Reviewer's report

Title: Teaching of Evidence-Based Medicine to medical students in Mexico: A randomized controlled trial.

Version: 1 Date: 28 August 2012

Reviewer: Dragan Illic

Reviewer's report:

The manuscript offers new information, in the form of a randomised controlled trial, on the effectiveness of a formal EBM teaching program on competency in knowledge, skills and attitudes. The following suggestions may further improve the manuscript -

Major Compulsory Revisions

Abstract - Background
- In stating your objectives of the studies, please specify what is meant by assessing the 'learning' of EBM (e.g. knowledge, skills etc...)

Manuscript

Introduction
- Your introduction is very brief. Please use this heading to further explain to readers what the principles of EBM are, the findings of previous research, the current information gaps and how your proposed RCT will add to the current body of literature.

Methods
- Why have you included a group of 4th year students. I understand that this group has not been exposed to the EBM teaching, but is this group not the same as the 5th year non-exposed EBM group?
- Why was the Taylor questionnaire used, when there are instruments such as the Fresno, Berlin, EBBS tools that also assess knowledge, skills and attitudes?

Results
- The information under the 'subjects' heading can be removed, as it repeats much of the information presented in Figure 1. The remaining demographic information may be condensed and presented in a table.
- The second paragraph under 'Taylor's questionnaire' page 14 seems like it could be transferred to the methods section.
- Much of the descriptive information in the results is repeated in the various tables and figures presented.

Discussion
Much of the previous literature cited centres on studies published from 1998-2004. I would suggest that there are more recent studies that could be referenced.

How do your results relate to your objectives? For example, I would expect that if you teach EBM to one group of students and not the other, that there would be a difference in their knowledge, skills and attitudes. So, is there a need for such high quality evidence?

The discussion is excessive in its current form (9 pages). Can you please condense and highlight how your study’s results differ/support previous studies (be it RCT or non-RCT evidence), what are the implications of your results to the broader medical education community and impact on future research in this area.

**Level of interest:** An article of importance in its field

**Quality of written English:** Acceptable

**Statistical review:** Yes, and I have assessed the statistics in my report.

**Declaration of competing interests:**

I declare that I have no competing interests