Introduction: Effective communication has been shown to improve patients' health outcomes. This study utilizes medical improvisation techniques to teach communication skills to different groups of health students (nurses, midwives, medical doctors, speech therapists).

Objectives: Our objective was to design and compare an interprofessional workshop that incorporates applied improvisation to train different groups of healthcare students in communication skills, resilience, dealing with failure and empathy. Medical improvisation is an innovative concept to prepare healthcare students to be more effective communicators.

Methods: Required medical improv workshops (using applied improvisational theater techniques) were held for first to third-year students in France and in Hungary. Workshop evaluations were obtained before and following the last session and at 3 months post-workshop for one cohort. The courses incorporated role plays, listening, storytelling and verbal/ nonverbal exercises to help students communicate with empathy and clarity. The two countries used the same questionnaires for assessment (Interpersonal Communication Questionnaire and Intolerance Uncertainty Scale)

Results: 24 medical students participated in the Hungarian improvisation workshops, and 26 speech therapists students in the French improvisation workshops. In the finished Hungarian research over 90% of students rated the workshops as above average or excellent. Students reported a gain in insights regarding their role as a clinician ($\geq$ 90%), an improvement in their ability to demonstrate effective communication (80–87%), and a positive impact on teamwork (91–93%). At 3 months post-workshop, students reported they had used at least 1 improvisation skill on their clinical wards. Both countries can claim promising results so far in their separate studies, our results comparing the French and Hungarian data using synchronized scales and questionnaires is currently in progress, and will be processed by the end of this year.

Conclusions: This study demonstrates that medical improvisation exercises can be scaled to different fields of healthcare students in various years of their studies and that using improv in healthcare education is universal in its short and long-term effects. Further, we found that students felt that it improved their communication. This study also provides new insights regarding specific improvisation exercises that are most useful for the clinical environment.

Keywords: Improvisation. Medical improvisation. Applied Improvisation. Medical education. Communication. Uncertainty tolerance. Soft skills training

Disclosure of Interest: None Declared

EPP0188

Advancing Psychiatric Education: Leveraging Simulated Patients and Actors at the University of Pécs "Shame dies when stories are told in safe places"

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Introduction: The integration of simulated patients and actors (SPs) into psychiatric education has long been recognized as a transformative pedagogical approach, yielding substantial benefits to healthcare students and professionals.

Objectives: The aim of this investigation was to evaluate the SP methodology and to refine it for future implementation in psychiatric education at the University of Pécs, Hungary.

Methods: To investigate the feasibility and utility of incorporating SPs into psychiatric education, we conducted a preliminary study involving participants from the German Program in the University of Pécs, Hungary. This group consisted of 16 medical students in their 5th year of study. The study design involved participants forming groups of three, engaging in psychiatric interview with SPs. After the interview, SPs provided feedback from patient's perspective, articulating their emotional responses. These sessions lasted 60 to 90 minutes.

Results: Study participants expressed a range of apprehensive feelings, including inadequacy, the desire for correct performance, and acknowledgment of the emotional challenges involved. Another recurring issue was the students' initial confidence contrasting with their later realization of subpar performance. A subset of students voiced concerns related to performance anxiety, particularly in light of being observed. Nevertheless, by the culmination of the course, students spontaneously recognized and valued the enriching nature of the experience. Pre-existing skills have been confirmed authentically by the feedback of the SP.

Conclusions: Psychiatry, given its intricate and sensitive nature, necessitates a secure and controlled learning environment. SPs precisely provide this environment, facilitating the exploration of a broad spectrum of psychiatric disorders, emotional states, and patient interactions, all while upholding patient safety and confidentiality. Additionally, this methodology promotes the development of essential skills, including empathetic communication, the cultivation of therapeutic relationships. Moreover, the adaptability of SPs enables the creation of diverse scenarios reflecting real-world practice. Our preliminary findings and student feedback have provided a promising foundation for the design of a forthcoming pilot program in the next academic year. The integration of SPs into psychiatric education presents a dynamic, immersive, and highly effective approach, capable of markedly enhancing the quality of training.

