



THE NETWORK
TOWARDS UNITY FOR HEALTH



Facultad de Medicina



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"PRIMARY HEALTH CARE: A PATH
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SYSTEMS AND COMMUNITY BASED
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TUFH 2020 Abstracts

Title	Perception of case-based learning versus bedside teaching by clinical phase medical students in Bisha University, KSA
Type	Oral Presentation <i>Measuring Progress towards the Sustainable Development Goals</i>
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Content

Background: Case based learning and bedside teaching process involves a strategy of deliberately delivering a lesson in a professional manner in a bid to assist the learner to acquire skills and make perceptual changes. The objectives of this study are to determine extent of interest of the clinical phase medical students-Bisha University and their perception toward case-based learning versus bedside teaching. Methodology: This is descriptive, cross-sectional quantitative survey among clinical years students at the college of Medicine, Bisha University. Data were collected using pretested semi-structured self-administered questionnaires. Analysis by SPSS, mean, Likert scale. Results: This study is for 50 students in clinical years, the questioner was assessed the prefer methods of learning was 60% prefer case-based learning than bedside teaching. About 50% of the clinical cases presented in bedside at the level of medical student. Students agreed with that CBL is an interactive way to learn (46%) and the cases presented in bedside at the level of medical student. Of them 56% of students agree with there is an application skill lab at bedside. Preferred bedside teaching as a teaching method was increased with advance level of students with statistically significant (p-value 0.009). Integration of case based learning with bed side clinic was motivated for students and preferable as teaching methods. Modification and improvement in conduction of CBL and BST lead to better student engagement and motivation. Conclusion: Clinical phase medical students preferred CBL and bedside teaching as effective teaching strategy, with the CBL more preferable.