

clinicians reach a better understanding of the emotional content of the doctor-patient relationship. Evidence suggests participation decreases rates of burnout and increases empathic ability. A Balint group pilot scheme for medical students was launched within Cheshire and Wirral Partnership NHS Foundation Trust (CWP), facilitated by both core and higher trainees in psychiatry, and supervised by a consultant psychotherapist. Feedback from both participants and facilitators was collected to gain a greater understanding of how these groups can shape our clinical interactions, and benefit the mental well-being of both patient and doctor.

Methods. We approached the University of Liverpool School of Medicine, who did not have a formal Balint programme, and proposed a pilot scheme with 4th year medical students rotating through psychiatry in CWP.

Sessions were conducted in four week blocks, during a student's psychiatry rotation, and were facilitated by two psychiatry trainees. At the end of each block, anonymised feedback was collected, and small alterations were made to the programme during the course of the pilot in response to attendance rates, punctuality and feedback.

Results. 143 students participated in the programme in the first 11 cohorts, between September 2021 and December 2022, and 72 (50.3%) submitted feedback forms.

98.6% agreed that the programme helped them reflect more on their interactions with patients, and that it helped them gain insight into how others think and feel when caring for patients.

91.7% enjoyed the groups and 97.3% would use the skills learnt in Balint group in the future.

100% of students gave a positive response when rating their overall experience of the programme.

Facilitators reported increased confidence in their psychotherapeutic knowledge, and an improvement in leadership and communication skills.

Conclusion. The student experience of the Balint programme was positive for the vast majority, and from a facilitator perspective, we have found involvement to be very rewarding.

Psychiatry trainee group facilitation was well received by students, allowed a greater number of groups to run, and is beneficial for trainees' professional development.

Before this pilot, approximately only 1/3 of University of Liverpool medical students had the opportunity to attend a Balint group.

However, our findings have contributed to a decision by the University of Liverpool to extend the scheme to all 4th year students on psychiatry placement from August 2023.

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.

Great Northern Psychiatry Summer School - a New Online 3 Day Conference

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Aims. Over the past two years, and continuing in 2023, we have developed a new three day online conference 'Great Northern Psychiatry Summer School' aimed at medical students and junior doctors interested in training in psychiatry in the North of England. This poster seeks to elaborate on our successes designing and providing a conference that contributes to the ongoing

success of the RCPsych 'Choose Psychiatry' recruitment initiative and addresses regional disparities in core training fill rates.

Methods. Participants were recruited by advertising online (including social media), circulating information by medical schools and by integrating advertising into undergraduate educational provision.

Innovative teaching methods including online workshops were used to introduce attendees to the breadth of roles available within psychiatry and the work-life balance available within the North. Experienced and charismatic psychiatrists within subspecialties were invited to present their area of work. Practical sessions including interactive discussion of video scenarios introducing attendees to the working lives of psychiatrists.

Results. In the poster we summarize feedback received from attendees including a potential positive influence on psychiatric recruitment. The conference was popular to the point of being oversubscribed and having to limit numbers.

In 2022, 100% of attendees (n = 56) described the conference as either 'very well' or 'reasonably well' organized including a comment that it was 'The most to-schedule online event I've attended'. 55% of attendees suggested that the conference should remain virtual in the future. 90% of attendees indicated they were either 'very likely' or 'likely' to apply for psychiatry training. 70% of attendees responded that they were 'very likely' or 'likely' to apply for psychiatry training in the North as a result of attending the conference.

Conclusion. We have designed and hosted a successful 3 day online conference aimed at recruiting high quality and motivated candidates to the North of England, an area traditionally but no longer considered hard to fill. We have used feedback to improve the conference year to year and are hosting a 2023 conference online given previous positive experiences with this mode of delivery.

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Improving Trainee Knowledge of Raising Concerns: A Trainee-Led Session at Induction for Postgraduate Doctors in Training

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Aims. As part of a wider Quality Improvement Project aiming to improve trainees' experiences with 'Raising Concerns' in a large mental health trust, we sought to improve induction processes to make information on raising concerns more accessible when starting a new post. Based on change ideas generated from our driver diagram, peer-delivered information was identified as a useful tool, so a trainee-led session was introduced to the induction programme.

Methods. A 60-minute trainee-led session was integrated into the induction programme for Postgraduate Doctors in Training in August 2022. The session included sections on raising concerns, on-call advice and rota information. Following the induction, as part of our "Plan, Do, Study, Act" (PDSA) cycle, we sent a questionnaire to gather data from trainees, which covered quantitative measures, including overall helpfulness of the session and effectiveness of information on 'raising concerns', and qualitative feedback for how to improve the session. The session was replicated at