

Aims: Mental health disorders are a leading cause of disability and mortality globally, with the UK burden rising post COVID-19. Increasing understanding of mental health is key to better care. We advocate for using poetry to communicate mental health experiences. Integrating art with science, as shown by Carvalho, da Fonseca and de Melo Tavares, 2021, enhances emotional growth and self-awareness. Muszkat et al., 2010, found poetry reading fosters empathy in medical students.

Psychosis, often linked to schizophrenia, can be difficult to relate to. Hence, the first author aimed to create a poetry collection to deepen understanding of the phenomenon.

Methods: To construct poems, a library of 15 patient experience videos on psychosis was curated. They were analysed and key themes were identified for clinician learning. Poetic condensation was used to create a collection of 7 poems covering themes identified.

To assess the external validity of the poems, 40 participants spanning medical students, academic lecturers, and junior doctors were recruited. Participants read the collection and provided anonymous feedback via a questionnaire. Participants rated statements on a 5-point Likert scale and provided free-form comments.

Results: Sample poem:

Herring.

*It started with moving ground.
Melting objects and furniture
An itch I couldn't reach
Spiders I couldn't rid.
Waiting to be salvaged
One day I was fish in a car
drowning when no one was swimming.
That's when I knew*

'Herring' showcases hallucinations and delusions experienced during psychotic episodes and incorporates themes of isolation and fear.

External validity: One participant had personal experience of psychosis and reported that the collection accurately reflected their experience.

Among those with clinical experience, 80% agreed the poems depicted psychosis accurately. 75% of participants reported increased understanding, and 90% would recommend the collection. Some participants expressed interest in exploring the themes further in a workshop setting.

Conclusion: This study developed an evidence-based poetry collection on psychosis, using a method that allowed for patient voices to be centred while minimising damage to their mental wellbeing. Presenting knowledge in this way is also useful for engaging the public in recognising the signs of psychosis and understanding their loved one's experiences. Incorporating medical humanities, allows for novel and creative ways of information assimilation. Future work more directly assessing the impact on empathy in medical trainees would be beneficial.

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.

Empowering Mental Health Inpatients: Insights Into Voting Rights Awareness and Support

Dr Nahid Patel¹, Dr Elizabeth Keeper² and Dr Mark Winchester²

¹University Hospital North Midlands, Stoke on Trent, United Kingdom and ²Midlands Partnership University Foundation Trust, Stafford, United Kingdom

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Aims: This study explores the knowledge, barriers, and support related to voting rights among mental health inpatients and staff at an inpatient mental health hospital. It evaluates the impact of an educational intervention implemented prior to the July 2024 UK General Election, aimed at enhancing staff knowledge and supporting patient participation in the electoral process.

The aim of this study is to evaluate staff and patients' views on inpatient voting rights, identify barriers to participation, and evaluate the impact of an educational intervention on staff knowledge and patient support.

Methods: Surveys completed by 92 staff members pre-intervention and 28 staff members post-intervention to assess knowledge of voting eligibility, barriers to participation, and support strategies. Patient surveys were completed by 53 patients pre-election and 37 post-election, exploring their awareness, voting intentions, and challenges.

Results: Post-intervention, staff knowledge significantly improved, with 75% correctly identifying the voting rights of patients without capacity, up from 36%. Additionally, 17.6% of staff correctly identified all voting eligibility categories pre-intervention, with notable improvement afterwards. Common barriers reported by staff included lack of awareness, legal uncertainties, and logistical challenges. Among patients, 85% believed they had the right to vote, but only 43% intended to vote. Post-election, 81% of patients were aware of the general election, yet only 14% participated in voting. Barriers to participation included physical challenges and voter registration issues, with limited support contributing to low turnout.

Conclusion: The educational intervention enhanced staff knowledge of voting rights, but significant barriers remain, particularly around patient registration and logistical support. Despite high awareness among patients, low turnout highlights the need for continued staff training and efforts to address barriers. The findings from this research will guide the development of a trust-wide policy to support inpatient voting in future elections.

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INSIGHT (Staff): Prison Healthcare Professionals' Attitude to Medical Student Psychiatry Placements and Understanding of Social Determinants of Health

Dr Sadia Nafees^{1,2}, Mr Arthur Jones³, Mrs Andrea Taylor-Clutton², Dr Justin Lawson⁴ and Professor Rob Poole^{1,2}

¹Bangor University, Wrexham, United Kingdom; ²BCUHB, Wrexham, United Kingdom; ³Cardiff Medical School, Cardiff, United Kingdom and ⁴Gables Medical (Offender Health) Ltd, Wrexham, United Kingdom

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Aims: The Social Determinants of Health (SDOH) are generally taught as epidemiological facts rather than clinically relevant context. Psychiatry placements at HMP Berwyn (INSIGHT) provide medical students with exposure to SDOH at an individual level, allowing them to learn about the unique challenges faced by both the inmates and clinicians.

Aims were to explore healthcare professionals' (HCPs) attitudes on psychiatry prison placements as a medical education measure to teach about social determinants in physical and mental health.

Methods: HCPs working at HMP Berwyn were surveyed. Questions were structured to answer whether these placements benefit