This relied on the psychiatrist's establishment of a sense of identity, industry and belonging within professional communities.

Conclusion. Transition is unique for each individual but there are common aspects, and study of seventeen individuals' experiences enriched understanding of the transition period. Clinicians and managers must not underestimate the challenges faced at transition. This matters for the specialty; consultants form a small proportion of the workforce, but their functioning has a major impact. It would be detrimental to care provision if difficulties at consultant transition resulted in attrition of psychiatrists. The main recommendation is development of a trust-level transition programme to provide support to individuals, which could also be of value to the organisation and wider profession.

Treating Through "The Sopranos": A Biopsychosocial Approach

Dr Omer Hamour[1]* and Dr Akeem Sule[2]

[1]Oxleas NHS Foundation Trust, London, United Kingdom and [2]Association of Black Psychiatrists, Essex, United Kingdom
*Corresponding author.

Aims. Television is a medium through which an audience can gain insight into the nuances of psychiatric practice. Nonetheless, the psychoeducational benefits are dependent on accurate portrayals. "The Sopranos" has received critical acclaim from various professional psychiatric bodies for its artistic depiction of psychoanalysis and the psychotherapeutic relationship. The series follows Tony Soprano, a middle-aged Italian-American male engaged in organized crime. He is referred to his psychiatrist, Dr Melfi, by his family physician after suffering debilitating panic attacks. Melfi accepts the referral despite Tony's chequered past, employing a holistic approach to his care. We aimed to analyse the psychotherapeutic relationship between Tony Soprano and his psychiatrist, using a biopsychosocial approach.

Methods. Season 1 of "The Sopranos" was identified by a facilitator and utilized for discussion. The season was viewed individually and virtual case-based dialogues took place between the author and facilitator examining the psychotherapeutic relationship using the biopsychosocial model.

Results. The Sopranos coincided with the popularity of the serotonin theory of depression in the US, promoted by the pharmaceutical industry. Tony Soprano is pharmacologically treated for panic attacks, anxiety and depression. This sparked thematic discussion around symptom control, medication efficacy and adverse effects. Melfi balances the application of medication alongside understanding the psychological roots of symptoms, deprescribing when necessary.

Themes pertaining to conflict between Freud's id, ego and superego persisted, manifesting cognitive dissonance most prominently in relation to Tony's line of work. Symbolism of ducks guided understanding of Tony's biggest fear – losing his family. Projective testing was explored, alluding to the Rorschach test. Scenes depicting transference and countertransference were present, the former representing Tony's unmet needs from female figures in his life. Eventually, Tony's distress induces internally generated pseudohallucinations.

Tony's tender treatment of his children offsets his volatile relationship with his parents, particularly his mother who habitually antagonizes her son. His personal and professional life are intertwined, with mental health stigma evident in both realms as Tony seeks help surreptitiously to maintain his credibility.

Conclusion. "The Sopranos" depicts the psychotherapeutic relationship between a man suffering from mental illness and his therapist. This layered and accurate portrayal can provide a case-based reference for psychoeducational discussion, and give rise to further discussions of psychiatric themes within film and television.

Racism in Modern Media (The Sopranos) and the Application to Black Mental Health in Modern Day

Miss La-Dantai Henriques[1] and Dr Akeem Sule[2]

[1]University of East Anglia, Norwich, United Kingdom and [2]Sussex Partnership NHS Foundation Trust, Chelmsford, United Kingdom

Aims. 'The Sopranos' is a well known television show, following the life of an Italian-American mobster suffering from anxiety and depression. Despite the overarching theme of mental well-being, elements of racism still feature within the show. These elements are ever-present throughout society and can act as an additional stressor for black minorities, who have an increased risk of suffering from mental health problems compared to their counterparts. Racism has also been linked with an increased probability of developing depression. This qualitative study aims to look at the portrayal of black characters in Season One episodes 1 and 2, to identify themes and psychiatric associations with black mental health. It identifies negative portrayals and conceptualises how these impact black mental health in the real world. Finally, it aims to use these results to propose ways of engaging with the media and the self, to improve negative stereotyping and bias.

Methods. This qualitative study was performed using thematic analysis via a deductive approach. This included creating themes, to then apply to depictions and interactions of black characters who featured within episodes 1 and 2 of the first season of The Sopranos.

Themes included: occupation, social network, verbal negative connotations, derogatory language, physical appearance.

Three online databases were used: Google Scholar, PubMed and BMJ Journals to identify literature ranging from 1999–2023. This focused on literature exploring relationships between media, cognition, society and/or racism.

Literature of the most recent mental health data collected within the UK Survey featuring Black Caribbean/British/African was also analysed.

Results. Several depictions of negative stereotypes and behaviours of both black men and women were present in both episodes. These were in the forms of: derogatory language, pacification and code-switching and negative interactions with other characters.

Literature has established that negative presentations within media can result in marginalisation of ethnic groups, which can be extrapolated here.

Conclusion. Negative depictions and stereotypes of black minorities may be having an impact on their mental health and could explain finding of mental health within Black minorities. It could affect the way they interact with the world and apply additional stressors via unconscious bias.

To resolve this, changes within social media and self-awareness should be promoted, so this is less likely to happen.

