic risk screening and reducing the risk among these patients. We used interventions like prescriber and patient education, streamlining the cardiovascular screening process in the clinic and multidisciplinary team discussions. We collected and analyzed data regarding clinical characteristics of such patients before and after the clinical interventions. HEDIS scores were used to measure the outcomes of the project.

In this talk, we want to discuss about quality improvement projects – the methods and processes involved. Also, we wanted to give a glimpse of our project – the plan, work flow processing and the data.

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## EV599

**Embedded mixed methods evaluation of the psycho-educational intervention impact on people diagnosed with schizophrenia and their primary caregivers: Findings from a randomized controlled trial**

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**Background** Psycho-educational interventions for people diagnosed with schizophrenia (PDwS) and their primary caregivers (PC) can improve knowledge about schizophrenia, reduce PCs' burden of care, PDwSs' symptoms, and enhance PCs' quality of life. However, the majority of existing studies have significant methodological weaknesses. Also, little is known about the impact of psycho-educational interventions delivered by booklets and in developing countries like Jordan.

**Objective** The aim of this study was to examine the effectiveness of psycho-education delivered via a printed booklet for PDwS and their PCs' in Jordan.

**Methods** A single blind parallel randomized controlled trial was conducted between September 2012 and September 2013 at four mental outpatient clinics in Amman, Jordan. One hundred and twenty-one PDwS with their PCs were allocated randomly to an experimental (psycho-educational intervention plus treatment as usual in outpatient clinic) group ( $n=58$ ) or control (treatment as usual alone) group ( $n=63$ ). Outcomes, measured prior randomization (pretest), immediately post-intervention (posttest 1) and at three months after intervention (posttest 2).

**Results** Participants receiving psycho-education and treatment as usual had better knowledge of schizophrenia, reduced positive and negative symptoms and hospitalisation at both follow-up points. PCs had reduced burden of care and experienced a better quality of life.

**Conclusion** Psycho-education delivered via printed booklets improves outcomes for PDwS and their PCs in Jordan better than treatment as usual. Our hypothesis is supported.

**Disclosure of interest** The author has not supplied his declaration of competing interest.

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## EV600

**Young Psychiatrists' Network. Between past and future**

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The Young Psychiatrists' Network (YPN) is a rapidly growing network of Early Career Psychiatrists (till 40 years of age or 5 years since completion of speciality – unless otherwise specified in home country) and Psychiatric trainees.

Its aims include, global development of psychiatry through close collaboration of YPs worldwide, expanding knowledge and sharing experiences, and facilitating the evolution of YPs from different parts of the world and improvement of their knowledge, skills and abilities.

From 30th September – 4th October the 5th YPN Meeting was held in Porto Heli in Greece. It was the biggest Young Psychiatrists Meeting ever held with more than 150 participants from 42 world countries and it was an absolute success. The state of the art scientific program included plenary lectures by renowned psychiatrists such as Prof. Nik. Bouras and Prof. Martin Prince, symposiums and workshops.

In conjunction with the 5th YPN Meeting from 27–30 September, a leadership course directed by Prof. N. Sartorius and Prof. K.H. Wittchen was held in Athens with the participation of 16 participants from 11 world countries.

The next meeting will be in Italy on September 2016.

Future plans include research collaboration, regional meetings and promoting the best possible work and educational conditions for young psychiatrists from all over the world.

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#### EV601

### **A brief survey of the impact of restructuring of clinical placement and education delivery for medical students in 5 Boroughs Partnership NHS Foundation Trust**

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*Introduction* In the United Kingdom, a drive has been initiated to duly attract and recruit medical student into career psychiatry. However, most medical students attending university find the psychiatry lacks structure and organised model in teaching delivery.

As a result, many medical students put off earlier on in their studies by psychiatry.

*Aim* We wanted to test the above hypothesis with the introduction of structure by allocating de-centralised teaching and hands on clinical experience for medical students.

*Method* The collective survey tool is devised to reflect the needs of medical students with de-centralised teaching separate but to complement university studies. This included introduction of induction package, set out syllabus, structured learning sessions. The results of the feedback from the medical students were collated and the results are discussed.

*Discussion* The results indicate the success of the decentralized and borough based teaching, with improved interest in psychiatry and higher attendance rate. The feedback has been positive, and efforts of the tutors have been appreciated. Whether this will translate into higher recruitment rate number is to be seen.

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#### EV603

### **An audit to improve prescription writing on inpatient medication cards**

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*Background* The most common intervention performed by physicians is the writing of a prescription. All elements in the complex process of prescribing and administering drugs are susceptible to error.

*Aims* To measure the extent to which information recorded on prescription cards conforms to basic standards of prescription writing.

To improve prescribing, recording and staff knowledge.

To identify common prescribing errors and focus on the same to improve our standard of practice.

*Methods* An audit tool was designed to collect data and standard was set 100%.

*Results* In the initial audit, there was significant deficiency in prescription writing, which was presented at the internal teaching to all doctors and recommendations were made. This audit was repeated after a month, which showed improvement in prescription writing and recording.

*Recommendations* Write all drugs in CAPITALS ensuring correct spelling, dose, route of administration and frequency.

Complete all fields on front of the prescription card legibly.

Document any change in prescription card in clinical notes.

All doctors to go through their current clients medication cards and ensure any gaps filled and errors corrected.

Audit report will be kept in audit folder as a reference for any rotating doctor to repeat the audit every six months in the services.

*Conclusion* Doctors should continue to improve prescription writing and reduce any adverse events or errors.

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#### EV605

### **Lessons learned from leading a Canadian psychotherapy medical education program**

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*Introduction* Under Canadian training requirements, psychiatry residents must demonstrate proficiency in various psychotherapy modalities such as cognitive behavior therapy and psychoanalytic psychotherapy.

*Objective* Building from an earlier case study of the development of a comprehensive psychotherapy education program, the current presentation explores lessons learned from the ongoing delivery of this program to psychiatrists in training. Innovative strategies, opportunities, challenges and current outcomes on the delivery of this program are explored through a case study framework. The design, implementation and ongoing operation of the psychotherapy education program are based on the Royal College of Physicians of Canada specialty training requirements in psychiatry.