

Results: By the end of the training, 72% of the participants rated within the acceptable deviations of the gold standard, ranging from 60% (nurses) to 91% (medical doctors/psychologists). The reliability improved (Gwet baseline vs. endpoint) for all PANSS-6 items, except for Blunted affect.

Conclusions: The majority of the staff members conducted valid PANSS-6 ratings after a brief standardized training program, supporting the implementation of PANSS-6 in clinical settings to facilitate measurement-based care.

Conflict of interest: Dr. Opler is a full-time employee of MedAvante-ProPhase Inc. Dr. Correll has been a consultant and/or advisor to or have received honoraria from: Acadia, Alkermes, Allergan, Angelini, Axsome, Gedeon Richter, Gerson Lehrman Group, Indivior, IntraCellular T

Keywords: schizophrénia; psychopathology; rater training; PANSS

EPP1431

Collaborative development of course feedback with students for psyched up. Put more in, get more out.

L. Zac-Williams^{1*}, S. Kohara¹, A. Canon², C. Saunders³ and S. Zhang⁴

¹Gkt School Of Medical Education, King's College London, London, United Kingdom; ²Lambeth Child And Adolescent Mental Health Services, South London and Maudsley NHS Foundation Trust, London, United Kingdom; ³Lishman Unit, Bethlem Royal Hospital, South London and Maudsley NHS Foundation Trust, London, United Kingdom and ⁴Service For Complex Autism And Associated Neurodevelopmental Disorders, South London and Maudsley NHS Foundation Trust, London, United Kingdom

*Corresponding author.

doi: 10.1192/j.eurpsy.2021.1581

Introduction: PsychED Up is an extra-curricular course for 3rd year medical students at King's College London delivered by psychiatry trainees, senior students and actors. It focuses on the hidden medical curriculum, exploration of holistic care and communication skills.

Objectives: Develop a responsive and sustainable template for course evaluation Obtain rich and specific feedback across multiple domains which can be translated into course improvements Work collaboratively with former students Empower current students with the knowledge that their input is valuable

Methods: Embedded evaluation in start of term course development sessions to engage faculty in evaluation processes Faculty survey to determine what student feedback would be most useful Questionnaire finalised Collaborative design and refinement of questions, confirmed sub-sections and scope

Results: Revised questionnaire: - Included rationale at the start - Questions tailored to faculty development needs - Greater quantity of prompted questions - Specific questions for large group presentation, small group teaching, actors' performances and students' reflections - Quantitative ratings and open-space questions thoughtfully paired Reduced time between sessions and obtainment of feedback Quality and quantity of feedback: - High response rates: 32/30 (2 duplicates) mid-term, 29/30 end-of-term - High-quality filling of open-space feedback allowed consolidation of themes to improve the course

Conclusions: Co-designed questionnaire brought focus and organisation to questions leading to richer, more personalised responses

for faculty More detailed reflections were attributed to better student understanding of the questionnaire rationale, and knowledge that they would aid course improvement Created a robust system for collecting long-term feedback for PsychED Up and will continue making iterative amendments

Keywords: Evaluation; Medical Education; Collaboration

EPP1432

Adapting the traditional case report to a biopsychosocial format

R. Wynn^{1*} and L. Myklebust²

¹Department Of Clinical Medicine, UiT The Arctic University of Norway, Tromsø, Norway and ²Psychiatric Research Centre Of Northern Norway, Nordland Hospital Trust, Bodø, Norway

*Corresponding author.

doi: 10.1192/j.eurpsy.2021.1582

Introduction: The medical case report (CR) is a vital and viable medical genre with a history of more than 3000 years. With a few exceptions, the CR has had a typical format that has been consistent with the ideals of brevity, conciseness, and a matter-of-fact approach. CR in general and psychiatric CR especially, may benefit from more systematically emphasising and integrating relevant biopsychosocial (BPS) aspects.

Objectives: To discuss how to emphasise and integrate the BPS perspective in the CR.

Methods: Drawing on CR literature and our own experience as CR authors, we discuss how a broader BPS approach successfully can be included in the CR format.

Results: Some central factors that could be considered when including a BPS perspective in the CR are: 1) Actively eliciting the patient's perspective and including this in the final report. 2) Including relevant information about the life and circumstances of the patient beyond the basic demographic information. 3) Making an effort to preserve the patient's privacy also when more BPS information is included. The psychological and social constituents of the patient's life should be central in the BPS-inspired psychiatric CR.

Conclusions: The traditional CR has a long-standing history in medicine and follows a typical concise and brief format. 'Hard facts' and biological information have typically filled most of the text. We argue that giving psychological and social information more attention would improve the quality of many CR, and that this is especially relevant for psychiatric CR.

Keywords: medical literature; case report; biopsychosocial

EPP1433

Professional development: Training in ethics

O. Shchedrinskaya*, M. Bebtshuk and E. Snarskaya

Science, Moscow State Budgetary Health Care Institution "Scientific and Practical Center for Mental Health of Children and Adolescents named after G.E.Sukhareva of Moscow Health Department, Moscow, Russia, Moscow, Russian Federation

*Corresponding author.

doi: 10.1192/j.eurpsy.2021.1583