

details, clinical exposure, and students' career inclinations towards psychiatry. The questionnaire also explored various reasons influencing their specialty choice, aiming to identify shifts in perspective directly attributable to their internship experience.

**Results:** A total of 41 students (n=41) participated in the study. There was a notable positive shift in attitudes towards psychiatry observed at the conclusion of the internship. At the start of the rotation, only 29% of students considered choosing psychiatry as a potential career path. By the end of the internship, this figure had increased to 49%. This substantial increase underscores the transformative potential of direct, immersive experiences in altering career considerations among medical students.

**Conclusions:** Consistent with the literature, the results of this study demonstrate the positive impact that clinical placements in psychiatry can have on medical students' attitudes towards the specialty and their subsequent choice of it as a career path. This improvement highlights the critical role that such internships play not only in enhancing educational outcomes but also in shaping the future workforce in psychiatry. It is evident that integrating robust psychiatric placements into medical training programs is essential for nurturing an informed, motivated, and committed next generation of psychiatrists. Our findings support the continued advocacy for and expansion of these experiential learning opportunities within medical curricula to foster a deeper understanding and appreciation of psychiatry.

**Disclosure of Interest:** None Declared

## EPV1977

### Docimologic analysis of child psychiatry examination

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**Introduction:** Docimology is the science that assesses the quality of tests and items, based on different indices and coefficients.

**Objectives:** The purpose of our study was to perform a docimological analysis, based on docimological indices, of the items and exams of Child psychiatry of psychiatry certificates proposed for the students of the Third Year of the Second Cycle of Medical Studies in the Faculty of Medicine of Tunis.

**Methods:** We carried out a retrospective and descriptive study. We have included the scores of main sessions' psychiatry certificate exam of six academic years (2016-2017 to 2021- 2022). We did not include the scores of this certificate obtained at the control sessions during the period of our study. We carried out a global docimological analysis of the psychiatry exam, of the child psychiatry exam and its items.

**Results:** We included a total of 2780 exam scripts spread over 12 main sessions. We found an annual pass rate of 96.7% in the psychiatry certificate and 85.3% in the discipline of child psychiatry. The study of the internal homogeneity of the psychiatric tests showed that the Alpha index of Cronbach varied between 0.64 and 0.82 with an average index of 0.74 which corresponds to an internal homogeneity at least acceptable. We found that the maximum scores obtained in the discipline of child psychiatry varied from 16.5 to 19.75 out of 20. The average rate of students, who

passed the psychiatry certificate test without passing the discipline child psychiatry, was 11.9%. The questions were easy in 51.7% (62 questions) and have at least good discrimination in 31.7%. We found also that 25 questions (65,7%) were "ideal".

**Conclusions:** Child psychiatry examination in the Faculty of Medicine of Tunis meets globally the docimologic recommendations. This is the first step to build up a bank of items regularly enriched with "ideal" questions with metric qualities known in advance.

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## EPV1978

### Improving External Rotations in Psychiatry Residency Programs: A Mixed-Methods Analysis

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**Introduction:** External rotations allow psychiatry residents to gain exposure to different clinical settings and practices. However, the availability and quality of these rotations vary significantly across training units. This study evaluates residents' experiences with external rotations and identifies areas for improvement.

**Objectives:** To assess the time allocated for external rotations in different training units and explore residents' suggestions for improving these rotations.

**Methods:** A cross-sectional survey was distributed to psychiatry residents in Spain. Quantitative data regarding the total time allowed for external rotations was collected, and qualitative responses were analyzed to identify recurring themes for improvement.

**Results:** A total of 109 responses were analyzed. Quantitatively, 60% of residents reported being allowed 1 to 3 months for external rotations, while 25% stated they had more than 3 months. Only 15% indicated that external rotations were not offered in their unit. Qualitative analysis revealed that the main areas for improvement included more flexibility in choosing rotation locations (40%), better financial support for rotations outside of the home institution (35%), and greater clarity in the application process for external rotations (25%).

Rotation Time Allowed	Percentage (%)
1 to 3 months	60
More than 3 months	25
No external rotations offered	15

Theme	Percentage (%)
Flexibility in location choice	40
Financial support	35
Clarity in application process	25