

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.

**Address.** EDC, Kerman University of Medical Sciences, Kerman, Iran.

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

**Kermansaravi F, Razaghi A, Saljoghi M**

**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

the basis of specialty. Concerning practical credits, the majority of the students, because of several reasons including inappropriateness of clinical training to educational objectives, improper planning in wards, using lecturers with little experience, and shortage of facilities and equipments in wards, were not satisfied with the trend. The most important solutions offered were, unifying theoretical and clinical classes, contracting basic sciences, using modern methods for teaching, presenting material applicably, equipping centers for students, and evaluating students in terms of performance and not on the basis of assignment at the end of training. Half the students were not satisfied with physical surroundings because of unprincipled building and ventilation problems. The majority of students referred to improper usage of training material and its shortage. On the issue of information provision, the majority of the students were not satisfied with libraries and internet and they stated that the number of reference books in libraries was low and access to internet for up-to-date information was not possible for most of the students. Most of the students believed that a student could play an important role concerning training, but officials did not like being criticized, that's why students were not permitted to be involved.

**Conclusion.** Considering the existing problems in theoretical and practical training, it seems that, in order to promote the level of training, it is necessary for officials to cooperate with students and compile training programs which will be capable of meeting trainee's need in practical field .

**Address.** EDC, Zahedan University of Medical Sciences, Zahedan, Iran.

## Relation between students' use of learning and study strategies and their academic and personal characteristics in Mashad University of Medical Sciences, 1999

**Khadivzadeh T, Drakhshan A, Saif AA, Valae N**

**Introduction.** As, the importance of learning and study strategies in fostering academic achievement, which has generated a demand for assessing these behavior and because of the lack of information about the strategies use among college students, this study was determined to explore the learning and study strategies of medical, dentistry and pharmaceuticals college students of Mashad University of Medical Sciences, and determine its relating factors.

**Methods.** The subjects were 412 grade 1 to 3 students in medical, dentistry and pharmaceuticals fields, in Mashad University of Medical Sciences, in 1999, which were randomly selected. Foreign students were excluded. Students' learning and study strategies were assessed by a self – report questionnaire, LASSI, developed by Weinstein et al (1987), prepared in Farsi –version for use in this study. The students' personal characteristics were collected from their educational dossiers, and information about semester scores was obtained from final report cards. The students learning and study strategies were also compared with the resulting profile to those of American college students.

**Results.** There were not any significant differences in mean of learning and study strategies scores based upon students year of study, field of study and marital status. Females obtained higher scores on Attitude ( $p=.000$ ) and males on Selecting Main Idea ( $p=.025$ ). Students with history of at least one semester drop out obtained lower scores on Anxiety ( $p=.000$ ), Information Processing ( $p=.005$ ), Selecting Main Idea ( $p=.033$ ), Self-Testing ( $p=.034$ ) and Test Strategies ( $p=.000$ ). Students' performance on Test Strategies, Concentration and control of Anxiety was excellent and on Selecting Main Idea was poor.

**Conclusion.** Correction of students' learning and study strategies is necessary, especially for students with history of drop out. In order to use LASSI as an instrument for detecting the college students learning problems, normalization of it for Iranian students is recommended.

**Address.** EDC, Mashad University of Medical Sciences, Mashhad, Iran.

## The survey on information of medical students (Interns) about infectious diseases (Tuberculosis, Brucella, Meningitis, Dysentery)

**Khodabakhshi B, Golalipour MJ, Vaghari Gh**

**Introduction.** Evaluation of medical students and preparing them for suitable diagnosis and treatment of diseases are the target of medical education with regard to importance of adjustment of educational contents with community needs and high prevalence of infectious disease. Therefore we decided to measure information of medical student (Intern) in 5th Azar hospital about diagnosis, treatment and prevention of four prevalent infectious diseases (Tuberculosis, Brucellosis, Meningitis, Dysentery).

**Methods.** It was a descriptive study with using a