

**Title:** Evaluating the “Basic Science and Clinical Medicine Integration Course” from the new undergraduate medical curriculum at the National University of Mexico (UNAM)

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**Context and settings:** A new undergraduate curriculum was implemented in 2010 and one of the innovations was the implementation of a “Basic Science and clinical medicine integration course,” supported on PBL and simulation as learning strategies.

**Why the idea was necessary:** One of the main complains in the former curriculum was the divorce between basic sciences and clinical application. Some previous intents were performed as voluntary integration sessions, and because of the positive results reported by the students, an obligatory course was implemented that runs through the whole curriculum, one hour each week. The challenge was to implement the course supported on PBL and simulation as learning strategies, for 1199 students.

**What was done:** Two workshops were implemented to prepare and select the tutors. Forty-eight medical doctors were trained to work in small groups with PBL and mannequins. Two weeks previous to the midterm evaluation, a 25-item questionnaire with a Likert-type scale was applied to evaluate the tutors’ performance. 1056 students (88%) completed the questionnaire. A database was structured with the information and analyzed.

**Evaluation of the results and impact:** The sampled included 88% of the students’ population and the Cronbach’s  $\alpha$  was 0.91. The evaluation indicates that almost all the tutors understood the PBL philosophy, except for “encouraging the participation of all the students.” The new working experience with mannequins was well accepted, but the tutors’ abilities to foster participation should be reinforced. The evaluation helped to identify the strengths and weakness of this first group of tutors, and the weakness that should be reinforced with continuous tutors’ formation.

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