

**Methods:** A mixed-methods approach was employed to document challenges faced in three stages: pre-training assessment, during-training documentation, and post-training evaluation. During the pre and post feedback assessment we asked participants to provide feedback on specific challenges they faced. The process documentation and event notes throughout the program were collected. After training of each batch, we organized FGDs to gather qualitative insights about the challenges and separate FGD was organized with the facilitators, organizing team members and researchers to get their views also. Thematic analysis was performed on qualitative data, and descriptive statistics were used to assess quantitative findings.

**Results:** The challenges were clustered in 5 key thematic areas 1) challenge related to manage the diversity of the training participants within the group in terms of age, educational level, religions, 2) challenge related to time and schedule management – due to the rain, traffic jam, ramadan and eid holidays, 3) sociocultural and stigma related challenges: such as old women were unwilling to take part in role 4) Challenge emerged due to disaster : A devastating fire ravaged the slum leaving thousands homeless during the training, in addition the heavy rain and storm, 5) political and policy related challenges - During the fourth training batch, political unrest led to roadblocks and safety concerns, making it difficult for participants and facilitators to attend the training.

**Conclusions:** The understanding and early identification of challenges might be helpful in successful implementation of psychiatry training in different settings.

**Disclosure of Interest:** None Declared

EPP734

The Role of Emotional Competencies and Mentalization in Burnout Development Among Psychiatry Residents: Longitudinal Findings from the QASP Project

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doi: 10.1192/j.eurpsy.2025.920

**Introduction:** Burnout is a pervasive issue among psychiatry residents, with long-term consequences for both individual well-being and the quality of care provided to patients. The role of emotional competencies, including emotional regulation, self-awareness, and mentalization, is increasingly recognized as critical in mediating burnout outcomes, according to the job demands-resources model of burnout.

**Objectives:** The study objective was to investigate predictors of burnout and burnout correlates in a sample of psychiatry trainees.  
**Methods:** This study examines longitudinal data from the QASP project (*Questionnaire and Assessment of Stress and Performance in psychiatry residents*), which also aims to assess the relationship between emotional exhaustion, depersonalization, and personal accomplishment in medical residents across multiple centers in Italy. Using a mixed longitudinal model, we explored predictors of burnout and its correlates, in particular mentalization deficits, emotional dysregulation, and attachment insecurity.

**Results:** The study involved 827 psychiatry residents enrolled across different psychiatry training programs in Italy, enrolled in

two waves: 2022 and 2023. To date, 351 follow-up assessments were retrieved. Emotional exhaustion showed a rapid increase during the early years of residency, then stabilizing in later years (Figure 1). The results also indicated a strong relationship between increased exposure to violence and elevated burnout dimensions. However, coping strategies were observed to evolve and refine during residency training, with psychiatry trainees displaying a shift from avoidance to problem-focused approaches over time. Residents were also more likely to report less attachment insecurity after one year of training (Longitudinal Mixed Models - Figure 2). Interpersonal competencies, sustained by mentalization skills, were observed as following a coupled longitudinal trajectory with burnout, so that an increase in interpersonal competencies was associated with a lower elevation in burnout dimensions (Figure 3).

Image 1:

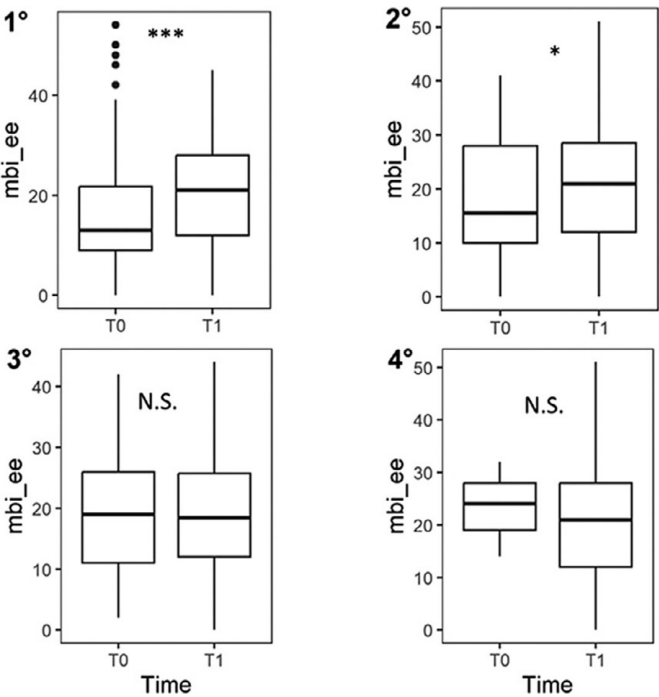


Image 2:

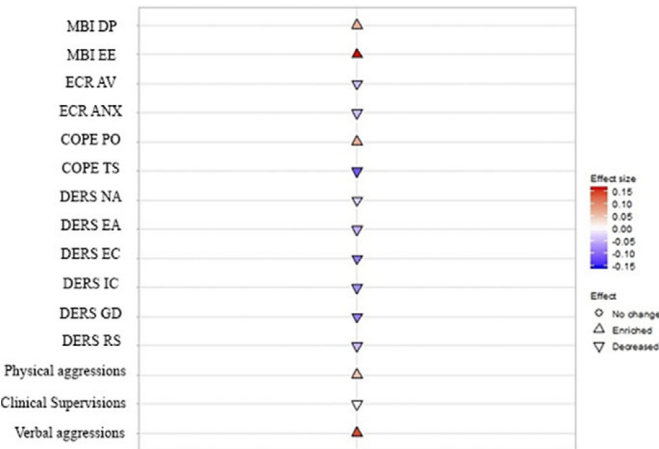
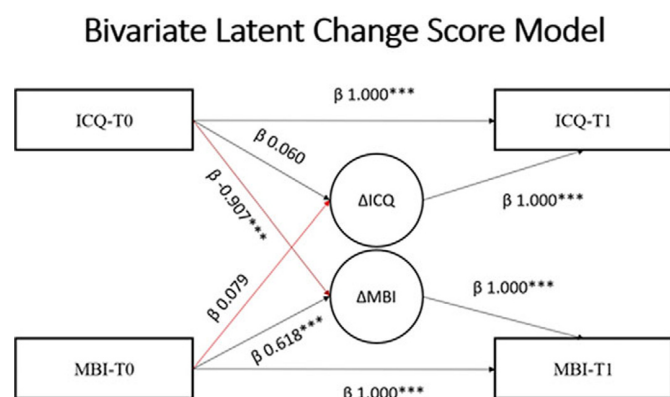


