Medical Internship evaluation and reorganization in Isfahan University of Medical Sciences in 2001 (preliminary phase: Gynecology educational needs determination).

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Institute. Medical Education Development Center, Isfahan university of Medical Sciences. 5000 medical students graduate each year. They are assumed to have enough capabilities to manage common diseases but evidences don't show such capacity. This study was designed to plan a curriculum for Gynecology internship, implement the curriculum and evaluate its effectiveness.

Methods. As a survey, all interns who were enrolled at major internship courses (internal medicine, surgery, Pediatrics and gynecology) in Isfahan University of Medical Sciences in fiscal year 2001-2002 were studied. Questionnaire, interview and observation were used as data gathering tools. Study process was divided to 3 phases: 1- Effective educational process design: 1.1- Educational needs assessment. 1.2- Educational goals determination based on previous step results. The goals were categorized to three levels: I. Educational contents which students must know. II. Educational contents which are better to be known by students. III. Educational contents which aren't necessary to be known by students. 1.3- Curriculum preparation and broadcasting to be used by professors. 2- Curriculum implementation at regular internship courses. 3- Curriculum evaluation based on professors', residents' and interns' opinions.

Results. 55 educational topics were determined according to texts and other documents. 24 topics were assigned as "must know" topics by professors, residents and general practitioners. These were (sorted by rank of citations): complete physical examination, Gynecologic examinations, complete medical interview, drugs' dosage calculation and their proper use, infantile CPR practice, Obstetric examinations, …. 3 topics were assigned as "not necessary": freezing, ultrasound use in embryo health assessment and CST use in embryo health assessment. Other 28 topics were assigned as "better to know".

Conclusion. In order to conduct effective education in medical schools it is necessary to assess educational needs. In this way more human and non-human resources will be used for the most important educational topics.