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The Young Psychiatrists' Network (YPN) is a rapidly growing network of Early Career Psychiatrists (till 40 years of age or 5 years since completion of speciality – unless otherwise specified in home country) and Psychiatric trainees.

Its aims include, global development of psychiatry through close collaboration of YPs worldwide, expanding knowledge and sharing experiences, and facilitating the evolution of YPs from different parts of the world and improvement of their knowledge, skills and abilities.

From 30th September – 4th October the 5th YPN Meeting was held in Porto Heli in Greece. It was the biggest Young Psychiatrists Meeting ever held with more than 150 participants from 42 world countries and it was an absolute success. The state of the art scientific program included plenary lectures by renowned psychiatrists such as Prof. Nik. Bouras and Prof. Martin Prince, symposiums and workshops.

In conjunction with the 5th YPN Meeting from 27–30 September, a leadership course directed by Prof. N. Sartorius and Prof. K.H. Wittchen was held in Athens with the participation of 16 participants from 11 world countries.

The next meeting will be in Italy on September 2016.

Future plans include research collaboration, regional meetings and promoting the best possible work and educational conditions for young psychiatrists from all over the world.

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EV601

A brief survey of the impact of restructuring of clinical placement and education delivery for medical students in 5 Boroughs Partnership NHS Foundation Trust

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Introduction In the United Kingdom, a drive has been initiated to duly attract and recruit medical student into career psychiatry. However, most medical students attending university find the psychiatry lacks structure and organised model in teaching delivery.

As a result, many medical students put off earlier on in their studies by psychiatry.

Aim We wanted to test the above hypothesis with the introduction of structure by allocating de-centralised teaching and hands on clinical experience for medical students.

Method The collective survey tool is devised to reflect the needs of medical students with de-centralised teaching separate but to complement university studies. This included introduction of induction package, set out syllabus, structured learning sessions. The results of the feedback from the medical students were collated and the results are discussed.

Discussion The results indicate the success of the decentralized and borough based teaching, with improved interest in psychiatry and higher attendance rate. The feedback has been positive, and efforts of the tutors have been appreciated. Whether this will translate into higher recruitment rate number is to be seen.

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EV603

An audit to improve prescription writing on inpatient medication cards

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Background The most common intervention performed by physicians is the writing of a prescription. All elements in the complex process of prescribing and administering drugs are susceptible to error.

Aims To measure the extent to which information recorded on prescription cards conforms to basic standards of prescription writing.

To improve prescribing, recording and staff knowledge.

To identify common prescribing errors and focus on the same to improve our standard of practice.

Methods An audit tool was designed to collect data and standard was set 100%.

Results In the initial audit, there was significant deficiency in prescription writing, which was presented at the internal teaching to all doctors and recommendations were made. This audit was repeated after a month, which showed improvement in prescription writing and recording.

Recommendations Write all drugs in CAPITALS ensuring correct spelling, dose, route of administration and frequency.

Complete all fields on front of the prescription card legibly.

Document any change in prescription card in clinical notes.

All doctors to go through their current clients medication cards and ensure any gaps filled and errors corrected.

Audit report will be kept in audit folder as a reference for any rotating doctor to repeat the audit every six months in the services.

Conclusion Doctors should continue to improve prescription writing and reduce any adverse events or errors.

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EV605

Lessons learned from leading a Canadian psychotherapy medical education program

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Introduction Under Canadian training requirements, psychiatry residents must demonstrate proficiency in various psychotherapy modalities such as cognitive behavior therapy and psychoanalytic psychotherapy.

Objective Building from an earlier case study of the development of a comprehensive psychotherapy education program, the current presentation explores lessons learned from the ongoing delivery of this program to psychiatrists in training. Innovative strategies, opportunities, challenges and current outcomes on the delivery of this program are explored through a case study framework. The design, implementation and ongoing operation of the psychotherapy education program are based on the Royal College of Physicians of Canada specialty training requirements in psychiatry.

