

# Association of University Teachers of Psychiatry (AUTP)

Annual National Conference &  
AGM 2020





# Abstracts

## 1. Dr Afef Mahmoud, Teaching fellow

### **Psychiatry placement improvement project: Teaching through direct observation of clinical skills with feedback**

Dr Afef Mahmoud, Teaching fellow. Dr David Christmas, Consultant psychiatrist, Liaison

psychiatry. Dr Paul Wilkinson, Consultant psychiatrist, CAMHS. Cambridge and Peterborough Foundation Trust.

#### **Introduction:**

Fifth-year medical students from the University of Cambridge have 4 weeks of clinical psychiatric placements. Students are placed in different settings in blocks of 1-2 weeks. They spend time observing clinicians and are required to review patients independently which form cases they later present to their supervisors. Students have feedback that they are not observed taking histories or given feedback about their skill undertaking a psychiatric interview.

#### **Aim:**

1. Directly observe students performing a defined task, for example: mental state examination, risk assessment or cognitive assessment.
2. To evaluate medical students' and teachers' perception of this.

#### **Materials and Methods:**

This project is a prospective, descriptive study of fifth year medical students on clinical psychiatric placements at the Cambridge Clinical School of Medicine. It is an opportunistic sample. Students are directly informed of the project but need to opt-in as it is additional to their standard course.

The teaching method consisted of delivering one-to-one 30-minute observation of a defined task and 30-minute feedback session.

At the end of the rotation students completed a standard evaluation form and gave direct qualitative feedback. The teacher also collated their own qualitative observations.

#### **Results:**

Will be presented in full for our poster. 20 students have completed sessions.

Direct evaluation comments received have been very positive.

Teacher observation noted a need for students to have additional help to reliably elicit psychiatric psychopathology.

#### **Conclusions:**



Although this project is ongoing it has already elicited an area of teaching need. One-to-one teaching is resource intense. However, initial feedback is promising; we will collate the results and consider how this could lead to course improvements.

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## 2. Dr Ahmad Allam, Fellow in Medical Education, North East London Foundation Trust

**Title: Critical Psychiatry Debates; A Teaching Tool for 4th-Year Medical Students on Clinical**

### **Placements**

#### **Aims:**

1. Synthesizing arguments using new knowledge.
2. Develop communication skills: empathy, dealing with conflict, public speaking & confidence.
3. Develop critical thinking skills: defining problems, assessing credibility, challenging assumptions & prioritizing relevant points.
4. Improve attitudes towards Psychiatry by examining personal & public misconceptions.

#### **Background:**

Debates are an application of social constructivism learning theory, as learners form their knowledge through previously gained experiences then re-calibrate their views following the ensuing conflict (1). They can be used to discuss ethical issues, professionalism and leadership

(2). Students prefer them to open discussions for controversial topics (3), and they find them more exciting (4).

We introduced the use of debates as an educational tool in the schedule of 4th-year medical students from Barts and The London School of Medicine and Dentistry on 5-weeks clinical placements at North East London Foundation Trust.

#### **Methods:**

1. We collated question bank of selected debate questions.
2. Students were given an introduction to debates.
3. Students had four weeks for preparation.
4. Each pair of students debated while the rest represented an interactive audience.
5. The activity ended with anonymized qualitative feedback of the students' experience.



### **Outcomes:**

- 6 out of 14 students reported increased confidence.
- 5 out of 14 students reported improved presentation style.
- 7 out of 14 students reported improved coping when in conflict with colleagues.
- 8 out of 14 students reported improved critical thinking skills.
- 8 out of 14 students reported a positive change in their attitude towards Psychiatry.
- 9 out of 14 students reported finding the activity engaging
- 9 out of 14 students supported incorporating it into their MBBS curriculum.

### **Conclusion:**

Based on students' self-reporting, a one-off learning event of 90 minutes duration has improved

their confidence, presentation style, coping with conflict and critical thinking especially in those

students who have had no previous experience in debates but less in those he had. A more significant impact is seen amongst both groups when it comes to improving their attitudes towards Psychiatry. Finally, most of the students report enjoying this learning activity and including it as an option in their MBBS.

