

Introduce feedback from patients and carers for resident doctors: Resident doctors will be expected to collect one set of Multisource feedback (MSF) responses during core training and at least once per speciality training year. This will apply across all psychiatric specialties, including those who undertake dual training. The feedback should also form part of ARCP considerations. Introduce guided supervision session relating to caseload-based discussion: Direct Observation of Non-Clinical Skills (DONCS) will now feature HLOs 1–9 as part of the ‘skills observed’ part of the online portfolio. This will allow for resident doctors to capture skills and experience that aren’t covered elsewhere in their portfolios.

**Conclusion:** The changes should allow resident doctors to demonstrate the skills and knowledge acquired across their training. They will also be able to demonstrate a clear understanding of their progression and benefit from a variety of feedback opportunities.

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.

## Mental State of the Art: Creative Reflections from Psychiatry Placement

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doi: [10.1192/bjo.2025.10265](https://doi.org/10.1192/bjo.2025.10265)

**Aims:** Medical training, particularly in psychiatry, often confronts students with emotional challenges that extend beyond clinical skills. Recognizing that medicine is as much an art as it is a science, we invited fourth year medical students at the University of Birmingham to enter a creativity competition whilst on their psychiatry placements.

This project aimed to provide a reflective outlet for the students, encouraging them to explore and express their emotional responses to the realities of psychiatric practice. By drawing parallels between their own experiences and those of their patients, the students were able to utilise art as a source of personal insight on their clinical practice.

**Methods:** During their 5 week psychiatry rotation, students were invited to create and submit an artistic piece inspired by their clinical encounters. Creative submissions – ranging from poetry and paintings to drawings and even baking – were accompanied by a brief explanation of the inspiration behind the work. On the final day of placement, students had the opportunity to present or perform their piece in front of their peers, fostering an environment of shared reflection and support. One entry in each rotation would be selected as a prize winner, however the main focus of the project was to encourage students to utilise art as a medium of self-reflection and therefore understanding what impact the process had on them was key.

**Results:** 23 students participated in the initiative, producing a diverse collection of artworks that authentically portrayed their personal and professional experiences with mental health. Extracts from the explanations that accompanied the entries highlight that the students benefited from using art as a medium for processing and communicating complicated feelings about their psychiatric placement. The students reflected that art can be used as a therapeutic tool for both patients and clinicians. Many used their creative expression to consider the importance of seeing beyond the label of a diagnosis

and to focus on the actual lived experience of the patient in front of us.

**Conclusion:** The creativity competition was met with enthusiasm, underscoring the value of artistic expression in medical education. Moreover, it suggested that integrating creative projects into clinical rotations can enrich students’ learning experiences and bolster empathy. It also encouraged students to continue to use creativity as an outlet to improve their own wellbeing in busy clinical periods. Future plans include publishing the entries in an anthology to share the moving artwork with a wider audience.

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## Building Reflective Practice: Establishing a Sustainable Balint Group Model for Child and Adolescent Psychiatrists in Wales

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doi: [10.1192/bjo.2025.10266](https://doi.org/10.1192/bjo.2025.10266)

**Aims:** The project aimed to establish a regular Balint group for Child and Adolescent Psychiatry (CAP) Specialist Resident (SpR) doctors in Wales, support the development of future Balint leaders through training, and enhance the sustainability of these groups. By increasing the number of accredited leaders across Wales, the project sought to expand opportunities for clinicians at various levels to engage in reflective practice, have a safe space to consider their relationship with patients, and ultimately increase levels of emotional capacity and wellbeing.

**Methods:** In July 2023, following notification of funding, interest was canvassed among CAP SpRs in Wales, resulting in the formation of a group of five SpRs committed to becoming accredited Balint leaders. Regular online meetings were set up for mutual support and to facilitate progress towards UK Balint Society accreditation. An online fortnightly term-time Balint group was organized for CAP psychiatrists, with an accredited leader overseeing the sessions. Despite initial challenges accessing funds, the project progressed, and the Balint group commenced in November 2023. Two members attended a Balint training day in December 2023, despite financial constraints, while plans to use funds for further events and supervision encountered delay due to complex bureaucratic pathways.

**Results:** A total of 16 child psychiatrists from Wales participated in the Balint group, with 12 (mostly SpRs) attending regularly. Feedback from 11 participants indicated overwhelmingly positive responses to the group’s impact on their practice and well-being, with the majority expressing that it enhanced their understanding of the doctor-patient relationship and provided a safe space for emotional reflection. Key strengths identified included the supportive environment and the opportunity for group reflection. While online participation worked well for most, there were suggestions for occasional face-to-face meetings. Notably, two of the initial Balint leadership cohort are now leading the group following the funding phase, demonstrating the project’s potential for sustainability.

