

Developing in Situ Problem-Based Curriculum at The University of Bisha, College of Medicine, Saudi Arabia

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ABSTRACT

Problem-based learning (PBL) as a student-centered instructional approach is spreading and becoming famous worldwide, including the Kingdom of Saudi Arabia (KSA). This study aimed to describe and share the experience of the University of Bisha, College of Medicine (UBCOM) in developing, implementing, monitoring, and evaluating a problem-based learning (PBL) hybrid curriculum. The medical education unit (at the time of curriculum inception, now the Department of Medical Education) was responsible for leading the process of in situ developing and implementing an innovative medical curriculum. An agreed-upon action plan was developed. SPICES model (S: Student-centered, P: Problem-based, I: Integrated, C: Community-based, E: Elective, S: Systematic) was chosen, and a PBL hybrid curriculum and system-based courses were found suitable for the context. A PBL committee as a subdivision of the curriculum committee was formulated to develop, implement, monitor, and evaluate the PBL curriculum under the supervision of the medical education unit. PBL and other teaching and learning methods were designed and implemented. Ill-structured real-world problem scenarios were provided to drive learning. Continuous monitoring, evaluation, training, feedback and reporting, and other factors were vital for a successful PBL hybrid medical curriculum.

Keywords: Curriculum; Medical Education; Problem-based learning; student-centered; System based courses; University of Bisha

Bahrain Med Bull 2025; 47 (1): 2830-2833

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