

**Aims.** To explore factors influencing the progression and retention of Psychiatric trainees in training posts within the Health Education England Wessex region. Specifically: To understand what trainees value most in their training; to determine the degree to which trainees feel supported and valued in their training; to determine self-reported burnout measures in trainees; to understand factors that have a negative impact on training experience; to understand factors that are important to trainees when considering future job roles.

**Methods.** Online questionnaire survey, capturing both qualitative and quantitative data, open to all Wessex Psychiatric trainees and doctors who had left or completed a Wessex Psychiatry training scheme since 1.1.2018. Responses were collected between 7.6.2021 and 31.7.2021. The survey included a burnout scale, questions about how supported and valued trainees felt during training, and questions regarding career intentions. This project received approval from the Health Research Authority (IRAS 296985).

### Results.

- 50 participants completed the survey and were included in analysis.
- 38% were at risk or high risk of burnout.
- Trainees felt more supported and valued by individuals such as clinical supervisors (70% felt well or very well supported and valued) than by organisations (41% felt well supported and 34% felt well valued by their Trust and Deanery).
- Trainees rated 'work-life balance' as the thing they valued most in training (64%).
- Poorly resourced services, trainee workload, lack of role models, experiences of aggression, and defensive practice of seniors were cited as reasons trainees considered leaving Psychiatric training.
- The three most important factors cited by participants when considering a consultant post were 'Position available with flexible working' (62%), 'Position available within a supportive team of colleagues' (54%) and 'Positive experience working in the Trust as a Trainee' (46%).
- 81% of higher trainees wished to work less than full time in a consultant position once they had completed training.

**Conclusion.** Flexible working arrangements and work life balance need to be considered in workforce planning. Measures to reduce burnout in psychiatric trainees need to be pro-actively explored by employing Trusts and Deaneries. Mentoring schemes, facilitation of peer support, and clear processes for how to raise concerns regarding supervision are recommended to enhance support for trainees. Junior doctor awards, improved feedback between Trusts and junior doctors and engagement of the Trust board with junior doctors are proposed to improve the sense of value trainees feel. Positive experiences as a trainee are likely to improve retention of local trainees into the local consultant workforce.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

## Surviving Your First On-Call in Psychiatry: A Bootcamp for Junior Doctors

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**Aims.** The psychiatry 'bootcamp' forms part of the psychiatry induction for junior doctors within NHS Lanarkshire. It was

developed to better prepare them for common scenarios on-call and therefore alleviate any anxieties. The session is based upon a weekend on call where a fictional patient is admitted to the psychiatry ward with a psychotic presentation. It introduces the participant to the topics of Mental Health Act utilisation, capacity, acute behavioural disturbance management, and adverse effects of psychotropic medications.

**Methods.** Focussed teaching regarding fundamental theory for each topic is provided. Following this the facilitators engage the audience through reflective group discussion. Relevant parts of the session involve practical work including individual completion of detention paperwork. Targeted teaching is provided by the facilitators for any knowledge gaps identified.

Pre and post course questionnaires are completed by participants where they provide both written feedback and score various domains between 0 (least confident) and 10 (most confident). Domains are capacity assessment, assessing detention criteria, the process of detaining a patient, and recognition and management of extrapyramidal side-effects.

**Results.** This course has been run on two separate occasions with a total of 28 participants. All domains assessed on feedback questionnaires have shown an increase in confidence amongst the participants. Following analysis of all pre and post course questionnaires session one showed an average improvement from 4.87/10 to 7.56/10 across all domains. Session two showed an average improvement from 5.34/10 to 8.6/10.

Themes identified on participant feedback included the benefit of having the opportunity to individually practice completing detention paperwork. Another theme identified was that participants found the case used for session delivery relevant to their practice. A final theme identified was the engaging nature of the session which encouraged the participants to ask questions. If a didactic approach was used this could restrict such discussion. **Conclusion.** Feedback received suggested that this session was well received by all participants and was felt to be beneficial in both preparing them for and alleviating anxieties ahead of their first shift on-call within psychiatry. Feedback demonstrated that running the session in small groups with a blended approach of direct teaching, reflective discussion, and practical work maximised engagement and was an appropriate approach for session delivery. Feedback suggests that this session has the potential to be an essential part of future junior doctor inductions due to it identifying and meeting the learning needs of the participant.

