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Bridging Cultures: A Cambodian Psychiatrist’s Perspective on Psychiatry and Addiction Exchange Programs in the Netherlands and South Africa

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Introduction: This knowledge exchange program was designed to enhance the clinical training of a Cambodian psychiatrist in general psychiatry and addiction care. Conducted between July 1, 2024, and August 30, 2024, the program involved immersive clinical experiences in the Netherlands and South Africa. The exchange facilitated engagement with leading mental health institutions, offering valuable insights into advanced psychiatric practices and addiction care models.

Objectives: The primary objectives of the program were to improve clinical competencies in diagnosing and managing psychiatric and addiction disorders, to gain exposure to multidisciplinary and community-based care models, and to develop cultural competence in adapting psychiatric practices to low-resource settings like Cambodia. These goals were pursued through a combination of clinical visits and participatory learning activities.

Methods: The psychiatrist participated in clinical visits and hands-on learning at Radboud University Medical Center and Pro Persona in the Netherlands, as well as Rustenburg Addiction Care in South Africa. These experiences included observing advanced treatments and participating in community-based psychiatric care programs. The program’s structure combined hands-on training and multidisciplinary teamwork to provide a comprehensive learning experience.

Results: The program yielded significant improvements in the psychiatrist’s ability to manage complex addiction cases and implement community-based care. Additionally, the experience fostered greater cultural competence, enabling the application of psychiatric practices suited to the Cambodian context. The collaboration also promoted potential future psychiatric training initiatives and international partnerships.

Conclusions: The knowledge exchange program was successful in enhancing the psychiatrist’s clinical skills and cultural awareness. It underscored the importance of international collaboration in psychiatry and addiction care, providing a model for how mental health professionals from low-income countries can benefit from exposure to global best practices and community-based care strategies.

Disclosure of Interest: None Declared

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Clinical Reasoning Skills in Psychiatric Education: Scenario and Question Generation with Chat-GPT

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Introduction: Case-based learning holds a crucial place in psychiatric education. Through methods such as written scenarios, video presentations, patient simulations, or observing real patients,

students are expected to gain clinical reasoning skills by observing psychiatric cases.

Objectives: This study aims to generate case scenarios using ChatGPT-4 and create multiple-choice questions based on these cases.

Methods: A prompt was developed based on the literature to generate case scenarios for 12 psychiatric diagnoses, along with five related questions for each case (Figure) (Kiyak. Rev esp educ méd 2023; 4(3)). The scenarios and questions were organized into six forms, each containing two cases and ten questions.

Results: A total of 12 psychiatrists, (5.33 ± 1.31 years of practice) evaluated each form in pairs. The results of the case evaluations are presented in Table 1, and the question evaluations in Table 2.

Table 1	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
	Schizophrenia/ MDD	Schizophreniform/ AN	Brief PD/ SSD	Panic/ Bipolar I	Dysthymia/ BPD	Conversion/ GAD	
The clinical scenario represents a typical case for the queried disorder.	2/2	2/2	1/2	2/2	2/2	2/2	23/24
The mental status examination findings in the case are appropriate for diagnosis.	2/2	2/2	2/2	2/2	2/2	1/2	23/24
The case scenario is well-written.	2/2	2/1	2/2	2/2	2/2	2/2	23/24
The case is of appropriate difficulty for medical students.	2/2	1/1	2/1	2/2	2/2	1/2	20/24
The case is aimed at measuring clinical reasoning skills.	2/2	2/2	2/1	2/2	1/1	2/2	21/24

Table 2	The question text is clear.	The question is clinically appropriate.	The question has only one correct answer.	The information provided is sufficient to find the correct answer.	The distractors are plausible.	The question was of appropriate difficulty for medical students.	Factual Recall/ Clinical reasoning	Total by question type
Diagnosis	23	23	22	23	23	19	16	149/168
Treatment	24	23	12	20	17	15	17	128/168
Differential diagnosis	22	17	18	16	19	15	20	127/168
Prognosis	23	22	17	21	19	14	14	130/168
Complications	21	19	17	19	13	12	14	115/168
Total by criterion	113/120	104/120	86/120	99/120	91/120	75/120	81/120	

Conclusions: The evaluation confirmed that the case scenarios were typical for the respective disorders and included appropriate mental status examinations for diagnosis (23/24). The cases were deemed suitably challenging for medical students (20/24) and effective in assessing clinical reasoning skills (21/24). However, the questions did not meet certain criteria, such as appropriate

difficulty (75/120), the presence of a single correct answer (86/120), and the plausibility of distractors (91/120). It is suggested that further work on the prompt is needed to improve the quality of the questions. While ChatGPT is suitable for generating case scenarios, the questions should be reviewed before use.

