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.

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

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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 pharmacies college students of Mashhad
University of Medical Sciences, and determine its
relating factors.

Methods. The subjects were 412 grade 1 to 3 students in
medical, dentistry and pharmacies fields, in Mashhad
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.

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

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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, Dysentry).

Methods. It was a discriptive study with using a