

interviews as a learning tool, their experiences of podcast interviewing, and the transferable skills that they learned.

Objectives: To reflect on the use of interviews within podcasts and how this can be transferred to practice.

Methods: Based on the literature review, medical students conducted interviews with specialist clinicians in order to gain information around patient treatment. They then reflected on this experience.

Results: The practice of interviewing allowed for the development of a range of skills. It improved communication with senior professionals, provided a deeper knowledge of different psychiatric fields, and developed the written skills needed for the creation of engaging questions.

Conclusions: Interviews are a useful tool in educational podcasts and producing these helped medical students gain specialist insight and learning into different medical fields not thoroughly covered in the undergraduate curriculum. Producing the podcasts helped to develop the key skill of interviewing and communicating with more senior colleagues.

Disclosure: No significant relationships.

Keywords: podcast; medical students; undergraduate; interviewing

EPV1605

Psychiatry training goes virtual: the experience of the first online edition of the EPA Research Summer School

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Introduction: The European Psychiatric Association (EPA) Summer School allows psychiatric trainees and early career psychiatrists (ECPs) from all over Europe to meet, network, and learn together. After the 2020 edition being cancelled due to COVID-19, the 10th edition in 2021 focused for the first time on research and was conducted remotely.

Objectives: To provide an overview and feedback about the first Virtual EPA Research Summer School as a new way to encourage international networking during COVID-19.

Methods: The School was organized by the EPA Secretary for Education, and 4 Faculty members. It started with a "breaking the ice session" one week before and then a two-days meeting on 23-24 September 2021 using an online video-platform. This was preceded by all the 21 participants (from 18 different countries) recording a short 4-minute video presentation, which was uploaded and shared with other participants and Faculty.

Results: Participants were divided on a voluntary basis into three working groups: 1) "Drug repurposing: overcoming challenges in pharmacoepidemiology" 2) "Psychopathological research in psychiatry"; 3) "How to conduct a cross-sectional survey?". The Summer School program was composed of plenary sessions with lectures by the Faculty members, discussion sessions, and working groups time. At the end, each group presented a summary of the work done to the rest of the participants.

Conclusions: Although the remote format limits social interactions during the Summer School, overall participants' high satisfaction and productivity indicate that not only online formats, but also the topic of research might be covered in future editions.

Disclosure: No significant relationships.

Keywords: early career psychiatrists; psychiatry training; Online education; Summer school

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Perspectives of trainees and examiners on communication skills assessment during online postgraduate psychiatry examination in Ireland

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Introduction: Covid-19 pandemic caused a pivot to online clinical education and assessment across the globe.

Objectives: To explore the views of psychiatric trainees and examiners on assessment of communication skills during online high stakes postgraduate examination.

Methods: This study was designed as interpretive descriptive qualitative research. All candidates and examiners of the online Irish

Basic Specialist Training exam in September and November 2020 were included. The respondents were interviewed by Zoom which were transcribed verbatim. Data was coded using NVivo20 pro and Braun and Clarke thematic analysis was used to draw various themes and subthemes.

Results: A total of seven candidates and seven examiners from different training deaneries and specialties were interviewed with average duration of 29m 45s and 24m 20s respectively. The participants were largely satisfied with the online examination but did not consider it equal to face-to-face for picking nonverbal cues. The candidates were very conscious of eye contact while examiners placed more emphasis on overall professional behavior and patient engagement. All candidates preferred to continue online format post pandemic for practical reasons e.g., avoiding travel and overnight stay, while all examiners preferred to go back to in-person Objective Structured Clinical Examination due to some limitations in assessing physical and cognitive examination. However, continuation of online Clinical Formulation and Management Examination was agreed by both groups.

Conclusions: The results of the study have shown different insights of two important stakeholders in a professional postgraduate psychiatry examination which can be useful to improve same exam and design similar assessments in other settings.

Disclosure: No significant relationships.

Keywords: Objective Structured Clinical Examination; psychiatry; online; communication

EPV1607

Local Attitudes towards Postgraduate Psychiatry Training: A Maltese Perspective

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Introduction: The updated programme for postgraduate psychiatry training in Malta was implemented in 2017. The trainees' perspective was identified as an important and untapped resource in implementing positive change.

Objectives: 1. Identification of lacunae within the training programme 2. Acquire ideas regarding new initiatives 3. Identify what is particularly good. 4. Present a comprehensive report to the relevant stakeholders 5. Use of findings to work on concrete changes, with re-audit in 1 year.

Methods: Data from a national online survey of 12 Maltese Psychiatric Trainees from a total of 19 (63% response rate) were examined. Both qualitative and quantitative data was gathered by making use of Likert scales as well as open ended questions. Various areas were surveyed, including 1. Ease of accessibility and quality of Clinical Supervision & Educational Supervision 2. Lectures and Teaching Seminars 3. After hours Duties 4. Psychotherapy Module 5. Preparation for MRCpsych Examinations

Results: A noticeable difficulty in accessing clinical supervision (66%), the lack of research presentation opportunities (75%), as well as difficulties in the psychotherapy module (66.7%) were noted.

Conclusions: All results were collated into a six-page report. This report was presented to both the Maltese Postgraduate Training

Committee as well as the Executive committee of the Maltese Association of Psychiatry and the Chairman of the Psychiatry Department. Various suggestions were flagged for Implementation including: 1. Rotation specific teaching 2. Restructure of the Psychotherapy module including training 3. Annual Research Day 4. Complex Case Discussions Follow up plans include reaudit in one year following the implemented changes.

Disclosure: No significant relationships.

Keywords: Postgraduate Training; Improvements; Ideas; Malta

EPV1608

Joint Forces for Child and Adolescent Psychiatry Training: 1st ESCAP/UEMS-CAP/EFPT Training Day for CAP Trainees

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Introduction: As the Covid-19 pandemic brought about travel and social restrictions, many activities including specialty training events for medical specialty trainees moved online. The European Federation of Psychiatric Trainees, European Society for Child and Adolescent Psychiatry and Child and Adolescent Psychiatry (CAP) Section of UEMS joined forces to turn challenges into an opportunity for CAP trainees and jointly organized the 1st ESCAP/UEMS-CAP/EFPT Training Day.

Objectives: The main aim was to offer CAP trainees throughout Europe high quality and up to date training content free of charge, making use of the different strengths of the organizing associations.

Methods: Content of the Training Day was prepared according to feedback and demand from CAP trainees, collected through a questionnaire prior to the event. This event took place online and ran 9 webinars/workshops as well as a plenary case session where trainees presented real life cases made more challenging with the pandemic and representatives from 3 organizing associations discussed the cases from different perspectives. Remaining webinars/workshops covered a wide range of themes including but not limited to research, leadership, administrative and management skills as well as scientific topics such as eating disorders, medically unexplained symptoms, psychosis.

Results: Almost 200 CAP trainees from 31 countries participated in the event and received certificates of completion. The outcome of the event is being evaluated via quantitative and qualitative methods and similar events will be planned accordingly.

Conclusions: 1st ESCAP/UEMS-CAP/EFPT Training Day for CAP trainees was a success for reaching many trainees from across Europe and experimenting with different formats which will inspire future initiatives.

Disclosure: No significant relationships.

Keywords: UEMS-CAP; child and adolescent psychiatry training; ESCAP; EFPT