Conclusion. Approved standards may be used in: developing precise plans for establishment and development of CSCs, internal evaluation of the CSCs, external evaluation and accreditation.

Comparison between medical physiopathology and stager students’ education competency in practical social medicine course.

Kholdi N, Jouhary Z, Pirasteh A

Introduction. The changes trend from traditional to community oriented medical education necessitates that the social medicine courses be more effective and presented at an appropriate time. The object of this study is the comparison between medical physiopathology and stager students’ competency in practical social medicine course.

Methods. All the medical students who entered the health apprenticeship course were given pretest at the beginning and post-test at the end of course. The curriculum and evaluation methods were similar for all groups of students. T-test, paired t-test, analysis of variance and correlation tests were used to determine the relationship between sex, passing the pediatrics and gynecology courses, educational stage with pre-test, post-test and final evaluation marks.

Results. From 239 students, 37.2% were from physiopathology stage and 62.8% were stager. Females consisted half of the sample (n=117). The mean of the pre-, post-test and final evaluation grades were higher for the stagers than for the physiopathology students, with the significant difference between the first two tests (P=0.0001 for each). The mean of post-test marks were different between the stagers who hadn’t passed the pediatrics and gynecology courses and the physiopathology students (P=0.004 , P=0.0001), but no difference was found in final health apprenticeship exam. The mean of grades for girls were higher than those of boys, except for the health apprenticeship final exam and pre-test grade. There was no correlation between passing the pediatrics and gynecology courses and pre-test and final exam marks in stager group.

Conclusion. The results showed that in spite of the stagers’ more participation and efforts, the competence for two groups were similar.

Address. Shahed University of Medical Sciences, Tehran, Iran.