Junior Doctor Mentors: Enhancing Medical Student Psychiatry Training

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Aims. Increased clinical contact during undergraduate psychiatry placements has been shown to both increase the likelihood of students considering a career in psychiatry and reduce mental-health related stigma. It can be challenging to provide medical students with a valuable clinical experience, a problem which has been further exacerbated by the coronavirus pandemic. We aimed to develop a junior doctor mentoring scheme to increase clinical exposure and teaching for students.
Methods. Within NHS Lanarkshire, groups of 4–6 University of Glasgow medical students are accommodated for their five-week clinical psychiatry blocks, during which they have a varied structured timetable, providing an overview of different psychiatric specialties. As such, students meet a wide range of clinicians, which can unfortunately mean there is little continuity in their training throughout the block.

We developed a mentoring scheme to help address this issue. Enthusiastic trainee doctors – including foundation year two doctors, GP trainees and psychiatry core trainees – were invited to participate. Medical students are paired with a mentor for the duration of their block, during which they meet informally on a weekly basis. Mentors provide students with ward shadowing opportunities and bedside teaching, as well as completing workplace based assessments (WPBAs), discussing case reports and providing an additional perspective for end-of-block reports.
Results. The mentoring scheme has been running successfully for every five-week student placement since October 2020. Student feedback has been collected via an anonymous electronic questionnaire. Students were asked what they enjoyed the most about their placement, with students frequently highlighting the support from their mentor.

Examples from free-text comments included, "having an assigned mentor was really useful as someone to touch base with and go through clinical cases" and, "having a mentor was invaluable – it is crucial to have a friendly face on the wards and a contact to complete WPBAs".

Informal feedback from mentors has also been positive with trainees enjoying the opportunity to develop their teaching skills and support student training. Mentors also highlighted the role's benefit for their portfolios and specialty applications.
Conclusion. This simple and cost-free intervention has had resoundingly positive feedback from medical students and trainees. Medical students enjoy having consistent informal teaching, support and feedback. Our mentoring scheme will continue for all medical students in NHS Lanarkshire and we would encourage other areas to consider a similar project. By increasing clinical exposure we hope to further reduce mental health stigma amongst students and inspire the psychiatrists of tomorrow.

Improving Clinical Skills in Psychiatry Using Online Simulation

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Aims. The COVID-19 pandemic impacted medical education with teaching moving online. The aim of this study was to evaluate whether online simulation is an effective tool for the delivery of student psychiatric clinical skills teaching. This has important implications for the future planning of psychiatric clinical skills teaching.
Methods. 162 students were divided across nine online psychiatric simulation sessions held over a four month period. The sessions lasted 3.5 hours and consisted of three simulated scenarios with a professional actor and experienced facilitator. Students were asked to rate: confidence in taking a psychiatric history, conducting a mental state exam, formulating treatment plans, conducting risk assessment, assessing capacity and communicating with patients in psychiatry. Confidence ratings were completed pre and post session on Likert scale (1 = least confident, 10 = most confident). Students were also given the opportunity to provide qualitative feedback after the sessions. The study was conducted with permission from Associate Dean for Undergraduate Teaching and QMUL Centre Lead for Psychiatry.
Results. 137 (92.7%) of students attending the workshop completed pre-session questionnaire and 122 (82.4%) completed post-session questionnaire. 95.1% students rated workshops as good/very good. Pre and post confidence comparisons showed significant increases in average confidence for all questions from pre ($M = 5.1$, $SE = 0.2$) to post ($M = 7.1$, $SE = 0.2$), $t = 10.7$ $p < 0.001$. Paired t-tests were used to compare average pre and post-session results for individual questions from the same session. All questions showed significant increases in scores. Qualitative feedback indicated that students valued the opportunity to practice, obtain feedback and requested more sessions.
Conclusion. Results show significant increases in confidence in psychiatric clinical skills using online psychiatric simulation. This supports our hypothesis that online simulation is an effective tool for delivery of student psychiatric clinical skills teaching. Students may benefit from online simulation increasing their confidence prior to attending psychiatric placements. This teaching method will also provide an additional method for practising clinical skills with increasing student numbers and demands on psychiatric placements. It therefore has important implications in the future of psychiatric education and could be adapted for use across clinical years and medical schools.

Learning Needs Assessment of Multidisciplinary Staff Working Within the Memory Assessment Services – Survey Study

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Aims. To assess the learning needs of the memory team multidisciplinary (MDT) staff working in South East Wales, in relation to diagnosis of dementia, types of dementia, anti-dementia medications and risk associated with dementia.
Methods. An online anonymised survey was designed and distributed via email among memory team MDT staff of 3 different health boards of the South East Wales area which included Aneurin Bevan University Health Board, Cwm Taf Morgannwg University Health Board and Cardiff and Vale University Health Board.

The survey was designed to gather information about their understanding of the common type of dementia, treatment with medication, indications and cautions related to medications, the

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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

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