

Students value being able to engage in additional communication skills training and future Pitstops should consider trialling a hybrid model.

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Experience and Well-being of Trainees in a Rural Mental Health Trust

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doi: 10.1192/bjo.2023.162

Aims. Trainee doctors may find it difficult to express their thoughts and feelings concerning their workplace experience. It is important to gain feedback on their experiences allowing potential issues to be addressed and rectified. Identifying and managing concerns at an early stage with the provision of support may have a positive impact on trainee well-being and workforce retention in the future. This project aims to survey trainee doctors working in a rural mental health trust (Lincolnshire Partnership Foundation Trust - LPFT) on aspects relating to their experience, well-being and effect of rurality. This may allow greater insight into issues affecting trainees and allow improvements to be made.

Methods. An electronic survey, created on the website SurveyMonkey, was distributed to 43 trainee doctors within the LPFT. This sample represented all the trainees on placements in Lincolnshire.

Results. Twenty-three out of forty-three trainee doctors (53.49%) submitted responses. Analysis of responses showed some common themes of trainees reporting on supportive workplace supervisors and good relationships with staff in general. Other key findings highlighted those living a greater distance from their workplace found longer commutes difficult, especially if there was reliance on public transport. This had a significant impact on stress levels and well-being. Some trainees reported feelings of loneliness, conversely, other trainees felt fulfilled and settled in their current training programme.

Conclusion. This survey identified both positive and negative factors affecting the experience and well-being of trainees. Despite some long commutes, isolation from family and friends and other stressors (exams, fuel costs), positive factors were recognised. This included good supervisor support and relationships. Overall, 78.26% of trainees reported they felt the benefits of their training in the LPFT outweighed the drawbacks. However, it is important to recognise these conclusions are drawn from trainees responding to the survey and are not necessarily fully representative of all trainees' perspectives.

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Foundation Trainees and Their Perceived Confidence in Practising Mental Health Competencies Post Their Psychiatry Placements: An Evaluation Study

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doi: 10.1192/bjo.2023.163

Aims. The new United Kingdom Foundation Programme Curriculum was implemented in 2021 and emphasizes the importance of Foundation Trainees (FTs) acquiring mandatory core skills and knowledge in mental health. The primary aim of this evaluation study is to assess the effectiveness of Maudsley's Training Programme in teaching these skills. Secondly, it looks at FTs' preferred method of acquiring the mandated competencies. Finally, it aims to shine a light on an area of program evaluation that is lacking in the literature.

Methods. An outcome analysis evaluation design was used with a pre and post-quantitative questionnaire as the preferred data collection tool. The outcome measured was confidence and corresponds to Level 2 – Learning on Kirkpatrick's Evaluation Hierarchy. Our questionnaire comprised 4 stem questions, using a 5-point anchor Likert scale. The scales were tailored to reflect the core curricular competencies. Data were collected from a sample of 85 FTs between August 2021 and March 2023 and analysed using Excel functions and a Power Shell Script to calculate measures of central tendency.

Results. Entry median confidence levels were: 3 (Fairly confident) for recognition, 3 for assessment, and 2 (Slightly confident) in managing common mental health conditions. Post-training, the median confidence level in our sample increased to 4 for recognition, 4 for assessment, and 3 for management which denotes a significant positive impact. Examples of outliers are the median confidence seen in assessing Personality Disorders, which increased from 1 (Not at all important) to 3, whereas for recognizing and assessing Delirium and Substance use disorder the median did not change. Looking at teaching methods preferred by the trainees, ad-hoc training on the job and small group seminars were by far most preferred with 24% and 23.6% of responses respectively followed by Self-directed learning and Simulation with 13.8% each and the least preferred were reflective practice (Balint) and mentoring with 3.7% each.

Conclusion. There is a trend of FTs becoming confident post 4 months of psychiatric training in recognizing assessing and managing mental health conditions. Ad hoc and seminar teaching being is the preferred method of acquiring these skills. Moving forward, efforts should be made in evaluating training programs for FTs in psychiatry with the purpose of improving the acquisition of such skills and understanding the best way to teach these. Then, consideration should be given to how we apply these to FTs that don't rotate in psychiatry.

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Foundation Doctors and the New Mental Health Curricula: What They Think and What They Want

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doi: 10.1192/bjo.2023.164

Aims. The new United Kingdom Foundation Programme Curriculum was implemented in 2021 and emphasizes the importance of Foundation Trainees (FTs) acquiring mandatory

core skills and knowledge in mental health. The primary aim of our study was to enquire if the FTs perceive the new psychiatry competencies to be important and relevant to their needs. Secondly we compared what the curriculum is offering with what FTs wished to have been offered.

