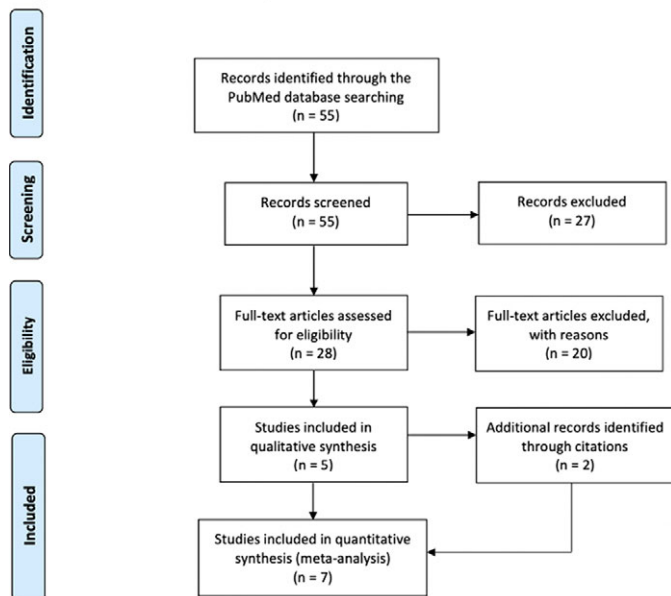
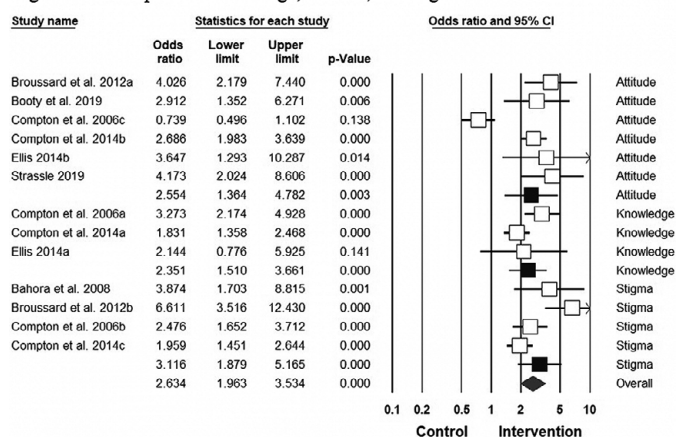


Figure 1. Prisma flow diagram



**Results:** The comprehensive meta-analysis software version 3.0 was utilized during analysis. Randomized odds ratios using a 95% confidence interval (CI) were obtained. Officers’ scores for knowledge, attitude, and stigma about MHI were taken before and after the survey. The Control group consisted of officers without CIT training. The CIT trained officers displayed an improvement in knowledge (OR 2.35, CI: 1.51– 3.67), attitude (OR 2.55, CI: 1.36–4.78), and stigma (OR 3.11, CI: 1.88–5.17). The results were statistically significant, with a p-value of less than 0.001 (Figure 2).

Figure 2. Forest plot for knowledge, attitude, and stigma



**Conclusions:** CIT trained police officers displayed a significant improvement in their knowledge, attitude, and reduced stigma towards PwMI. Although our study displays CIT training’s positive effects, previous studies reported a nullified effect of CIT in reducing arrests and the use of force during police officers encounters with PwMI. Future researchers must explore this gap, mainly focusing on gender and race bias.

**Keywords:** crisis intervention team training; crisis intervention team; mental health education; mental health stigma

EPP1001

The role of peer-led mental health training in undergraduate medical education - a way forward?

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**Introduction:** Mental health is no doubt a topical conversation at medical school. We noted that whilst many students appreciated the power in talking openly about challenges faced, it was a topic many found hard to approach. In response, we have implemented a peer-led training programme at Bristol Medical School. The aim of the programme is to improve confidence and enable students to recognise and respond to their own, a peer or patient’s distress in a more proactive, supportive and overall effective way. It utilised peer-led, discussion based workshops during the first few months of medical school to achieve this.

**Objectives:** To evaluate the role of peer-led mental health training in undergraduate medical education.

**Methods:** The program was piloted in November 2019. T-tests compared 142 participating students’ baseline self-reported understanding and confidence and follow up, as measured on a likert scale (1-5). Qualitative feedback was also welcomed.

**Results:** Students showed a significant improvement in their self-reported understanding (24%, P<0.05), confidence when supporting a peer (18%, P<0.05) and confidence if faced with a more acute situation (21%, P<0.05). Students expressed particular admiration for the fact that the session was peer led ‘as it emphasised the importance of mental health in...society’.

**Conclusions:** This programme may be beneficial in creating a stronger community of doctors who are equipped with the confidence and ability to better care for themselves, their colleagues, and patients. Further evaluation is required to determine whether this reduces rate or severity of mental illness in participants or the broader student population.

**Keywords:** Medical Education; peer-to-peer; training

EPP1002

Native language and its connection with mental well-being, emotional state and life satisfaction in a multilingual society

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**Introduction:** Ethnolinguistic diversity provides the opportunity to study the relation between the native language, the emotional state, and the well-being of a person. Representatives of different linguistic groups may have psychological advantages in specific socio-cultural situations.

**Objectives:** We investigated the interrelation between mental well-being, emotional state, life satisfaction, and belonging to different ethnolinguistic categories in the Russian society.

**Methods:** The measuring instruments included the Warwick-Edinburgh Mental Well-Being Scale (Tennant et al., 2007), the