

# Can curriculum design influence medical students' attitudes to psychiatry?

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**Table 1: Individual questions (attitude to Psychiatry, ATP and PEAK scale)**

2012 v 2013 (whole cohort)	Mean score for 2012 (out of 5) (2dp)	Mean score for 2013 (out of 5) (2dp)	P value (sig level 0.05) (3dp)	Effect size (Cohen's d) (3dp)
<i>ATPQ1</i>	3.12	2.46	0.060	0.555
<i>ATPQ2</i>	2.74	2.41	0.090	0.355
<i>ATPQ3</i>	2.32	1.72	0.001*	0.677
<i>ATPQ4</i>	2.14	2.63	0.026*	0.445
<i>ATPQ5</i>	3.18	3.74	0.004*	0.577
<i>ATPQ6</i>	1.88	1.70	0.245	0.230
<i>ATPQ7</i>	1.32	1.22	0.311	0.201
<i>ATPQ8</i>	1.62	1.52	0.411	0.163
<i>ATPQ9</i>	3.24	3.76	0.011*	0.512
<i>ATPQ10</i>	3.00	3.44	0.033*	0.433
<i>ATPQ11</i>	2.74	3.28	0.005*	0.560
<i>ATPQ12</i>	4.28	4.56	0.066	0.365
<i>ATPQ13</i>	2.72	2.17	0.003*	0.593
<i>ATPQ14</i>	3.08	3.41	0.052	0.387
<i>ATPQ15</i>	3.26	3.61	0.047*	0.395
<i>ATPQ16</i>	2.40	2.43	0.864	0.034
<i>ATPQ17</i>	2.48	2.30	0.297	0.205
<i>ATPQ18</i>	3.72	4.28	0.002*	0.638
<i>ATPQ19</i>	2.32	2.00	0.076	0.351
<i>ATPQ20</i>	4.18	4.31	0.255	0.224
<i>ATPQ21</i>	3.60	3.54	0.809	0.048
<i>ATPQ22</i>	2.88	2.09	0.000*	0.779
<i>ATPQ23</i>	1.72	2.19	0.004*	0.587
<i>ATPQ24</i>	2.90	2.19	0.000*	0.776
<i>ATPQ25</i>	3.52	3.69	0.214	0.246
<i>ATPQ26</i>	2.70	2.22	0.005*	0.571
<i>ATPQ27</i>	4.52	4.59	0.572	0.111
<i>ATPQ28</i>	3.94	4.07	0.480	0.139
<i>ATPQ29</i>	3.36	3.62	0.236	0.235
<i>ATPQ30</i>	2.52	2.38	0.383	0.173
<i>PEAKQ1</i>	3.44	3.49	0.716	0.071
<i>PEAKQ2</i>	3.56	3.61	0.638	0.092
<i>PEAKQ3</i>	3.76	3.40	0.077	0.351
<i>PEAKQ4</i>	3.60	3.55	0.556	0.116
<i>PEAKQ5</i>	3.36	3.93	0.002*	0.635
<i>PEAKQ6</i>	4.06	4.11	0.318	0.197
<b>Attitude to Psychiatry</b>	<b>2.10</b>	<b>2.52</b>	<b>0.084</b>	<b>0.346</b>

Key:

\*= significant (0.05)

**Table 2: Questions from ATP scale where 2013 cohort answered significantly more positively than 2012 cohort**

<b>Question from ATP scale</b>	<b>P value</b>	<b>Cohen's d</b>
"I would like to be a psychiatrist" (Q4)	p=0.026	0.445
"It is quite easy for me to accept the efficacy of psychotherapy" (Q5)	p=0.004	0.577
"Psychiatric teaching increases our understanding of medical and surgical patients" (Q9)	p=0.011	0.512
"The majority of students report that their psychiatric undergraduate training has been valuable" (Q10)	p=0.033	0.433
"Psychiatry is a respected branch of medicine" (Q11)	p=0.005	0.560
"Psychiatrists tend to be at least as stable as the average doctor" (Q15)	p=0.047	0.395
"It is interesting to try and unravel the causes of psychiatric illness" (Q18)	p=0.002	0.638
"These days psychiatry is the most important part of the curriculum" (Q23)	p=0.004	0.587

**Table 3: Questions from ATP or PEAK scale where 2013 cohort answered significantly more negatively than 2012 cohort**

<b>Question from ATP /PEAK scale</b>	<b>P value</b>	<b>Cohen's d</b>
"Psychiatric hospitals are little more than prisons" (Q3 ATP)	p=0.001	0.677
"Psychiatry has very little scientific information to go on" (Q13 ATP)	p=0.003	0.593
"At times it is hard to think of psychiatrists as equal to other doctors" (Q22 ATP)	p=0.000	0.779
"Most of the so-called facts in psychiatry are really just vague speculations" (Q26)	p=0.005	0.571
"My attitude towards psychiatry is (excellent to very poor)" (PEAK Q5)	p=0.002	0.635