

## Evaluation of theory teaching point of view in students in Babol University of Medical Sciences 1<sup>ST</sup> term of 2001-2002

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**Introduction.** Teaching is a corporate process between students and professors, in which, they influence each other. The most Common way to evaluate success in achieving the final goals of educational programming is evolved by students. We studied the evaluation of theory teaching based on view points of Students in Babol Medical University.

**Methods.** This descriptive-analytic study was performed Cross-sectionally on students (at 8 majors) in Babol University of medical sciences in the 1<sup>st</sup> term of 2001-2002. The data was collected by questionnaires, which their validity & reliability had been confirmed by EDC of concerned ministry. Totally, students filled 4346 questionnaires, by the end of the term. We entered Data to SPSS and analyzed them by Kruskal Wallis test, Spearman and Pearson correlation coefficients.

**Results.** Mean students' satisfaction score about teaching theory was 2.95 (Min:0- Max:4-SD:0.8). The most score of Evaluation among different majors belonged to faculty members of Nursing (M:3.26-SD:0.7) and the least belonged to Medical College (M:2.69-SD:0.9). In another Comparison among teachers, the ones who were teaching "Health & Social Medicine" got the highest satisfaction score (M:3.14-SD:0.7) and the ones teaching "Pathology" got the least score (M:2.53-SD:0.9). According to answers: to be on time in class (88.7 %), proper usage of whole time (84.4 %), coordination between theory and practice (78.3%), priority of teaching the most important problem (78.6%), usage of visual aids (62.4%), ability of class management (84.5%), motive production toward research (66.2%) were evaluated by students. In Correlation of Mean score among all questions, there were significant differences Via Kruskal-wallis test (P=0.000). Also, we saw a significant difference in "Spearman" Correlation coefficients among all questions (P=0.000).

**Discussion.** The most important goal of theory teaching evaluation is getting new knowledge to our teachers, in order to improve quality of teaching. Totally, students of Babol medical university were satisfied about teaching theory. According to the findings, we recommend that teachers must attend to scientific level of students and teach the most important and the most common problems by mean of properly usage of visual aids.

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## Assessment of midwifery clinical education at programming, quality and quantity of teacher and student.

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**Introduction.** Considering the most important factors for education in an organizations, teachers and students are to realize that the characteristics and problems of those factors have an important specification for a good quality university. This understanding helps us for reaching the main objectives in educational targets. In this study the objective is assessment of midwifery clinical education environment (quality and quantity)

**Methods.** This study was descriptive- Periodical. The data were collected through one questionnaire and questions were in the six Sections included: Programmes, quality, equipments, number of patient, duration of training and facilities in the clinical training environment.

**Results.** Sixty seven midwifery course students who had passed special unit and fifteen of their teachers participated in this study. The assessment of questionnaires showed that: 52% of current clinical education programming was evaluated good. about 40%, clinical educational quality was evaluated good. 68.5%, clinical training duration in family planning unit was assessed good. 58.5%, number of patient that referred to clinical health mother and child were assessed good. 58%, equipments in family planning unit were evaluated good. and 37%, in facilities, the highest value related to library option, in clinical environment which were evaluated good. In the others clinical units, the values were less than mentioned above.

**Conclusion.** The good level defined between 70 – 100. As a result, all of the values were less than 70% and it shows that clinical education in midwifery course is not in a good situation in this university.

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## Patients' attitude toward the presence of students in teaching wards at teaching hospitals of Tabriz University of Medical Sciences at summer of 2000

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**Introduction.** One of the major problems in clinical teaching wards is the relationship between students and

patients of these wards. We often look that patients refuse of admission in these wards in spite of presence of skilled physicians and better instruments. The aim of the study is survey of attitude of bed rid patients in teaching wards about miscellaneous aspects of presence of students in these wards.

**Methods.** The study was a cross sectional survey done in August 2000 at 12 wards of four teaching hospitals of Tabriz city by a questionnaire which was asked from all patients the same day of hospitalization (at pediatrics ward with asking of patients accomplice).

**Results.** Ninety percent (90%) of patients were satisfied from participation of students in their care and cure. 82% of patients expressed that the presence of students increased their medical information about their disorder and self care. 28% of patients were unsatisfied from frequent observation and examination by students and 65.5% knew it was the cause of elongation of visits, on the other hand 89% of patients had this idea that together, presence of physician and student in ward caused the increased precision of diagnosis and treatment. Finally 57.5% said scientific discussion during their visit, warned about their disorder.

**Conclusion.** The findings showed that in spite of elongation of examinations, patients in teaching wards often evaluated the presence of students as a benefit and we hope to use this chance with respect to other rights and expectations of patients.

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## Evaluation of conscript's opinion about Continuous Medical Teaching through 5th educational program of country's medical science.

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**Introduction.** Today Continuous Medical Education is under consideration for graduated medical students as a necessity in today's world and has had its importance about one decade in our country (IRAN).

**Methods.** Recognition of opinions in various occupational actions of post graduated persons is very important in attention for reevaluation the program of continuous teaching in post graduated medical doctors. This study was done in YASUJ UNIVERSITY OF MEDICAL Sciences for the above mentioned purposes. The research is a Cross Sectional Descriptive Study and was done on 581 people by questionnaire and the collected data was analyzed by SPSS.

**Results.** From 581 cases included in this study, 14% were female and 86% were male, the average age(x) was 30 years and 39 years respectively. The analysis of data revealed that 60% because of program location, 51% because of appropriate program in regard to occupational needs, 75% due to amount of allocated scores and 60% due to manner of performing the programs participated in these programs. Also 70% evaluated the scientific content of the programs good and very good.

**Conclusion.** The results of this research revealed that Continuous Medical Education Programs are effective in post graduated scientific actions.

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## Medical education and autonomy in teaching hospitals

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**Introduction.** Despite the implementation of hospital autonomy in many developed (France, Denmark) and developing countries(Ghana, Zimbabwe, Kenya and Indonesia) since the early 1980s, relatively little research has been directed towards evaluating the experiences of these hospitals. Efficiency, equity, accountability and quality of care can be considered as four main evaluative criteria in assessing hospital autonomy; while achieving these goals are not easy for autonomous public sector hospitals, it is even more difficult to obtain for teaching ones.

**Methods.** We present the views obtained by two separate studies; 1- Hospital autonomy experiences in other countries 2- Interview with Deans and faculty members of medical schools in our country during 2001. Hospital autonomy in teaching hospitals in Ghana and Zimbabwe have been evaluated by a group of investigators of Harvard University and published in 1997. These studies have addressed the four pre-mentioned goals and evaluated the role of governments, General and financial managing systems and human resource managing systems. The research methodology employed in undertaking the studies included data collection and analysis; direct observation by the study teams and field trials.

**Results.** These case-studies suggest that success with autonomy in public sector hospitals and specially teaching hospitals in developing countries have been limited. Having not a clearly defined mission, inefficient decision making and management system; insufficient motivation for changes in view and performances of personnel; under-optimal level of bed occupancy rates were the main negative results of such management system. Even planning and budgeting processes have not