### **Action Points:**

. We will include debates as a regular learning activity for the next cohorts of medical students.

. We advocate the incorporation of debates in the undergraduate teaching program as an optional module.

. We advocate the use of debates to improve attitudes towards mental illness & Psychiatry.

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Trust

### **Supervising Authors:**

Dr Saman Ahmed, Dean of Undergraduate Medical Education, North East London Foundation

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Dr Peter Carter, Director of Medical Education, North East London Foundation Trust

### **References:**



1. Alibert, D. (1988). Towards New customs in the Classroom. For the Learning of Mathematics, 8 (2), 31-35.
2. Garrett, M., Schoener, L., & Hood, L. (1996). Debate: A Teaching Strategy to Improve Verbal Communication and Critical-Thinking Skills. Nurse Educator, 21(4), 37-40. doi: 10.1097/00006223-199607000-00015.
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4. Alen, E., Dominguez, T., & Carlos, P. (2015). University Students' Perceptions of the Use of Academic Debates as a Teaching Methodology. Journal of Hospitality, Leisure, Sport & Tourism Education, 16, 15-21. doi: 10.1016/j.jhlste.2014.11.001.

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### 3. Dr Alan Slater, Clinical Lecturer in Psychiatry

#### **Development of a 'Psychiatry in Film' module to increase medical students' interest in**

#### **Psychiatry as a future specialty choice**

Dr Alan Slater, Clinical Lecturer in Psychiatry, Cardiff University/ST4 Old Age Psychiatry,  
Cardiff and Vale UHB

Dr Liz Forty, Psychological Medicine Lead, Cardiff University

#### **Aims**

To develop an engaging and accessible module to increase medical students' exposure to Psychiatry, and to encourage them to think more about the specialty as a future career choice.

#### **Background**

Second year medical students at Cardiff University have a week-long elective module in an area of their choice. We developed a 'Psychiatry in film' module to meet the above aims.

#### **Methods**

A programme of activities was chosen for the module, including viewing of a series of film clips which portrayed various aspects of mental health. The students were encouraged to analyse and critique the various portrayals of mental illness, and to relate these to popular understandings of psychiatric conditions. The module was assessed



formatively by means of a group presentation. Anonymised feedback was gathered from the students on the final day of the module consisting of statements scored on a five-point Likert scale. Feedback has been gathered over the three years the module has been offered.

### **Outcomes**

Over 90% of students chose 'Agree' or 'Strongly agree' in response to the statement 'Overall I enjoyed the week.' On average 90% of students chose 'Agree' or 'Strongly agree' to the statement 'This week has increased my interest in Psychiatry as potential future career choice.'

### **Conclusions**

The module was viewed consistently as an enjoyable experience which appeared effective in increasing the consideration given by the students as a future career choice. Further work could focus on following students up to see what specialty training they pursue following graduation and foundation training.

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## **4. Dr Anna Ludvigsen, Medical Education Fellow**

### **Collaborating with Carers to Create a Simulation Scenario for Medical Students Dr. Anna Ludvigsen<sup>1</sup>, Dr. Josh Bachra<sup>1</sup>, Gemmel Ayer<sup>2</sup>, Julie Rastall<sup>2</sup>, Dr. Neil Nixon<sup>3</sup>**

1. Medical Education Fellow 2. Clinical Educator 3. Director of Medical Education  
Nottinghamshire  
Healthcare NHS Foundation Trust

### **Aims**

To establish the acceptability and feasibility of using a simulation-based learning, created with carer involvement, to help medical students develop technical and non-technical consultation skills.

### **Background**

Simulation-based learning provides the opportunity for collaboration with those who have lived experience of mental illness, either first hand or as carers. There is, however, little research into whether this is acceptable to participants.

### **Methods**

A simulation scenario was created by a group consisting of carers, psychiatrists, psychiatric nurses, a dementia peer support worker, an involvement lead, involvement volunteers, a clinical educationalist and actors.



A cohort of 123 fourth year medical students took part in simulation learning sessions. Feedback forms were completed by the participants at the end of the session to gauge the acceptability of the simulation-based learning experience.

