

# NATIONAL CONSENSUS OF THE VISION OF THE "SAUDI FUTURE DOCTOR": A DELPHI STUDY

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## Background

With the increasing number of Medicine Colleges in Saudi Arabia and the absence of analysis of the relevance and effectiveness of medical programmes; the autonomy of Saudi medical schools is being questioned 1. This study aims to develop a national consensus of the "Saudi Future Doctor" through the identification of core competencies and learning outcomes that must be addressed by all medical programmes. This vision is based on doctors' duties and obligations towards the patient, practice, community and professionalism.

## Method

A two round Delphi study was undertaken to identify agreed competencies and learning outcomes of various stakeholders. Validity, practicality and applicability of the consensus were investigated and appropriate implementation strategies recommended. Data collection was triangulated with other qualitative research methods: focus groups, interviews and documentary analysis of curricula

## Results:

The first round of the Delphi study defined 290 learning outcomes within the pre-defined 14 competences. In general, the data included outcomes covered by most of the international trends and requirements 2. Items of 85% agreement in the second round of the Delphi study identified the emerging consensus of the desirable essential learning outcomes of all medical curricula. The generated consensus focused on knowledge and clinical practice. There was less agreement about aspects of professional behaviours.

## Conclusion:

The national consensus reflects the vision of the "Saudi Future Doctor" and is the initial step in defining a national core-curriculum. The study demonstrated the need to integrate the role of doctors with in the health service into medical curricula.

## References:

1. SHAWKY, S. & SOLIMAN, K. N. (2001) Going Beyond the curriculum to Promote Medical Education and Practice in Saudi Arabia. Saudi Med J. 22(6): 477480.
2. WFME (2003) Basic Medical Education WFME Global Standards for Quality Improvement, Denmark, WFME Office: University of Copenhagen.