Implementing and Evaluating Online Revision Sessions for the MRCPsych Paper a Examination

Dr Thomas Hewson[1,2]*, Dr Swanand Patwardhan[1], Dr Emily Mountain[1] and Dr Latha Hackett[3]

[1]Greater Manchester Mental Health NHS Foundation Trust, Manchester, United Kingdom; [2]University of Manchester, Manchester, United Kingdom and [3]Manchester University NHS Foundation Trust, Manchester, United Kingdom
*Corresponding author.

Aims. Preparing for postgraduate examinations is stressful for many doctors, with psychological, financial, and social impacts. Ensuring that doctors feel supported with exam preparation is likely to improve their well-being and performance, whilst also potentially addressing workforce retention and differential attainment. This quality improvement project aimed to improve the confidence and preparedness of trainees taking the MRCPsych Paper A exam in the North West School of Psychiatry.

Methods. Six weekly online revision sessions were held for trainees preparing for the MRCPsych Paper A examination. One session was devoted to each major curriculum topic, whilst two covered neurosciences. The sessions were held over Microsoft Teams for 1 hour and chaired by senior trainees and Consultant Psychiatrists. The sessions incorporated a combination of PowerPoint slides, discussion about relevant theory, and interactive practice questions using Slido. A baseline survey was completed to ascertain trainees current levels of exam preparation and confidence. Questionnaires were administered at the end of each revision session to measure their impact and gather feedback. Trainees indicated the extent to which they felt confident with each curriculum topic and their responses were compared, at group level, before and after the revision sessions (1 = strongly disagree with feeling confident, 5 = strongly agree with feeling confident).

Results. 40 trainees completed pre-session feedback and 56 trainees completed post-session feedback. The mean confidence scores of trainees improved by between 25.4% to 51.5% after the revision sessions, with the lowest pre-session mean confidence score being observed for neuroscience and the greatest improvement being observed for psychopharmacology. 77.8% of trainees rated the revision sessions as 'extremely useful' and 22.2% perceived them as 'useful'. All trainees agreed (43.4%) or strongly agreed (56.6%) that their knowledge improved after attending the sessions, and all trainees agreed (23.6%) or strongly agreed (76.4%) that they would recommend them to colleagues. Trainees favourite aspects of the revision sessions included completing multiple choice questions, combining Slido polling with PowerPoint slides, and the speakers explanations of difficult concepts. Suggestions for improvement included offering more frequent and longer revision sessions, concealing group voting choices on Slido until revealing the correct answers, and teaching more relevant theory alongside practice questions.

Conclusion. Online group revision sessions combining interactive polling and didactic teaching are popular and useful amongst trainees preparing for MRCPsych Paper A. These sessions appear to improve trainees' self-reported confidence with exam curricula content, although further evaluation is required to determine whether they improve examination pass rates.

Equality, Diversity & Inclusion in the Workplace: Exploring the Experiences of Psychiatry Trainees Across the North West of England

Dr Victoria Ozidu[1,2], Dr Claire-Marie Hosein[1,2]*, Dr Oli Sparasci[3,4], Dr Catarina Rodrigues dos Santos[3] and Mrs Clare Inkster[1]

[1]Health Education England North West, Manchester, United Kingdom; [2]Greater Manchester Mental Health NHS Foundation Trust, Manchester, United Kingdom; [3]Lancashire and South Cumbria NHS Foundation Trust, Preston, United Kingdom and [4]University of Manchester, Manchester, United Kingdom
*Corresponding author.

Aims. Everyone in the NHS deserves to work in an environment that is safe, welcoming, and free from discrimination, however recent surveys have highlighted that this is often not the case. Alarmingly, it has been recognised that few psychiatrists report any forms of discrimination and of those who have, there is often dissatisfaction with the response received from their employer. Due to a paucity of data relating to the experiences of psychiatry trainees in the North West, we sought to understand their lived experience and to co-design proposals for future work that may improve the status quo.

Methods. All psychiatry trainees across the North West of England in 2022 and early 2023 have been invited to complete an electronic, core training or sub-specialty specific higher training survey. Basic demographic details were collected. Respondents were asked a range of questions around their experience of discrimination in the workplace and good practice observed in managing this. Subsequently, each group of higher sub-specialty trainees were invited to a two-hour reflective session held face-to-face or via an online platform. Two further reflective sessions were arranged in Liverpool and Manchester for core trainees. During reflective sessions, attendees were presented with vignettes of workplace discrimination, developed from the results of the initial survey. Session facilitators guided a discussion on the feelings evoked by each vignette, whether attendees wanted to discuss their lived experience of similar incidents and to consider ideas for what may be done to support a trainee in these situations. A post session questionnaire was circulated.

Results. Over 100 individuals have completed the pre-session survey and attended a reflective session. Survey respondents were predominantly trainees who identified as Asian, Asian British, Black, Black British, Caribbean or African ethnicity, with a roughly 50:50 split between Male and Female.

Themes highlighted include:

That the vignettes used in the reflective sessions are representative of everyday workplace discrimination.

That training in microaggressions should be given to trainers, trainees and other clinical staff on a regular basis.

That the burden of managing discriminatory behaviour should be on the institution and not the trainee experiencing discrimination.

Conclusion. Many psychiatry trainees across the North West have lived experience of workplace discrimination and systems need to