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.

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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 that 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

influencing CASC outcomes. Anxiety and other unique challenges faced by IMGs can contribute to performance gaps. Educational theory emphasises multimodal frameworks and peer-led mentoring can enhance learning outcomes and alleviate exam-related anxiety, thereby narrowing these disparities. This study evaluates the impact of a structured, peer-led mentoring approach on CASC success, aiming to target the unmet needs of IMG candidates and develop effective, scalable strategies for reducing performance disparities.

Methods: In 2024, a structured mentoring programme was designed at South West London and St George's Mental Health NHS Trust, supporting CASC candidates preparing for their first attempt. The cohort included 8 trainees of both genders, from different ethnic and training backgrounds. The mentoring framework integrated the following components:

Initial planning with clear expectations and timeline.

Practice framework of all station types and a consistent practice schedule, which increased in frequency and intensity closer to the exam.

Station-specific flowcharts and time-saving strategies provided to enhance efficiency.

Ongoing support with practical advice on anxiety management and exam logistics.

Full mock examinations conducted with detailed feedback.

Results: All participants passed the CASC on their first attempt. Qualitative feedback, analysed using Braun and Clarke's six-stage thematic framework, revealed the following key themes:

Clarity and Structure: Participants highlighted that a structured timetable and clear objectives improved focus and confidence, making the workload more manageable and progress tangible.

Practical Resources: Flowcharts and checklists were deemed highly effective in simplifying complex tasks with multiple potential approaches.

Emotional Support: Regular peer interactions reduced anxiety and fostered a collaborative learning environment.

Feedback and Reflection: Mock exams with detailed feedback were viewed as instrumental in identifying strengths and areas for improvement.

Conclusion: This study demonstrates the potential for peer-led mentorship programmes during CASC examination preparation, minimising candidate anxiety and helping to foster equitable outcomes. Results highlighted the benefits of structure, consistency, targeted support and personalised feedback, tailored to the diverse needs of the trainees. Further research with larger cohorts is recommended to quantitatively evaluate the generalisability of these findings. An expanded version of this mentoring programme might be introduced within the Trust. Establishing such a programme could not only improve exam pass rates but also foster a more inclusive and supportive training environment within psychiatry.

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The Impact of Indian Teachers of Psychiatry (IToP) Scholarship for Teachers Towards Enrichment of Psychiatry Teaching Skills (STEPS): A Model for Capacity Building of Psychiatry Teachers

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Aims: To assess the impact of Indian teachers of psychiatry (IToP) scholarship for teachers towards enrichment of psychiatry teaching skills (STEPS).

Methods: It is a cross-sectional study with Institutional ethical clearance that was carried out online through Google forms from March to Nov 2024. Data was collected through a specifically developed structured questionnaire. Most questions were open-ended questions, and a few were graded on a five-point Likert scale (1 to 5).

Results: A total of 16 participants, who were trained from the year 2020 to 2024 in IToP STEPS programme were included in the study. 10 were men and 6 women. Faculty ranged from Professors to Assistant Professors. 75% were involved in teaching both undergraduates and postgraduates. All rated the training as 4/5 on quality that fulfilled the expectation. They felt better equipped with teaching methods, innovative strategies and assessments.

Conclusion: Capacity building of psychiatry teachers is much needed to enhance quality of training and thereby psychiatry services. IToP STEPS is a model that can be replicated in other countries where psychiatry education and services is a challenge.

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Exploring Medical Student Experiences of the Use of Escape Rooms as an Innovative Teaching Method Within Undergraduate Psychiatry Teaching

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Aims: The study aimed to explore the experience and opinions of third year medical students regarding the use of escape rooms as a teaching modality in undergraduate psychiatry education. This research will help inform whether escape rooms have a viable role in medical education.

Methods: This was a mixed method study using quantitative and qualitative elements. Quantitative data was captured on Likert scales, through survey completion, immediately after completion of an escape room (n=64) based on their psychiatry curriculum at a revision day. The qualitative element of study included two focus groups of students (n=7), who had attended the revision day, to discuss their experience of escape rooms in medical education. Focus groups were audio-recorded and transcribed. The transcripts were then analysed using thematic analysis.

Results: 97% of surveyed students found the escape room an enjoyable experience. 57 (89%) students reported a positive improvement in knowledge, with only one student disagreeing. 72% of students reported it had improved their clinical skills. Free text responses included 'really good revision exercise' and 'made revision good fun'. The main themes identified from focus groups were that escape rooms were an interactive and enjoyable learning experience which improved knowledge and allowed students to identify knowledge gaps to focus their revision. They enjoyed working in smaller groups, which they found inclusive, and some students felt this improved their team working skills. Some students found that the timed and competitive element detracted from the