Methods. A hybrid questionnaire was delivered online via Google forms to all foundation doctors before and after their psychiatry rotation. Data collection took place between August 2021 and March 2023 from a sample of 85 FTs. The quantitative data were elicited via 5-point Likert scales that mapped FTs' perception of importance across areas of required knowledge and core psychiatric skills from 'not at all' important to 'extremely' important. The data were imported into Microsoft Excel and analysed via descriptive statistics. The qualitative component of eliciting what FTs want by using open-ended questions was analysed using content analysis.

Results. The entry survey data show a combined median perceived importance of 4 (Very important) for recognizing, assessing, and managing mental health conditions. Out of these, personality disorder rated lowest with a median answer of 3 (Fairly important). These scores have seen a significant improvement in the exit survey with an overall combined median result of 5 (Extremely important). But not all areas have seen improvement, for example, eating disorders and Somatisation disorders remained unchanged with a median of 4. Interestingly, the median perceived importance of practicing core skills and managing clinical scenarios has not shown an improvement, but a slight decrease over a few categories, going from a median answer of 5 to 4. The qualitative data show that FTs would have liked to learn more about Child and Developmental Psychiatry, Bereavement, and acute health context teaching. They also wanted to learn communication skills and about psychiatry career paths and academic opportunities.

Conclusion. The overall baseline perceived importance of psychiatry competencies was satisfactory, with most conditions being rated as very important. Post placements there was a shift in responses, with the same conditions being rated as extremely important. Supraspecialised areas continue to be perceived as least important and curiously, FTs' importance perception of practicing core skills in the acute setting decreased. Future research should qualitatively look at why their perceptions changed and how we can improve context teaching in a heterogeneous group.

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Psychiatric Consultation Skills Toolkit - a Pilot

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doi: 10.1192/bjo.2023.165

Aims. The aim is to understand whether the online video based psychiatric consultation skills toolkit, which was developed to attempt to address some of the differential attainment seen amongst International Medical Graduates (IMGs) within psychiatry, is feasible, effective and acceptable by running a pilot amongst core psychiatric trainees in the North West prior to a full roll out. **Methods.** 19 trainees sitting the 2022 North West formative skills test were invited to take part by email. 7 trainees accessed the toolkit. Performance from the skills test was analysed in excel looking at averages of individual domains across all stations. Results from

those who used the toolkit prior to the skills test were compared with those who did not access the toolkit. Toolkit completion rates were obtained and feedback was accessed from an online survey. Data were analysed in excel, rigour was ensured by the supervisor reviewing data and results.

Results. There were 7 trainees who accessed the toolkit, 3 IMGs and 4 UK graduates. 12 trainees sat the skills test but did not access the toolkit, 9 IMGs and 3 UK graduates.

Regarding acceptability of the toolkit, IMGs completed 92.7% of the toolkit on average and UK graduates completed 87.8%. 86% of trainees strongly agreed that the toolkit was easy to use and 14% agreed. 57% of trainees strongly agreed that the toolkit had helped develop their communication skills and 43% agreed. 86% of participants strongly agreed and 14% agreed that they would recommend the toolkit to a colleague suggesting they found it helpful and acceptable to use.

The highest percentage improvement in scores with toolkit use was in clinical skills amongst IMGs of 29.4%, followed by communication skills amongst international medical graduates with a 25.5% improvement to their counterparts who did not use the toolkit.

On average, across all domains, IMGs improved by 25.3% and UK graduates by 20% in their average score.

Conclusion. The results above suggest that the toolkit has been well completed and deemed acceptable by those who accessed it during the pilot period.

Although the results statistical significance cannot be determined at present due to small sample size, it is hoped when the project is fully rolled out this will be demonstrated and the initial findings showing some improvement in both IMGs and UK graduates are encouraging.

It appears that this toolkit could go some way to addressing the differential attainment seen between IMGs and UK graduates.

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Applying the Principles of Midlands Charter to Improve Well-being of Psychiatry Higher Trainee in BSMHFT

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doi: 10.1192/bjo.2023.166

Aims. The Midlands' Charter outlines commitment to prioritise the restoration of postgraduate medical education and training impacted during the COVID-19 pandemic. The support provided must be accessible, inclusive, and culturally sensitive, with a greater understanding of current barriers that the trainees face to achieve this goal. This project aims to identify the barrier of receiving well-being support and to enhance psychiatry higher trainee's well-being in the trust by following the principles of Midland's Charter.

Methods. We designed an anonymous electronic survey, where multiple choice questions and Likert scales were used to quantify respondents' levels of agreement with a range of statements. Questions were selected to capture baseline characteristic, rating of current well-being score, access to well-being support, barriers, and suggestion of improvement.

The survey was open for one month and was distributed to all psychiatry higher trainees working in BSMHFT.

Results. We identified a response rate of 81%.