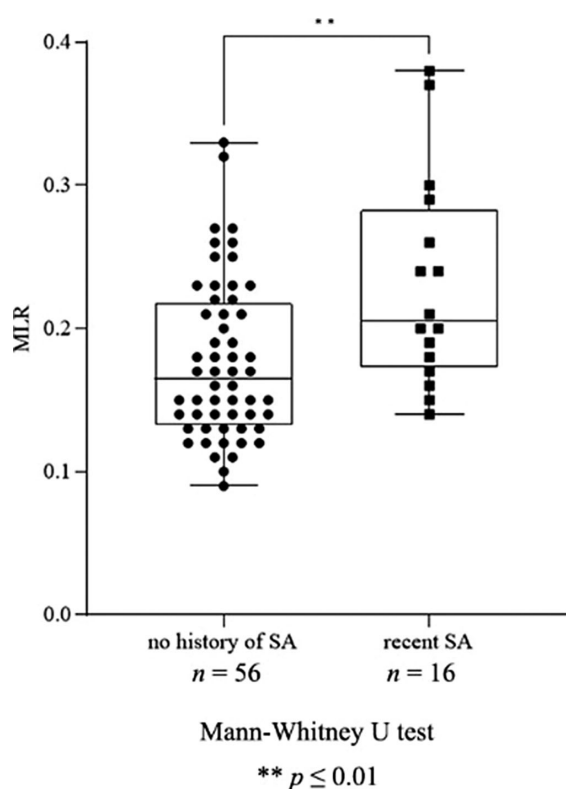


Image 3:



Conclusions: Assuming immunological mechanisms in the background of MDD and SB, our findings support the role of NLR as a biomarker of acute SR, though its alterations may be masked by AD therapy in the long term. However, MLR – remaining unaffected by AD treatment – may be a possible indicator of both acute and long term suicidal vulnerability. In order to further specify the diagnostic value of these parameters, future prospective research is needed. The study was supported by the FIKP-IV and the TNIL projects.

Disclosure of Interest: None Declared

Training in Psychiatry

EPV1077

Supervision an essential tool in medical (and psychiatric) training

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Introduction: Supervision is an essential tool in medical training and especially in psychiatry and psychotherapy. It encompasses two distinct aspects namely: coaching in the workplace aimed at

developing competences (pyramid of Miller) and on the other side a safe place to reflect on one's personal development as a professional. This mentoring should be distinguished from the personal training psychotherapy. The mentoring supervisor will take the doctor's pledge as a starting point of professional development. But will also encourage the resident to become aware of elements of transference and counter transference in his/her clinical work, helping to foster empathy "maximal understanding with respect for professional distance. This, not only for the benefit of the patient and his/her security, but also in order to take care of one's own health and developing a sound balance between work and private life.

Too often supervision is taken for granted once the resident has become a consultant. Along with examples of the techniques and the pitfalls of supervision, the presenters will plea for training and intervision as part of the development of the supervisor!

Objectives: Raise awareness for the competences needed to become a valuable supervisor and the place supervision in its two aspects (coaching and place of reflection) should take in the training of medical doctors and especially psychiatrists

Methods:

- an inventory of the place of supervision in training in psychiatry throughout Europe
- looking into competences needed in order to develop a sound professional attitude
- looking into the competencies needed to become a valuable supervisor

Results:

- supervision is differently defined and given in training in psychiatry throughout Europe
- the competences needed in order to develop a sound professional attitude are defined in the Doctor's Pledge (World Medical Association 2017) but should be refined according to the specialty with special attention to aspects of psychiatry alien to other specialities
- along with Teaching the Teachers - special trainings are available to become a supervisor

Conclusions: Supervision is an essential tool in medical/psychiatric training, but it needs to be taken seriously in terms of developing the competences needed but also maintaining them in intervision with the colleagues of the training staff

Disclosure of Interest: None Declared

EPV1078

Promoting well-being: Investigating self-efficacy and academic burnout among trainee teachers

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Introduction: Burnout is a widespread problem with far-reaching implications for mental health. Recent studies on working conditions in Morocco have drawn attention to the increasing prevalence of psychosocial hazards, notably stress and burnout, in various professions. The emergence of burnout is mainly determined by the intricate interplay of organizational, environmental, and individual factors. In education, the teaching profession is susceptible to various burnout symptoms. Educators can mitigate this syndrome by maintaining a positive outlook driven by a strong sense of self-efficacy.