### **Results and conclusions**

111 of 123 participants filled out feedback forms. All agreed/strongly agreed that the learning objectives set out at the start of the programme were met. All but one agreed/strongly agreed that the simulation was helpful and relevant to their learning needs. When asked if they would recommend this course to a colleague all who answered (104) said they would. A thematic analysis of free text responses was carried out. It showed that students found the simulation useful especially the type of simulation model used, the content of the scenario and the realism of the actors.

### **References**

- 1.GMC, Outcomes for Graduates <https://www.gmc-uk.org/education/standards-guidance-andcurricula/standards-and-outcomes/outcomes-for-graduates/structure-of-the-outcomes>, accessed 06/01/2020
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## **5. Dr Devika Patel, CT3**

**PsychEd- Student to Psychiatry in 60 minutes. Career workshops delivered in schools for students aged 16-17.**

### **Background:**

The World Psychiatric Association highlighted low rates of recruitment into Psychiatry as a global issue. This project was designed as a grassroots project to deliver 60 minute career workshops in schools around Birmingham, to improve knowledge about a career in Psychiatry. By delivering workshops within school hours it reduced barrier to attending a career workshop. The project in its pilot stage conducted two workshops at different schools for a total of 48 students who showed an interest in applying to Medicine or Psychology at University. The project was delivered by Core trainees in Psychiatry aimed at improving their teaching skills. The talks concentrate on Psychiatry as a career but also brief information on other careers within mental health setting that form a multidisciplinary team.

**Aims:** Improve knowledge on career pathway to become Psychiatrist and reduce stigma of mental health.



**Methods:** Pre and post talk surveys were provided to 48 students with a 100% response rate. The survey was based on twelve True/False questions relating to mental health stigmas and career pathway. Three questions were related to future career aspirations.

**Outcomes:**

Prior to the talk 10% of students were aware of the training pathway to become Psychiatrist, which increased to 90% following the talk. 57% of students had considered Psychiatry as a career option and following the talk this increased to 68%. 66% of students were considering a career within Mental health and following the talk this increased to 80%. The average percentage based on 12 true/false questions was 74.5% and 86.5% (on pre and post survey respectively).

**Conclusions:**

The results of this pilot project showed an improvement in knowledge about career pathways (also highlighting the lack of knowledge prior to the talk), which is vital for students prior to making decisions about their future careers.

Authors: Dr Devika Patel (CT3, Birmingham Solihull Mental health foundation trust) , supported by Dr Kallol Sain (General Adult Consultant Psychiatrist, Birmingham Solihull Mental health foundation trust)

Small project grant received from General Adult Faculty of Psychiatry to carry out workshops.

## 6. Dolly Sud, Specialist Mental Health Pharmacist

Title:

**What is the impact of pharmacists on medical undergraduate psychiatry education?**

**A summary of published studies.**

**Aims:**

To summarise the published primary studies exploring the role of pharmacists in medical undergraduate psychiatry education

**Background**

One of the biggest challenges for junior doctors is the application of theoretical pharmacology from their undergraduate years to the practice of prescribing. Clinical pharmacists can and should play a critical role in enhancing the psychiatric curriculum by improving education in pharmacotherapy. They can share their





pharmaceutical knowledge and help medical undergraduates apply that knowledge to situations that arise in clinical practice. Effective prescribing in psychiatry is not confined to psychotropic medication but to all medicines, clinical pharmacists have expertise in all areas of drug therapy. In addition, pharmacists could help create more effective assessments and learning strategies. Inter-professional education involving clinical pharmacists can help medical students gain confidence in their pharmacological and pharmaceutical knowledge and succeed in their future prescribing role.

### **Methods**

9 databases were searched using a comprehensive search strategy to identify English-language studies exploring the role of pharmacists in medical undergraduate education. Grey literature search was undertaken by checking the first 100 hits from Google Scholar. Narrative summary of findings was conducted.

### **Outcomes**

12 studies were found. Three main models of delivering training/teaching were found: (1) pharmacists only (2) pharmacist and doctor (3) pharmacists, doctors and nurses. All three models resulted in positive outcomes. No studies were found that focused specifically on the role of specialist mental health pharmacists or clinical pharmacists in undergraduate psychiatry education or that looked at outcomes related specifically to impact on psychiatry practice.

