

around the globe have to say about psychotherapy training as part of their residency curricula.

**Objectives:** The primary purpose of the article was to assess psychiatry trainees' perspectives on psychotherapy training in residency programs worldwide.

**Methods:** The authors performed a narrative review, resulting in 19 original research studies, published between 2001 and 2021, evaluating psychiatry residents' perspectives by the application of a questionnaire.

**Results:** Nineteen articles were included in this review. Most of the studies were developed across European countries (47.4%) and in the USA (36.8%). Psychiatry residents are interested in and value psychotherapy training, and some consider it should be an obligatory competency for psychiatrists, as it already occurs in some countries worldwide. Even though, most psychiatry trainees feel dissatisfaction with the existing training in residency curricula, pointing out concerns related to the quality of resources such as courses of psychotherapy and supervision of cases, time within the residency period, and financial constraints. In terms of personal psychotherapy, we found contrasting views of its importance in psychotherapy training for psychiatry residents. A crucial finding was that psychiatry residents tend to lose interest in psychotherapy during the years of the residency, and dissatisfaction with the quality of the psychotherapy curricula, lack of support, and low self-perceived competence in psychotherapy by trainees were factors associated with reduced interest in psychotherapy training.

**Conclusions:** At a time when psychotherapy is increasingly becoming acknowledged to play a central role in the treatment of most psychiatric disorders, current training is failing to provide these competencies to psychiatry trainees. Serious reflection must be given to both the extent of the guidelines and the practical opportunities for psychotherapy training so future psychiatrists can be qualified to provide an accurate biopsychosocial model of psychiatric care. The authors postulate that maintaining residents' interest in psychotherapy requires improvements in the residency curricula and departmental leadership must support trainees' goals of becoming comprehensively trained psychiatrists.

**Disclosure of Interest:** None Declared

## EPV1088

### Psychedelic-assisted Therapy Training: Firsthand Experience of Non-Ordinary States of Consciousness in the Development of Competence

S. Dames<sup>1</sup>, C. Watler<sup>1</sup>, P. Kryskow<sup>2</sup>, P. Allard<sup>1</sup>, M. Gagnon<sup>3</sup> and V. Tsang<sup>3\*</sup>

<sup>1</sup>VIU; <sup>2</sup>Roots to Thrive, Nanaimo and <sup>3</sup>UBC, Vancouver, Canada

\*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1660

**Introduction:** This review explores the benefits of incorporating personal experience(s) with non-ordinary states of consciousness as a core component of Psychedelic-Assisted Therapy (PaT) training. The program incorporates an optional experiential training component. We collaborate with professionals affiliated with a Canadian non-profit organization specializing in PaT experiential training. As do other stakeholders in this field— including program developers, educators, and researchers—we navigate a rapidly

evolving and often ambiguous landscape, where infrastructure and regulations are lagging scientific data and best practices. Given the potential for differing perspectives, the authors acknowledge that their personal experiences could be a potential source of bias, influencing objectivity.

**Objectives:** Conversely, these lived experiences could be seen as valuable contributions, enriching perspectives on the role of experiential training. In that context, our intention is to provide a comprehensive review, presenting arguments both in favour of and against the integration of experiential training in PaT.

**Methods:** There is an urgent need for establishing legal training and practice options, bridging the underground with best practices, with all practitioners operating within a regulated and ethically accountable framework. Such a proactive strategy would mitigate the risks associated with unregulated training in a field with relatively few guidelines on how to develop competency.

**Results:** An in-training PaT experience supports personal comfort, self-assuredness, and confidence supporting others in non-ordinary states of consciousness, with contemporary researchers/experts highlighting the specific challenges among therapists who lack lived experience. These might include holding unrealistic expectations, being unaware of the impacts of set and setting, and misunderstanding

**Conclusions:** Whether or not therapists engage in experiential training - serving a dual in one's own healing process, it is imperative that they maintain their own wellness practices. This proactive/primary prevention strategy would improve well-being and resilience, reducing secondary mental health consequences for patients and providers. Cultivating a culture of self-care within the mental health field should be an overarching priority for training programs and professional organizations, without which we are left with broken people in support of broken people. Current rates of burn-out, absenteeism and early retirement suggest that we are already on that trajectory and should serve as a call to action.

**Disclosure of Interest:** None Declared

## EPV1089

### “Where are we headed?” To better understand the career paths and barriers psychiatrists, psychologists, and psychotherapists face in Hungary. An outline of a quantitative and qualitative study

I. Bitter<sup>1</sup>, B. Péley<sup>2</sup>, M. Bérdi<sup>3</sup>, B. Henrietta<sup>4</sup>, K. Farkas<sup>1\*</sup>, E. Gergics<sup>3</sup>, P. Nagy<sup>5</sup>, K. Pál<sup>4</sup>, B. Ungvári<sup>6</sup>, P. Szabó<sup>6</sup>, I. Tiringér<sup>7</sup>, M. Fülöp<sup>8,9</sup> and G. Szőnyi<sup>4</sup>

<sup>1</sup>Department of Psychiatry and Psychotherapy, Semmelweis University, Budapest; <sup>2</sup>Institute of Psychology, University of Pécs, Pécs; <sup>3</sup>Department of Crisis Intervention and Psychiatry, Péterfy Sándor Street Hospital-Clinic; <sup>4</sup>MentalPort Institute of Psychoanalytic Methods; <sup>5</sup>National Institute of Mental Health, Neurology and Neurosurgery - Nyíró Gyula Center; <sup>6</sup>Roska Tamás Doctoral School of Sciences and Technology, Pázmány Péter Catholic University, Budapest; <sup>7</sup>Department of Behavioural Sciences, University of Pécs, Pécs; <sup>8</sup>Research Centre for Natural Sciences, Institute of Cognitive Neuroscience and Psychology and <sup>9</sup>Karoli Gaspar University of the Reformed Church, Budapest, Hungary

\*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1661

**Introduction:** Becoming a psychiatrist, clinical psychologist or psychotherapist involves a complex set of skills that require extensive training. Clinical practice development and professional and personal identity formation are closely intertwined and continue throughout one's career. Individual and environmental factors influence dropout. The beginning stages of training are incredibly challenging for trainees and can be a time of vulnerability as they face early professional hurdles. We propose that certain educational factors, such as inadequate practical training and insufficient emotional support during professional dilemmas, play a crucial role in manifesting burnout or other symptoms, potentially leading to stagnation in one's career.

