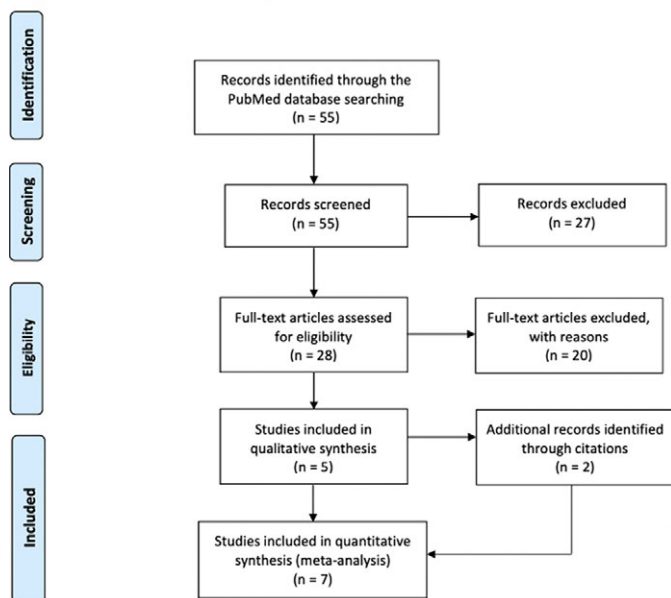## Figure 1. Prisma flow diagram

Figure 1. Prisma flow diagram

Results: The comprehensive meta-analysis software version 3.0 was utilized during analysis. Randomized odds ratios using a 95% confidence interval (CI) were obtained. Officers' scores for knowledge, attitude, and stigma about MHI were taken before and after the survey. The Control group consisted of officers without CIT training. The CIT trained officers displayed an improvement in knowledge (OR 2.35, CI: 1.51– 3.67), attitude (OR 2.55, CI: 1.36– 4.78), and stigma (OR 3.11, CI: 1.88–5.17). The results were statistically significant, with a p-value of less than 0.001 (Figure 2).

Figure 2. Forest plot for knowledge, attitude, and stigma
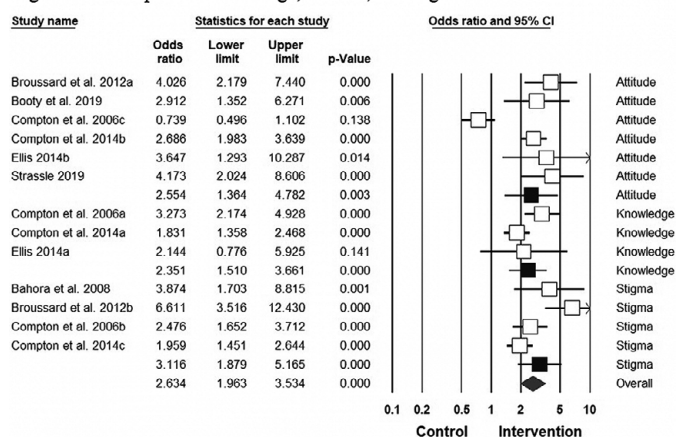
Conclusions: CIT trained police officers displayed a significant improvement in their knowledge, attitude, and reduced stigma towards PwMI. Although our study displays CIT training's positive effects, previous studies reported a nullified effect of CIT in reducing arrests and the use of force during police officers encounters with PwMI. Future researchers must explore this gap, mainly focusing on gender and race bias.

Keywords: crisis intervention team training; crisis intervention team; mental health education; mental health stigma

EPP1001

The role of peer-led mental health training in undergraduate medical education - a way forward?

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Introduction: Mental health is no doubt a topical conversation at medical school. We noted that whilst many students appreciated the power in talking openly about challenges faced, it was a topic many found hard to approach. In response, we have implemented a peer-led training programme at Bristol Medical School. The aim of the programme is to improve confidence and enable students to recognise and respond to their own, a peer or patient's distress in a more proactive, supportive and overall effective way. It utilised peer-led, discussion based workshops during the first few months of medical school to achieve this.
Objectives: To evaluate the role of peer-led mental health training in undergraduate medical education.
Methods: The program was piloted in November 2019. T-tests compared 142 participating students' baseline self-reported understanding and confidence and follow up, as measured on a likert scale (1-5). Qualitative feedback was also welcomed.
Results: Students showed a significant improvement in their self-reported understanding (24%, P<0.05), confidence when supporting a peer (18%, P<0.05) and confidence if faced with a more acute situation (21%, P<0.05). Students expressed particular admiration for the fact that the session was peer led 'as it emphasised the importance of mental health in…society'.
Conclusions: This programme may be beneficial in creating a stronger community of doctors who are equipped with the confidence and ability to better care for themselves, their colleagues, and patients. Further evaluation is required to determine whether this reduces rate or severity of mental illness in participants or the broader student population.

