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