

present a challenge in terms of interaction. FFEs impact positively on career interest and this needs to be assessed further in terms of online events.

### Co-Production of an Online Medical Student Conference: Inspiring Interest in Psychiatry

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**Aims.** The aim of this project was to create a Pan-London event to increase awareness and enthusiasm of medical students for Psychiatry as a specialty. In addition to a longer term goal of ultimately increasing recruitment to the specialty once students qualify, this event aimed to bring Mental Health to the forefront of the minds of future doctors.

**Methods.** Psychiatry Teaching Fellows from different trusts created a virtual educational event targeted at medical students in all years across London universities. It was co-produced with the student Psychiatry Societies across the London Universities. This encouraged student engagement from the ground level and fostered an environment of collaboration between students and Doctors. The event was free to attend and was supported by the Royal College of Psychiatry, London Division. The conference programme showcased the various facets Psychiatry has to offer from a global perspective, including Women's Mental Health, Forensic Psychiatry, research and volunteering around the world.

**Results.** The conference welcomed 263 attendees. 92 of the attendees completed a feedback questionnaire at the end of the session. The majority of respondents were from London universities and fairly evenly distributed amongst medical school year groups. 99% of those completing the questionnaire found the session interesting (scoring 3 or more out of 5 on a 5 point Likert scale). 98% of respondents reported that they found the session widened their view of Psychiatry. 78% were already considering a career in Psychiatry. 96% felt more likely to pursue a career in Psychiatry following the conference (scoring 3 or more out of 5 on a 5 point Likert scale). Open-text feedback indicated that attendees had found the sessions interesting and particularly valued the range of topics.

**Conclusion.** Extra-curricular events are a fantastic chance to broaden medical students' views of the specialty of Psychiatry. A virtual platform creates opportunities for audiences to hear from a vast array of expert speakers, which might not otherwise be possible in person, and creates a community of like-minded students in a safe environment. Whether or not students go on to pursue the field themselves later on in their training, events such as this bring awareness of Psychiatry and its impacts to the foreground. It is hoped that, in future, further co-produced events between the Royal College of Psychiatry and university Psychiatry societies, can continue to inspire medical students.

### Face-to-Face Psychiatry Placements and Their Impact on Student Attitudes to Psychiatry

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**Aims.** Last year the COVID-19 pandemic meant that there could not be any face-to-face psychiatry placements for medical students at QMUL (Queen Mary University of London). This year there has been a return to face-to-face placements within psychiatric settings. The aim of this project was to evaluate whether face-to-face placements have an impact on medical student attitudes to psychiatry. This will have implications for recruiting students into the specialty, once they qualify.

**Methods.** 128 students were placed in face-to-face psychiatric settings at the beginning of their 4th year of medical school. The placements were 3 days a week for 5 weeks. The placements varied with some students being placed in inpatient services and others within the community, across a broad range of specialties including child and adolescent, general adult and forensic. Students were given the Attitudes To Psychiatry Questionnaire to fill out before and after their placement. Students were also given the opportunity to provide open text feedback on their placement in the form of a weekly feedback form. Results were analysed using simple descriptives of data and paired t-tests. The study was conducted with permission from Associate Dean for Undergraduate Teaching and QMUL Centre Lead for Psychiatry.

**Results.** 115 students (89.8%) completed pre-placement attitudes to psychiatry questionnaire and 51 students (39.9%) completed the post-placement questionnaire.

Paired t-tests were used to compare average pre and post-placement results for individual questions. There were significant changes in student responses to questions about psychiatric undergraduate training being valuable, attitudes to psychiatrists and psychiatric treatment. Lots of students gave positive feedback on their placements citing interesting experiences, helpful seniors and varied learning opportunities.

**Conclusion.** Students having face-to-face psychiatry placements has objectively changed some attitudes to psychiatry and is very important for their experience and interest in the specialty. The students have valued the exposure and contact with patients and the varied experiences. This will hopefully lead to more students considering psychiatry as a career as well as keeping mental health as a priority for any patient that they see.

### Improving the Response Rate of Teaching Feedback by Introducing Exam Practice Questions – a Quality Improvement Project

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**Aims.** Aim: The quality improvement (QI) project aimed to improve the response rate of teaching feedback from medical students at Queen Mary University of London (QMUL). *Background information: Universities and health care settings use students' feedback to improve the teaching and other services. The feedback*