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## Balint Group Sessions for Medical Students: A Pilot Study

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**Aims.** The issue of health and well-being amongst the National Health Service (NHS) workforce has never been so prominent. Balint groups are facilitated discussion sessions aiming to help

clinicians reach a better understanding of the emotional content of the doctor-patient relationship. Evidence suggests participation decreases rates of burnout and increases empathic ability. A Balint group pilot scheme for medical students was launched within Cheshire and Wirral Partnership NHS Foundation Trust (CWP), facilitated by both core and higher trainees in psychiatry, and supervised by a consultant psychotherapist. Feedback from both participants and facilitators was collected to gain a greater understanding of how these groups can shape our clinical interactions, and benefit the mental well-being of both patient and doctor.

**Methods.** We approached the University of Liverpool School of Medicine, who did not have a formal Balint programme, and proposed a pilot scheme with 4th year medical students rotating through psychiatry in CWP.

Sessions were conducted in four week blocks, during a student's psychiatry rotation, and were facilitated by two psychiatry trainees. At the end of each block, anonymised feedback was collected, and small alterations were made to the programme during the course of the pilot in response to attendance rates, punctuality and feedback.

**Results.** 143 students participated in the programme in the first 11 cohorts, between September 2021 and December 2022, and 72 (50.3%) submitted feedback forms.

98.6% agreed that the programme helped them reflect more on their interactions with patients, and that it helped them gain insight into how others think and feel when caring for patients.

91.7% enjoyed the groups and 97.3% would use the skills learnt in Balint group in the future.

100% of students gave a positive response when rating their overall experience of the programme.

Facilitators reported increased confidence in their psychotherapeutic knowledge, and an improvement in leadership and communication skills.

**Conclusion.** The student experience of the Balint programme was positive for the vast majority, and from a facilitator perspective, we have found involvement to be very rewarding.

Psychiatry trainee group facilitation was well received by students, allowed a greater number of groups to run, and is beneficial for trainees' professional development.

Before this pilot, approximately only 1/3 of University of Liverpool medical students had the opportunity to attend a Balint group.

However, our findings have contributed to a decision by the University of Liverpool to extend the scheme to all 4th year students on psychiatry placement from August 2023.

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## Great Northern Psychiatry Summer School - a New Online 3 Day Conference

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**Aims.** Over the past two years, and continuing in 2023, we have developed a new three day online conference 'Great Northern Psychiatry Summer School' aimed at medical students and junior doctors interested in training in psychiatry in the North of England. This poster seeks to elaborate on our successes designing and providing a conference that contributes to the ongoing

success of the RCPsych 'Choose Psychiatry' recruitment initiative and addresses regional disparities in core training fill rates.

**Methods.** Participants were recruited by advertising online (including social media), circulating information by medical schools and by integrating advertising into undergraduate educational provision.

Innovative teaching methods including online workshops were used to introduce attendees to the breadth of roles available within psychiatry and the work-life balance available within the North. Experienced and charismatic psychiatrists within subspecialties were invited to present their area of work. Practical sessions including interactive discussion of video scenarios introducing attendees to the working lives of psychiatrists.

**Results.** In the poster we summarize feedback received from attendees including a potential positive influence on psychiatric recruitment. The conference was popular to the point of being oversubscribed and having to limit numbers.

In 2022, 100% of attendees (n = 56) described the conference as either 'very well' or 'reasonably well' organized including a comment that it was 'The most to-schedule online event I've attended'. 55% of attendees suggested that the conference should remain virtual in the future. 90% of attendees indicated they were either 'very likely' or 'likely' to apply for psychiatry training. 70% of attendees responded that they were 'very likely' or 'likely' to apply for psychiatry training in the North as a result of attending the conference.

**Conclusion.** We have designed and hosted a successful 3 day online conference aimed at recruiting high quality and motivated candidates to the North of England, an area traditionally but no longer considered hard to fill. We have used feedback to improve the conference year to year and are hosting a 2023 conference online given previous positive experiences with this mode of delivery.

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## Improving Trainee Knowledge of Raising Concerns: A Trainee-Led Session at Induction for Postgraduate Doctors in Training

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**Aims.** As part of a wider Quality Improvement Project aiming to improve trainees' experiences with 'Raising Concerns' in a large mental health trust, we sought to improve induction processes to make information on raising concerns more accessible when starting a new post. Based on change ideas generated from our driver diagram, peer-delivered information was identified as a useful tool, so a trainee-led session was introduced to the induction programme.

**Methods.** A 60-minute trainee-led session was integrated into the induction programme for Postgraduate Doctors in Training in August 2022. The session included sections on raising concerns, on-call advice and rota information. Following the induction, as part of our "Plan, Do, Study, Act" (PDSA) cycle, we sent a questionnaire to gather data from trainees, which covered quantitative measures, including overall helpfulness of the session and effectiveness of information on 'raising concerns', and qualitative feedback for how to improve the session. The session was replicated at