



The
University
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Teaching Medical Statistics: Working towards the vision of Tomorrow's Doctors

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<http://www.medev.ac.uk/>



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Aims

- To establish the content, and modes of delivery of medical statistics teaching (or learning) in undergraduate curricula in UK medical schools.

Background

- 1980: GMC recommended medical statistics be taught to all medical students.
- How should medical statistics be taught?
- 1990: Burwalls Discussion.
- Medical curriculum: Overload of information & facts.
- Expense of key professional & lifelong learning skills.
- Poor preparation for clinical career.



Background (2)

- 1993 & 2002: GMC published Tomorrow's Doctors.
- Shift from gaining knowledge to a learning process.
- Ability to evaluate data as well developing skills to interact with patients and colleagues.
- Two strands: Core curriculum and Student-Selected Components (SSCs).
- Variety of teaching and learning opportunities.

Background (3)

- Integrated teaching of clinical & basic sciences (?)
- GMC did not make any specific suggestions for teaching of medical statistics.
- General skills: Need to critically evaluate evidence, develop research skills, solve problems, plus analyse and use numerical data.
- How has the teaching (or learning?) of medical statistics responded to recommendation?

Background (4)

- 1994 (Dixon): Last survey of medical statistics in UK Medical Schools.
- Curriculum content (and depth) alone.
- 2008: Need to examine curriculum content, depth and delivery of medical statistics teaching.



Curriculum Content

- What topics in medical statistics are included in the undergraduate medical curriculum.
- Has depth and/or volume of topics delivered been:
 - a) Reduced since 1994 in response to the call to reduce information overload.
 - b) Increased since 1994 in response to the call to develop general skills.
- Has any of the medical statistics curriculum become optional (or self-selected).



Curriculum Delivery

How is the medical statistics curriculum delivered? Is it:

- a) Taught.
- b) Learnt through self-directed learning.
- c) Student-selected.
- d) Integrated Teaching (?)
- e) Multi-disciplinary teaching.



Final Thought (and perhaps most important question)

What is the purpose of teaching / learning
medical statistics?

