

during the research, alone or in combination, included: sex hormones, estrogen, schizophrenia and psychiatry. The studies consulted in this work included: cross-sectional studies, cohort studies, literature reviews and clinical case reports.

Results: The literature exploring the relationship between the sex hormone, estrogen, and schizophrenia is extensive. Various studies confirm that during periods of estrogen withdrawal, women appear more susceptible to psychotic episodes. Results also demonstrated that those with low estrogen, respond poorly to anti-psychotic drugs, whereas estrogen increased the efficiency of antipsychotics. In regards to symptoms, estrogen has been demonstrated to reduce the positive and cognitive symptoms of schizophrenia in the short term, thus being proposed as an eventual complementary treatment in those suffering from the disorder. It is known that estrogen regulates important pathophysiological pathways in schizophrenia, including dopamine activity, mitochondrial function, and the stress system. One of the explanations for this beneficial effect has been proposed to be action on cerebral blood flow and glucose metabolism, as well as sensitizing postsynaptic dopamine receptors, thus serving as a protective agent against schizophrenia.

Conclusions: The research appears to be pointing in the direction that estrogen appears to have an effect on psychosis in women, serving as a protective factor in these conditions as well as playing a significant part of the pathophysiology in schizophrenia. This influence on the pathophysiology, promises clinical pertinence, not only in a possible application so to attenuate positive and cognitive symptoms but also as a method to influence antipsychotic efficacy. Continued study in regards to the effects of sex hormones on the psychotic disorders is merited so as to further expand the tools in the mental health professional's repertoire in the treatment of these serious mental illnesses.

Disclosure of Interest: None Declared

Training in Psychiatry

EPP0184

Impact of interpersonal relationships on academic burnout among trainee teachers: A comprehensive study

A. Bouhaba^{1*}, Z. Boumaaize¹, Y. El Madhi², A. Soulaymani¹, A. Mokhtari¹ and H. Hami¹

¹Laboratory of Biology and Health, Faculty of Sciences, Ibn Tofail University, Kenitra and ²Regional Center for Education and Training Professions, Rabat, Morocco

*Corresponding author.

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Introduction: Recent research has identified varying levels of burnout among teachers, particularly those in training. This condition is believed to be influenced by a combination of internal factors, such as psychological characteristics, and external factors, such as work-related pressures and the social environment.

Objectives: We examined the prevalence of burnout syndrome and assessed the potential risk factors associated with this condition. This study investigates the complicated correlation between academic burnout and interpersonal connections among trainee teachers in Morocco.

Methods: We used a comprehensive database generated from the Maslach Burnout Inventory-Student Survey (MBI-SS), a questionnaire designed specifically for this study, and validated for this context. We examined various dimensions of academic burnout to unravel the complexity of this connection. Our study analyzed individual, professional, and social factors within a cohort of 732 prospective teachers in Morocco during the 2021/2022 academic year.

Results: The findings revealed an intricate network of interrelated factors that contributed to the occurrence of academic burnout among trainee teachers. Significantly, the study highlighted the impact of interpersonal relationships on academic burnout. Trainee teachers who received support and positive interactions from colleagues and superiors showed significantly lower levels of academic burnout. Interpersonal relationships within the educational community also played a pivotal role in preventing burnout. Moreover, our multivariate analysis showed that certain sociodemographic factors, including age, gender, and prior educational experience, moderated the influence of interpersonal relationships on academic burnout.

Conclusions: This study significantly contributes to the comprehension of academic burnout in trainee teachers by emphasizing the vital role of interpersonal relationships in this context. The findings emphasize the necessity of interventions that enhance interactions within educational institutions to prevent academic burnout and promote a healthy learning environment for trainee teachers.

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EPP0185

Psychiatry Pitstop: Enhancing Communication Skills of Medical Students in Mental Health Settings

D. Magalhaes^{1*}, F. Martinho¹, F. Viegas¹, M. Cativo¹, V. Ferreira¹, C. Manuel¹, S. Martins¹, J. Bastos¹, V. Barata¹, A. Pimentel¹, S. Carvalho¹, M. Santos¹, D. Almeida² and L. Fernandes¹

¹Mental Health Department, Hospital Prof. Doutor Fernando Fonseca and ²Hospital Beatriz Ângelo, Lisbon, Portugal

*Corresponding author.

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Introduction: *Psychiatry Pitstop* is a role-play-based program for medical students aimed to improve communication skills in the framework of mental health. The workshop involved amateur actors who simulated different clinical scenarios and psychiatry residents, who facilitated the sessions and provided constructive feedback following the Pendleton method. *Psychiatry Pitstop* was originally developed in the United Kingdom and it was expanded to Lisbon, Portugal, in 2019. The authors adapted the course to the Portuguese context, adjusting the number of sessions and altering the scenarios to match common clinical situations faced by junior doctors in Portugal. By now, we conducted four courses.

Objectives: Our study aims to describe the Portuguese adaptation of the program and to learn insights from the students feedback.

Methods: The course was assessed using satisfaction questionnaires, completed by the students after each session. These included a Likert scale ranging from 1 to 5, with items pertaining to Future Importance, Overall Quality, Theoretical Quality, and Practical