

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

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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.

Disclosure of Interest: None Declared

EPP0185

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

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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

Quality. Quantitative data was analyzed using Excel and standard descriptive statistics to summarize the results. The open questions invited students to articulate the main positive aspects, suggestions for improvement and future topics. A Natural Language Processing (NLP) software was used to evaluate open-ended responses and extract the main concepts.

Results: We obtained a total of 39 single-answers from 4 different courses. Evaluation results yielded a mean score of 4.7 for Future Importance, 4.9 for Overall Quality, 4.3 for Theoretical Teaching, and 4.9 for Practical Teaching. Notable positive aspects included students' appreciation of the immersive interview environment, the dedication exhibited by actors and doctors, well-prepared case scenarios, and engaging interactions with participants. Suggestions for improvement encompass enhanced theoretical introductions, comprehensive topic coverage, universal participation in simulations, and expanded workshop days. Future prospects for the program include practicing interviews with other psychiatric diagnosis, addressing difficult patients, delivering bad news and covering topics related to sexuality, grief and moral dilemmas.

Conclusions: Our study shows that *Psychiatry Pitstop* adaptation to the Portuguese context was successful. Overall, the feedback from medical students has been consistently positive. Subsequent editions will draw upon the findings of this study to enhance overall program quality.

Disclosure of Interest: None Declared

EPP0186

Reaching Out from Europe to the Globe: The International Journal of Psychiatric Trainees

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Introduction: The *European Journal of Psychiatric Trainees* was founded in 2022 as the official journal of the European Federation of Psychiatric Trainees (EFPT) to offer a peer-reviewed open-access scientific journal with minimal article processing charges. The journal is edited by trainees and early career psychiatrists and published its first issue in July 2023. The journal aims to facilitate

publishing experience and opportunities for trainees. To reflect the global identity and inclusivity of psychiatric research, the journal changed its name in 2023 to become the *International Journal of Psychiatric Trainees*.

Objectives: To present the *International Journal of Psychiatric Trainees*, the successor of the *European Journal of Psychiatric Trainees*, and other practical aspects related to the article submission.

Methods: We will reflect on the *International Journal of Psychiatric Trainees*, focusing on what this name change will imply for the journal's scope, mission and readership.

Results: Due to training programmes' requirements or out of interest, psychiatric trainees are encouraged to conduct scientific research. However, several known barriers to scientific publishing exist, ranging from a lack of mentorship and supervision to limited scientific support. Like the *European Journal of Psychiatric Trainees*, the *International Journal of Psychiatric Trainees* continues to be an open-access, double-blind peer-reviewed journal with minimal/no publication fees that publishes original and innovative research as well as clinical, theory, perspective, and policy articles and reviews in the field of psychiatric training, psychiatry, and mental health.

Since the difficulties and needs in creating research output are not exclusive to European trainees, the journal will become more attractive to readers and authors from other countries while increasing the diversity of articles.

The first *International Journal of Psychiatric Trainees* issue will be dedicated to the 31st EFPT Forum with the theme "Trainee Mental Health", containing articles reporting on the projects from National Psychiatric Trainee Associations looking into trainee mental health. Submissions for the regular edition remain open, and articles should be submitted through the manuscript submission platform (<https://ijpt.scholasticahq.com>)

Conclusions: The *International Journal of Psychiatric Trainees* aims to be an educative scientific journal for psychiatric trainees and other psychiatry and mental health researchers. The name change and its increased openness will help the authors reach a wider readership while the journal can feature a more comprehensive record of psychiatric research through its global scope.

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EPP0187

Positive outcomes of implementing applied theatrical improvisation in communication trainings/ workshops for healthcare students in two European countries: a comparative study

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