Objectives: This study investigated the correlation between academic burnout syndrome and personal resources, specifically a sense of efficacy.

Methods: A cross-sectional survey of 160 Moroccan trainee teachers, with an average age of 27.94 ± 5.44 years, was conducted. Data were collected through a self-administered questionnaire that included the Maslach Burnout Inventory-Student Survey (MBI-SS) and Teachers' Sense of Efficacy Scale (TSES). The MBI-SS evaluated academic burnout across three dimensions: emotional exhaustion, cynicism, and academic efficacy, whereas the TSES examined efficacy for classroom management, student engagement, and instructional strategies. The questionnaires were translated into Arabic and validated for use in the Moroccan context.

Results: The findings revealed a moderate and statistically significant correlation between efficacy for classroom management and the two components of efficacy related to instructional strategies ($r=0.32$; $p<0.001$) and student engagement ($r=0.49$; $p<0.001$). Additionally, a significant and positive correlation was observed between instructional strategies' efficacy and the efficacy for student engagement ($r=0.23$; $p<0.01$). A moderate and significant correlation was found between emotional exhaustion and cynicism ($r=0.45$; $p<0.001$), whereas academic efficacy and cynicism were negatively and significantly correlated ($r=-0.13$; $p<0.05$). It is worth noting that the key component of academic burnout, "emotional exhaustion," was significantly related to academic efficacy ($r=-0.58$; $p<0.001$). Additionally, Pearson's correlation test demonstrated a positive and statistically significant correlation between emotional exhaustion and efficacy for student engagement ($r=0.14$; $p<0.05$). Furthermore, the correlation between academic burnout and self-efficacy showed a negative and statistically significant association ($r=-0.13$; $p<0.05$).

Conclusions: Trainee teachers face a range of stressors that affect their well-being. By focusing on personal traits, well-being can be improved and burnout mitigated. This study highlights the key role of self-efficacy as a critical resource in preventing academic burnout, particularly among teachers at the start of their careers.

Disclosure of Interest: None Declared

EPV1079

Training on Addressing Patients' Values (including Spirituality and Worldview) in Decision Making

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Introduction: Patients' values are relevant in patient-centred care (PCC) as awareness and recognition of these can lead to better decision making and improved outcomes. Training in decision making is sorely lacking, especially in the area of spirituality and worldview.

Objectives: Our poster describes a training workshop to provide such medical education to healthcare professionals. The half-day training covers: importance of addressing patients' values in decision making; using decisional aids; role of spirituality and worldview of the patient.

Methods: Clinicians of the hospital, including doctors, nurses and allied healthcare professionals were invited to attend the training. The evaluations by the participants for the workshops conducted in 2021-2023 were collated and presented.

Results: Four workshops in 2021 to 2023 were conducted, with a total of 43 participants. We achieved overall ratings of above average and excellent in more than 80% of responses; content relevance and usefulness to work, presentation and facilitation were similarly rated. Most participants would recommend it to colleagues.

Conclusions: The "Addressing Patients' Values in Decision Making" workshop for clinicians will allow the hospital to promulgate a culture of quality care through patient engagement.

Disclosure of Interest: None Declared

EPV1081

"Thoroughly out of my depth - A quality improvement project to improve junior clinician's confidence in undertaking adult ADHD clinic appointments

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Introduction: There has been a 1000% increase in referrals for assessment of adult ADHD within Scotland over the past three years (The Scottish Government. 2023. *NAIT adult Neurodevelopmental Pathways Report*). These referrals are sent by general practitioners to the local community mental health team. The most junior clinicians (doctors who are pre-membership with the Royal College of Psychiatrists) in the team are often responsible for undertaking the initial assessment of these patients. Patients have on average waited almost a year to be seen and expectations are high.

Objectives: The diagnosis of ADHD can be challenging, and adult ADHD is still a relatively new and evolving diagnostic entity. We set out to explore how junior clinicians were coping with this in their daily practice.

Methods: We developed a questionnaire that was sent to all junior clinicians working within Argyll & Bute ($n=8$) via an anonymised email link. The link was open for 1 week and then results were analysed.

Results: The response rate to our survey was 87.5%. Prior to starting their current roles none of the respondents had ever undertaken an ADHD assessment before. All respondents answered "No" when asked if they felt they had adequate