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Mental Health Themed Student Selected Components: A Strategy To Increase Recruitment Into Psychiatric Training

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Introduction: The University of Bristol Medical School, United Kingdom, has student-selected components (SSC) making up a substantial proportion of its curriculum. This practice is common among UK medical schools. SSCs can inspire interest in specialities that students may have less exposure to during undergraduate training, such as psychiatry. Psychiatry has a broad range of subspecialities and themes which can be explored in an SSC. The author supervised one such project in which a student researched and produced a series of podcasts about the science of happiness.

Objectives: To explore the use of student-selected components (SSC) in increasing exposure to psychiatry in the undergraduate curriculum

To explore the impact of student-selected components (SSC) in increasing recruitment into psychiatric training

Methods: An initial literature review was performed with the following keywords using Medline on OvidSP.

Results: Fourteen papers addressed the use of psychiatry student-selected components (SSC) in undergraduate medical education and their influence on career specialty choice.

Conclusions: Student-selected components (SSC) are an important strategy for increasing exposure to psychiatry in undergraduate medical education and recruitment into psychiatry.

Keywords: Medical undergraduate education, elective, student-selected components, special study modules, psychiatry, mental health.

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Addressing professional burnout among Ukrainian medical workers during wartime: an online intervention study

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Introduction: Professional burnout among medical workers is a significant global concern characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. In Ukraine, the ongoing war has exacerbated this issue due to additional stressors such as exposure to traumatic events, resource limitations, and constant threats to personal safety. Medical professionals are facing unprecedented challenges, including increased patient loads from wartime casualties and psychological strain from working in high-risk environments.

Objectives: Develop an online psychological training program to address professional burnout among Ukrainian medical workers during wartime, evaluate its feasibility in a conflict setting, and assess its preliminary effectiveness in reducing burnout levels and improving adaptive coping strategies.

Methods: An online training was developed by specialists from Charité University Clinic (Berlin) and Bogomolets Medical University (Kyiv) under the “SOLOMIYA” project (<https://solomiya.net.ua/>).

Participants: 27 medical workers from Ukraine.

Study design was mixed-methods with quantitative assessments at three time points.

Intervention was delivered online via Zoom in Ukrainian to accommodate regional participants and wartime restrictions. Total duration was 4 hours over two 2-hour sessions, including psychoeducation, practical exercises, and interactive discussions.

Data collection scales: Maslach burnout inventory, Brief COPE, Professional Self-Efficacy, WHO-5 index, participant satisfaction survey.

Results: Preliminary data from the 27 participants indicate a high level of satisfaction with the training program. The mean satisfaction score was 8.7 out of 10 (SD = 1.2), with scores ranging from 6 to 10 and a median of 9. The distribution of satisfaction scores was as follows: excellent (9–10): 59% (16 participants), very good (8): 15% (4), good (7): 19% (5), satisfactory (6): 7% (2).

These results suggest that the majority of participants found the training to be highly valuable and relevant to their needs. Participants reported that the exercises and coping strategies provided were useful for managing stress. Interactive discussions were noted as particularly helpful, demonstrating the importance of social support in reducing burnout. Due to the ongoing nature of data collection, comprehensive statistical analyses of changes in burnout levels, coping strategies, professional self-efficacy, and well-being are not yet available. However, initial observations indicate positive trends in these areas.

Conclusions: Preliminary findings show that online psychological training is feasible and well-received by Ukrainian medical workers during wartime. High satisfaction scores suggest potential benefits. While definitive conclusions on effectiveness are premature, the positive reception aligns with research on tailored interventions in high-stress environments.

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