

changed much and governmental allocations have increased every year. Interviews with Deans and faculty members throughout the Islamic Republic of Iran have also revealed much more negative impacts of autonomization in teaching hospitals as follows: Medical education should not be considered as a way for making profit, so it is intrinsically in contrary with autonomization. It has reduced the contribution of Medical schools in management of teaching hospitals Faculty members are involved mainly in therapeutic and profit –making tasks and this has led to untoward effects on education quality and Medical ethics. It has adversely affected the spectrum of diseases (admitted in teaching hospitals) and limitation in educational facilities.

**Conclusion.** Goals of autonomy in teaching hospitals of studied countries have not been achieved and there is a general consensus regarding the exclusion of teaching hospitals from autonomization, otherwise some sort of subsidies should be allocated for educational expenses in these hospitals.

**Address.**

### **Investigation of educational needs correspondence with educational content of workshops in prevalent psychiatry & pediatric diseases according to subjects of continuing education in Kerman University of Medical Sciences.**

**Reihani Kermani H, Nohi E, Nakheii N**

**Introduction.** Determining educational needs is the first step in educational planning. Need assessment influences all the decisions regarding educational content, objectives & effective use of resources. To determine the correspondence of educational needs & content in the psychiatry & pediatrics prevalent diseases workshops.

**Methods.** To do this cross-sectional study, 50 physicians participating in the psychiatry & pediatrics workshops in 1380 were studied. Two questionnaires of continuing educational programs were used, including 2 sections: demographic features & some questions boxed on 5-rate likert scale to investigate the correspondence of needs & content. Their validity was calculated using content validity, the views of experts ( $r=0.98$ ) & reliability using re. Test ( $r=0.85$ ). Antibiotics usage (96.1%) & acute respiratory infections (80.7) were the most needed in pediatrics workshops. The most correspondence between needs & content belonged to fever sork-u (83%), clinical usage of antibiotic (81.8%). The least correspondences were observed between

typhoid fever (25%), brucellosis (16.6%), dermatologic diseases (16.7%). Stress disorders (82.6%), drug treatment (69.6%) were mentioned as the most important needs in the psychiatric diseases workshops. Stress disorders (74%), addiction (70.4%) showed the most correspondent, the least correspondence was related to psychopathology (25.9%), somatoform disorders (22.2%). There was a significant relationship between the participants work experience and their views regarding the correspondence between needs & content in psychiatry workshops ( $P<0.05$ ); so that those with higher work experience mentioned more correspondence. A significant relationship was observed between sex and their views in pediatrics workshops ( $P<0.05$ ), mal reported more correspondence.

**Conclusion.** We need to plan the content of the future workshops based on the subjects needs. This leads to a more effective education and the subjects' satisfaction.

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### **The investigation of quality in Zahedan University of Medical Sciences from students' view points and solution to improve the situation**

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**Introduction.** One of the issues which is usually evaluated in higher education systems is the process of teaching and the situation of the graduates. Students' views are a matter which is always taken in to consideration.

**Methods.** This qualitative research on the situation of theoretic and practical training, training material and students' role, was conducted in the form of focus group discussion. Two group of last term students were selected on the basis of average grades (point above 15 and below 15), randomly, form different schools of zahedan University of medical sciences. There were 8 to 10 students in each group. A total of 87 students participated in the project. On average, a minimum of 1.5 hours, 1 hour and 45 minutes were spent on group discussion.

**Results.** The results were cited on the basis of the majority's and minority's viewpoints. The criteria for the majority and minority were the remarks of 80% and 30-40% of the students, respectively. Most of the students were not satisfied with the teaching methods of teachers especially in specialized subjects, using traditional methods, inapplicability of the teacher's material, not mastering the subject and ability to transfer the knowledge and incongruity of educational planning on