

The Association of Black Psychiatrists-UK Culture Club: The Experience So Far and Proposed Future Directions

Dr Olufemi Talabi^{1*}, Ms Oluwafunminiireayomi Shonibare², Dr Abisola Ogundalu³, Dr Olukemi Akanle⁴, Dr Mosun Fapohunda⁵, Dr Akeem Sule^{1,6}, Dr Toyin Omojuwa⁷, Dr Mona-Lisa Kwentoh⁸, Dr Isioma Nwokolo⁹, Dr Allison Edwards¹⁰, Dr Olamide Orimoloye¹¹, Dr Fejoro Ofovwe-Onwusi¹², Dr Elohor Ijete¹³, Dr Adeyinka Medubi¹⁴ and Dr Chinwe Obinwa¹⁵

¹Essex Partnership University Trust, Essex, United Kingdom; ²University of Southampton, Southampton, United Kingdom; ³Cheshire and Wirral Partnership NHS Trust, Chester, United Kingdom; ⁴Central and North West London NHS Foundation Trust, London, United Kingdom; ⁵Hertfordshire Partnership University NHS Foundation Trust, St Albans, United Kingdom; ⁶Wolfson College, Cambridge University, Cambridge, United Kingdom; ⁷Oxleas NHS Foundation Trust, London, United Kingdom; ⁸Leeds and York Partnership NHS Foundation Trust, Leeds, United Kingdom; ⁹Dorset Healthcare University Foundation Trust, Dorset, United Kingdom; ¹⁰South London and Maudsley NHS Foundation Trust, London, United Kingdom; ¹¹North Staffordshire Combined Healthcare Trust, Stoke-on-Trent, United Kingdom; ¹²Kent and Medway NHS and Social Care Partnership Trust, Kent, United Kingdom; ¹³Kings College, London, United Kingdom; ¹⁴NHS, Southport, United Kingdom and ¹⁵Derbyshire Healthcare NHS Foundation Trust, Derby, United Kingdom

*Corresponding author.

doi: 10.1192/bjo.2023.160

Aims. Media coverage and representations in popular culture can positively and negatively impact wider social attitudes to mental health and illness. In the light of the George Floyd and Tyre Nichols murders and the discussion about racism and its legacy on Black mental health, it has become especially important to discuss the effect of popular culture on Black mental health and vice-versa. The Culture Club was formed in 2021 as an offshoot of the Association of Black Psychiatrists-UK (ABP-UK) with the aim of analysing popular culture and black mental health with a view towards finding recurring themes about Black mental health and our lived experiences of racism and racial trauma. The Culture Club comprises doctors at all levels and medical students affiliated with ABP-UK. We initially started off reviewing films as the cinema offers an accessible and enjoyable way to explore the link between popular culture and mental health. The proposed future direction is to further incorporate other media to offer a more holistic experience and to further support public education efforts.

Methods. Media from across the world featuring the intersection of racial trauma and black mental health are selected. The feature is watched individually, with a club discussion occurring virtually. Discussions are centred on the plot, characters, mental health correlations, and themes relative to our own lived experiences. We then note major or recurring themes for further exploration.

Results. To date, we have discussed “Thirteenth”, a documentary by Ava DuVernay, “Da Five Bloods” by Spike Lee, “Red, White and Blue” by Steve McQueen, The Nollywood blockbuster series “Blood Sisters” created by Temidayo Makanjuola and “Queen and Slim” by Melina Matsoukas.

The emerging critical themes from the screenings and our lived experiences are systemic racism, differential attainment, vicarious trauma, stigma and its impact on mental health, and the law.

Conclusion. Key themes underpin black mental health and racial trauma. These themes, if studied further, could potentially be

targeted to improve the lived black experience and, in turn, black mental health.

Popular culture remains an important tool in understanding Black mental health.

We welcome further ideas towards improving the culture club experience.

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.

Psychiatry Pitstop – Can an Established Face-to-Face Communication Skills Teaching Programme Be Delivered Online?

Dr Anna Kathryn Taylor^{1,2*}, Dr Indeera Shankla¹, Dr Debbie-Faith Ebeye¹ and Dr Alex Graham¹

¹Leeds and York Partnership NHS Foundation Trust, Leeds, United Kingdom and ²University of Leeds, Leeds, United Kingdom

*Corresponding author.

doi: 10.1192/bjo.2023.161

Aims. Psychiatry Pitstop is a communication skills teaching programme for fourth year medical students that is led and run voluntarily by trainee psychiatrists. Initially, the format was a 6-week course after working hours, with each week covering a different topic and three simulated patient scenarios using professional actors. Since 2020, this programme has been run online. **Aims:** 1. To use pre and post-course questionnaires to study whether online delivery is comparable to face-to-face. 2. To gain qualitative and quantitative data from students to assess advantages and disadvantages of online delivery.

Methods. Pre- and post-course questionnaires using Likert scales have been used since the Programme’s 2015 inception. Additional questions asked about medical students’ views on the online delivery. Pre- and post-course questionnaires were analysed using Chi-squared to determine whether there had been a subjective improvement in communication skills, and online courses were compared to face-to-face.

Results. 17.9% students agreed with “My communication skills in psychiatry are good” before the face-to-face course, compared with 81.32% of medical students afterwards ($p < .01$). 26.47% agreed before the online course, compared with 80.95% afterwards ($p < .01$).

22.7% students agreed with “Talking to patients about mental illness makes me uncomfortable” before the face-to-face course, compared with 6.87% afterwards ($p < .01$). 11.77% agreed before the online course, compared with 14.29% of students afterwards ($p = .785$).

51.55% students disagreed with “I do not know how to ask about symptoms of mental illness” before the face-to-face course compared with 91.2% afterwards ($p < .01$). 47.05% disagreed before the online course compared with 80.95% of students afterwards ($p < .01$).

Students enjoyed online delivery, feeling it was realistic and reflected current consultations. Online delivery also made sessions more accessible and time-efficient. However, students reported that they would prefer at least one session to be face-to-face.

Conclusion. The study shows that online delivery of Psychiatry Pitstop leads to a similar improvement in medical students’ subjective assessment of and confidence in their communication skills, and an increased knowledge of questions to ask in a psychiatric history. The face-to-face sessions have been shown to reduce the level of discomfort experienced by medical students when talking to patients with mental illness. This improvement was not replicated with the online delivery of teaching, but as this result was not statistically significant, further data should be obtained.