SUMMARY AND CONCLUSION

The expectations of the society from doctors, keep on changing from time to time. The doctors practising in the society should be capable of offering the updated and optimal patient care throughout their careers to all their patients. In order to be competent to offer updated care to the patients all the time, the doctors need to be self directed lifelong learners. In order to create a doctor who is self directed learner necessary competence, of the Critical Thinking needs to be inculcated to all the medical students during the course of the medical training.

The paradigm of Evidence Based Medicine (EBM) has been accepted across the globe as an important and useful tool of teaching and training the medical students in acquiring the competence of Critical Thinking.

Hence this study has been undertaken to evaluate the effects of early introduction of EBM in the Under-Graduate medical curriculum on the development of professional competence of Critical Thinking in medical students.

118 students belonging to II MBBS 2nd term, who fulfilled our study inclusion criteria, were enrolled for the study. After obtaining ethical clearance from the institutional ethical review committee, an informed consent was obtained from all the students.

Basic computer literacy of all the participants was also noted using a questionnaire. The Pre-course questionnaire of both tools of measurements viz., California Critical Thinking Disposition Inventory (CCTDI) and Alans EBM
Summary and Conclusion

Survey (AEBMS) questionnaire were given to all the students and they were made to complete both of them in the introductory class. Their Pre- intervention score of both CT and Attitude towards EBM was recorded of all the students.

All the participants were divided into three groups viz., Group EBM, Group E-Mail and Group Traditional by Stratified Sampling method, so as to contain equal number of high, intermediate and average performers, in their 1st respective MBBS University examination.

The students belonging to Group EBM had an intervention in the form of a course on EBM spread over a period of 8 months using different modes of instruction. The students of Group Email received intervention in the form of emails on the paradigm of EBM, whereas there was no intervention of any kind to the students of Group Traditional.

The post test scores of both CCTDI and AEBMS were noted after interventions were complete.

The difference between Pre-test and Post scores were calculated and the result were subjected to statistical analysis.

The CCTDI and AEBM scores were increased significantly in EBM group as compared to Email and Traditional groups, which indicated significant enhancement in the CT ability and also change of Attitude towards positivity respectively the attributable to the intervention viz., course on EBM.

The marginal enhancement of Critical Thinking and change in attitude towards positivity in Email was non significant. There was almost no change in
both parameters in Traditional group. Marginal improvement or almost no improvement in the latter groups may be explained to be due to contamination, that possibly could have occurred amongst the groups in their rooms / hostels.

The conclusions drawn from the study are:

Early introduction of EBM in the medical curriculum by way of a course on EBM

1) Significantly enhances the Critical Thinking abilities in medical students as measured by CCTDI scale, at the completion of the course.

2) Significantly changes the Attitude of the medical students towards EBM indicated by their justification of the practice of EBM as an important tool to facilitate optimal clinical decision making process as measured by Alan’s EBM Survey questionnaire.

Any institution may achieve international recognition as a centre of excellence in Medical Education and Health Care by inculcating Critical Thinking in its medical graduates through incorporation of EBM in medical curriculum.