

underpinned the development of the ‘Talk-to-Me’ MOOC which was launched in March 2020. To date this MOOC has enrolled over 45,000 participants from over 150 countries, with the average age of users being 24 years. Collectively, this line of work highlights that MOOCs are an effective means of mental health promotion to young adults.

## Burnout and Interventions for Healthcare workers to cope during COVID-19

Harneka Kailey\*

Maidstone and Tunbridge Wells NHS Trust

\*Corresponding author.

doi: 10.1192/bjo.2021.404

**Aims.** Healthcare workers are exposed to both physical and mental demands in the hospital environment; recently intensified by overstretching staff and resources during the current COVID-19 pandemic. Despite healthcare workers banding together, physician burnout is more prevalent than ever before due to emotional, physical and mental exhaustion. Firstly, this poster aims to expose the prevalence of burnout among healthcare workers during the COVID-19 pandemic. Secondly, to highlight the interventions and strategies to help minimise burnout among healthcare workers.

**Method.** I will focus on reviewing clinical trials with a particular focus on healthcare workers affected by burnout within the COVID-19 pandemic timeframe. Therefore, narrowing my search to 20 trials within the past 12 months using the following restricted search criteria: ‘burnout’, ‘covid-19’ and ‘healthcare’. Furthermore, commenting on strategies and interventions to minimise burnout by stretching my criteria to interventions trialled within the last 24 months. This is due to limited data and trial evidence for burnout strategies within the last 12 months of the COVID-19 pandemic.

**Result.** Burnout is on the rise among healthcare workers across the globe, 47% of healthcare staff are expressing an element of burnout worldwide. With growing concerns of healthcare staff developing long term mental health implications as a result of work-related stress. At present, one third of frontline staff are experiencing depression and distress; which must be addressed. Reviewing recent trials has highlighted a number of successful strategies for approaching burnout including: app technology, talking therapy, staff support and internet-based resources. App-related technology and web resources have shown to be particularly beneficial among recent trials, with limited participation and engagement for support groups/talking therapy.

**Conclusion.** A significant rise in physician burnout and distress during COVID-19 has been noted in various trials. Interventions specifically related to burnout within COVID-19 are limited due to a low yield of completed trials; however, a couple of trials have found an improvement in COVID-19 related stress among healthcare workers using app-related technology. Internet based intervention is cheap, widely accessible and a non-judgemental method for seeking help, especially within a profession where burnout is heavily stigmatized.

## Motivators and deterrents in choosing a career in psychiatry; making the most of psychiatry school events

Nosheen Kazmi<sup>1</sup>\*, Emily Lewis<sup>2</sup>, Catarina Cardoso Rodrigues dos Santos<sup>3</sup> and Sahana Olety<sup>4</sup>

<sup>1</sup>ST4 CAMHS, Pennine Care NHS Foundation Trust; <sup>2</sup>Locum ST, Cheshire and Wirral Partnership NHS Foundation Trust; <sup>3</sup>ST4 Forensic Psychiatrist, Greater Manchester Mental Health and

<sup>4</sup>Consultant Child and Adolescent Psychiatrist, UK, Pennine Care NHS Foundation Trust

\*Corresponding author.

doi: 10.1192/bjo.2021.405

**Aims.** In response to the Royal College of Psychiatrists’ recruitment strategy, a bi-annual Psychiatry School event was set up in the North West of England. The Psychiatry School aims to inspire medical students and foundation doctors to choose a career in Psychiatry with two days of workshops on different sub-specialties and various aspects of the career pathway. A previous service evaluation has shown attending the event improves attitudes towards psychiatry.

The aim is to assess whether improving attitudes to psychiatry has been sustained and gain a clearer understanding of the motivators and deterrents in choosing a career in Psychiatry to better inform future events.

**Method.** An online questionnaire about positive and negative aspects of psychiatry was sent to attendees of the Autumn North West Psychiatry School 2020 before and after the event.

