

incorporate Balint groups within the undergraduate medical curriculum.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

Psychodynamic Psychiatry Education and Training for Health Care Staff in the Acute Hospital Setting

Ms. Lorna Bo¹, Dr James FitzGerald^{2*}, Dr Fraser Arends² and Dr Pamela Peters²

¹University of Cambridge, Cambridge, United Kingdom and

²Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom

*Corresponding author.

doi: 10.1192/bjo.2023.126

Aims. Psychodynamic psychiatry training seminars are a blended supervision and experiential style approach to training health care professionals in reflective practice and formulation. They apply psychodynamic theory through case formulations, seminars, and Balint groups so that healthcare staff can improve their communication style, formulation skills and enhance their appreciation for patients with complex mental health problems. Our aim is to evaluate the provision of our psychodynamic psychiatry training sessions for healthcare staff in the Cambridge University Hospitals (CUH) NHS Foundation Trust, and to evaluate the perceived benefits of attending in terms of personal and professional development.

Methods. Convenience sampling was used to recruit CUH doctors, nurses, and healthcare assistants at all stages of training as part of their in-house teaching schedule. Sessions were delivered via an online format or in person. The evaluation period was between October 2021 and July 2022. Data were gathered via a survey tool, adapted from the literature using Likert scales and free text questions to identify barriers and facilitators to the sessions

Results. Thirty-three participants responded to our survey, with the sample consisting of gastroenterology (n = 4), acute medicine (n = 6), and emergency medicine doctors (n = 10). The sample also included emergency department nurses (n = 8) and health care assistants (n = 5). Most respondents (>90%) described the experience of the sessions including the material covered as 'Positive' or 'Very Positive'. All participants felt they were able to express themselves in the session and the majority (>97%) felt that the sessions were relevant to their training needs and focused on the right issues. Notably, most participants (>88%) felt the sessions enhanced their ability to recognise the importance of the therapeutic relationship, the emotional significance of symptoms as well as the impact of group dynamics on patient's presentations.

Conclusion. Our findings suggest that these psychodynamic psychiatry training seminars provide an effective, safe, non-judgemental space for experimentation and interdisciplinary discussion to support healthcare staff management of complex patients. Our results support the expansion of this low-cost, high-value intervention for both the well-being and professional development of healthcare staff.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

Psychodynamic Psychiatry Education and Training for Trainee Psychiatrists

Dr James FitzGerald^{1*}, Ms. Lorna Bo², Dr Fraser Arends¹ and Dr Pamela Peters¹

¹Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge, United Kingdom and ²University of Cambridge, Cambridge, United Kingdom

*Corresponding author.

doi: 10.1192/bjo.2023.127

Aims. Psychodynamic psychiatry training seminars are a blended supervision and experiential style approach to training health care professionals in reflective practice and formulation. They apply psychodynamic theory through case formulations, seminars, and Balint groups so that health care staff can improve their communication style, formulation skills and enhance their appreciation for patients with complex mental health problems. Our aim is to evaluate the provision of our psychodynamic psychiatry training sessions for psychiatry trainees in the Cambridgeshire and Peterborough NHS Foundation Trust, and to evaluate the perceived benefits of attending in terms of personal and professional development.

Methods. The evaluation used a standardized mixed-methods approach, with the sample consisting of psychiatry core trainees as part of the regional MRCPsych course. Sessions were delivered via an online format. The evaluation period was between November 2021 and January 2023. Data were gathered via a survey tool, adapted from the literature using Likert scales and free text questions to identify barriers and facilitators to the sessions.

Results. The survey collated data from thirty-seven core trainees ranging between CT1 to CT3. The majority of participants (> 90%) scored the sessions positively across the board in terms of the content of session material, length of training, and quality of delivery. The majority of attendees felt the sessions focused on the relevant clinical issues (97%), were relevant to their training (95%), and felt the group was a safe place to express and process anxieties and frustrations about their work (89%). Notably, the majority either agreed or strongly agreed the group had changed the way they think and practice (91%), including an appreciation of the emotional and symbolic aspects of patients' presentations (89%).

Conclusion. This evaluation reports early findings on psychodynamic psychiatry teaching for psychiatry trainees. Overall, the participants felt the sessions were relevant to their training and improved their personal and professional development. Key benefits of the sessions included increased insight into the emotional and symbolic aspects of the patient's symptoms and clinical issues, team working through cohesion, and the humanity of the doctor in the clinical relationship with the patient. This suggests that the sessions provide a much-needed space to process and reflect on the often-intense demands of clinical work and training. The main theme within barriers to the group processes was external in terms of other clinical demands requiring prioritization.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

Targeted Approach to Providing Child and Adolescent Mental Health Education to GPs

Dr Michael Foster*, Dr Anna Sherratt, Dr Victoria Hawcroft and Dr Hamid Maqsood

North Staffordshire Combined Healthcare NHS Trust, Stoke, United Kingdom

*Corresponding author.

doi: 10.1192/bjo.2023.128