

LEARNING AND TEACHING METHODS FOR EVIDENCE-BASED MEDICINE IN FACULTY OF MEDICINE, PRINCE OF SONGKLA UNIVERSITY, THAILAND

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ABSTRACT Background: Evidence-based medicine (EBM) is the integration of best research evidence into clinical expertise and patient preference. EBM is an important tool for life-long learning for medicine and necessary for medical students; therefore, the Faculty of medicine, Prince of Songkla University has launched the learning and teaching methods of EBM. The aims were to encourage the positive attitudes and ability of medical students to EBM practice.

Methods: A cohort study was conducted at the Faculty of Medicine, Prince of Songkla University in 2005-2006. The 4th year medical students were introduced to and practised EBM. They were instructed in each step by a team promoting EBM in clinical practice under the faculty member advisory. The course materials were a book, module and handouts. The students evaluated themselves regarding before and after learning of three steps of EBM including formulating question, searching and critical appraisal using a self-administered questionnaire. Each item was graded on a 5-point rating scale ranging from 1 to 5. The scores of each item between before and after within the same year were analysed by Wilcoxon signrank test and between the different years were analysed by Wilcoxon ranksum test.

Results:

A total of 132 medical students in 2005 and 127 students in 2006 were included. All items on abilities in three steps of EBM were rated significantly improved when compared between before and after by two groups of students ($p < 0.001$). The students in 2006 rated significantly higher scores on ability to electronic search, search term selection and skills of critical appraisal than the students in 2005. Seventy-four faculty members as the EBM advisors have rated attitudes positively on EBM (range 9-25, 19.8 \pm 2.7), teaching and learning EBM (range 10-25, 19.5 \pm 2.9), EBM curriculum (range 8-23, 16.3 \pm 3.2) and EBM book and module (range 10-25, 18.2 \pm 2.8).

Conclusion:

Teaching and learning methods for EBM is useful and practical for undergraduate programme. Not only medical students but also faculty members gained experience and positive attitudes on EBM.