

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

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*