students' perception of preparedness to see mentally unwell patients. The most significant findings were that the majority of students found having the PaE valuable in improving attitudes regarding the value of psychiatry (72.8% agreed/strongly agreed) and increasing interest in the speciality (84% agreed/strongly agreed).

Conclusion. Early experience to clinical placements is an essential component in medical education. In Psychiatry, apart from gentle introduction into the specialty, it is essential that students are orientated into the world of mental health and its various challenges. This project has clearly demonstrated the effectiveness of early exposure of medical students to psychiatry as a specialty. It also demonstrates the effectiveness of using PaE in medical education. Further research would aim to examine whether effect on attitudes persist and correlate the effect on early exposure on recruitment to the speciality.

How Contemporary Disney Film Can Be Used for Mental Health Teaching in Schools: A Case Study of *Inside Out (2015)*

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Aims. Mental health disorders can be a burden on both patients and the National Health Service. With the majority of lifetime mental health problems emerging in childhood and the prevalence of childhood mental illness increasing, the need for effective, standardised mental health education and fostering healthy socio-emotional development is more important than ever before. The aim was to explore if *Inside Out* provides an accurate representation of depression, and thus, can it be a useful resource for teaching mental health and developing emotional awareness in the classroom?

Methods. I explored a novel educational concept: 'edutainment', to see if it has use in state mental health education. This project provides a quantitative coding analysis and a qualitative artistic analysis of a contemporary Disney film, Inside Out (2015), for The International Classification of Diseases 10th Edition (ICD-10) depression symptoms. Depression has been chosen as an example of a mental health disorder as it is one of the commonest mental health problems and the leading cause of disability worldwide.

Results. Inside Out provides an accurate representation of many of the ICD-10 'core' and 'cognitive' symptoms of depression through both coding words and artistic means.

Conclusion. *Inside Out*, alongside teacher-led discussion, could be useful in teaching children about depression in a relaxed but educational way. *Inside Out* features themes that can help children develop their emotional intelligence and reduce mental health stigma. I highlight a need for standardised mental health education and suggest that film may be an effective tool for learning about common mental health conditions, such as depression.

Exploring the Role of Mindfulness in the Well-being of Junior Doctors

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Aims. This study aims to explore the relationship between mental well-being (The Warwick-Edinburgh Mental Well-being Scale), stress (Appraisal of Life Events Scale) and mindfulness (5 Facet Mindfulness Questionnaire) by means of a questionnaire.

Methods. The questionnaire was part of a mixed-method study looking into Mindfulness Resilience and Effectiveness Training in foundation doctors. In total 144 foundation doctors across the North West of England completed the questionnaire over a period of 5 months.

Results. A Pearson's correlation coefficient was used to assess the relationships between mental well-being, appraisal of stress and mindfulness. Results show that there was a significant, negative, and somewhat weak association between mental well-being and the appraisal of stressful life events ($r = (142) -.23$, $p = .006$). A significant, positive, and strong relationship was also found between the two variables mindfulness and mental well-being (r $(142) = .60$, $p < 0.001$), in addition to a significant, weak positive relationship between mindfulness and appraisal of stressful life events (r $(142) = -.18$, $p = .033$).

Conclusion. The results indicate that those with greater mental well-being were better able to tolerate stressful life events and appraise them as a challenge. Likewise, those with greater mindfulness scores showed greater well-being suggesting that improving one may improve the other. This has implications for intervention development (e.g., training in mindfulness) which can help to further improve well-being and appraisal of stressful life events in trainee doctors.

Quality Assurance of the 'MRCPsych Course' in Wales

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Aims. The 'MRCPsych Course' (Membership of the Royal College of Psychiatrists) is provided to all core trainees in psychiatry in Wales by the School of Psychiatry, Health Education and Improvement Wales (HEIW), now delivered online since the start of the COVID-19 pandemic. The aims of the HEIW MRCPsych course are: to prepare core trainees for the MRCPsych exams and to set a 'robust platform' for speciality training at the higher level in psychiatry. We undertook a quality assurance of the 2020/21 academic year to see how content and delivery of the course were serving these aims and make recommendations for improvement.

Methods. Over the course of one academic year we triangulated trainee feedback, lecturer feedback and peer review. Trainee and trainer feedback forms were sent out following every session. We developed standards and criteria for peer review and reviewed 10% of sessions. We conducted focus groups with trainees using mentimeter to structure a real time, anonymous interaction with parallel verbal and written discussions using a virtual meeting.

