

Medical Sciences were studied. Two questionnaires of attitude (20 questions) and Knowledge (12 questions) along with personal information were provided, and completed by the academics. A preliminary study and correlation coefficient were used to determine the validity and reliability of the questionnaires.

**Results.** 61.3% out of 150 completed forms which indicated a high Knowledge and the others indicated an insufficient knowledge. The attitude of 86.4% was positive and the others' negative. There was no significant difference between faculties in the case of knowledge and attitude. Analysis of variance showed no significant difference according to experiences. But the knowledge among the groups with over ten years experience was higher than others. There was no significant difference between lecturers and assistant professors in knowledge and attitude.

**Conclusion.** The majority of Kermanshah University academic members have positive attitude and a high knowledge on COME. Therefore the relative success of the University is relied upon this fact. With regard to the importance of COME it is recommended that the respectful authorities, in addition to providing activity conditions for these people, try to find obstacles and remove them.

**Address.** Kermanshah University of Medical Sciences, Kermanshah, Iran.

### **Survey of some aspects of patients admitted to general internal medicine wards of Shiraz University of Medical Sciences with emphasis on educational needs of medical students.**

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**Introduction.** Undergraduate medical students at Shiraz University of Medical Sciences spend most of their internal medicine rotations in inpatient wards and their teaching is inpatient oriented. The purpose of this study was to investigate whether the patients admitted to general internal medicine wards have enough diversity to fulfill the educational needs of undergraduate medical students.

**Methods.** During a two years period patients admitted to two major general internal medicine wards were surveyed with emphasis on diagnosis, duration of admission, and monthly patient turnover.

**Results.** On average 26±5 patients were admitted to each ward monthly. The ten most common diseases included 68 percent of admissions and were as follow: diabetes and its complications, chronic and acute renal failure,

congestive heart failure, pneumonia, poisoning, deep vein thrombosis, G.I bleeding, chronic obstructive pulmonary diseases, and malignancies. The mean duration of admission for each patient was 14±5 days and mortality was 18.3% for male and 14.6% for female patients. On average patients with 15±6 different diseases were admitted to each ward monthly.

**Conclusion.** Patients admitted to our general internal medicine wards lack the necessary diversity needed for teaching undergraduate students and expansion of outpatient teaching is necessary.

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### **The effects of educational workshops holds by EDC of Tehran University of Medical Sciences on the participant faculty**

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**Introduction.,** life long learning is increasingly acknowledged to be a characteristic of professionalism. New information is being generated with increasing rapidity and educators must be able to cope with it. To study the effects of educational workshops hold by EDC of TUMS on the participant faculty.

**Methods.** The subjects of this cross-sectional descriptive study were 375 faculty members of TUMS and the tool for data gathering was validated questionnaire.

**Results.** About 73.2% of TUMS faculty members participated in the Teaching, Learning, Process Workshop, 55% Lesson Planning, 59.8% participated in Student Evaluation and Test Construction, 28.1% participated in Designing the Educational workshop. The faculty mentioned that they benefited more from the Teaching, Learning, Process workshop, Lesson Planning and Student Evaluation and Test Construction in their educational activities.

Among the seven different teaching methods, they chose, workshop, as the more suitable method.

The faculty members suggested that it would be better for them to participate in workshops that were held in the morning and those in the summer.

**Conclusions.** Adult learning is most effective when it is related to perceived needs, and the faculty members consider the workshop as a tool for the improvement of their educational skills.