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The undergraduate nursing students' encountering experience with recovery patients as educators

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Introduction: Nursing students' attitudes towards mental illness will affect their perception about caring patients with mental illness and their willingness to work in the field of mental health. Evidence supported that contact with recovery patients can change people's perception of mental illness.

Objectives: The study aims to explore the undergraduate nursing students' encountering experience with recovery patients as educators.

Methods: A qualitative study using purposive sampling was conducted with undergraduate nursing students in southern Taiwan. Content analysis was used to identify the students' experience as encountering with the recovery patient as an educator.

Results: As recovery patients participated in class, sharing their recovery journey and learning with students to produce a recovery story, it provided recovery patients and students an equal and mutually beneficial partnership. Four main themes about undergraduate nursing students' attitudes were identified as. (1) Changing the mindset to patients with mental illness — We are human beings. There's not much difference between us. (2) Turning positive attitudes towards patients with mental illness — We can compose a better life together! (3) Closing the distance between students and patients with mental illness — I am willing to be close to you. (4) Reflecting and growing in self-understanding and values — I am recovered, too.

Conclusions: This study found that the strategy of recovery patients as educators can improve future nurses' attitudes towards mental illness, help them deeply learn about patient' recovery journey. It might beneficial to help students developing their competency in patient-centered care. Future study could examine the effect of the recovery patients as educators.

Disclosure: No significant relationships.

Keywords: Recovery; Qualitative study; Patients as educators; Undergraduate nursing students

EPV1611

Perceptions reported by residents in psychiatry on oral health problems in their patients with severe mental disorders: a qualitative study at a Brazilian university specialized psychiatric service

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Introduction: There is a greater prevalence of oral problems in patients suffering from severe mental illness than in the general

population. The psychiatrist use to be, naturally, a health professional with great clinical influence over these patients. Do young psychiatrists in training include oral evaluations on their patients? How does this doctor perceive oral health care in the context of follow-up of people with chronic mental disorders?

Objectives: To interpret the meanings of the practice or not, regarding oral health guidelines, as reported by residents in psychiatry working in care and follow-up services to patients with severe disorders at a public university.

Methods: Clinical-qualitative design. Semi-directed interviews with open-ended questions in-depth carried out with six participants. Sample closed by saturation information criterion. Residents see their patients at the General Hospital of the State University of Campinas. Interview material, audio-recorded and transcribed in full, was treated by Clinical-Qualitative Content Analysis, using concepts of theoretical framework from Medical Psychology. Interviewer was a female professor of dentistry.

Results: From the discussion, two categories of analysis were selected for this presentation. (1) medical practice obeys the natural logic of construction of paradigmatic areas: historically, dentistry has created a care model with independence from medicine; (2) dentist is not called to participate in "collusion of anonymity". This is an expression construct by the psychoanalyst Balint to describe the taking of relevant clinical decisions, without no professional assume the responsibility for these.

Conclusions: These meanings may guide changes in professional conduct as well as in the curriculum of medical training programs.

Disclosure: No significant relationships.

Keywords: training in psychiatry; severe mental disorder; oral health; Qualitative research

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Training and education in Digital Psychiatry: a perspective from Asia-Pacific Region

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Introduction: Digital mental health interventions and digital psychiatry have been rapidly implemented over the past decade, particularly with the intent to offer a cost-effective solution in those circumstances in which the current mental health services and infrastructure are not able to properly accommodate the patients' needs. However, mental health workforce is often poorly theoretical/practical trained in digital psychiatry and in delivering remote consultations safely and effectively, not being common to own curricula-specific training requirements in digital psychiatry and skills.

Objectives: Our aim is evaluating the level of training, knowledge, experience and perception regarding the topic of digital psychiatry in a sample constituted by medical students, psychiatry trainees and early career psychiatrists from WHO South-East Asia and Western Pacific Regions (APAC).

Methods: A web-based international cross-sectional survey was carried out to specifically investigating digital psychiatry in APAC regions.

Results: An overall lack of theoretical and/or practical training on new digital tools and digital health interventions in psychiatry has been