Results. Trainee feedback forms were received for 31 lectures from an average of 11 trainees per session. 14 Lecturer feedback

forms were received, and 48 trainees attended the two focus groups. 15 hours of teaching underwent peer review.

Conclusion. Lecture content was universally accurate and up to date and all teachers were fluent and engaging, with almost all incorporating research data, guidelines and inspiration for further learning.

Several lecturer feedback forms requested a curriculum be provided. Some trainees requested a more exam focused approach with more MCQs.

Trainees found online sessions more accessible and convenient. The major downside being that they no longer get to know each other and feel very anonymous, which makes peer support and interaction more difficult.

Interactive engagement was the lowest scored domain overall. Interaction seemed to work best when done as a continuous process from the start and when a variety of techniques were engaged. Trainee's suggestions for increasing interactivity included quizzes, polls, breakout rooms, use of interactive tools, and a general encouragement of cameras and microphones on and active discussion throughout the session.

Speakers had no problems using the technology to deliver an online session, this triangulated with their high confidence and high satisfaction reported by lectures with HEIW practical support. Trainees reported a high satisfaction with the quality of teaching on the course.

Our conclusions have informed changes which are currently being implemented and tested.

Achieving Autism Accreditation in Cat A Prison

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Aims. To ensure autististic prisoners are understood and receive necessary support in custodial environment.
Methods.
1. Prison healthcare staff and discipline staff jointly trained about autism and how it is best managed in prison setting.
2. Promotion re-education aids for prisons visually and verbally.
3. Prison staff as autistic champions.
4. Accessible autistic spectrum lead in healthcare team to coordinate need.

Results. priority that prison becomes autism accredited by national autistic society in progress.
Conclusion. There is increase of prisoners with neurodevelopmental disorders and ensuring their needs met in prison and this is CAT A challenging prison environment.

Innovations in Mentorship: Implementation of a Mentorship Program in Psychiatry That Encourages Reflection on Intersectionality and Wellness

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Aims. Mentorship supports professional development, academic outcomes, and wellness. Effective mentorship can develop careers of faculty through greater access, and equity, diversity, and inclusion (EDI). At a Department of Psychiatry in Canada, a recent survey showed more than 60% faculty were without mentors and would like to have one; and 75% mentors received no training nor resources to support mentorship. The aims of the Psychiatry Mentorship Program are to facilitate sharing of expertise, self-reflection, and career growth among faculty.

Methods. A Mentorship Working Group was formed in 2020–2021. The Mentorship Program design was evidence-informed by a literature review and consultation with other mentorship programs. While a traditional primary mentor-mentee relationship is at the core of the program, the mentorship dyad will be further supported by mentorship groups focused on academic roles, areas of scholarship and career development (e.g., clinician scientists; wellness) or specific groups (e.g., members of a minority group). The program offers an online mentor/mentee matching process, based on faculty self-reported scholarship interests, academic roles, and preferences related to social identity. A three-year evaluation strategy, guided by a logic model, is integrated throughout program implementation. Mentees and mentors are expected to complete a baseline assessment upon program enrolment and annual follow-up questionnaires. Continuous quality improvement of the Mentorship Program will be based on user experience collected via focus groups and interviews where perception and concepts, such as intersectionality, wellness, and EDI, will be explored.

Results. The Mentorship Program pilot was launched in fall 2021 with mentor and mentee virtual orientation workshops offering best practices and opportunities for reflection on challenges that may be encountered during a mentoring relationship. Thirty-six faculty mentors and 60 newly appointed faculty mentees attended the orientation workshops respectively. Workshop evaluations were positive. For example, 93% participating mentors indicated that the workshop met its learning objectives; 80% rated the workshop as excellent. Eighty-seven percent of mentor participants reported increased awareness of best practices to support successful mentorship, including the use of contracts and developmental plans, and indicated the workshop stimulated reflection and learning.

Conclusion. This preliminary positive feedback suggests faculty found the orientation workshops on mentorship to be useful and thus represents an effective mode of facilitating implementation of a department wide mentorship program. We anticipate the implementation of our mentorship program could be adapted to other academic settings.

Evaluating the Impact of a Simulation Based Training Course in Intellectual Disability Psychiatry and Autism Co-Delivered by Actors With Intellectual Disability

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Aims. Inequalities in health outcomes, and avoidable deaths, in people with intellectual disability has highlighted the need for