**Innovation in clinical teaching: diabetic foot care management**

**using jigsaw teaching strategy in family medicine**

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**ABSTRACT**

**Objective:** To assess peer interaction and students’ perception using Jigsaw learning activity.

**Study Design:** A cross-sectional observational study

**Place and Duration:** At College of Medicine and Health Sciences, National University Oman on 26th February 2019.

**Methodology:** A total of 38 final year medical students participated in the study using jigsaw activity in diabetic foot workshop; the diabetic foot examination, management of diabetic foot, factors predisposing foot ulcer and counseling foot care in diabetic population.

**Results:** Out of 38 participants (18.4%) were male and (81.6%) were female, 89.1% agreed that jigsaw activity develop a critical attitude, interpersonal skills and (91.8%) work in an interdisciplinary team skills. Similarly, most of the participants believed that after activity students have been found jigsaw technique helpful (86.4%) and think that topic and think that it should be kept in this course in future (86.4%).

**Conclusion:** The Jigsaw approach focuses on learning in groups with fellow learner co-operation and all participants involve actively adding on to the group dynamics.

**Keywords:** Primary health care, Diabetic foot, Learning, Medical Students, Education, Jigsaw Technique, Family medicine, Clinical teaching

**How to Cite This:**

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