

Psychiatric Associations (SEP and SEPB) and EFPT (specially its ENTA group since the first meeting of some of our now board members in the Annual Forum in Porto in 2015), has been crucial.  
*Disclosure of interest* The authors have not supplied their declaration of competing interest.

#### EECP007

### 25 years of impact – how EFPT shapes the future of psychiatry

E. Sönmez

*Marmara University Pendik Training and Research Hospital, Psychiatry, Istanbul, Turkey*

*Introduction* Established in 1993, the European Federation of Psychiatric Trainees (EFPT) has aimed to represent psychiatric trainees' views in different platforms and to advocate for better training. Representation of more than twenty thousand psychiatry and child and adolescent psychiatry (CAP) trainees has been realized through the cooperation of currently 34 national trainee associations (NTAs).

*Objectives* To discuss the function of NTAs with regard to empowerment of psychiatry trainees and to share the relevant experience of EFPT.

*Methods* The formation process of NTAs and the outcomes of NTA network of EFPT will be explored.

*Results* The history of EFPT demonstrates that NTAs played an important role, first of all, in the formation of following NTAs. Today, most of them either independent or have a semi-independent position within the national psychiatry associations. The NTA network within EFPT has enabled the conduction of international research studies, which has contributed to the development of an insight on how specific aspects of psychiatry are perceived by trainees. The input of EFPT in several guidance documents and the dissemination of them through NTAs helped raising awareness about the rights and competencies, for both individual trainees and the organizations they formed. NTAs, with the good examples, support and encourage from the other NTAs, have become more involved in discussions about curriculum changes, even to a degree where trainees facilitated the launch of different rotations.

*Conclusions* The experience EFPT proves that the organized efforts of NTAs can have a positive impact on psychiatry training in general, as well as the professional development of individual psychiatry trainees.

*Disclosure of interest* The author has not supplied his declaration of competing interest.

#### EECP008

### TYOT: Tripadvisor for psychiatry trainees?

L. De Picker

*University of Antwerp, Collaborative Antwerp Psychiatric Research Institute, Antwerp, Belgium*

*Background* Although guidelines to ensure the quality of post-graduate psychiatric training in Europe are provided both by the statements of the European Federation of Psychiatric Trainees (EFPT) and the UEMS Psychiatry Section's European Training Requirements, actual training conditions in different European countries have been documented to vary widely. Furthermore, most trainees are unaware of the existence of such guidelines.

*Objective* The test your own training (TYOT) project set out to create an easy-to-use online tool that allows trainees to assess how their own training compares in relation to the European standards, thereby empowering trainees all over Europe.

*Methods* An EFPT Focus Group consisting of psychiatric trainees or early career psychiatrists from eleven European countries created a core survey of key aspects of psychiatry training, such as the duration of the training program, the availability of clinical and educational supervision, access to international professional literature, the use of a national logbook, based on the UEMS European Training Requirements and the EFPT statements. Additional subsets of questions were designed for specific domains such as theoretical training in psychiatry, psychotherapy training and the role of supervisors and training institutions. Next, the questions were transferred to a suitable online hosting platform, which allows to automatically provide feedback in an algorithmic fashion about how the trainee's experience compares to the European standards.  
*Results* The TYOT platform will be launched in January 2017 and the first results will be presented at the European Congress of Psychiatry 2017. For more information about the TYOT tool please visit <http://efpt.eu/training/tyot/>.

*Disclosure of interest* The author has not supplied his declaration of competing interest.

### EECP symposium: Adolescent psychiatry in the 21st century – new settings for old challenges

#### EECP009

### Borderline personality disorders in adolescents: Treatment issues and epistemic challenges

J. Sibeoni

*Centre hospitalier d'Argenteuil, Service universitaire de psychiatrie de l'Adolescent, Argenteuil, France*

Some clinicians are still hesitant to use the diagnosis of borderline personality disorder (BPD) in adolescence whereas numerous studies have shown evidence to support its validity within this population. Yet, many epistemic issues remain. Indeed, the concept of BPD in adolescence has inherited the issues from the adult one, to which is added the complexity of this developmental period. Borderline disorder is a confusing and polymorphic clinical object with two different origins: one psychiatric with a nosographic approach and the other psychoanalytical with a structural one. On the one hand, BPD in adolescence is considered as a psychiatric diagnosis based on the same criteria used in adult psychiatry, with many studies describing core symptoms at this period such as repetitive non-suicidal self-injury and suicidal behavior. On the other hand, BPD is also considered as one of many options, a behavioral one, to express an internal "borderline" structure. In line with this statement, the role of social and family factors is to be taken into account. Moreover, within a developmental approach, some authors considered difficult to diagnose a personality disorder before 18 years old, while others considered adolescence as a "borderline" period in itself. In this oral communication, we will try to approach these epistemic challenges raised by this phenomenon in the field of adolescent psychiatry and, in order to do so, we will use data from several qualitative studies.

*Disclosure of interest* The author has not supplied his declaration of competing interest.