**Conclusion:** The project successfully introduced Balint group practice to CAP SpRs in Wales and initiated a pathway for future leaders. Despite challenges with funding and administrative processes, the initiative has had a positive impact on SpRs’ professional development, wellbeing, and reflective practice. The creation of a sustainable model for leadership development is a

significant outcome. The long-term success will depend on securing ongoing funding for training and supervision. Increased numbers of accredited leaders are crucial for expanding access to these valuable groups. Ongoing efforts to address financial barriers are necessary for sustaining and expanding the initiative.

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## Shaping Minds, Changing Attitudes: A Systematic Review of the Impact of Different Teaching Interventions Regarding Attitudes and Knowledge Towards Electroconvulsive Therapy (ECT) Within Pre-Registration Healthcare Students

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doi: [10.1192/bjo.2025.10267](https://doi.org/10.1192/bjo.2025.10267)

**Aims:** Electroconvulsive therapy (ECT) is an effective treatment modality used to manage a variety of different psychiatric conditions including treatment-resistant schizophrenia, depression and catatonia. Different teaching methods have been employed by educational institutions to teach healthcare students about ECT, however synthesis of this evidence is lacking. Several sources cite that there is negative stigma and attitudes towards ECT amongst Healthcare Professionals (HCPs). Teaching within undergraduate curricula may improve knowledge surrounding ECT, further reducing negative associations.

**Methods:** Using pre-determined search terms, a large language model was used to screen relevant databases (including ERIC and CINAHL), identifying 5,550 studies, 453 of which were duplications, leading to a total of 5,097 relevant studies. Pre-agreed strict inclusion and exclusion criteria were applied, and 19 studies were identified suitable for inclusion. Another 14 studies were reviewed again due to conflicting views, of which 7 were deemed suitable, totalling 26 relevant studies for inclusion. These texts were analysed in their entirety. Both qualitative and quantitative data was gathered, and this was heterogenous in nature. Qualitative data was thematically analysed.

**Results:** Diverse teaching techniques and interventions were identified, and these were successful to varying degrees. These interventions included: the development and creation of new educational modules centred around ECT; real time ECT demonstrations; teaching sessions paired with specialised technology enhanced learning interventions hosted remotely by consultant psychiatrists. A plethora of different interventions centred around improving knowledge of ECT amongst healthcare students varied in creativity, and even included a Hollywood depiction of ECT.

Educational interventions focusing on the improvement of students' experience whilst on psychiatric placements correlated with a global positive improvement in knowledge levels regarding ECT. Video-based educational interventions were well received by

students, and an improvement in attitude and knowledge regarding ECT was noted. Passive interventions, including didactic based teaching interventions described a notable positive shift in attitudes amongst students regarding ECT. However, some studies reported that the longevity of this improvement in knowledge and attitudes may be short-lived, affecting its translation to future medical practice.

**Conclusion:** This systematic review highlights the need to improve education of ECT amongst healthcare students, to ensure that future clinicians are well equipped with relevant knowledge concerning this important treatment modality. Ultimately interventions that strive to improve knowledge of ECT and induce positive experiences with students, helps to reshape attitudes towards this treatment modality and future clinical practice.

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## Destigmatisation of Mental Health Conditions: The Use of Social Media in the Holistic Education of Medical Students

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doi: [10.1192/bjo.2025.10268](https://doi.org/10.1192/bjo.2025.10268)

**Aims:** Medical students' stigma towards mental health conditions is a well-documented phenomenon in the scientific literature – recommendations to combat this include utilising a holistic approach when teaching about mental health conditions. The holistic approach can be done in a multitude of ways to deliver mental health topics in a multifaceted way. With the increase in social media consumption, there has been a significant rise in consumer exposure to mental health-based content. This content ranges from aetiology and diagnostic information to first-person accounts of living with mental health conditions, highlighting the wide range of discussion points provided by social media platforms.

The aim of this research is to determine whether there is a place for the use of social media in the holistic approach in the destigmatisation of mental health conditions in medical students.

**Methods:** A positivism-influenced approach was used to conduct anonymised two-part survey, using mostly a quantitative approach (60%). Participants were asked to fill out 'yes, no, maybe, don't know' questions about whether they think social media could be used to teach them in medical school about mental health conditions. The remaining 40% qualitative part of the survey, allowed participants to detail their experiences of mental health on social media and express their thoughts on if and how they thought social media could be used to educate medical students. 10 participants took part in this anonymised survey. All participants were based in medical schools in Northern Ireland, in their fourth or final year of medical school.

**Results:** All participants reported encountering mental health-based content on social media. 90% of those participants believed that social media contributed positively to their overall opinion on mental health conditions. 80% of participants believed that social media should play a role in educating medical students about mental health conditions. Suggestions on how social media can be used in the education of medical students include showing first-person accounts