Disclosure of Interest: None Declared

EPP0189

Psychiatryai.com: Real-Time AI Scoping Review (RAISR 4D) in Psychiatry and Mental Health with Live Real-World Evidence and CPD/CME for Psychiatrists

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Introduction: Psychiatryai.com was launched in 2021 and initial findings were published at EPA 2023. The portal is an advanced

computing science project in Applied Data Science and Evidence-Based Healthcare for my MSc studies at the University of Oxford (Kellogg College). Artificial Intelligence (AI) and Data Science (DS) technology are utilised to analyse live Real-World Evidence (RWE) in Psychiatry and Mental Health from PubMed to provide CPD/CME online. A two-year review of the site and its performance will be presented to EPA 2024.

Objectives: To develop and study an experimental real-time AI and DS platform in Global Mental Health and Psychiatry, to provide the latest RWE from PubMed for online education and training, and to report findings to EPA 2024 for peer review in Budapest. AI and misinformation are newly identified risks in healthcare (AI Safety Summit 2023). The site also aims to raise awareness about "Aiatrogenesis" to address this problem, with RWE and CPD/CME utilising AI and DS technology for the categorisation and meta-analysis of evidence, rather than the production of possibly misleading or false Generative AI evidence (Monteith *et al.* BJP 2023; 1-3).

Methods: As reported to EPA 2023 in Paris, a free open-code WordPress site was launched on the 22nd of November 2021 (Psychiatryai.com). The portal has been further developed and now features over 90k pages comprising 7GB of data with Cloudflare security and speed. Live evidence is collected into an open database and research articles are categorised into evidence nodes with AI. The results are presented in a real-time Evidence Matrix and Blueprint, creating 15-minute CPD/CME reflection modules. Data analytics from Psychiatryai.com with Google Analytics (G4A) along with platform insights from two years of development and research will be presented to EPA 2024. The site is conceptualised and designed to be viewed in an interactive VR headset.

Results:

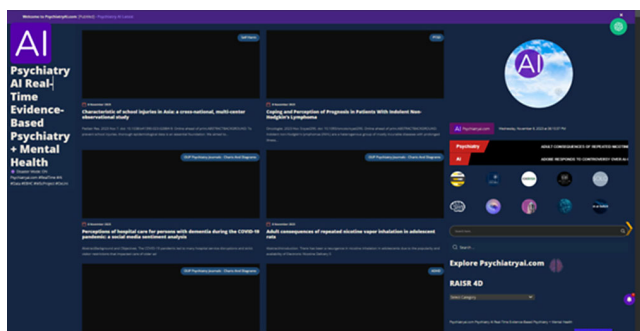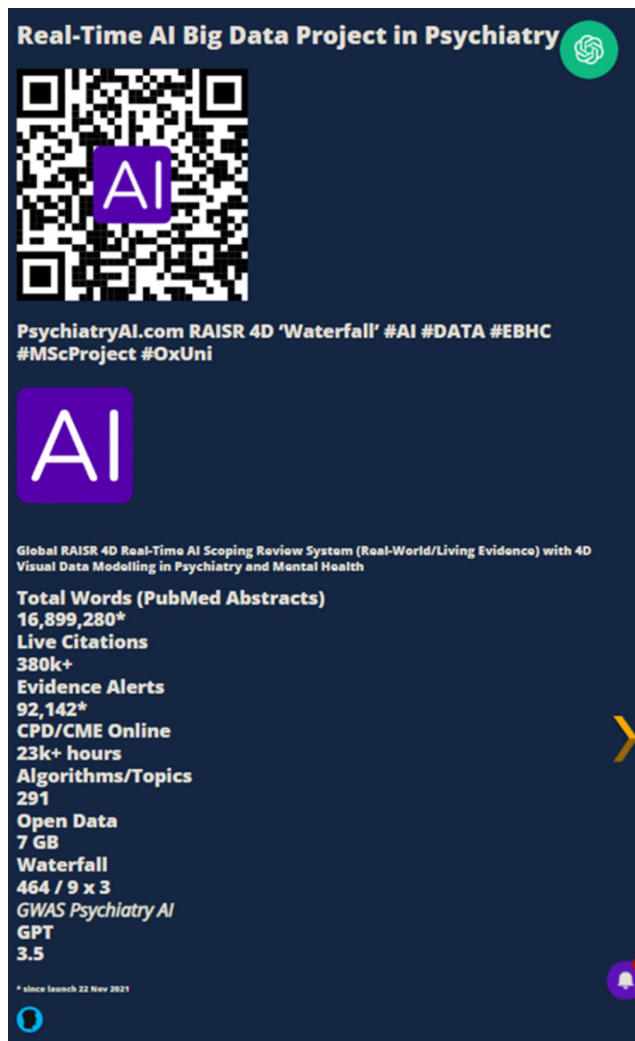|	
Live Citations	380000+
PubMed Articles Analysed with AI	92142
CPD/CME	23002 hours
Algorithms/Topics in Psychiatry	291
Open Data	7 GB