### **Conclusions**

Pharmacists can have positive impact on undergraduate medical education. Studies are needed that focus on undergraduate psychiatry education both on the role of specialist mental health pharmacists and on the impact of pharmacists on outcomes related to psychiatry practice.

(Word count: 300 words)

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## 7. Ella Tumelty, medical student

**Title:** The impact of the 'MedMinds' lecture series on medical students' views of psychiatry and psychiatric conditions

### **Aims**

1. To examine whether an extra-curricular lecture series changes medical students understanding of psychiatric conditions
2. To assess whether an extra-curricular lecture series influences medical students' interest in a career in psychiatry

### **Background**

Psychiatry is a medical specialty often poorly regarded by medical students, exemplified by its recent crisis in recruitment. Furthermore, psychiatry remains often stigmatised within the medical community.

Research has suggested that extra-curricular engagement activities are one of the most influential factors in promoting psychiatry to undergraduate students. MedMinds was founded at the University of Birmingham in 2013, and each year it delivers a psychiatrist-led lecture series for medical students. Until now, no objective evidence has been collected on the influence of this lecture series.

### **Methods**

We ran a six-session evening lecture series delivered by psychiatrists. Topics included mood disorders, eating disorders and psychosis. In the last lecture, we gave out a feedback questionnaire, which 22 students completed.

### **Outcomes**

At the end of the lecture series, 96% of respondents agreed or strongly agreed that the 'MedMinds' lecture series had improved their understanding of psychiatric conditions. 17 out of 22 respondents (77%) either agreed or strongly agreed that this lecture series had made them more interested in psychiatry. 5 out of the 22 respondents (23%) were unsure

whether this lecture series had made them more interested in psychiatry.

### **Conclusions**

These results are objective evidence of the success of the MedMinds lecture series in allowing medical students to better understand psychiatric conditions and consider a career in psychiatry. Long-term follow-up of these participants would be useful in determining if these changes are sustained.



Words: 281

**Authors:**

Ella Tumelty, medical student, University of Birmingham

Kate McMurrugh, medical student, University of Birmingham

## 8. Janet Allison, Clinical Educator

### **How do simulators educate? - a study of the perceptions of simulated patients working in undergraduate psychiatry education**

Janet Allison - *clinical educator in psychiatry simulation; post-graduate researcher in undergraduate psychiatry education, Anglia Ruskin University*

Elaine Grew – *freelance simulated patient and clinical skills facilitator - Nottingham*

**Aim:** To explore the perceptions of simulated patients (SPs) regarding how they educate in undergraduate psychiatry simulation.

**Background:** Simulation has been an integral part of clinical skills teaching in psychiatry and related fields for over fifty years. Simulation can take many forms ranging from OSCE practice to experiential exploration of skills and emotions; multi-person in-situ simulated emergencies to 1:1 support for ‘students in difficulty’. Within psychiatry, SPs are integral to the learning experience and can contribute multiple skills and insights to enhance the learning process.

**Method:** An online survey was undertaken with SPs working in undergraduate psychiatry teaching in different parts of the UK. Results were collated and analysed to ascertain core themes.

**Key findings:**

1. SPs feel they educate by providing:
  - a. Realistic representation of a person experiencing mental health difficulties.
  - b. Authentic reactions to the student/interviewer.
  - c. Articulation of why those reactions occur.
  - d. The patient’s perspective of alternative options.
2. SPs bring:
  - a. Simulation skills.
  - b. Improvisation in response to the student’s interaction.
  - c. Applied knowledge of psychiatric presentations and communication/consultation skills.
  - d. Feedback in and out of role – articulation of reactions and why they occur.



- e. Responsiveness to the learning needs of the group.
- 3. Educating collaboratively – SPs view the most significant factor in good simulation is a skilled facilitator who is able to work reciprocally with a skilled SP to address shared learning outcomes. Joint training of SPs and facilitators is advantageous. Joint creation of roles between doctors, SPs and people with lived experience is optimal.