**Result.** The total number of completed questionnaires was 62.

53.6% people were considering applying for core psychiatry training prior to the event and this rose to 85.3% in the post event questionnaire.

Motivators for a career in psychiatry prior to the event included having a better holistic understanding of patients and wide range of sub-specialities. There was a common theme of interest in research opportunities. Dynamic patient-doctor relationship, exploring issues in depth and treating diverse populations were key motivators.

It is encouraging to note that 100% responders felt their positive views on psychiatry were validated.

The majority of deterrents were disregarded and attendees felt positive about choosing a career in psychiatry.

**Conclusion.** Following the event, the only negative view on a career in Psychiatry was the concern about the potential impact on one’s own mental health. This is an important issue (highlighted in the Royal College of Psychiatrists Position Statement) that deserves consideration at future events to highlight potential effects on Psychiatrists wellbeing and how these can be avoided or mitigated.

The wide variety of sub-specialities and opportunities for research were key areas that motivated attendees and we will continue to deliver engaging workshops around these themes.

## Digital frontiers in international psychiatric recruitment: the lessons of the Northwest School of Psychiatry careers event November 2020

Nosheen Kazmi<sup>1</sup>\*, Catarina Rodrigues dos Santos<sup>2</sup>, Emily Lewis<sup>3</sup> and Sahana Olety<sup>4</sup>

<sup>1</sup>ST4 CAMHS, Pennine Care NHS Foundation Trust; <sup>2</sup>ST4 Forensic Psychiatrist, Greater Manchester Mental Health; <sup>3</sup>Specialist Doctor in Psychiatry, Cheshire and Wirral Partnership NHS Foundation Trust and <sup>4</sup>Foundation Tutor, Pennine Care NHS Foundation Trust, Consultant Child and Adolescent Psychiatrist

\*Corresponding author.

doi: 10.1192/bjo.2021.406

**Aims.** A low level of psychiatric recruitment is a global issue[1]. The RCPsych & UK Mental Health Trusts jointly run School Events as part of a recruitment strategy. The North West has been running such events for the past years. After our first virtual event, we compare the quality, effectiveness and experience of a

face-to-face (F2F) recruitment programme in 2018 with our first remote recruitment programme in 2020. In a world of fast paced technology, we reflect on what lies in the horizon for international psychiatric recruitment.

**Method.** The recruitment programme was organised by 4 psychiatric trainees affiliated to each mental health trust. A two-day remote programme on the Zoom platform comprising of 45-minute slots was created. Through their own experiences of inspirational speakers, trainees contacted speakers representing different specialities, teaching styles and philosophical outlooks.

Pre and Post Programme questionnaires and certificates of attendance were shared with speakers and attendees. These were compared with Pre and Post Programme questionnaires from the F2F event in 2018.

**Result.** When compared to the 2018 F2F programme, the 2020 virtual recruitment programme attracted a higher number and wider variety of applicants, in gender (62% female/38%male), nationality (UK 79%/Non-UK 22%), as well as wider distribution in age, UK deanery and training position. Despite the elimination of cost, the quality of teaching was rated higher than F2F due to the availability of high quality speakers (100% would recommend to a friend; 72% rated excellent). Whilst the programme was effective in changing minds, this did not exceed F2F recruitment rates. F2F recruitment feedback focussed on inclusion of sub-specialities, whereas virtual programme feedback focussed on ways to enhance interaction. Feedback focussed on technological applications such as interactive quizzes, breakout rooms, play-acting, and having the benefit of clinical vignettes or speakers' personal stories to bring talks to life.

**Conclusion.** The use of remote technology transcended geographical and demographic frontiers. A variety of high-quality speakers, directly appealing to an international cohort were sourced, at no monetary cost. In future, the budget will be used in interactive applications, and time-limited session recordings. As the participants hungered for personal connections, we recommend a blended programme, with links to taster sessions, retaining the advantages of both strategies.

