an international Task Force for development of International Guidelines for Postgraduate Specialist Training. Reports of this Task Force were published in September 2001. These Guidelines has been structured in 9 areas and 37 sub-areas. The areas of these guidelines are mission & outcomes, training process, assessment of trainees, trainees, staffing, training setting and educational resources, evaluation of training programme, governance and administration, and quality review and continuous improvement In each area, there are one or more sub-areas in which the quality postgraduate training is defined in two level of basic and quality improvement standards.

Comparison of Graduate Medical Education system in Iran regarding related Rules and Bylaws specially Policies & Procedures and educational standards of new evaluation and accreditation of GME with WFME International Guidelines: Quality improvement in Postgraduate Medical Education can highlight the strengths and weaknesses of this system. In this article, first we describe each standard of WFME Guidelines, and then compare our system with it. The results of this comparison reveal that our GME system has appropriate to full compliance with 34 0f 37 basic standards of WFME for Postgraduate Specialist Training.

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Review of the viewpoints of the faculty members of Tehran University of Medical Sciences on the current problems in educational programming at the university

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Introduction. Identifying the operational problems in educational programming from the viewpoints of the faculty members, who actually put them to use, and improving the quality of education through ameliorating the conditions.
Methods. The above study is a descriptive research using questionnaires as the data collection instrument whose validity, reliability and practicality was confirmed by experts as well as statistical tests. Sampling was done through consensus and returns were 49%. Computations were through the SPSS package.
Results. Regarding the educational objectives, 55.4% of the studied units had this opinion that these objectives met neither the students' professional needs , nor the community needs (57.4%). The majority of the returns

considered that the identification of the community needs (73.7%) and the graduates' professional needs (76.3%) was insufficiently limited. However, regarding the objectives of specialized courses, most returns indicated that they do meet the professional needs of the students (52.7%) and correspond to the community needs (50.9%). The relationship between basic science and clinical courses was rated weak (69.9%), and ambiguous (63.8%). The majority of the studied units (79.3%) considered the quality of students' evaluation during study and upon graduation (56%) undesirable.
Conclusion. To ameliorate the above conditions, it is necessary for the faculty members to further participate in educational programming and have a major revision of these programs.

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Student Ratings of Instruction: True or False

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Introduction. Students' evaluation of teaching is a major concern in higher education. In this regard, during the past 30 years hundreds of papers have been published which because of various grounds from valid, reliable to useless, such papers cannot be easily summarized. The present study investigated for two purposes, first was to out line opinions of two groups of advocates and opposites about validity and reliability of SET. The second purpose was to represent conceptual fallacies at SET process.
Methods. This study was a library research of original and review papers over SET. In this regard from one thousand papers, two hundreds were chosen randomly, then the information were collected and analyzed comparatively.
Results. Findings showed that SET advocates believed that students have a metacognition, so they have a valid judgment through SET but opposites stated that student's judgments are subjective, so they are not valid. The first group (advocates) say that SET is reliable because of correlation between SET of current students and alumni, more over similarity of SET results of one teacher through years, that research has indicated. On the other hand advocates say that SET reliability is affected by educational contexts, student characteristics, teacher characteristics and course characteristics. Conceptual fallacies at SET are : (a) that students are the only reliable information source (b) the existence of a unique and immutable metric term: " teaching effectiveness" , and (c) opinion is a fact.

Conclusion. Findings indicated that SET is not reliable and documentary as a sole source for teacher evaluation , so we must apply other approaches of evaluation as complementary. These approaches must aggregate measures of teaching performance to reflect items within professors' control but conceptual fallacies can not be remedied .

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Reflection; perspectives of Tabriz Nursing Student

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Introduction: The phenomenon of knowledge explosion has led teachers to feel the necessity of training students so that they become reflective thinkers. This issue is more important for nursing students who are responsible for providing care for patients.This study is a part of another study arming at exploration of Nursing Students' views on reflection on practice.

Methods. 20 senior nursing students of Tabriz Nursing Faculty participated in this study. At first they participated in a 4-day workshop to become familiar with process and principles of reflective thinking. Then they were asked to reflect on their clinical experiences for 10 weeks of their final clinical course. They were also asked to write their reflection in their weekly journals. The journals were studied by a researcher and appropriate feedback was given to their reflective writing. At the end of the clinical course, they were divided into 2 groups to participate in a focus group session and to discuss the issues regarding 9 proposed open-ended questions. The students' responses were tape-recorded and a transcript was made and analyzed qualitatively. The data were coded and categorized appropriately. Then each category was named to elicit the related constructs.

Results. Qualitative data analysis showed that reflection as a learning strategy has impact on 5 different elements of teaching learning process: thinking, learning, caring, motivation and self-regulatory mechanisms. These contracts are very similar to cyclic learning proposed by Kolb (1984) and are capable of being integrated into experiential learning cycle.

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Predictive validity of the comprehensive basic science examination (CBSE) for success assessment of comprehensive preintership examination (CPIE) in medical students.

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Introduction. One of the proplems that both medical students and educational programmers are involved in is the importance of basic science materials in comprehention of clinical subjects and student's performance after that. Our goal is to measure the correlation coefficient between the CBSE and CPSE and the predictive validity of CBSE for CPIE.

Methods. Analytic cross-sectional study was conducted on 103 (52 males and 51 females) of Rafsanjan medical students of different years. Independent T-test was used for comparison of means of CBSE and CPIE in both sexes. The relationship between CBSE and CPIE scores and predictive validity of CPSE for CPIE was assessed by Pearson correlation coefficient and simple linear regresion analysis.

Results. Mean of CBSE was 122.71 ± 16.71 in males and 119.70 ± 14.82 in females. Mean of CPIE was 118.73 ± 13.45 in males and 118.21 ± 16.81 in females. There wasn't any significant difference between two sexes for these two scores. The correlation coefficient was 0.593 in all students and predictive validity was 0.358. These values was 0.513 and 0.263 in males and 0.696 and 0.485 in females.

Conclusion. Finding of this study showed significant correlation between the CBSE and CPIE and revealed that the CBSE is a valid measurement for predicting the failure or success of the students in future. Correlation coefficient and predictive validity in females was more than males. Mean of scores showed no significanct difference between both sexes.

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Correlation between students' GPA and evaluation score of teacher

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Introduction. Evaluation is a process for merit assessment and quality improvement. During the past three decades one of the most important challenges has been student evaluation of teachers in higher education.