**Conclusion:** SPs can contribute to undergraduate psychiatry education by providing a safe forum to explore key consultation skills and their impact on both the ‘patient’ and the student in order to enhance person-centred interaction with real patients. SPs work optimally when working reciprocally with a facilitator skilled in simulation.

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## 9. Kate Saunders

### **Enhancing communication skills in psychiatry - interdisciplinary, experiential simulation based teaching for medical students on psychiatry placement – an evaluation**

Janet Allison<sup>1</sup>, Pamina Mitter<sup>2,6</sup>, Arabella Norman-Nott<sup>2</sup>, Jane Barnard<sup>4</sup>, Rachel Starer<sup>5</sup>, Ruth Wilson<sup>5</sup> & Kate EA Saunders<sup>2,6</sup>.

- 1. See other notes
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- 5. Nuffield Department of Primary Care Health Sciences, University of Oxford, Old Road Campus, Boundary Brook House, Churchill Drive, Headington, Oxford, OX3 7LQ
- 6. Department of Psychiatry, University of Oxford, Warneford Hospital, Oxford OX3 7JX

### **Background & Aims**

Communicating with people experiencing symptoms of mental disorder is a key part of medical student psychiatry education. However, the focus is often on what is being asked, rather how the conversation is undertaken and the subsequent impact on the ‘patient’. We explored whether a non-content-focussed communication skills session would be helpful to clinical students commencing psychiatry placements.

### **Methods**

Students were divided into groups of 6-7 and worked with a single facilitator. During the sessions students interacted with 4 different ‘simulated patients’ with common



psychiatric presentations. Techniques used included: stop/start which offers an opportunity to stop the scenario and reflect, take advice, switch students, understand the perceptions of the 'patient' in role; rewind and replay where the scenario is restarted at an earlier point to allow experimentation with alternative strategies; and freeze-frame where the 'patient' is asked to hold a pose while students observe and reflect on the meaning of body language. Anonymised quantitative and qualitative feedback from all students was sought at the end of the sessions and again 8 weeks later.

### **Outcomes**

One hundred students participated. Students rated the sessions as very useful (mean =4.97/5) and very well taught (mean = 4.92/5). Thematic analysis highlighted three broad themes: 1. the benefits of communication skills; 2. the impact of patient-led consultations 3. the importance of self-awareness and self-care. 'Patient' feedback in-role was cited by many students as helpful.

### **Conclusions**

The findings highlight the ongoing need for students to focus on communication as opposed to the more functional, content-focused aspects of taking a psychiatric history. NHS service pressures and the challenges of working with acutely distressed patients means communication skills training is very difficult to deliver in-situ. The use of adapted, experiential simulation provides a safe and workable environment for learning to occur and communication skills to improve.

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## **10. Shubhangi Karmakar, Medical Student**

### **Who Helps the Helpers? - Developing a National Student-Led Policy on Supporting Medical Students with Disabilities, Mental Illness and Chronic Illness.**

Shubhangi Karmakar

Association of Medical Students Ireland (AMSI)

School of Medicine, Trinity College Dublin, Ireland

#### **Abstract:**

According to the Union of Students in Ireland (USI), 19 - 30% of students nationally experience severe anxiety or depression, with many more less severely affected. 28.1% report disability, 3.3% thereof being longstanding physical illnesses. Well



under 50% communicate illhealth with universities despite all but 4% reporting disability significantly impacts their mental health. The Association of Medical Students Ireland (AMSI) is an elected student-led body delivering advocacy and policy as the voice of national medical education. Since its inception, it has annually produced the internal and public-facing week-long campaign 'Our Med Minds' to destigmatise and support vulnerable students, to great acclaim - this is all completed voluntarily with no resourcing by any training authorities or stakeholders at local or national level. O'Connor et al. 2013 show teaching of clinical psychiatry can independently improve outlooks on mental illness as well as 'tolerant attitudes', amidst a paucity of literature on the prevalence and outcomes of physical and mental health challenges for Irish medical students. However, the "Strategy for Doctors' Health and Wellbeing; 2018 - 2021", offers little data or resources, placing the primary onus onto students for "a personal responsibility...managing your own health and wellbeing", with ill-defined requests of authority bodies to implement reliable supports for students in simple or complex health vulnerability, particularly impacted by socioeconomic marginalisations.