Methods In the context of the case study framework, a Canadian psychotherapy training program for psychiatrists in training is analysed. The psychotherapy education model is designed and operated to offer a gradual and integrated educational and clinical experience in psychotherapy over four years of training.

Results The psychotherapy education program was investigated to explore new frameworks and innovative strategies of delivery and operation. Among the lessons learned were the need to maintain formally structured, modality specific teaching and supervision, video recording of sessions in supervision, provision of additional protected psychotherapy time, access to online training resources and utilization of non-physician mental health experts.

Conclusions This presentation will investigate the ongoing insights emerging from managing delivery of different psychotherapy competencies to psychiatrists in training in a Royal College of Physicians of Canada accredited program. Implications for training, practice and future research will be discussed.

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EV606

Revolutionary education: Fostering emotional intelligence and empathic imagination across the mainstream curriculum. Interdisciplinary inquiry

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If fostering emotional intelligence and empathic imagination and solving ethical dilemmas were discussed openly and taught methodically in K-12 mainstream (“typical”) classrooms, would we need metal detectors at the inner city schools’ entrances, and would we need special anti-bullying programs, which intend to correct bullying culture, rather than build a new one, based on kindness, openness, and consideration for others?

Will we learn lessons from the Columbine High School and the Sandy Hook Elementary School massacres, and radically change educational system, to incorporate empathic imagination and emotional intelligence into mainstream K-12 curriculum – as a mandatory discipline – instead of leaving this important part of learning and character formatting only to the special education sphere?

This symposium represents a collaborative effort of four educators from various disciplines who crossed boundaries to emphasize and foster emotional intelligence and empathic imagination throughout the K-12 curriculum.

The following are the parts of the proposed multidisciplinary panel:

- multidisciplinary approach to revolutionary education, or paradigm shift towards fostering emotional intelligence and empathic imagination across the mainstream curriculum;
- Descartes’ error, the triune brain, and neurobiology of emotional intelligence;
- changing our consciousness: imagining the emotional experience of the other;
- teaching social skills and play therapy in schools: report from the trenches of special education;
- examining cultural artifacts, tools for personal, emotional, and academic development;
- growing kind kids: mindfulness and the whole-brained child;
- Emotional Imprint™ at the street squash: ‘If you talk, you don’t kill.’

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EV607

The Japanese Society of Psychiatry and Neurology Fellowship – reflections of participation from European early career psychiatrists

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Introduction The Japanese Society of Psychiatry and Neurology (JSPN) fellowship is a long-running programme to support early career psychiatrists from around the world to attend the society’s annual conference in Japan.

Objectives To inform early career psychiatrists of the nature of the fellowship, disseminate learning from the experience and to encourage applications to the scheme.

Methods Each member organisation of the World Psychiatric Association can nominate up to two early career psychiatrists for consideration by the fellowship committee. Applicants must submit an abstract in one of two themes, describing how services are designed in their country. Twelve early career psychiatrists are selected to participate in the programme each year.

Results In 2015, fellows were drawn from ten countries across three continents. The fellowship programme involved several components, including the opportunity to present the nature of psychiatric services in our home nations in dedicated seminars with other international fellows. This provided an excellent platform to compare and contrast different national approaches in key areas. Each seminar was co-chaired by an eminent psychiatrist and an early career psychiatrist from Japan, increasing the possibilities for professional exchange and mentoring.

The Japanese Young Psychiatrists’ Organisation arranged a number of activities for the fellows including a guided tour of a local psychiatric facility. This enabled fellows to gain a deeper understanding of psychiatric practice in Japan, through informal discussions and interaction with clinicians.

Conclusions The JSPN fellowship is an effective mechanism for fostering improved relations and understanding between early career psychiatrists across the world.

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EV609

Early identification of language and behavioral deficits for psycho-educational intervention as a public policy

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The impact of educational public policies in developing countries such as Brazil is determinant in the improvement of socioeconomic outcomes as well as in the increase of individual’s well-being.

This research aimed to study the effects of early detection and intervention in language and behavioral difficulties among 3–4-year-old preschoolers in Brazil. It was designed as a pretest–posttest model