### School mental health best practices institute; capacity building of teachers in mental health literacy in Pakistan

Maria Khan<sup>1\*</sup>, Aisha Sanobar Chachar<sup>2</sup>, Wamiq Ali<sup>3</sup> and Ayesha Mian<sup>1</sup>

<sup>1</sup>The Aga Khan University Hospital; <sup>2</sup>Alleviate Addiction Suffering Trust and <sup>3</sup>Dow University of Health Sciences

\*Corresponding author.

doi: 10.1192/bjo.2021.407

**Aims.** Mental health disorders in children are largely unrecognized in low- and middle-income countries like Pakistan. Teachers, due to their interactions and time spent with children, are important elements in promoting child mental health. Despite this, little importance is given to school mental health (SMH) in the country, and teachers' training in SMH is almost non-existent. With less than ten child and adolescent psychiatrists, recruiting teachers is vital to provide mental health care to children and adolescents, the majority of the country's population. This study aims to evaluate the effectiveness of a SMH training intervention for teachers in Pakistan.

**Method.** A 3-day training intervention was planned for school teachers in collaboration with International Association of Child and Adolescent Psychiatry and Allied Professions. The School Mental Health curriculum by the World Health Organization

and Stan Kutcher's Mental Health Literature were adapted after literature review and discussions with experts, and administered as Blended Learning. The intervention was evaluated using pre-workshop, post-workshop and overall feedback surveys. SPSS 25.0 (IBM Corp., Armonk, N.Y., USA) software was used for descriptive analysis. For open ended questions, central themes were identified, tabulated, and analyzed descriptively.

**Result.** A total of 63 participants registered for the workshop. The participants' mean age was 36.0 years, with 86% women and 14% men. Participants were mostly teachers, however, principals, administrators and counsellors also attended. Participants' reasons for attending were that they wanted to 'increase their knowledge' and learn 'practical management' of mental health issues. When asked about student wellbeing, 43% participants said it was a neglected area. Overall, 86.9% of participants felt the objectives were met well or very well and 87.61% stated there was adequate time for discussion. In addition, 90.47% participants responded that facilitators explained concepts well and 94.39% said facilitators answered questions well. Half of all Blended Learning activities were viewed by more than 50% of participants. Activity views decreased by 63.41% from the pre-workshop activities to day 3 activities. Improvements suggested by participants included taking a more problem-solving approach and focusing on the local context.

**Conclusion.** Evidence-based SMH interventions that train teachers are much-needed in the local resource-constrained settings. This intervention met its objectives effectively, however, Blended Learning was not well-received. We have studied learning analytics and identified the potential learner's profile of teachers as students. Adult learning principles should be implemented in future endeavours. This is a flagship project for future international collaborations between mental health professionals for cross-cultural knowledge exchange.

### Developing psychiatric resources for the new foundation programme curriculum

Drew Kinmond<sup>1\*</sup>, Fiona Hynes<sup>1</sup> and Aqib (Mohammad) Hussain<sup>2</sup>

<sup>1</sup>Reaside Clinic, Birmingham and Solihull Mental Health Foundation Trust and <sup>2</sup>Birmingham Solihull Mental health foundation trust

\*Corresponding author.

doi: 10.1192/bjo.2021.408

**Aims.** Our aim was to develop an easily accessible, relevant and deliverable resource to meet the training requirements of the new foundation curriculum for Foundation Trainees in the West Midlands. The virtual resource needed to provide information at the correct knowledge depth, whilst also being flexible enough to allow trainees to access the materials despite the challenges of remote working. The West Midlands currently holds approximately 1,300 places for foundation training with an increase in numbers planned for 2023 and 2024.

**Method.** The United Kingdom Foundation Programme (FP) is a two-year structured, supervised training programme of learning in the workplace developed to prepare medical graduates for speciality training. The Foundation Curriculum is currently being updated in line with the GMC Standards for Post Graduate Curricula to reflect the developing and contemporaneous training needs of doctors and is expected to go live in August 2021.

Though the foundation curriculum is broad and does not usually include specific diseases, it is recognised that mental health disorders are common and are frequently missed. The new