Following several successful years of AMSI student-led mental health 'first aid', there exists increasing precedent and pressing need for the development of an enlightened, efficacious, inclusive national policy, developed using the lived experience of medical students and implemented by resourced authorities, with the aim to improve student accessibility to holistic "health and wellbeing". This poster examines the development of such a draft policy, its stakes and crucial stakeholders, and its expected outcomes at launch in April 2020

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## 11. Sian Thompson, medical student

### **The impact of bullying and harassment on the mental health and wellbeing of junior**

#### **doctors in the UK: a qualitative study**

Sian Thompson, Ruth Riley, Anya Gopfert, Maria Vanhove

#### **ABSTRACT**

**Introduction:** Around a third of doctors report being bullied in the last year, and bullying and poor mental health have been linked repeatedly: anxiety, depression, decreased confidence and morale, negatively impacting patients and the NHS. This study aims to



explore junior doctors' experiences of bullying and harassment and the influence on their mental wellbeing.

**Methods:** A UK-based qualitative study using semi-structured interviews and inductive thematic analysis. Participants are nine junior doctors working in the NHS who have experienced and witnessed workplace bullying and harassment.

**Results:** Participants revealed many bullying acts; undermining and humiliation were the commonest. Stress and the medical hierarchy contribute to bullying; the latter facilitates cycle of abuse from senior doctors to juniors. Shame undermined participants' wellbeing and was detrimental to career satisfaction, confidence, and doctor-patient relationships. Resilience and support were important in managing bullying and its consequences. Victims do not report incidents enough, due to shame and the perception that bullying is part of the job. Support, transparent reporting pathways without threat of repercussions, and being taken seriously were integral to positive reporting experiences.

**Conclusions:** This study reports the impact of bullying and harassment on junior doctors' mental health and explores their experiences of bullying and reporting. NHS-wide campaigns' raising awareness of the bullying culture could reduce its impact. It is imperative that doctors feel empowered rather than ashamed; they should be able to speak about their experiences without stigma or repercussions. Further research should develop support strategies for specific groups; formal NHS support is lacking.

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## 12. Simon Rose, Lived Experience Educator

OUR VISION, OUR FUTURE – HARNESSING THE POWER OF THE  
THIRD SECTOR IN EDUCATION

AUTHORS: Mr Simon Rose, Lived Experience Educator, Derbyshire  
Healthcare NHS FT; Mr Gregory Latham, committee member, Our  
Vision our Future; Ms Emma Kellett, committee member, Our Vision Our  
Future

Qualification as a doctor in the UK requires, inter alia, successful completion of a first degree in medicine. Within undergraduate medical curricula, training in learning disability (LD) is mandatory. Typically, this training forms part of psychiatry curricula.

Students from the University of Sheffield Medical School can be placed



into the Chesterfield campus of Derbyshire Healthcare FT for their psychiatry placement. These students have been able to visit the local LD hospital. However, despite effective communication being 'an essential component of the doctor-patient relationship' (1), students rarely had an opportunity to talk to people who live with a learning disability.

A briefing paper produced by the NHS Service Delivery and Organisation R and D programme back in 2004 (2) reports that 'people with learning disabilities say that negative or unhelpful attitudes of healthcare workers deter or stop them from seeking help' This reluctance continues, despite men within the LD community dying, on average, 13 years younger than men in the general population and women dying 20 years younger (3).

The Lived Experience Educator suggested working with a third-sector organisation to allow meaningful engagement with people with a LD and their carers. Students would thereby gain a better understanding of the complexities of communicating with someone with LD. The aim, however, was a symbiotic relationship; the medical school meeting it's obligation to produce effective doctors whilst, simultaneously, challenging unhelpful avoidant behaviours within the community. Medical students have been visiting Our Vision Our Future (OVOF), a self-advocacy group for people with LD for the last two years. This poster explores the impact on both the medical students who visit Our Vision Our Future, as revealed through a series of pre and post visit questionnaires. We also explore the impact on the members of our Vision our Future, with particular reference to potential changes in their confidence to engage with health professionals.

