

'What is psychiatry?' – an exploration of the effect of a psychiatry summer school on school students' attitudes towards psychiatry, through the medium of word clouds

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Aims. To explore if attending a psychiatry summer school would change the understanding of school students as to what the word 'Psychiatry' represents.

Background. The Institute of Psychiatry, Psychology and Neuroscience (IoPPN) and the local mental health trust, South London and Maudsley NHS Foundation Trust (SLaM) ran a free five-day summer school for 16-year-old school students, who had just completed their GCSE exams, from state and private secondary schools within South-East London.

Method. We asked all 26 student attendees to anonymously write down as many single words relating to 'Psychiatry' as they could think of. They were given approximately 5 minutes to complete this and they were asked to do this at the beginning of the first day and at the end of the final day of the summer school. These words were then transcribed with the number of times each word was submitted being documented. This information was then formatted into a word cloud, with the size of the word varying according to how many times it had been submitted.

Result. At the start of the summer school, the students submitted a total of 208 words which included a total of 94 distinct words. Of these, the 2 most common were brain ($n = 15$) and mental ($n = 10$). At the end of the summer school, the students submitted a total of 199 words which included a total of 100 distinct words. The 2 most common were psychosis ($n = 12$) and forensic ($n = 8$). Of the words submitted pre-summer school, there were 8 distinct words that described positive attributes of psychiatry – such as 'helping'. This increased to 17 distinct positive words post-summer school.

Conclusion. We note from our outcomes that the number of words submitted by the students pre and post the summer school were similar but the words submitted most frequently differed. The most common words submitted post the summer school were more consistent with medical terminology than those submitted pre the summer school, which suggests that their knowledge of this had increased. The increase in the number of distinct positive words submitted at the end of the summer school implies that the students had a more positive view of psychiatry following the summer school.

Collaborative development of course feedback with students for PsychED Up. Put more in, get more out

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Aims. To develop a responsive and sustainable template for long-term course evaluation for PsychED Up

To obtain rich, meaningful and specific feedback across multiple domains which can be translated into course improvements

To work collaboratively with students interested in medical education having previously participated in the course

To empower current students with the knowledge that their input is valuable

Background. PsychED Up is an innovative extra-curricular course for 3rd year medical students at King's College London delivered by psychiatry trainees, senior students and actors. It is in its second year of running and focuses on the hidden curriculum in medicine, exploration of holistic care and communication skills at the mind-body interface. Input from people with lived experience is used to shape teaching.

Method. Embedded evaluation in course development sessions thus engaging the entire faculty in evaluation processes at the start of the new term

Decided evaluation focus

Face-to-face discussions

Survey for faculty to determine what specific feedback content would be most useful

Finalised the questionnaire

Collaborative design and refinement of questions, confirmed sub-sections and scope of questionnaire

Result. Revised questionnaire:

Included rationale at the start

Tailored questions so faculty have more useful responses

Greater quantity of prompted questions

Specific questions for large group presentation, small group teaching, actors' performances and students' reflections

Thoughtful combination of quantitative ratings and open-space questions

Reduced time between course sessions and obtainment of feedback

Quality and quantity of feedback

High response rates: 32/30 (2 duplicates) mid-term, 29/30 end-of-term

High-quality filling of open-space feedback allowed consolidation of themes to improve the course

Conclusion. Co-designing the feedback form with previous students from the course and faculty brought focus to the questions. They were more specific and were organised into sub-sections for different domains. This led to responses that were relevant, enriched with depth and breadth and provided faculty with richer, more personalised responses. More detailed reflections in feedback were thought to be due to better student understanding of the rationale for questions, and knowledge that their input would help improve the course. We have set up a robust system for collecting long-term feedback for PsychED Up. We will continue to make iterative amendments, and supplement questionnaire feedback with focus groups.

Psychopharmacology

Peripheral cortisol administration blunts reward arousal but heightens anxiety-like arousal in marmosets

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Aims. Excess hypothalamic-pituitary-adrenal (HPA) axis activation is common in people with major depression and generalised anxiety disorder. We sought to determine whether higher circulating levels