

incorporate Balint groups within the undergraduate medical curriculum.

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

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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.

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Psychodynamic Psychiatry Education and Training for Trainee Psychiatrists

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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.

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

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doi: 10.1192/bjo.2023.128

Aims. The aim of this project was to construct and deliver an educational session for general practitioners (GPs) in local Primary Care Networks on challenging child and adolescent mental health conditions. It was hypothesized that delivering targeted teaching sessions, supported by the same quiz applied before and after, would demonstrate an effective and repeatable method of improving GPs' knowledge about these conditions. Since the COVID-19 pandemic, demand on both Child and Adolescent Mental Health Services (CAMHS) and GPs has reached unprecedented levels. Compounding this load, half of all referrals written by GPs to CAMHS are rejected, which prolongs the time a young person is under GP care, delaying specialist intervention. Unfortunately, during GP training exposure to CAMHS is limited and dedicated teaching is often insufficient. As a step towards addressing this challenge, a comprehensive teaching session combining didactic and socratic methods was devised and tested.

Methods. The teaching session comprised the presentation, diagnosis, and first steps in management of four challenging conditions in children: autism, eating disorders, depression, and emotional dysregulation. A quiz with multiple-choice answers was administered before and after the presentation, addressing each of the four conditions. The data collection took place between December 2022 and January 2023. A total of 29 pairs of quizzes were completed by GPs. Due to the type and size of data collected, a non-parametric bootstrap resampling method was used to compare the before-and-after scores for each topic and overall score.

Results. For the 29 pairs of quizzes, mean differences and 95% confidence intervals (CIs) were calculated between before-and-after scores, for each topic and for the total. All 4 topics showed statistically significant mean improvements: autism 1.3 CI: [0.9, 1.8], eating disorder 1.8 CI: [1.4, 2.3], depression 1.4 CI: [1.0, 1.7] and emotional dysregulation 1.7 CI: [1.4, 2.0]. The total mean improvement was 6.2 CI: [5.5, 6.8] out of a maximum 16 points.

Conclusion. These targeted educational sessions suggest it is possible to make reliable improvements in GP knowledge across a variety of topics. With child and adolescent mental health demands at record levels, a more focused approach of the kind considered here may offer a model for training elsewhere. As an indication of the impact of this approach, further sessions on other topics have been requested by the GP teaching leads.

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The Postcard Project: Improving Healthcare Staff's Knowledge of Good Quality Medical Care for Older Adults in Mental Health services

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doi: 10.1192/bjo.2023.129

Aims. Older adults in mental health services often have complex physical health needs, due to multimorbidity and frailty. Staff working in these services may not feel well-equipped to manage these needs, leading to symptoms being missed or unnecessary investigations. The authors designed written educational

resources for healthcare professionals working across older adult services, both in hospital and the community. The Postcard Project aimed to improve staff knowledge of the physical health needs of older adults and encourage good quality, evidence-based care.

Methods. Twelve postcards were created focusing on twelve concepts of caring for the physical health needs of older adults within psychiatry services. These topics were highlighted as potential areas of staff weakness, the staff themselves, and a survey conducted prior to the project. The postcards contained key evidence-based information about the chosen topic, summarised in less than 7 bullet points, and provided links to relevant, digestible resources, such as up-to-date guideline summaries and podcasts. The postcards were released monthly and distributed via email and physical copies. A survey was carried out before the project via a Microsoft Form, where respondents ranked their confidence in their knowledge on different topics relating to the care of physical health in older patients, with 1 being not confident at all and 5 being very confident.

Results. 57 people responded to this survey, including nurses, doctors, and other members of the multidisciplinary team. This survey showed a large discrepancy between different topics and staff's confidence. Staff were confident in identifying the symptoms of a UTI (83% confident) and fall prevention (79%). However, they were less confident with their understanding of CRP blood results (46%) and their ability to identify an Acute Kidney Injury (23%). Data are still being collected as to whether this project improved staff knowledge of these key concepts.

Conclusion. Staff in older adult mental health and community services were not confident with certain key aspects of good quality medical care of elderly patients before this project. The level of confidence varied between topic and profession. This project aimed to improve staff knowledge on the weaker topics, however, without the post-project survey data, it is not yet clear as to whether this project improved the knowledge of staff.

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Medical Emergencies in a Mental-Health Setting (MEAMS)

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doi: 10.1192/bjo.2023.130

Aims. Medical Emergencies in A Mental Health Setting (MEAMS) was a proposed high-fidelity simulation training course specifically designed for the mental health multidisciplinary team (MDT). A team of resus officers, mental health nurses and psychiatric doctors worked to create scenarios reflecting the emergencies encountered in mental health. It aimed to give staff simulated experience in approaching and managing a variety of complex emergencies, including physical health, as well as communication scenarios. Specifically the aims were: (1) Determine if course was perceived to benefit staff, (2) Determine if course subjectively increased staff knowledge and confidence in mental health emergencies, (3) Review for continued areas of improvement