

Training in psychiatry

EPV0711

From the lecture theatre to your digital device: Reflections on the production of educational podcasts within undergraduate psychiatry training

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Introduction: The COVID-19 pandemic has highlighted a need for engaging online resources to enrich psychiatry training for undergraduate medical students. Podcasting is a well-established digital communication platform utilised daily in a myriad of capacities, including education. A group of medical students were tasked with creating their own educational podcasts covering specific aspects of psychiatry.

Objectives: Each pair was set a sub-topic of psychiatry and utilised software to produce educational resources. The objective of this project was to reflect upon production as well as explore the efficacy of podcasting as a tool within undergraduate training.

Methods: The medical students conducted research and contacted experts within the field to contribute to their podcasts. The majority of the students then conducted reviews of the literature surrounding podcasting within medical education, which informed the production of their own podcasts. From this, it was discussed how this project could impact future practice, and indicated that podcasts may become crucial asynchronous learning tools in medical education.

Results: Literature review and first-hand experience of podcast production enabled the students to appreciate the advantages of podcasting and the potential for its widespread future applications. Their wider reading revealed that podcast-using study participants outperformed or matched their peers in assessments, and overwhelmingly enjoyed using podcasts over traditional teaching methods.

Conclusions: The use of podcasting can complement traditional psychiatry training and appeal to a generation of digital natives that prefer this learning style. Podcast production is also an excellent revision method, highlighting the advantages of peer-to-peer education in both learning and increasing engagement with psychiatry.

Disclosure: No significant relationships.

Keywords: podcast; training; peer-to-peer; undergraduate

EPV0713

The psychopathology of the elderly with multimorbidity. Is an integrated training model feasible?

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Introduction: The aging of the population implies a greater risk of psychopathological events; at the same time multimorbidity constitutes the rule rather than the exception in the manifestations of the health problems of the elderly. Multimorbidity involves many diagnostic-therapeutic interventions, from general practitioners to neurology, geriatrics, psychiatry but these interventions do not appear integrated with each other.

Objectives: Evaluate the availability of psychogeriatrics training programs to increase the interest and skills of the medical profession on the multimorbidity of the elderly.

Methods: We have conducted a review of the scientific literature on integrated training programs in the field of psychogeriatrics over the past decade on pubmed, comparing the different training models proposed.

Results: A still limited amount of articles on integrated psychogeriatric training have been published although the demand for psychogeriatric care continues to increase. The frail elderly seems to have a connotation in terms of costs rather than in terms of care; moreover, everything concerning the elderly is reduced to the organic dimension alone, neglecting psychopathology.

Conclusions: The feasibility of integrated training programs between primary care and specialists such as neurologists, geriatricians, psychiatrists is a priority in the field of psychogeriatrics in consideration of the relevant multimorbidity. It is appropriate both to update knowledge and to review the organizational models of care so that the frailty of the elderly with multimorbidity does not quickly translate into disabilities with high social welfare needs. It is also necessary for generalist psychiatry to return to the value of psychopathology of the elderly.

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Keywords: psychogeriatrics; training; elderly; multimorbidity

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Bridging the treatment gap in India: Online training of psychologists in basic mental health services

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Introduction: The National Mental Health Survey of India 2015-16 (Gururaj et al., 2016) indicated a large treatment gap of 70-92% for mental disorders and a paucity of mental health specialists in the country. In order to address this treatment gap and develop human resources, the National Institute of Mental Health and Neuro Sciences (NIMHANS), Bengaluru, India, with impetus from the Ministry of Health and Family Welfare, Govt. of India, launched the online course of Diploma in Community Mental Health for Psychologists.

Objectives: The course was designed with the objective of training individuals with a Master's Degree in Psychology, in providing first-level psychological care in the community.

Methods: The course is a 3-month online programme comprising of approximately 25 hours of self-paced e-learning and 11 hours of live real-time interactive discussion via video conference. The course comprises of 6 modules, with an assessment at the completion of each module. Pre- and Post-Assessment is conducted to evaluate competencies achieved.