

**Results.** Total number of completed feedback forms = 15 (3 HCAs, 9 nurses and 3 student nurses). 11/15 indicated an improvement in their knowledge and understanding of the topics. 10/15 felt confident in managing patients presenting with the conditions. 10/15 felt the teaching material was 'very relevant' to their roles. 11/15 were 'very likely' to recommend these sessions to a colleague. 12/15 described the sessions as 'very useful' and everyone would like the sessions to continue on a regular basis. Open responses shared similar positive sentiments.

**Conclusion.** The results were reassuring that the 'Bitesized Teaching' approach was received well by staff. There is scope to incorporate this into the weekly schedule of mental health teams more long term. It also offers junior doctors a great teaching opportunity and foster greater inter-professional working relationships.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

### Is Borderline Personality Disorder Madness? a Qualitative Study of the Perceptions of Medical Students in Somaliland

Dr Hanny Arisna<sup>1,2\*</sup>, Dr Jibril Handuleh<sup>1,3</sup>, Professor Kamaldeep Bhui<sup>1,2,4</sup>, Dr Victor Pereira-Sanchez<sup>1,5</sup> and Dr Tennyson Lee<sup>1,2</sup>

<sup>1</sup>The Centre for Understanding of Personality (CUSP), London, United Kingdom; <sup>2</sup>East London NHS Foundation Trust, London, United Kingdom; <sup>3</sup>Department of Psychiatry St Paul Hospital Millenium Medical College, Adis Ababa, Ethiopia; <sup>4</sup>Department of Psychiatry & Nuffield Department of Primary Care Health Sciences Medical Sciences Division, University of Oxford, Oxford, United Kingdom and <sup>5</sup>Department of Child and Adolescent Psychiatry, New York University (NYU) Grossman School of Medicine, New York, United States of America

\*Corresponding author.

doi: 10.1192/bjo.2023.111

**Aims.** As the next generation of doctors, medical students' perception of patients with personality disorder (PD) is critical. Yet a systematic review of the literature shows this has not been studied. The study aims to identify 1) the understanding and perception of medical students about PD and 2) factors that may relate to this knowledge and perception.

**Methods.** A focus group discussion (FGD) was conducted with eight medical students in their sixth year at Amoud University, Somaliland. We presented a case vignette of a patient with typical Borderline PD symptoms (which would meet DSM5 criteria for Borderline PD) and used Barts Explanatory Model Inventory (BEMI) to explore the issue. The FGD was recorded, transcribed, translated and thematically analysed.

**Results.** The Medical students showed accurate knowledge regarding Borderline PD, recognising features of unstable mood, impulsiveness, and emptiness. Medical students showed binary perception, whether this patient was 'crazy' (waali) or not crazy. They perceived their community as a strong African Muslim population. Half the participants believed religious intervention would be helpful "I believe in Islam. So, to some degree it could be managed in certain religious centres". Importantly, medical students, when asked to divest of their professional identity, and to describe their personal views as members of the local population, then associated PD with craziness or madness.

**Conclusion.** The views of PD as craziness or 'madness' and the role of religious intervention have important implications for training and service development. The importance of a culturally

sensitive training to medical students regarding PD in order to match cultural and religious views, and consideration of development of health services which are sensitive to religious practice is highlighted. We recommend including social and cultural implications in the training of medical students to better prepare them for the complexity of managing PD.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

### King's College London's Psychiatry Society's Psych for 6th Programme: An Outreach Initiative in South London Sixth Forms

Miss Natasha Binnie\*, Mr Samyak Pandey, Miss Jada De Marchi-Taylor and Miss Tahani Dahir

King's College London, London, United Kingdom

\*Corresponding author.

doi: 10.1192/bjo.2023.112

**Aims.** King's College London's (KCL) Psychiatry Society's 'Psych for 6th' programme is an outreach initiative for aspiring medical students in year 12 at sixth forms in South London. The aims of the programme are to raise students' awareness of mental illnesses; for students to gain a better understanding of the style of learning in medicine through the lens of psychiatry; to widen participation in medicine; and to promote a career in psychiatry.

**Methods.** 25 state sixth forms in Southwark and Lambeth were invited to take part in the programme via email. The programme took place at 4 sixth forms for aspiring medical students in year 12 between September to November 2022. The programme involved 2 one hour sessions over 2 consecutive weeks and was run by KCL Psychiatry Society committee members. Session 1 covered the philosophy of health, illness, mental health and mental illness; an overview of the different mental health professionals and how to become a psychiatrist; an introduction to history taking; and an interactive history-taking activity. Session 2 covered the aetiology, pathophysiology, epidemiology, presentation, diagnosis and management of depression; mental health cases; and an interactive psychiatric history-taking activity. Pre- and post-programme questionnaires were sent to the attendees.

**Results.** The percentage of students considering a career in psychiatry increased by 20% on completion of the programme. The average attendee confidence with talking to patients increased from 2.3 to 4.2 on completion of the programme, with 1 being not confident at all and 5 being very confident. Students gained a better understanding of the different types of mental health conditions psychiatrists manage - "I thought the information about the different [mental health] disorders was very interesting." In response to "What did you enjoy the most about these workshops?", 78% of the students commented on the interactive role-play activity where they were given the opportunity to practise taking a history. The programme also gave students a "broader and deeper understanding of what medical school [is like]".

**Conclusion.** The sessions were well received by the students with for many of them this programme being their first exposure to psychiatry. KCL Psychiatry Society looks forward to delivering the programme at further South London sixth forms in 2023, working with other university psychiatry societies to run the programme across the UK, and with other mental health multidisciplinary student societies to expand the programme to delve deeper into other mental health careers.