

6-18

PREVENTION OF HARMFUL STRESS AMONGST DOCTORS

Rachel Locke (University of Winchester), *Amanda Lees* (University of Winchester), **Samantha Scallan** (University of Winchester)

Health and Wellbeing Research Group, The University of Winchester, Winchester, Hampshire, SO22 4NR

Background

Research has shown a link between practitioner stress/burnout and poor patient care. Contributory factors to high stress levels amongst doctors (such as heavy workload and economic constraint) and the need for resilience are well documented. Less is known about educational interventions that may help doctors to recognise and manage the harmful effects of stress in their own practice.

Summary of work

This poster presents findings from a thematic synthesis of national and international literature concerning pedagogy for educational interventions to combat stress for doctors, which can be offered as continuing professional development or as part of medical curricula. The synthesis was conducted as part of a mixed methods study which included focus groups with medical educators and an online Delphi exercise.

Summary of results

From the 1355 papers initially retrieved, 32 studies were included in the synthesis. Interventions spanned several specialisms and were provided for trainees, qualified doctors and multi-professional team members. Only a small number of UK based interventions were included in the review, interventions offered within the US, Australia and Scandinavia were more frequent.

Conclusions /Take home messages

The poster considers in more detail what can be learnt about which types of intervention appear to work well for whom and in what ways, reflecting on the differing foci and associated outcomes of various pedagogic approaches.