

Aims. The aim of this project was to construct and deliver an educational session for general practitioners (GPs) in local Primary Care Networks on challenging child and adolescent mental health conditions. It was hypothesized that delivering targeted teaching sessions, supported by the same quiz applied before and after, would demonstrate an effective and repeatable method of improving GPs' knowledge about these conditions. Since the COVID-19 pandemic, demand on both Child and Adolescent Mental Health Services (CAMHS) and GPs has reached unprecedented levels. Compounding this load, half of all referrals written by GPs to CAMHS are rejected, which prolongs the time a young person is under GP care, delaying specialist intervention. Unfortunately, during GP training exposure to CAMHS is limited and dedicated teaching is often insufficient. As a step towards addressing this challenge, a comprehensive teaching session combining didactic and socratic methods was devised and tested.

Methods. The teaching session comprised the presentation, diagnosis, and first steps in management of four challenging conditions in children: autism, eating disorders, depression, and emotional dysregulation. A quiz with multiple-choice answers was administered before and after the presentation, addressing each of the four conditions. The data collection took place between December 2022 and January 2023. A total of 29 pairs of quizzes were completed by GPs. Due to the type and size of data collected, a non-parametric bootstrap resampling method was used to compare the before-and-after scores for each topic and overall score.

Results. For the 29 pairs of quizzes, mean differences and 95% confidence intervals (CIs) were calculated between before-and-after scores, for each topic and for the total. All 4 topics showed statistically significant mean improvements: autism 1.3 CI: [0.9, 1.8], eating disorder 1.8 CI: [1.4, 2.3], depression 1.4 CI: [1.0, 1.7] and emotional dysregulation 1.7 CI: [1.4, 2.0]. The total mean improvement was 6.2 CI: [5.5, 6.8] out of a maximum 16 points.

Conclusion. These targeted educational sessions suggest it is possible to make reliable improvements in GP knowledge across a variety of topics. With child and adolescent mental health demands at record levels, a more focused approach of the kind considered here may offer a model for training elsewhere. As an indication of the impact of this approach, further sessions on other topics have been requested by the GP teaching leads.

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.

The Postcard Project: Improving Healthcare Staff's Knowledge of Good Quality Medical Care for Older Adults in Mental Health services

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Aims. Older adults in mental health services often have complex physical health needs, due to multimorbidity and frailty. Staff working in these services may not feel well-equipped to manage these needs, leading to symptoms being missed or unnecessary investigations. The authors designed written educational

resources for healthcare professionals working across older adult services, both in hospital and the community. The Postcard Project aimed to improve staff knowledge of the physical health needs of older adults and encourage good quality, evidence-based care.

Methods. Twelve postcards were created focusing on twelve concepts of caring for the physical health needs of older adults within psychiatry services. These topics were highlighted as potential areas of staff weakness, the staff themselves, and a survey conducted prior to the project. The postcards contained key evidence-based information about the chosen topic, summarised in less than 7 bullet points, and provided links to relevant, digestible resources, such as up-to-date guideline summaries and podcasts. The postcards were released monthly and distributed via email and physical copies. A survey was carried out before the project via a Microsoft Form, where respondents ranked their confidence in their knowledge on different topics relating to the care of physical health in older patients, with 1 being not confident at all and 5 being very confident.

Results. 57 people responded to this survey, including nurses, doctors, and other members of the multidisciplinary team. This survey showed a large discrepancy between different topics and staff's confidence. Staff were confident in identifying the symptoms of a UTI (83% confident) and fall prevention (79%). However, they were less confident with their understanding of CRP blood results (46%) and their ability to identify an Acute Kidney Injury (23%). Data are still being collected as to whether this project improved staff knowledge of these key concepts.

Conclusion. Staff in older adult mental health and community services were not confident with certain key aspects of good quality medical care of elderly patients before this project. The level of confidence varied between topic and profession. This project aimed to improve staff knowledge on the weaker topics, however, without the post-project survey data, it is not yet clear as to whether this project improved the knowledge of staff.

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Medical Emergencies in a Mental-Health Setting (MEAMS)

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Aims. Medical Emergencies in A Mental Health Setting (MEAMS) was a proposed high-fidelity simulation training course specifically designed for the mental health multidisciplinary team (MDT). A team of resus officers, mental health nurses and psychiatric doctors worked to create scenarios reflecting the emergencies encountered in mental health. It aimed to give staff simulated experience in approaching and managing a variety of complex emergencies, including physical health, as well as communication scenarios. Specifically the aims were: (1) Determine if course was perceived to benefit staff, (2) Determine if course subjectively increased staff knowledge and confidence in mental health emergencies, (3) Review for continued areas of improvement