

difficulty (75/120), the presence of a single correct answer (86/120), and the plausibility of distractors (91/120). It is suggested that further work on the prompt is needed to improve the quality of the questions. While ChatGPT is suitable for generating case scenarios, the questions should be reviewed before use.

Disclosure of Interest: None Declared

EPV1991

Mental Health Themed Student Selected Components: A Strategy To Increase Recruitment Into Psychiatric Training

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doi: 10.1192/j.eurpsy.2025.2381

Introduction: The University of Bristol Medical School, United Kingdom, has student-selected components (SSC) making up a substantial proportion of its curriculum. This practice is common among UK medical schools. SSCs can inspire interest in specialities that students may have less exposure to during undergraduate training, such as psychiatry. Psychiatry has a broad range of subspecialties and themes which can be explored in an SSC. The author supervised one such project in which a student researched and produced a series of podcasts about the science of happiness.

Objectives: To explore the use of student-selected components (SSC) in increasing exposure to psychiatry in the undergraduate curriculum

To explore the impact of student-selected components (SSC) in increasing recruitment into psychiatric training

Methods: An initial literature review was performed with the following keywords using Medline on OvidSP.

Results: Fourteen papers addressed the use of psychiatry student-selected components (SSC) in undergraduate medical education and their influence on career specialty choice.

Conclusions: Student-selected components (SSC) are an important strategy for increasing exposure to psychiatry in undergraduate medical education and recruitment into psychiatry.

Keywords: Medical undergraduate education, elective, student-selected components, special study modules, psychiatry, mental health.

Disclosure of Interest: None Declared

EPV1992

Addressing professional burnout among Ukrainian medical workers during wartime: an online intervention study

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doi: 10.1192/j.eurpsy.2025.2382

Introduction: Professional burnout among medical workers is a significant global concern characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. In Ukraine, the ongoing war has exacerbated this issue due to additional stressors such as exposure to traumatic events, resource limitations, and constant threats to personal safety. Medical professionals are facing unprecedented challenges, including increased patient loads from wartime casualties and psychological strain from working in high-risk environments.

Objectives: Develop an online psychological training program to address professional burnout among Ukrainian medical workers during wartime, evaluate its feasibility in a conflict setting, and assess its preliminary effectiveness in reducing burnout levels and improving adaptive coping strategies.

Methods: An online training was developed by specialists from Charité University Clinic (Berlin) and Bogomolets Medical University (Kyiv) under the “SOLOMIYA” project (<https://solomiya.net.ua/>).

Participants: 27 medical workers from Ukraine.

Study design was mixed-methods with quantitative assessments at three time points.

Intervention was delivered online via Zoom in Ukrainian to accommodate regional participants and wartime restrictions. Total duration was 4 hours over two 2-hour sessions, including psychoeducation, practical exercises, and interactive discussions.

Data collection scales: Maslach burnout inventory, Brief COPE, Professional Self-Efficacy, WHO-5 index, participant satisfaction survey.

Results: Preliminary data from the 27 participants indicate a high level of satisfaction with the training program. The mean satisfaction score was 8.7 out of 10 (SD = 1.2), with scores ranging from 6 to 10 and a median of 9. The distribution of satisfaction scores was as follows: excellent (9–10): 59% (16 participants), very good (8): 15% (4), good (7): 19% (5), satisfactory (6): 7% (2).

These results suggest that the majority of participants found the training to be highly valuable and relevant to their needs. Participants reported that the exercises and coping strategies provided were useful for managing stress. Interactive discussions were noted as particularly helpful, demonstrating the importance of social support in reducing burnout. Due to the ongoing nature of data collection, comprehensive statistical analyses of changes in burnout levels, coping strategies, professional self-efficacy, and well-being are not yet available. However, initial observations indicate positive trends in these areas.

Conclusions: Preliminary findings show that online psychological training is feasible and well-received by Ukrainian medical workers during wartime. High satisfaction scores suggest potential benefits. While definitive conclusions on effectiveness are premature, the positive reception aligns with research on tailored interventions in high-stress environments.

Disclosure of Interest: None Declared