

¹Bangor University, Wrexham, United Kingdom and ² Betsi Cadwaladr University Health Board, Wrexham, United Kingdom

*Corresponding author.

doi: 10.1192/bjo.2023.147

Aims/Background. Social determinants of health (SDOH) are social factors that have a causal role in ill health and have an adverse effect on health outcomes. SDOH are part of the UK medical student curriculum but mainly discusses epidemiologically. There are few educational approaches that aim to incorporate an understanding of SDOH into the experiential and competency-based elements of undergraduate medical education. Prisoners are a population who experience high levels of stigma, social adversity and health disadvantage. Clinical attachments in prison may teach students about the impact of SDOH in a vivid and memorable way. *Aims:* We aim to explore changes in medical students' knowledge/attitude towards SDOH during and after psychiatry placements at HMP-Berwyn prison.

Methods. All year four medical students on psychiatry placement in North East Wales during 2021–2022 participated. In each of the six placement cohorts, one student did their psychiatry placement in prison. All the other students visited for one day. All students participated in two seminars focused on their prison experience and SDOH in psychiatry. Baseline and mid-placement bespoke questionnaires were completed, and all students participated in end-of-placement individual interviews.

Results. 29 students participated. Student assessment of the importance of SDOH did not show a significant change between baseline and mid-placement. However, student attitudes to experience in prison became more positive at end-of-placement. Comparing baseline to mid-placement questionnaires showed a 14% increase in students' rating of prison placements as educationally beneficial. 14% of students mentioned improved confidence in dealing with challenging patients, and 28% commented on the benefits of exposure to incarcerated patients. Interestingly, only 3% of students considered hospital placement more beneficial than prison placement. Prison placement was considered an exceptional experience than other settings by 17%.

Conclusion. There are no previous UK empirical studies on medical student placements in prison. Overseas studies identify reduced anxiety over dealing with demanding patients. Our findings so far lack statistical power but show positive satisfaction and knowledge trends amongst participants. Prison placement appears to be acceptable and educationally valuable. It offers opportunities for experiential teaching about SDOH. In addition, it may improve student understanding of a marginalised and stigmatised population.

Implication for practice, policy and research. On completion, this study may provide evidence on one method of improving attitudes toward marginalised people and understanding SDOH in the medical profession.

This research was funded by Betsi Cadwaladr University Health Board and sponsored by Bangor University.

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.

The Association of Black Psychiatrists (ABP-UK) and the RCPSYCH Introduction to Mentoring and Coaching: Impact of a Training Program

Dr Olamide Orimoloye^{1*}, Dr Oluwaseun Oluwaranti², Dr Theresa Ugalahi³, Dr Uju Ugochukwu⁴ and Dr Mosun Fapohunda⁵

¹North Staffordshire Combined Health Care Trust, Stoke on Trent, United Kingdom; ²Nottinghamshire Healthcare NHS Foundation Trust, Nottingham, United Kingdom; ³Bradford District Care NHS Foundation Trust, Bradford, United Kingdom; ⁴Norfolk and Suffolk NHS Foundation Trust, Norfolk, United Kingdom and ⁵Hertfordshire Partnership University NHS Foundation Trust, Hertfordshire, United Kingdom

*Corresponding author.

doi: 10.1192/bjo.2023.148

Aims. The study aimed to check impact (active mentoring and willingness to mentor) following a mentoring and coaching training event facilitated by RCPSYCH and ABP-UK. The program involved watching two pre-recorded videos and a full-day practical session on mentoring and coaching skills.

Methods. The training was targeted at psychiatrists of black heritage, working in the UK. They were recruited through social media adverts and emails sent to members of the organization. A predesigned questionnaire assessing feedback about the program and mentoring activities was sent to the emails of attendees immediately after the program and a year later.

Results. Forty-four participants attended the program; 32 completed the feedback immediately after the program, and 20 responded to the one-year follow-up.

From the initial survey, majority of respondents (78%) rated the program as excellent, and most (78%) found it relevant to their professional needs. Slightly more than half of the group (53.1%) were involved in mentoring, but only a few (6%) were involved in mentoring activities within a structured organization. Ninety-seven percent felt confident to mentor immediately after the program while 84.4% expressed interest in joining a college division for mentoring.

In the follow-up data with 20 respondents, 60% were involved in mentoring and 23% of respondents were new mentors. More respondents were engaged in college-related mentoring (41.7%) than in the previous year and majority (83.3%) expressed that the program had influenced their mentoring.

Conclusion. Results from the follow-on survey shows that a good number of attendees at the training event had taken up mentoring roles at local, regional levels and at the College. We therefore recommend continued rollout of more targeted mentoring and coaching training programs, with consideration for cultural needs. This will boost the availability of diverse mentors within mentoring schemes available for doctors, ultimately improving quality of care to our diverse patients.

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.

Enhancing Medical Simulation Training by Facilitating Alongside a Communication Skills Coach (CSC)

Dr Amit Pancha*

University of Liverpool, Liverpool, United Kingdom

*Corresponding author.

doi: 10.1192/bjo.2023.149

Aims. The aim was to design and run a communication skills simulation session for psychiatry trainees with the following learning objectives. 1) Exposing trainees to challenging clinical scenarios to increase their confidence in dealing with these. 2) Improving communication skills of trainees in dealing with