

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, 16.74% 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 lead 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