Introduction
Given the rapidly evolving landscape of social media and the young age of many of its users, it is important that children and adolescents have the skills and confidence to protect themselves from on and offline exploitation.

While the exact prevalence of adolescents using dating apps and social media to meet new people is difficult to evaluate, current in-app precautions are inadequate to prevent underage children from joining adult sites. A subset of adolescents use these adult apps to meet new people in person.

Sexting is prevalent in these age groups and education on proper consent and boundaries has been proposed as an effective way to minimize the risk of harm as youth explore their sexuality.

Methods
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2. Paired pre and post surveys were made for both lessons in order to measure the effectiveness of the lessons and improve their quality. No identifying or demographic information was collected.

3. Participants included all patients in attendance at the Kobacker center at the time of the lessons. Surveys were given directly before and after the lessons.

4. Answers were assigned scores and pre and post data was analysed using paired t-tests.

Results
- 19 and 25 patients completed the Social Media Safety and the Consent and Boundaries surveys, respectively.
- The subjects' understandings of consent, coercion, and the situational limitations of consent significantly improved (p<0.05) in the post surveys, as did their confidence in resisting peer pressure.
- Most patients reported using social media to meet new people and feeling safe doing so, however the amount responding that they had previously posted something they regret increased significantly.

Discussion
Our results indicate that there may be gaps in adolescent psychiatry patients' education surrounding consent, coercion, and healthy boundaries. Our results also suggest that these gaps can be effectively addressed with focused group lessons. It is also worth considering if group lessons are more effective than solo counseling for these topics due to the positive effect of peer affirmation.

The importance of this education is emphasized by the finding that the majority of these patients were using social media to meet new people online, and expressed more regret over photos and information they had posted online after the social media safety lesson.

While resistance to peer pressure was increased by the lesson, measures of self worth and importance remained fixed and the group lessons did not demonstrate any significant improvement in that area, suggesting that this teaching format does not improve individual perception of self worth.

Conclusions
Both lessons seem to have effectively taught the majority of the intended content. Surveys demonstrated gaps in education within this patient population regarding consent and social media safety. Filling these gaps could help to improve patient safety and future outcomes and should be of interest to other institutions.

Future research should focus on whether or not these learning gaps are present in other regions of the state, and if so, to identify the best way to meet these learning needs.

References