Image:

Image 2:

Image 3:

Conclusions: Psychiatryai.com has successfully developed a novel AI and DS platform that incorporates the latest research in mental health and psychiatry, providing real-world evidence (RWE) for psychiatrists and healthcare professionals worldwide, along with CPD/CME online. This enhances hypothesis testing in research by presenting a related Evidence Matrix and Blueprint (from the last 365 days) for each evidence node on the site (RAISR 4D). These matrices provide a real-time visual table (8 x 8 / 64) of global research related to the evidence node in the preceding year. The site is VR-ready and has a special focus on AI and Psychiatry, Disaster and Traumatology Sciences, and Youth Mental Health. This project is dedicated to the memory of Dr Denis O'Leary and Dr Navin Venkatraman.

Disclosure of Interest: None Declared

EPP0190

Community Mental Health in Postgraduate Education of Psychiatrists and Public Health Professionals- A Proposal for a New Subspeciality

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Introduction: "Community Mental Health (CMH)" is defined as policies and practices aimed at improving mental health of communities and promoting healthy societies. Community mental health issues require a multidisciplinary approach because of their complex pattern, in which social determinants play a direct role in both their causes and solutions. However, training of healthcare professionals on CMH issues is still inadequate in many countries.

Objectives: The purpose of this study was to assess mental health and public health professionals' awareness on CMH, as well as their opinion on the quality of their postgraduate education on CMH in Türkiye. The findings of this study are expected to provide guidance for the improvement of postgraduate education programs of psychiatry and public health.

Methods: The descriptive quantitative study was conducted with psychiatrists, public health physicians, and nurses with a postgraduate degree in Public Health or Psychiatric Nursing, who voluntarily participated by completing an online questionnaire. Data from a total of 131 physicians (43.5%) and nurses (56.5%) were analyzed by using the SPSS statistical package, where descriptive statistics, chi-square, t-test, and ANOVA were used.

Results: The majority (65.6%) of participating physicians and nurses were employed in tertiary healthcare institutions, with the remainder working in other healthcare settings. While half of the healthcare professionals had CMH topics embedded in their postgraduate education curriculum, only 40% had practical training in Community Mental Health Centers. Only one third (37.4%) expressed confidence in their knowledge of CMH, while only one participant reported feeling adequately informed about CMH services at the central and provincial level in Türkiye. One-third of the participants suggested CMH to become a subspecialty for health professionals, emphasizing the need for dedicated theoretical and practical courses in postgraduate curricula of public health and psychiatry education. The study also highlighted a significant difference between nurses and physicians regarding their postgraduate curriculum and perceived knowledge on CMH.

Conclusions: The study revealed that postgraduate education on CMH is still limited in Türkiye, with more emphasis of CMH in psychiatric nursing education. The findings indicate that education programs need to be revised to include more practical training,