Image 3:



**Conclusions:** Our findings suggest that enhancing emotional personal and interpersonal competencies could mitigate burnout, improve training outcomes, and potentially increase later work-force retention among psychiatry trainees. These results underscore the need for interventions targeting emotional competencies and mentalization during psychiatric training, such as focused clinical supervisions by senior staff members. Such interventions could enhance residents' resilience, promote effective coping mechanisms, and ultimately improve the quality of psychiatric care.

**Disclosure of Interest:** None Declared

## EPP735

### PsychED – A National Teaching Programme to Boost Medical Student Engagement in Psychiatry

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doi: 10.1192/j.eurpsy.2025.921

**Introduction:** In the 2019 *Choose Psychiatry* guidance for medical schools in the UK, medical students voiced a need for more extra-curricular activities focused on mental health. They specifically requested the inclusion of psychiatric clinicians in their education to deepen their understanding of psychiatry and its different roles. Applications for core psychiatry training have risen dramatically, leading to oversubscription in recent years. In response to this demand, *PsychED UK*, a national teaching programme was created to further foster students' knowledge and interest in psychiatry.

#### Objectives:

- Increase medical students' engagement in psychiatry as a career.
- Enhance students' knowledge and confidence in psychiatric practice.
- Boost interest in psychiatry through practical insights and exposure.

**Methods:** Between December 2023 and February 2024, six one-hour teaching sessions were offered to medical students and Foundation Programme trainees through Medall, a virtual healthcare platform, delivered by consultants, registrars, and core trainees, ensuring a broad range of experiences.

In order to increase engagement we selected different types of presentation content: session 1 and session 4 focused on practical and personal tips on life as a psychiatry trainee, session 2 and session 3 delivered high-yield content tailored to support exam

revision and lastly session 5 and session 6 gave an insight into subspecialties, providing a glimpse into exciting career pathways beyond the general practice.

Pre- and post-session questionnaires were used to measure the satisfaction scores, including likert scale ratings focusing on the student's knowledge, confidence, and interest in a career in psychiatry and free text box for qualitative data.

**Results:** We had a strong turnout, with 126 attendees participating across six sessions. The audience included a diverse range of individuals, from first-year medical students to Foundation Year 2 trainees, with participants joining from across the UK and even internationally. The results showed strong overall satisfaction, with all sessions scoring 77% or higher. Sessions 1, 3, and 4 received the highest satisfaction ratings, and Sessions 1 and 4 had the highest percentage of attendees providing feedback, indicating strong engagement with the content. Free-text feedback analysis highlighted that attendees were seeking more personal experiences and insights from current core trainees.

Image 1:

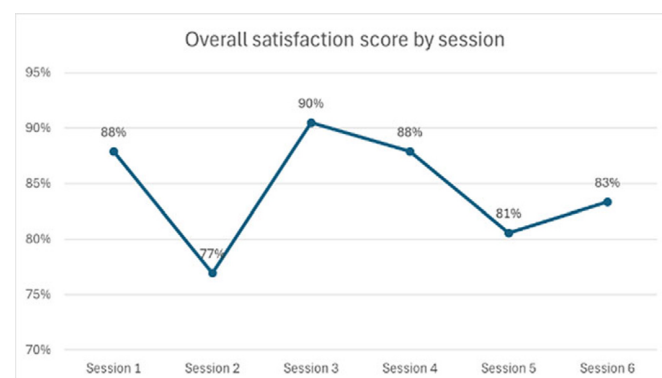
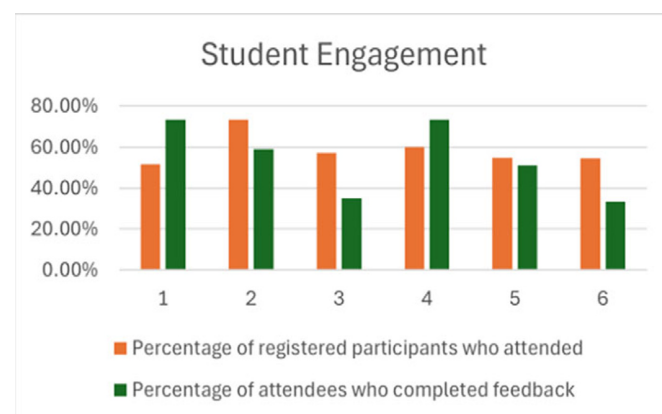


Image 2:



**Conclusions:** The *PsychED UK* programme effectively enhanced medical students' knowledge and confidence in psychiatry, addressing key areas identified in previous student feedback. Based on these positive results, a second series of teaching sessions is planned, with further refinements to the programme. Due to the high level of engagement and satisfaction with sessions 1 and 4, the second cycle will be presented by two speakers in a conversational format, focusing on the experiences of psychiatry trainees.

**Disclosure of Interest:** None Declared