## References

(1)<https://www.bma.org.uk/advice/career/progress-yourcareer/> communication accessed 3/1/20 at 13.59

(2)<https://www.choiceforum.org/docs/accesshc.pdf> accessed 3/1/20 at 14.05

(3)<http://www.bris.ac.uk/medialibrary/sites/cipold/migrated/documents/finalreportexecsum.pdf>





accessed 3/01/20 at 14.08

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## 13. Dr Vidya Giri Shankar, Speciality Doctor

### **Abstract**

**Title:** The Wide Angle - Changing attitudes towards Psychiatry using movies as an educational tool

**Aim:** To develop a deeper understanding of the lived experience of patients with mental illness.

### **Background:**

Most mental illnesses are enduring. What a medical student sees during a Psychiatry placement is a snapshot of a patient's lifetime. The abstract nature of the mind and the intriguing manifestations of its malady make it too complex a subject to be taught in the confines of a clinic. The Psychiatry curriculum emphasises the importance of lived experience in enhancing the learning experience. Storytelling is the most compelling form of teaching. Hence, the movie club was conceived as an attempt to walk to the other side of the table and see life from the couch.

### **Methods:**

Over 1 year, 24 UK and International medical students who were on psychiatry placement attended a session at the beginning and the end of their placement. The first session was an introduction to the movie club, movie selection and discussion on their experience of media's portrayal of mental illness. The end-of-placement session involved movie review, reflections, critical appraisal of media representation and the impact of the movie on their outlook towards Psychiatry.

### **Outcomes:**

Outcomes were measured using feedback forms, discussions and testimonials. 100% had watched the movie. 5% said that they would like to pursue psychiatry as their post-graduate specialty following this learning experience. Majority of them reported the movie club as a positive learning experience. All of them felt that they gained a better understanding of the patient's experience.

### **Conclusion:**

The movie club is an economical, easy-to-deliver, requiring no special equipment/training, enjoyable and high-impact education tool that can be easily incorporated into any training schedule world-over to provide a thought-provoking activity to medical



students, inspiring them to view Psychiatry positively and consider Psychiatry as a career.

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*Partnership Foundation NHS Trust) , Dr. Kiran Rele 2(Consultant General Adult Psychiatrist - Barnsley*

*Enhanced Team, South West Yorkshire Partnership Foundation NHS Trust)*

## Poster Abstracts- NOT FOR COMPETITION

### Abi Williams

**Decorate your learning with the Mental State Examination Colouring-in Sheet**

**Abi Williams Year 4 Medical Student at Keele University**

Dr Rebecca Chubb Old Age Psychiatrist and Acute Liaison Psychiatry Consultant

#### **Aims:**

To facilitate learning around the Mental State Examination (MSE), specifically aiding the presentation of patients to other health professionals.

#### **Background:**

Feedback from peers and staff in the Psychiatric field indicated the need for improvement in the MSE conduction and reporting. Some medical students admitted to forgetting components of the MSE and found the specific sequence difficult to memorise. Some said they struggled with the correct terminology to report back to other healthcare professionals. The MSE colouring-in sheet is an aide-mémoire for healthcare staff, specifically medical students learning and reporting the MSE. An accurate and reflective account of patients plays an important role in the patient's care pathway.

#### **Methods:**

A qualitative and quantitative ten question survey was conducted (n=10). The participants were medical students who had a placement in Liaison Psychiatry in their year 3 Psychiatry rotation. The survey answers were recorded anonymously.

#### **Outcomes:**



The survey showed 50% of students used the sheet 'a lot' whilst the other 50% used it 'a fair amount'. 100% recommend the use of the aide-mémoire in those students that received it as all students found it helped with their presentation of findings to other health professionals.

### **Conclusions:**

The MSE colouring-in sheet was found to be a fun tool. It could be used as a checklist, visual poster or pocket guide. This project provided a simple and effective way to aid medical students in learning around the MSE, especially if one is a visual or kinaesthetic learner. The project provoked the idea to make more colouring-in sheets for different topics in psychiatry including the most common disorders and a risk assessment.

**Dr Sridevi Siri Mahalingappa**

**Dr1in4**