Introduce feedback from patients and carers for resident doctors: Resident doctors will be expected to collect one set of Multisource feedback (MSF) responses during core training and at least once per speciality training year. This will apply across all psychiatric specialties, including those who undertake dual training. The feedback should also form part of ARCP considerations. Introduce guided supervision session relating to caseload-based discussion: Direct Observation of Non-Clinical Skills (DONCS) will now feature HLOs 1–9 as part of the 'skills observed' part of the online portfolio. This will allow for resident doctors to capture skills and experience that aren't covered elsewhere in their portfolios.
Conclusion: The changes should allow resident doctors to demonstrate the skills and knowledge acquired across their training. They will also be able to demonstrate a clear understanding of their progression and benefit from a variety of feedback opportunities.

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.

Mental State of the Art: Creative Reflections from Psychiatry Placement

Dr Sian Davies, Dr Roshni Bahri, Dr Katie Dichard-Head, Dr Azjad Elmubarak and Dr Ahmad Kamal Mohamed

Birmingham and Solihull Mental Health Foundation Trust, Birmingham, United Kingdom

doi: 10.1192/bjo.2025.10265

Aims: Medical training, particularly in psychiatry, often confronts students with emotional challenges that extend beyond clinical skills. Recognizing that medicine is as much an art as it is a science, we invited fourth year medical students at the University of Birmingham to enter a creativity competition whilst on their psychiatry placements.

This project aimed to provide a reflective outlet for the students, encouraging them to explore and express their emotional responses to the realities of psychiatric practice. By drawing parallels between their own experiences and those of their patients, the students were able to utilise art as a source of personal insight on their clinical practice.
Methods: During their 5 week psychiatry rotation, students were invited to create and submit an artistic piece inspired by their clinical encounters. Creative submissions – ranging from poetry and paintings to drawings and even baking – were accompanied by a brief explanation of the inspiration behind the work. On the final day of placement, students had the opportunity to present or perform their piece in front of their peers, fostering an environment of shared reflection and support. One entry in each rotation would be selected as a prize winner, however the main focus of the project was to encourage students to utilise art as a medium of self-reflection and therefore understanding what impact the process had on them was key.
Results: 23 students participated in the initiative, producing a diverse collection of artworks that authentically portrayed their personal and professional experiences with mental health. Extracts from the explanations that accompanied the entries highlight that the students benefited from using art as a medium for processing and communicating complicated feelings about their psychiatric placement. The students reflected that art can be used as a therapeutic tool for both patients and clinicians. Many used their creative expression to consider the importance of seeing beyond the label of a diagnosis and to focus on the actual lived experience of the patient in front of us.
Conclusion: The creativity competition was met with enthusiasm, underscoring the value of artistic expression in medical education. Moreover, it suggested that integrating creative projects into clinical rotations can enrich students' learning experiences and bolster empathy. It also encouraged students to continue to use creativity as an outlet to improve their own wellbeing in busy clinical periods. Future plans include publishing the entries in an anthology to share the moving artwork with a wider audience.

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.

Building Reflective Practice: Establishing a Sustainable Balint Group Model for Child and Adolescent Psychiatrists in Wales

Dr Megan Davies-Kabir and Dr Andrew Todd

Aneurin Bevan University Health Board, Caerleon, United Kingdom

doi: 10.1192/bjo.2025.10266

Aims: The project aimed to establish a regular Balint group for Child and Adolescent Psychiatry (CAP) Specialist Resident (SpR) doctors in Wales, support the development of future Balint leaders through training, and enhance the sustainability of these groups. By increasing the number of accredited leaders across Wales, the project sought to expand opportunities for clinicians at various levels to engage in reflective practice, have a safe space to consider their relationship with patients, and ultimately increase levels of emotional capacity and wellbeing.
Methods: In July 2023, following notification of funding, interest was canvassed among CAP SpRs in Wales, resulting in the formation of a group of five SpRs committed to becoming accredited Balint leaders. Regular online meetings were set up for mutual support and to facilitate progress towards UK Balint Society accreditation. An online fortnightly term-time Balint group was organized for CAP psychiatrists, with an accredited leader overseeing the sessions. Despite initial challenges accessing funds, the project progressed, and the Balint group commenced in November 2023. Two members attended a Balint training day in December 2023, despite financial constraints, while plans to use funds for further events and supervision encountered delay due to complex bureaucratic pathways.
Results: A total of 16 child psychiatrists from Wales participated in the Balint group, with 12 (mostly SpRs) attending regularly. Feedback from 11 participants indicated overwhelmingly positive responses to the group's impact on their practice and well-being, with the majority expressing that it enhanced their understanding of the doctor-patient relationship and provided a safe space for emotional reflection. Key strengths identified included the supportive environment and the opportunity for group reflection. While online participation worked well for most, there were suggestions for occasional face-to-face meetings. Notably, two of the initial Balint leadership cohort are now leading the group following the funding phase, demonstrating the project's potential for sustainability.
Conclusion: The project successfully introduced Balint group practice to CAP SpRs in Wales and initiated a pathway for future leaders. Despite challenges with funding and administrative processes, the initiative has had a positive impact on SpRs' professional development, wellbeing, and reflective practice. The creation of a sustainable model for leadership development is a

https://doi.org/10.1192/bjo.2025.10265 Published online by Cambridge University Press