**Objectives:** The main objective of our study is to identify causes of disruption and/or discontinuation of the training/residency programs in psychiatry, clinical psychology, and psychotherapy. Our study also aims to highlight the causes of chronic exhaustion among trainees in mental health professions.

**Methods:** The research team has developed a comprehensive questionnaire including two validated psychometric scales, the Effort-Reward Imbalance Questionnaire (ERI, Siegrist *et al.* Soc Sci Med 2004; 58 1483-99, Salavecz *et al.* J Men Psychosom 2006; 7 231-246) and the Mental Health Test (MHT, Vargha *et al.* J Men Psychosom 2020; 21 281-322). A quantitative analysis (Braun *et al.* Qual. Res. Psychol. 2006; 3 77-101) will be performed on the responses, following which interviews will be conducted with previous volunteers who participated in the study. The interviews will be evaluated through content analysis. Our survey is prepared with the involvement of all significant training centers in Hungary. The study was approved by the United Ethical Review Committee for Research in Psychology (EPKEB, approval numbers: 2021-109, 2023-101).

**Results:** The participants' main characteristics and the questionnaires' results will be summarized with standard statistical methods, while the interviews will be analyzed with the help of qualitative methods.

**Conclusions:** Based on the results of the described study, we aim to investigate the educational system's impact on the career development and commitment of psychiatrists, psychologists, and psychotherapists in Hungary. Additionally, the research will yield valuable perspectives on how these factors affect the mental well-being of these professionals. Ultimately, the results could help address areas of concern and improve mental health professionals' training.

\* Presenting author

\*\* The two authors contributed equally.

**Disclosure of Interest:** None Declared

## EPV1090

### Perceived stigma evaluation among residents in psychiatry

R. Masmoudi, S. Ajmi\*, A. Guermazi, F. Cherif, R. Sallemi and J. Masmoudi

Psychiatry A, Hedi Chaker University Hospital, Sfax, Tunisia

\*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1662

**Introduction:** The nature of psychiatry as a specialty dealing with mental health and emotional well-being may contribute to the

perceived stigma. These misconceptions and biases can impact the way psychiatry residents perceive their profession, their own self-esteem, job satisfaction, and overall well-being.

**Objectives:** Our goal was to evaluate the experience of stigma among psychiatry residents.

**Methods:** A descriptive cross-sectional online survey was conducted in January 2022 among psychiatry residents at Hedi Chaker University Hospital in Sfax, Tunisia.

The Clinician Associative Stigma Scale (CASS) was used to assess stigmatization experiences.

**Results:** A total of 34 residents participated in this survey. Their average age was 27.94 years  $\pm$  2.43, with 91.2% being female. Of the participants, 61.8% were adult psychiatry residents, and 39.2% were child psychiatry residents. Additionally, the choice of adult psychiatry or child psychiatry specialty was self-determined in 91.2% of cases. The participants had an average of 2 years of experience in psychiatry. They reported a personal medical or surgical history, a personal psychiatric history, and a family history of psychiatric disorders in 32.4%, 8.8%, and 50%, respectively. The average CASS score was 47.09  $\pm$  8.32.

The mean scores for the "discomfort with disclosure" factor, the "stereotypes about mental health professionals" factor, the "negative stereotypes about individuals with serious mental illness" factor, and the "negative stereotypes about effectiveness" factor were respectively 8  $\pm$  3, 9.44  $\pm$  2.57, 15.62  $\pm$  5.7, and 11.35  $\pm$  3.33.

**Conclusions:** Our study highlighted that residents in psychiatry suffered stigma. Special attention should be given to reducing this phenomenon in this population.

**Disclosure of Interest:** None Declared

## EPV1091

### Professional quality life of psychiatry residents in Tunisia

R. Masmoudi, S. Ajmi\*, A. Guermazi, F. Guermazi, I. Baati and J. Masmoudi

Psychiatry A, Hedi Chaker University Hospital, Sfax, Tunisia

\*Corresponding author.

doi: 10.1192/j.eurpsy.2024.1663

**Introduction:** The professional quality of life for psychiatry residents is a complex and multifaceted aspect of their careers. However, the demanding nature of their work can place significant stress on their own psychological well-being. Balancing the need to care for patients while also managing personal and professional responsibilities can be challenging. Nevertheless, psychiatry residents have the opportunity to make a profound impact on the lives of their patients and find fulfillment in their work.

**Objectives:** To assess the prevalence of burnout (BO) and secondary traumatic stress (STS) among psychiatry residents.

**Methods:** We conducted a descriptive online cross-sectional survey in January 2022 among psychiatry residents practicing at Hedi Chaker University Hospital in the Sfax region in Tunisia. Professional life quality was evaluated using The Professional Quality of Life Scale - 5 "ProQOL-5".

**Results:** The total number of residents was 34, of which 91.2% were female. Their mean age was 27.94 years  $\pm$  2.43. They were single in 67.6%. They were residents in adult psychiatry in 61.8% and in child