

potential side effects and risks associated with Dementia. The survey had a mixture of 'Likert Scale' format with free text segments where their opinion was sought in their own words.

Results. Twenty-one (21) staff members responded to the survey. The majority (16) were psychiatric nurses, rest were psychologists and support workers.

Thirteen (13) staff members reported they feel confident in identifying subtypes of dementia whereas the rest reported they can benefit from additional knowledge. Majority of staff felt they understood the indications of anti-dementia medication side effects of medications and risks associated with Dementia but do not fully understand the contra-indications and cautions related to anti-dementia medications.

Participants suggested that regular teaching, lectures and updates should be arranged especially targeting the diagnostic criteria, medication and risk assessment. Sessions providing bite-size information on a regular basis to build on their knowledge base were suggested.

Participants also suggested shadowing doctors and consultants in memory clinics as a useful tool to improve their knowledge base.

Conclusion. MDT staff working with memory teams are at the front line of screening, assessments and providing help and treatment to patients and their families. It is important to make sure our staff are equipped with evidence-based accurate knowledge and training.

This survey study indicated that MDT staff working within the memory team appreciate more training and helped identify the specific areas and mode of teaching required.

Prescription of medication may be seen as a doctor's responsibility but we need to ensure our MDT staff has up to date knowledge of types of medications used, their indications, contra-indications, monitoring requirements, and side effects.

Regular teaching, online modules and experience of shadowing with doctor's clinics should be offered to all the MDT staff.

OpenMinds on Mental Health Literacy: A Reflective Journey of a Medical Student

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Aims. As a medical student from a local university, the first author undertook a mental health education course, i.e. OpenMinds at the King's College University. The aim of the course is to improve literacy about key mental health issues that children and adolescents face and the stigma against mental illnesses. Upon completion of training, a medical student will be able to lead intervention workshops to share the mental health knowledge with local school audiences on these issues, promote early detection of mental illnesses among the audiences and their peers with the aim of improving health-seeking behaviour by providing information of where to access help to reduce the duration of untreated illness. This article is aimed to describe the personal reflective experience of a medical student and the lessons learnt.

Methods. The OpenMinds course was an eight-week workshop on important mental health topics such as depression, anxiety, coping strategies and psychosis. This was followed by a session

on effective teaching detailing various techniques including maintaining children's concentration, increasing engagement by utilising different learning techniques, safeguarding and maintaining well-being during conversations about difficult and sensitive topics.

Results. After attending the OpenMinds educational workshop, the first author had delivered three workshops (one primary school and two secondary schools) as part of the bigger organising team from the other university. Overall, the verbal feedback from the local schools on the workshops was positive (Kirkpatrick's evaluation outcome level one). The challenge faced was virtual teaching due to the COVID-19 pandemic which meant not being able to read facial expressions or body language while delivering information. This limitation could be mitigated by having a trained teacher moderating the sessions on-site and making sure the workshops ran smoothly. Online lessons emphasised the use of technology which was proven to be useful as videos and other audiovisual aids had the ability to keep the children engaged and provide different sources of learning concurrently.

Conclusion. Having participated in this course, the first author has learned teaching skills and a better way of communicating mental health issues to vulnerable audiences. Although face-to-face workshops are still not possible at the time of writing, the first author is keen to set up an OpenMinds branch at his university and be able to share with his fellow colleagues these skills in the future.

Young Academician Network (YAN) Project: Creating a Sustainable Ecosystem of Training for Early-Career Healthcare Student Researchers

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Aims. A lot of healthcare students are interested to have early involvement in research and one of the common obstacles is getting access to a mentor who can help them venture into academic work. Therefore, the Young Academician Network (YAN) project has been conceptualised in November 2020 after an opportunistic email communication between a medical student and a psychiatrist registrar, with the vision of creating a sustainable ecosystem of mentoring in research. This article is aimed to elucidate the journey of the YAN project and the lessons learned after a year.

Methods. The word YAN originates from the Mandarin word for "research", which is the theme for the project. The mission is to train healthcare student research leaders who will be able to lead their juniors into the field of research. It began with a weekly hourly online meeting between the student and registrar with the agenda of brainstorming research ideas, reflections from the previous meeting, reviewing the progress of tasks, and discussions of topics that were relevant to research. All explored research topics were discussed based on SMART (specific, measurable, achievable, relevant and time-bound) goals to ensure they were feasible since there was no external funding involved.

Results. The YAN project had successfully published one full article in a peer-reviewed journal and two proceedings in an

international congress within a year. Meanwhile, there are two ongoing projects with abstracts produced for submission to different international conferences. The lack and restriction of resources led to the promotion of creativity rather than stunted growth of the project. The main challenge of the project was the difficulty in meeting the dateline due to the busy timetable of different members. Other challenges included the difficulty of striking a balance between vision and reality.

