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 (FFEs) 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