

educational aspect and negatively impacted team working skills, whilst others valued this.

Conclusion: The findings of this study suggest that escape rooms could provide an innovative approach to teaching methods in undergraduate psychiatry. In this study, students found the escape room an enjoyable and beneficial experience that improved their knowledge, and they perceived a benefit for revision as the day was situated close to final year examinations. Equally, escape rooms could be used in a myriad of other ways to support learning in different contexts. Given the popularity of experiential learning in medical education this may be an option to provide positive experiences in undergraduate psychiatric education as well as meaningful educational experiences.

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Assessment of Knowledge of Learning Disabilities and Workshop for Palestinian Primary School Teachers: A Single-Center Study

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Aims: To assess primary school teachers' knowledge of learning disabilities, and design interactive lectures targeting revealed gaps.

Methods: A 30-question survey was designed based on previously published research alongside a discussion with teacher supervisors. It was comprised of true-or-false or multiple-choice questions, divided into five parts: demographic details, learning disabilities general knowledge, specific learning disabilities, developmental disorders, and management.

A Four-session workshop was held at Terra Santa College in Bethlehem from December 2024 to January 2025, provided by a speech therapist and a psychiatry resident, with the support of Pro Terra Sancta (Bethlehem). Each session was two hours long providing knowledge and interactive activities followed by discussion. The sessions correlated with the different parts of the questionnaire. The first session focused on normal child development, learning disability types, and manifestations. The second session covered specific learning disorders: dyslexia, dysgraphia, and dyscalculia. The third session had an emphasis on developmental disorders: autism spectrum disorder and Attention-Deficit/Hyperactivity Disorder. Finally, the fourth session was about multidisciplinary management, the role of teachers, and individualized learning plans.

Results: Twenty-eight Palestinian primary school teachers filled out the pre-assessment survey. They were all female, of different age groups (9 teachers under 35 years old, 12 between 36–45, and 7 older than 45), and several disciplines (including 9 teaching Languages (32.1%)). Among the participants, 57.1% had related training previously, 92.9% said they teach a student with a learning disability, and 75% described teaching these children as 'very challenging' (n=4) or 'challenging' (n=17). The teachers' average overall score on the pre-assessment was 55% correct, with the highest section mean being developmental disorders (62%), compared with specific learning disorders (34%). Interestingly, most mistakes were related to the misconception that learning or development disorders can be

diagnosed primarily with brain imaging. A quick analysis, using RStudio 2024.04, showed a significant difference ($p<0.05$) in overall scores when comparing those who had prior similar training (mean=60.6%) and those who had not (mean=51.5%), with no significant differences among other demographic measures.

The feedback was overwhelmingly positive, with teachers reporting more confidence and enthusiasm to interact with students with learning and developmental disabilities. Specifically, they cited the activities as interactive and relevant to their experiences.

Conclusion: Teachers have a big role in identifying and supporting children with learning disabilities, therefore, awareness campaigns should target this population. Such small studies can lay the groundwork for future research and workshops.

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Lessons Learned From a National Student-Led Audit by SPARC (Student Psychiatry Audit and Research Collaborative) on Emergency Department Management of Self-Harm in Under-18s

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Aims: National audits provide valuable experience in research, leadership, and clinical governance. However, student-led initiatives present unique logistical and methodological challenges, including variability in training, data consistency, and long-term engagement. The Student Psychiatry Audit and Research Collaborative (SPARC) conducted a national audit to assess Emergency Department (ED) management of self-harm in under-18s across UK EDs between 2021 and 2023. This study aimed to examine the challenges encountered during the audit process and identify key lessons to inform future student-led research projects. Given the complexity of a multi-centre audit, we anticipated difficulties in training, data collection, and sustaining student engagement over two years.

Methods: Medical students were recruited as regional leads via university networks and psychiatric societies. A multidisciplinary committee of doctors and students oversaw the audit, which reviewed nearly 500 ED records across nine medical schools from 2021 to 2023. Data collection, based on National Institute for Health and Care Excellence (NICE) guidelines, involved a retrospective review but was complicated by a mid-audit guideline change, necessitating adaptations in data extraction. A snowball teaching method was used to train data collectors, who joined at different stages of the project. Following audit completion, challenges at each stage were analysed and compared with similar national audits to develop recommendations for future student-led initiatives.