

ANALYSIS OF KNOWLEDGE PROGRESSION OF STUDENTS OF A MEDICAL SCHOOL IN EVIDENCE-BASED MEDICINE

Pedro F. Abbade¹, Vinícius Raimundo Silva¹, Murilo Carneiro¹, Ângela Miranda-Scippa, Pedro de Melo-Carneiro¹

¹ Federal University of Bahia (UFBA), Salvador, Bahia, Brazil

Abbreviated abstract:

Evidence-Based Medicine (EBM) can be defined as the application of knowledge about biostatistics and research methodology in clinical practice. We carried out a study to assess the level of knowledge in EBM of students from the Federal University of Bahia Medical School.

We conclude students' level of knowledge in EBM tends to progress throughout the medical curriculum.



BACKGROUND

At the Federal University of Bahia Medical School, 7 disciplines address this topic: Research Theory (RT) I, II and III, offered in the 1st, 3rd and 4th semesters, in addition to Research Practice (RP) I, II, III and IV, displayed between the 5th and 8th semesters.

OBJECTIVE

Quantitatively assess the progression of knowledge in EBM throughout the medical course.

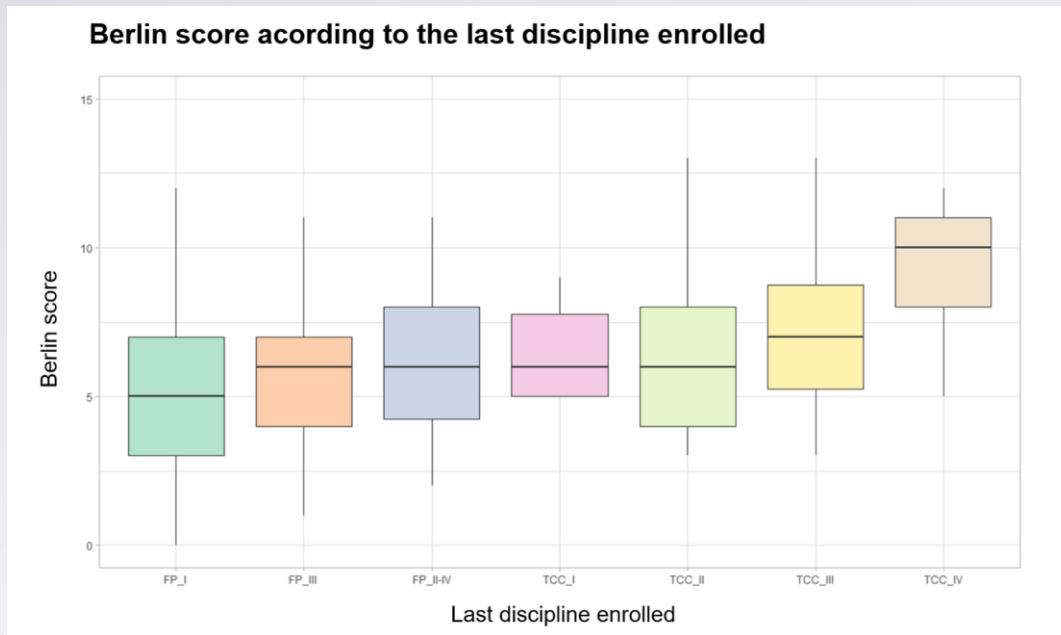
METHODS

Cross-sectional study with a quantitative approach, based on a convenience sample regarding students from the 1st to the 9th semester of the medical course. For data collection, we used the Berlin questionnaire, a validated instrument for the assessment of knowledge in EBM, gathering 15 multiple-choice questions. The score of each participant was given based on the number of correct answers, ranging from 0 to 15. Descriptive statistical analysis was performed using R-project software (v4.0.5).



RESULTS

Between May and August 2021, 187 participants responded to the questionnaire. The median of score was 6. Graduates from FP I to TCC IV obtained, respectively, median 5, 6, 6, 6, 6, 7 and 10.



CONCLUSIONS

The level of knowledge of students in EBM tends to progress along the medical curriculum.



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pfabbade@gmail.com - 4



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