



The collaboration between RCPsych Wales and NCLW builds on the Centre's previous experience with other colleges, e.g. the Royal College of GPs, and offers a valuable case study for future engagement.

Conclusion: When people experience ill-health, it is vital that they are able to access care in the language that best meets their needs. As a result of 'Dysgu Cymraeg', more psychiatrists know how to say a few words in Welsh and have been inspired to continue their language journey. The programme supports professional development, positively impacts patients' lives, and contributes to the Welsh Government's vision of a million Welsh speakers by 2050.

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.

The Introduction of Simulation Sessions to the Psychiatry Teaching Programme for Graduate Entry Medical Students at Swansea University

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Aims: Simulation is an established part of medical education, but has taken longer to become embedded within psychiatry. Our aim was to introduce Simulation to the teaching programme during medical students' speciality attachment, using a range of stations to provide exposure to specific mental disorders for all students. Identified learning objectives were to practice psychiatric history taking and mental state examinations, to summarise and present this information and to generate differential diagnoses and propose management plans.

Methods: The teaching programme was adjusted to include half a day of Simulation stations during students' first week, after they receive teaching on history taking, mental state examination and risk assessment during induction.

The clinical tutor developed an introductory presentation, outlining learning objectives and expectations. Each cohort of 14 or 15 students were divided into four small groups and each group instructed to rotate around four different stations, providing exposure to different and realistic scenarios. Clinicians receive stations in advance, allowing time for preparation and familiarisation with the scenario.

We liaised with Simulation leads at two local hospitals for advice about running the stations and debriefing methods. Debriefing is provided during each station, and as a group at the end, and a template has been developed, ensuring the process is in line with Health Education and Improvement Wales and the Association for Simulated Practice in Healthcare expectations.

A Simulation room has been developed at the Education Centre. Simulation teaching is provided for each student cohort.

Results: The Simulation stations were introduced in September 2024, and have been carried out for four student cohorts to date. Feedback has been highly encouraging, with all medical students (total 46) rating the sessions as 4 or 5/5 in terms of how useful they have been.

Conclusion: Allowing medical students to practice history taking, mental state examinations, risk assessments and capacity assessments has clear advantages. Students can make mistakes, without exposing patients to avoidable harm, debriefing leads to deeper understanding of how diagnoses are made and treatment plans

formed. Individuals may identify gaps in their existing knowledge or areas of communication skills which they wish to develop. There is scope to develop this teaching further. We are working with simulation leads at local hospitals, developing VAR headset modules to simulate patients with psychosis, mania, delirium. New stations are being written, to cover situations arising in different clinical settings, demonstrating how relevant comprehensive psychiatric assessment will be in all areas of medicine.

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Impact of Social Media: A Cross-sectional Survey

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Aims: Social media has revolutionised our lives over the past two to three decades. With the advent of smartphones we see ourselves, family members, colleagues and general public whiling time away on social media platforms. In this context it would be prudent to explore the impact of social media and one's thoughts on the future.

Methods: An online survey was conducted looking into areas such as use of social media influence and opinions on adverse impact on individual use and future generation was looked into. The UK adult working population was studied and 100 individuals responded.

Results: 94% respondents feel mental health can be adversely affected by social media; 94% respondents worry about future generation being affected negatively by social media; 50% felt adversely affected by social media; 64% felt social media influenced them. However more than 50% of respondents used social media daily up to 4 hours despite their concerns.

Conclusion: Regular use of social media was very common despite one's worries about adverse impacts on mental health. The population studied was of working adults and though they used social media regularly 94% felt worries about impact of social media on future generation. Overall the use and influence of social media on working adult population sample was high despite their own conviction that this may adversely impact mental health and future generation.

An Afterthought; Should adults model less use of social media and phone to lead the way for future generation?

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Supporting Success: Qualitative Study of Mentoring CASC Candidates Through Structured Exam Preparation

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Aims: Differential attainment is recognised as a key factor in MRCPsych examinations, with gender, training status, ethnicity and international medical graduate (IMG) status significantly