

Teaching Evidence-Based Medicine in a Saudi Medical School : A Pilot Study

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Abstract

Objectives

The teaching of Evidence Based Medicine (EBM) has been increasingly integrated into curricula at both undergraduate and postgraduate medical education. The aims of this paper were to:

- i) describe King Saud University (KSU) experience of teaching EBM for medical students
- ii) explore students' satisfaction with the module, their practice of what was learned and obstacles faced.

Methods

Six months after completing the module, a self-administered questionnaire was distributed to 43 female students.

Results

The majority (> 90%) of the students found the EBM module helpful in their clinical practice and favored its inclusion in the FM rotation. About 38% of students found difficulty in searching the literatures for information and only 45% practiced EBM in other clinical rotations. The majority of the students (78%) found that the six weeks' duration was enough for the module. About 77.5% of the students thought that EBM was important for their career.

Conclusion

It is reassuring to find the students satisfied with the EBM module. In view of the students' difficulty in literature searching and lack of practice in other clinical rotations which are going in common with others' recommendations; it is suggested that EBM teaching take place earlier in the medical school curriculum and to involve different specialties in its teaching.

Key words: Evidence-Based Medicine, teaching, undergraduate education, Saudi Arabia

J T U Med Sc 2007; 2 (1, 2): 42-49

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