Keywords: Medical Education; peer-to-peer; training

EPP1002

Native language and its connection with mental well-being, emotional state and life satisfaction in a multilingual society

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Introduction: Ethnolinguistic diversity provides the opportunity to study the relation between the native language, the emotional state, and the well-being of a person. Representatives of different linguistic groups may have psychological advantages in specific socio-cultural situations.
Objectives: We investigated the interrelation between mental well-being, emotional state, life satisfaction, and belonging to different ethnolinguistic categories in the Russian society.
Methods: The measuring instruments included the Warwick-Edinburgh Mental Well-Being Scale (Tennant et al., 2007), the

Scale ofPositive and Negative Experience (SPANE) (Diener et al., 2009), the questionary on life satisfaction. The research project included 894 respondents aged from 14 to 80 (M=24.0; SD=11.7), residents of eight regions, where there are one or several official languages along with Russian.

Results: The results indicate that mental well-being (F = 1.167; p = 0.312) is independent of the respondents' native language, while the ratio of positive and negative affect is significantly higher (F = 3.164; p = 0.008) among people who indicated the regional language as the native one, compared to those who have two native languages - Russian and regional (MD = -1.529; p = 0.039). Moreover, the general life satisfaction is higher (F = 7.427; p = 0.001) among native speakers of the regional language as compared to those who indicate both Russian and regional languages as their native languages (MD = 0.638; p <0.001).

Conclusions: Differences in the emotional state and life satisfaction along with the absence of differences in mental well-being were revealed in respondents of different ethnolinguistic categories. The reported study was funded by RFBR, project number 17-29-09167.

Keywords: mental well-being; positive and negative affect; multilingualism; native language

EPP1004

Psychological well-being of students living in russia and azerbaijan, depending on their native language

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Introduction: Since the post-Soviet space is distinguished by a wide ethnolinguistic diversity with Russian language being the basis of identity for a significant part of the population, the role of ethnolinguistic identity in psychological well-being needs deep analysis.

Objectives: The study explores the relationship between mental well-being and belonging to different ethnolinguistic categories in Russia and Azerbaijan.

Methods: The Warwick-Edinburgh Mental Well-Being Scale (Tennant et al., 2007) was used as a measuring tool. The study involved 90 students, 45 participants from multilingual regions of Russia and 45 Russian-speaking students from Azerbaijan. Both samples included three categories of subjects: indicating Russian (1); one or more regional languages in the Russian sample or Azerbaijani in the sample from Baku (2); two native languages - Russian and one of regional languages or Russian and Azerbaijani (3) - as their native language.

Results: No significant differences were observed in the level of psychological well-being in both Russian (KW = 0.594; p = 0.743) and Azerbaijanian students (KW = 1.535; p = 0.464). However, the level of psychological well-being in Russian students from multilingual regions, who indicate the regional language as their native language, is significantly higher than in Azerbaijani students, whose native language is Russian (U = 55,000; p = 0.045).

Conclusions: The sociocultural context is reflected in mental well-being of the individual, depending on his native language and ethnocultural identity. The reported study was funded by RFBR, project number 17-29-09167.

Keywords: native language; mental well-being; multilingualism

EPP1005

Framing the implementation process of a social innovation project for people with severe mental disorders in chile

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Introduction: There are important challenges for the effective inclusion in society of people with severe mental disorders (SMD). The POTENCIA[T] intervention supports the formation of work cooperatives for the socio-labour inclusion of people with SMD working together with women in vulnerable situations and older adults.

Objectives: To analyse the implementation process of the first phase of POTENCIA[T]

Methods: According to Nilsen, six components were analysed: implementation object, implementation activities, implementation actors, users, inner context and outer context. A qualitative study was performed during the first phase of the project (12-months). Participant observation and in-depth interviews with key actors, users and fieldwork team were conducted, as well as bibliographic analysis of field notes, meeting minutes and audios/videos of socialization activities. Ethical issues were considered.

Results: The implementation object was positively valued as a response to perceived needs such as users involvement in a participatory approach. Shared decision-making process was emphasized. Implementation activities were accompanied by local teams and were adapted to participants needs and context characteristics (e.g. social distancing). Most users showed high expectations related to the solidarity economic model as well as physical and economic autonomy, which work as a key factor for commitment and retention in the project. A good working environment was recognized and a space for personal fulfillment. Some barriers were recognized, including cultural stigma, auto-stigma, and recruitment in pandemic context.

Conclusions: Early and proper addressing of factors that may positively and negatively affect the implementation process is mandatory to achieve the effective inclusion of people with SMD.

Keywords: implementation; Socio-labour inclusion; work cooperatives

EPP1006

The emotional schemas of psychiatric patients- a case-control study.

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Introduction: Our Emotional Schemas dictate how we deal with our own emotions, therefore, how we interpret and face different