Conclusion. As this is a not-for-profit initiative, a high level of motivation is required to keep the project moving forward. Although the number of participants has not grown significantly, this pilot project has at least shown its feasibility without any funding support. There is a plan for further expansion of the project to recruit more members once the foundation of this project has been established with an adequate number of publications. A more structured and systematic evaluation of this project is needed to provide vital information for further improvement of this project.

What Do Medical Students Think About Incorporating VR Into Psychiatry Education and Training?

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Aims. The authors hypothesised that medical students may be receptive to incorporating Virtual Reality (VR) within the psychiatric curriculum as a technological adjunct to existing teaching methods. Therefore, the aim was to evaluate medical students' attitudes towards the role of VR in psychiatry education and training.

Methods. In this descriptive cross-sectional online survey, 76 medical students from all year groups across 10 medical schools in the UK answered a questionnaire consisting of 13 items regarding their views on the role of VR in psychiatry education and training, each on a 5-point Likert scale.

Results. 96.1% of respondents had received some level of education and training in psychiatry. 57.9% had never undertaken a VR experience before, yet 79.0% 'agreed/strongly agreed' that they would feel comfortable using VR at medical school.

71.1% 'agreed/strongly agreed' that experiencing the first-person perspectives of psychiatric patients in VR would enable them to develop greater empathy. 81.6% 'agreed/strongly agreed' that managing dangerous patient interactions in VR would increase their confidence in managing such interactions in real-world clinical settings. However, students were most 'unsure' about whether VR would reduce their anxiety (30.3%) and improve their interpersonal communication (27.6%) in real-world clinical settings.

The majority of students 'agreed/strongly agreed' that VR would make educational experiences more engaging (80.3%), improve understanding of content (63.1%), and better prepare them for clinical practice (64.4%).

Most significantly, 81.6% 'agreed/strongly agreed' that learning in VR would enhance experiential learning in ways that existing teaching methods outside of clinical settings cannot, and 84.2% 'agreed/strongly agreed' that they would rather learn from a mixture of VR plus existing methods over existing methods alone.

Conclusion. These findings demonstrate that medical students believe VR would improve engagement, understanding, and preparation for clinical practice.

VR holds the greatest potential in developing empathy for patients with mental illness and preparing students for dangerous

patient interactions. However, further investigation is required to evaluate how educational experiences in VR translate to performance in real-world clinical settings.

In times of restricted access to clinical care, such as during the COVID-19 pandemic, VR could play a vital role in teaching psychiatry. The preference for VR to be added to existing teaching methods was the strongest held and most relevant belief to the aim of this study, indicating the readiness of medical students to accept VR into psychiatry education and training.

Findings From Three Neurodevelopmental Psychiatry Educational Events Aimed at Medical Students and Junior Doctors

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Aims. To review feedback from three Neurodevelopmental Psychiatry educational events attended by medical students and junior doctors, to establish their impact and whether they can influence interest in Psychiatry/Neurodevelopmental Psychiatry as a career.

Methods. Three events were organised to a) increase understanding of Neurodevelopmental Psychiatry and b) promote career interest in the specialty, aiding recruitment efforts. Two were Face to Face Events (FFE) whereas one was an Online Event (OE) in keeping with COVID-19 restrictions.

The programme for the events was varied including key clinical topics such as Intellectual Disability, autism, ADHD and epilepsy as well as leadership, management, research and training information. Presentations were approximately 20 min in duration. 31 delegates attended the 2018 FFE, 28 attended the 2019 FFE and 65 attended the 2020 OE.

The 2018 FFE and 2020 OE were primarily attended by medical students whereas the 2019 FFE was attended primarily by junior doctors.

Delegates rated each presentation from 1 (poor) to 5 (excellent) and provided comments. At the 2018 and 2019 FFEs we assessed impact on career interest.

Results.

- The majority of delegates from both FFEs agreed that such events helped to facilitate understanding of neurodevelopmental psychiatry and encourage recruitment to psychiatry.
- The majority of delegates at the 2019 FFE agreed that their interest in a career in neurodevelopmental psychiatry had increased following attendance
- Attendance was highest at the 2020 OE and overall rating was 4.63/5.
- Across the events, popular topics were Autism, Career path and Physical Health needs in Intellectual disability.
- Themes in terms of comments included "friendly, inspiring speakers" and "opportunity for interactivity" (noted at OE).

Conclusion. Both the OE and FFEs were enjoyed by medical students and junior doctors.

Analysis showed key topics such as autism attract interest but also that diverse topics in different formats are important. Human factors that seemed important included inspiring, friendly speakers and a relaxed, interactive atmosphere. OEs are cost-effective and have the potential to attract a bigger audience but may