

around the globe have to say about psychotherapy training as part of their residency curricula.

Objectives: The primary purpose of the article was to assess psychiatry trainees' perspectives on psychotherapy training in residency programs worldwide.

Methods: The authors performed a narrative review, resulting in 19 original research studies, published between 2001 and 2021, evaluating psychiatry residents' perspectives by the application of a questionnaire.

Results: Nineteen articles were included in this review. Most of the studies were developed across European countries (47.4%) and in the USA (36.8%). Psychiatry residents are interested in and value psychotherapy training, and some consider it should be an obligatory competency for psychiatrists, as it already occurs in some countries worldwide. Even though, most psychiatry trainees feel dissatisfaction with the existing training in residency curricula, pointing out concerns related to the quality of resources such as courses of psychotherapy and supervision of cases, time within the residency period, and financial constraints. In terms of personal psychotherapy, we found contrasting views of its importance in psychotherapy training for psychiatry residents. A crucial finding was that psychiatry residents tend to lose interest in psychotherapy during the years of the residency, and dissatisfaction with the quality of the psychotherapy curricula, lack of support, and low self-perceived competence in psychotherapy by trainees were factors associated with reduced interest in psychotherapy training.

Conclusions: At a time when psychotherapy is increasingly becoming acknowledged to play a central role in the treatment of most psychiatric disorders, current training is failing to provide these competencies to psychiatry trainees. Serious reflection must be given to both the extent of the guidelines and the practical opportunities for psychotherapy training so future psychiatrists can be qualified to provide an accurate biopsychosocial model of psychiatric care. The authors postulate that maintaining residents' interest in psychotherapy requires improvements in the residency curricula and departmental leadership must support trainees' goals of becoming comprehensively trained psychiatrists.

Disclosure of Interest: None Declared

EPV1088

Psychedelic-assisted Therapy Training: Firsthand Experience of Non-Ordinary States of Consciousness in the Development of Competence

S. Dames¹, C. Watler¹, P. Kryskow², P. Allard¹, M. Gagnon³ and V. Tsang^{3*}

¹VIU; ²Roots to Thrive, Nanaimo and ³UBC, Vancouver, Canada

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1660

Introduction: This review explores the benefits of incorporating personal experience(s) with non-ordinary states of consciousness as a core component of Psychedelic-Assisted Therapy (PaT) training. The program incorporates an optional experiential training component. We collaborate with professionals affiliated with a Canadian non-profit organization specializing in PaT experiential training. As do other stakeholders in this field— including program developers, educators, and researchers—we navigate a rapidly

evolving and often ambiguous landscape, where infrastructure and regulations are lagging scientific data and best practices. Given the potential for differing perspectives, the authors acknowledge that their personal experiences could be a potential source of bias, influencing objectivity.

Objectives: Conversely, these lived experiences could be seen as valuable contributions, enriching perspectives on the role of experiential training. In that context, our intention is to provide a comprehensive review, presenting arguments both in favour of and against the integration of experiential training in PaT.

Methods: There is an urgent need for establishing legal training and practice options, bridging the underground with best practices, with all practitioners operating within a regulated and ethically accountable framework. Such a proactive strategy would mitigate the risks associated with unregulated training in a field with relatively few guidelines on how to develop competency.

Results: An in-training PaT experience supports personal comfort, self-assuredness, and confidence supporting others in non-ordinary states of consciousness, with contemporary researchers/experts highlighting the specific challenges among therapists who lack lived experience. These might include holding unrealistic expectations, being unaware of the impacts of set and setting, and misunderstanding

Conclusions: Whether or not therapists engage in experiential training - serving a dual in one's own healing process, it is imperative that they maintain their own wellness practices. This proactive/primary prevention strategy would improve well-being and resilience, reducing secondary mental health consequences for patients and providers. Cultivating a culture of self-care within the mental health field should be an overarching priority for training programs and professional organizations, without which we are left with broken people in support of broken people. Current rates of burn-out, absenteeism and early retirement suggest that we are already on that trajectory and should serve as a call to action.

Disclosure of Interest: None Declared

EPV1089

“Where are we headed?” To better understand the career paths and barriers psychiatrists, psychologists, and psychotherapists face in Hungary. An outline of a quantitative and qualitative study

I. Bitter^{**1}, B. Péley^{**2}, M. Bérdi³, B. Henrietta⁴, K. Farkas^{1*}, E. Gergics³, P. Nagy⁵, K. Pál⁴, B. Ungvári⁶, P. Szabó⁶, I. Tiringér⁷, M. Fülöp^{8,9} and G. Szőnyi⁴

¹Department of Psychiatry and Psychotherapy, Semmelweis University, Budapest; ²Institute of Psychology, University of Pécs, Pécs; ³Department of Crisis Intervention and Psychiatry, Péterfy Sándor Street Hospital-Clinic; ⁴MentalPort Institute of Psychoanalytic Methods; ⁵National Institute of Mental Health, Neurology and Neurosurgery - Nyíró Gyula Center; ⁶Roska Tamás Doctoral School of Sciences and Technology, Pázmány Péter Catholic University, Budapest; ⁷Department of Behavioural Sciences, University of Pécs, Pécs; ⁸Research Centre for Natural Sciences, Institute of Cognitive Neuroscience and Psychology and ⁹Karoli Gaspar University of the Reformed Church, Budapest, Hungary

*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1661