

## The views of students, employees & academic board members of operating room & anesthesia college degree on studying for B.M. degree in nursing(2001)

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**Introduction.** To promote the quality of surgical cares in operating room, the potential abilities of professional staff should be developed through studying related majors. In addition, training human powers is one of the important tasks of teaching system and college students are considered as national talents. Although, intelligence is an important factor, motivation is more significant than that. Operating room and anaesthesia associates must compulsorily study nursing in order to get a B.M. degree.

**Methods.** In order to do this descriptive research a two-section questionnaire was designed for students, employees and academic board members in the Qazvin University of Medical Sciences, and the earned demographic and specific data was processed by SPSS software.

**Results.** A total number of 118 students, 28 employees and 9 academic board members of the major, cooperated in this research. Students' & employees' views were as follow respectively: 62% & %53/6% were interested in their major. 40/7% & 32/7% assessed their occupational future as disappointing. 87/3% & 75% did not tend to study nursing. 64/4% & 42/8% assessed acquiring related skills as useless in the case of studying nursing. 88/1% & 85/7% believed that studying a related major was necessary. And 77/1% & 57/1% emphasized on the necessity to train operating room and anaesthesia staff. Academic board members assessed studying nursing major and accepting related duties by nursing students as weak. Instead, they agreed on training staff, specifically for operating room & anaesthesia.

**Conclusion.** Wasting national talents and deviating them to an uninterested major in addition to employing nurses in operating room, prevents educated students from being most advantageous. This may decrease students' motivation. Training operating room and anaesthesia associates is a pointless investment.

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## Evaluating the course plan status of faculty staff of shahid Saduoghi University of Medical Science of Yazd in the year 2002

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**Introduction.** Developing a course plan is a main part of every teacher preparation for teaching of each subject and can help him /her teach better and move effectively. This research was conducted to evaluate course plan status of faculty staff of Shahid Sadoughi University of Yazd.

**Methods.** This assay was performed on theoretical Course plan of all Faculty staff of the selected faculties of Medicine, Dentistry, Nursing Midwifery, Health and Paramedical Science. A demographic information questionnaire and a checklist of Course plan status were used to gather the data. The checklist had 9 sections. Including: General Information, Preface, General Objectives, Specific Objectives, Educational Strategy, Method of Examination, Reference and Timetable with clear scoring system.

**Results.** The results revealed that preface, statement of general and specific objectives, method of examination and introducing the references were the main weak points in most of the cases. Meanwhile to achieve more accurate results, the relationship between course plan score and some variables like department, age, sex, academic ranks, teaching experience and so on were investigated. The result of this research will be discussed in detail in the main article.

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## Needs assessment application and evaluation of nursing and midwifery continuing education program during the years 1999 to 2000 at Shiraz University of Medical Sciences

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**Introduction.** The necessity of making improvement on nurse's knowledge and expertise has led nursing executives of continuing education to evaluate programs. Application of continuing education program should not only be limited to taking part in programs but also it

should include evaluation mechanism for measuring the extent of participant's progress. This pre-post test study was arranged to evaluate the nursing and midwifery C.N.E. programs executed during the years 1999 and 2000 at shiraz university of medical sciences.

**Methods.** A focus group was performed to identify the nurse's educational needs. Based on the identified needs, 5 workshop & seminars were designed on: communication, oncology nursing, pt. education and drug intervention (for two groups). In sum the sample consisted of 484 nursing and midwifery personnel.

Knowledge acquisition of participants was measured by a pre test and post test consisting of multiple choice & essay questions related to subjects presented in each workshop. Furthermore a psychometric evaluation of each program was performed to provide greater insight regarding the participant's opinion on: teacher's behavior, program's objective, satisfaction with the program and learner's objective.

**Results.** Most of the participants (83.26%) were female, 16.745 were male. The difference of pre-post test scores were analyzed by t-test which revealed a significant difference from pre to post scores in all of the group, furthermore teaching behavior and learner objective were evaluated by participants significantly better than other variables in the 5 groups  $P < 0.0001$

**Conclusion.** Identifying the relationship between variables affecting quality and effectiveness of programs will led us to continuous evaluation of C.N.E to figure out the different aspects of education process.

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## Students' views towards teachers evaluation , Ahwaz Medical Sciences University

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**Introduction.** In educational centers, evaluation of educational activities of teachers is done in different ways. One of the most common ways « nearly in all important universities » is student Evaluation of teaching (SET), which is done by questionnaires. Scientific evidences have showed that in spite of frequent usage of this kind of evaluation, opinions of students about teacher's performance is influenced by some factors which are relevant or irrelevant to evaluation. The purposes of this study were determining the students' views toward SET and priority and importance of factors which they refer.

**Methods.** A questionnaire consisted of 64 closed questions with 5 scales from 1(not at all) to 5 (very much ) was delivered to 561 students. 423 questionnaires were collected (return rate 75.5%). The data was entered in SPSS and frequency, percent, mean, and Chi- square, student T test, Tukey method and pearson correlation were used to analyze the data.

**Results.** According to the calculated means, educational behavior, academic and personal characteristics of teachers, evaluation process and students characteristics had priority, respectively. The numerical mean was higher (4.05) in educational behavior than their academic and personal characteristics. (i.e. educational behavior were more important for the students), while students characteristics had the least importance in evaluation of teachers (mean=3.45). The students considered the university evaluations "favorite" (mean=3.73) .In answering to question about their honesty, the students declared that feedbacks of SET were valid (4.08) but they believed that the university authorities had not paid attention to feedback of SET (3.45).

**Conclusion.** Student's opinions toward SET are optimal and therefore the university authorities should manage to improve the quality of these evaluations and better usage of results. They should take the optimal teacher characteristic through the students' opinions and finally give a proper feedback to the teachers; and help to improve learning and teaching qualities.

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## Teachers' Knowledge & Attitude towards community oriented Medical Education and its objectives (Kermanshah 2002)

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**Introduction.** The community oriented Medical Education (COME) is known as an efficient Method. Kermanshah University of Medical Science is a relatively successful center in this field, but it has not fulfilled its goals. The recognition of the factors involved in success and failure of this method is a vital point. The academic as one of the major factors have an outstanding role in this regard. This research was conducted to assess the knowledge and attitude of the academics toward COME .

**Methods.** This research was descriptive in which all the academic members of Kermanshah University of