

An Audit of Core Trainees' Preferences of Teaching Format for Weekly MRCPsych Teaching at HPFT

Dr Ariela Carno* and Dr Afifa Alihassan

Hertfordshire Partnership University NHS Foundation Trust,
Hertfordshire, United Kingdom

*Presenting author.

doi: 10.1192/bjo.2024.285

Aims. The primary aim was to establish the preferences of the majority of core trainees regarding online, in-person, or hybrid teaching in order to assess if the online format created during the COVID 19 Pandemic should be maintained.

Secondary aims were:

- To collect feedback regarding the barriers to in-person teaching.
- To collect feedback regarding the course content.
- To alter the way the course is presented (if required) and to incorporate the feedback regarding the course content into the course.
- To re-audit to see if the intervention was successful.

Methods.

- SurveyMonkey was used to generate an online survey with 5 questions.
- There were a mix of quantitative and qualitative questions.
- Responses were collected between 26th September 2022 and 10th October 2022 and results were presented at the Tutors Committee Meeting and Junior Doctors Forum.
- Changes were implemented in the curriculum:
 1. Introduced specific neuroscience teaching.
 2. Small exam specific study groups were encouraged.
 3. It was decided that teaching would remain hybrid as per the majority preference and to allow equal access to teaching for all trainees (as per the GMC guidance).

A second survey with the same questions was sent out and responses collected between 19th November 2023 to 29th November 2023 to establish whether opinions had changed and to see if the intervention was successful.

Results. Sept – Oct 2022

- There were 20 responses overall.
- 50% (n = 10) preferred online teaching; 45% (n = 9) preferred hybrid; 5% (n = 1) preferred in-person.
- The most common barriers to in-person teaching were the difficulty in finding parking (70%, n = 14), and being unable to leave work on time due to clinical responsibilities (50%, n = 10).
- The most common preferred frequency of in-person attendance for the hybrid model was monthly (45%, n = 9).
- Topics requested to be covered (free-form question) included psychopharmacology, CAMHS, perinatal, geriatric, neuroanatomy and neuroscience.

Nov 2023

- There were 22 responses overall, including new trainees that had not done the survey last year.
- 50% (n = 11) preferred online teaching, 41% (n = 9) preferred in-person; 9% (n = 2) preferred in-person.
- The most common barriers were the same: difficulty finding parking (64%, n = 14) and clinical responsibilities (55%, n = 12).
- It was commented that neuroscience related teaching had improved.

Conclusion. There was a clear preference in both surveys amongst trainees for either online or hybrid teaching formats. Hence a decision was made to continue the current format of flexible teaching.

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.

MIND the GAP: Psychiatry's Scottish Trainee Enhanced Programme (STEP) to Reduce Differential Attainment

Dr Michael Cooper^{1*}, Dr Rekha Hegde¹ and Dr Fahd Cheema²

¹NHS Lanarkshire, East Kilbride, United Kingdom and ²NHS Greater Glasgow and Clyde, Glasgow, United Kingdom

*Presenting author.

doi: 10.1192/bjo.2024.286

Aims. Build relationship and understanding between International Medical Graduates (IMGs) and supervisors in core psychiatry through the Scottish Trainee Enhanced Programme (STEP) to help facilitate belonging and support a vulnerable group. Thus improving training outcomes.

Methods. There are various different areas to the PsychStep Programme.

A handbook is distributed to all IMGs which has been created in accordance with the Royal College of Psychiatrists (RCPsych) IMG Guide.

A trainee created video guide for the RCPsych portfolio is provided with the aim of this reducing anxiety around its use.

A Scotland wide WhatsApp group was created for peer support.

The final part of the programme was attendance of trainees and crucially supervisors at two half day sessions. Joint attendance is crucial in fostering supportive relationships. Content was delivered via workshops by IMG consultants with lived experience. Topics covered included communication skills, success factors, reflection, cultural transition and cultural competence. These sessions were evaluated using both scale questions and free text.

Results. There were 6 participants in this programme. All participants reported on evaluation that they felt this course made them:

- Feel welcome to psychiatry.
- Realise that other trainees faced the same challenges as them.
- Felt supported in their Journey.

All participants stated that their trainer attended the virtual sessions with them and that them being in attendance helped them understand specific challenges they would face as an IMG.

Themes identified on free text feedback from trainees were advice on how to reflect and the support that is available in general. The opportunity for shared personal experiences was also highlighted as a positive.

Themes identified on trainer feedback were guidance around both provision of a supportive environment and the importance of having open discussions with trainees.

Conclusion. This programme has an important role in helping IMG trainees in psychiatry succeed. Success stories of IMG consultants provided knowledge and hope for them. The IMG trainees felt better able to effectively engage with supervision following participation in this programme.

Outcomes from this programme to date highlight opportunities to build on this in the future. The organisers of this course hope to increase future attendance and share good practice across other specialities.

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.