

EPP1445

Evidence-based practice a relevant piece to update knowledge in mental health nursingC. Laranjeira^{1*}, A. Querido¹ and O. Valentim²¹Citechcare, Polytechnic of Leiria, Leiria, Portugal and ²School Of Health Sciences, Polytechnic of Leiria, Leiria, Portugal

*Corresponding author.

doi: 10.1192/j.eurpsy.2021.1592

Introduction: Web Journal Club as a collaborative learning method, is an effective method to enhance the knowledge base of nursing students, their presentation skills, problem-solving skills and ability to critically appraise literature.

Objectives: To describe the experience of an online journal club on education of MHN undergraduate students.

Methods: We implemented a journal club in the online classroom with a total of 24 portuguese undergraduate students enrolled in clinical training of MHN (sixth semester). Over a two-week period, five 2-hour online journal club sessions were conducted in April 2020. During each session, five journal articles were presented synchronously to a live online audience via the Zoom Classroom technology. After all sessions, students were invited by e-mail to complete an anonymous and voluntary online questionnaire via Google Forms.

Results: All students were all very positive about the journal club sessions and found the opportunity to discuss and reflect on practice issues in depth very helpful. They found the sessions supportive, they helped to bond the group, they learnt a great deal from each others experiences, and they felt that they gained in confidence as a group. Survey results also indicated that few participants experienced technical difficulties during sessions.

Conclusions: This pedagogical practice enhances gains in the various actors involved: 1) in students, contributing to their learning process and acquisition of competences, articulating research and clinical practice; and 2) lastly, even more indirectly, in people receiving care, since a evidence-based practice ensures safe and quality of nursing care delivery.

Keywords: Evidence-based practice; Nursing education; Mental Health Nursing; Journal Club

EPP1444

Medical education in the midst of the COVID-19 pandemic: The challenge of collaborative learning in three european countries.D. Gurrea Salas^{1*}, R. Palma Álvarez² and S.M. Toparlak¹¹Mental Health Center, Klinikum stuttgart, stuttgart, Germany and ²Psychiatry, Hospital Universitari Vall d'Hebron, Barcelona, Spain

*Corresponding author.

doi: 10.1192/j.eurpsy.2021.1593

Introduction: COVID19 keeps being a challenge, not only facing the outbreak and the treatment of the cases, but also in the education sector. Most learning centres and high schools in the world are closed to avoid further outbreaks, as well as institutes for psychotherapy throughout the world.

Objectives: To gain a better knowledge and understanding about alternatives identified in the scope of psychiatric trainee training, through the support provided by digital resources.

Methods: Systematic review on PubMed and Uptodate databases since declaration of the COVID-19 pandemic in March 2020 was performed using the keywords: Distance Education, Pandemia, COVID-19, Medical Residency. Discussing online-learning.

Results: The described European countries (Germany, Spain, United Kingdom) used different strategies to maintain the e-learning. Practical undergraduate education was replaced in countries like Spain by “problem-based learning” tasks, clarifying and commenting case reports or videos through working groups. The increase of the resources from teachers and trainers wasn't taken in account for the preparation of the digital program. Social inequities for the digital access for groups of students or clients were also claimed.

Conclusions: Each of the described countries adopted different strategies regarding continuing training of residents, their assessment and their certification. Covid-19 should set down a trend of social collaborative learning as part of resident training and asset hybrid or even digital methods for the mental health training.

Keywords: training programs; E-Learning; COVID-19; collaborative learning

Women, gender and mental health

EPP1445

Prevalence and correlates of depression among the trans-genders of Pakistan

U. Zubair

Oak, phoenix care center, Dublin, Ireland

doi: 10.1192/j.eurpsy.2021.1594

Introduction: Census conducted by government of Pakistan in 2017 has shown that more than 10000 trans-genders live in Pakistan. HIV, illicit substance use and mental health issues including depression are the main health problems faced by this part of community

Objectives: To assess the prevalence of depression among the transgender population and analyze the relationship of socio-demographic factors with depression.

Methods: The sample population comprised of one hundred and forty two transgender people of Rawalpindi and Islamabad. Beck depressive inventory II (BDI-II) was used to record the presence and severity of the depressive symptoms. Depressive symptoms were categorized as mild, moderate and severe. Relationship of the age, smoking, family income, illicit substance use and education was studied with the presence of depressive symptoms among these transgender population of twin cities of Pakistan

Results: A total of 142 transgender people were included in the final analysis. Mean age of the study participants was 39.55 ± 6.18. Out of these, 45.1% had no depressive symptoms while 31.7% had mild, 12.7% had moderate and 10.6% had severe