

all of the possible factors affecting the educational attendance of faculty members were extracted. This list of factors was completed by the ideas generated in brainstorming sessions. Viewpoints of the students, residents and hospital staff were also gathered. Letters and testaments, newspaper articles and abstracts from the 4<sup>th</sup> national medical education seminar were also scrutinized for relevant data. To define the most important factors, several structured and deep interviews were held with stakeholders and the resultant factors were incorporated in the previous list. The factors thus elucidated were categorized in 8 major categories and the stakeholders were asked to give their relevant points of importance regarding different criteria.(matrix prioritization). Expert idea was used to develop related strategies to increase the educational attendance of faculty members. The experts prioritized the strategies using predefined criteria. Results: 13 major strategies were prioritized as below Solving management problems in university managers and managerial systems Increasing motivation in the university (students, staff, faculty members) Renewal of appointment and appraisal methods of faculty members Increasing faculty members' dignity Redesigning payment methods of faculty members Correction of cultural attitudes regarding faculty members Amending the selection methods of faculty members Supplying suitable infrastructure for research and education Increasing the involvement of faculty members in university administration Implementing proper evaluation system for faculty members and giving feedback Increasing the quality and quantity of recreational facilities for faculty members Defining the exact responsibilities and authorities of faculty members Increasing the scholarships and correction of the methods for their appointment

**Conclusion.** The current decrease in the effective attendance of the faculty members is one of the crucial defects of our higher medical education system and needs a comprehensive survey to elaborate the proper strategies. This qualitative study used experts' idea method to elucidate the 13 most appropriate strategies to solve this problem. The operational plans will be developed by the related departments of the deputy of ministry for education and university affairs.

**Address.**

## Surveying active time of clinical education of nursing student in university of medical sciences, Rafsanjan

**Taleghani F, Rafiei GhR**

**Introduction.** The clinical education is one of the most perspectives of nursing education. Fifty percent of the time spent in nursing school is for education in clinical field. Clinical education is "heart" instruction in nursing profession.

**Methods.** From each clinical group of students, twenty percent were randomly selected, then the students were asked randomly (one day per week) to record the time spent for clinical activities in a check list. The period for data gathering was four months.

**Results.** The mean time of theory activity from the first week to the fourth week was: 34,35,50,and 63 minutes, respectively. The mean time of practical activity was: 88, 79, 63 and 60 minutes, respectively, and the mean time for nursing assessment was: 31, 28, 27 and 27 minutes, respectively. In intensive wards the mean time of activity of students was more than other wards.

**Conclusion.** The total time of clinical education was two hour and thirty minutes every day, this is about fifty percent of the time in clinical field. In this research, time losing was greater than two hours. For a better use of time, the time table of program in clinical field must be revised.

**Address.** EDC, Rafsanjan University of Medical Science, Rafsanjan, Iran.

## Evaluation of faculty members from viewpoint of medical students of Lorestan University of Medical Sciences .

**Tarhani F**

**Introduction.** Evaluation as one of the university management functions plays an important role in correct planning, successful execution of educational programs and improvement of educational quality in universities. Since continuing evaluation of the faculty members by students is one of the duties of the evaluation unit and on the other hand, knowledge of students about the importance of evaluation makes them to fill out the related forms carefully, we decided to study students viewpoints about evaluation of the faculty members.

**Methods.** In this cross-sectional study a questionnaire including 15 questions was used for data collection. The questions were designed based on the ideas of the students and experts of management and evaluation, then the questionnaires were distributed among 60 medical students randomly.

**Results.** Results showed that 53% of the students didn't believe in the effect of faculty members evaluation on the improvement of educational status and 27.4% of them believed that it was effective more or less. %43.5 believed that educational managers didn't pay attention to the results of this evaluation. Only 24% of the students had assurance about confidentiality of their evaluation.

**Conclusion.** Students must be educated about the necessity and role of evaluation. We suggest that students must evaluate their faculty members as a team.

**Address.** EDC, Khorramabad University of Medical Sciences, Khorramabad, Iran.

## First report on structure and function of Educational research & Development Centers in Iranian medical universities.

Torabian S, Shoghi Shafagh Aria F, Vosough Moghadam . A, Esteghamati A

**Introduction.** quality improvement in education is one of the aims of "3rd Five-year program of development" and Iranian Medical Educational Research & Development Centers (EDC) are founded for this reason. So it is obvious that, in our universities, this policy should be performed by these centers. This study was done, because there wasn't regular data collection system previously in order to establish the first data gathering system.

**Methods.** A questionnaire was designed after studying available references about EDCs and after final corrections, distributed in a meeting participated by managers of EDCs on 15.3.79. The received data were gathered in 2nd half of 1379 and summarized in a new format.

**Results.** Shiraz University had the oldest Center and Qom had the youngest one.

Four hundred forty one faculty members were employed in all these centers. Four physicians, 17 clinical specialists, 6 PhDs, 7 M.S degrees, 2 master of educations and 3 unknown degrees managed these centers. Faculty members of 14 centers hadn't passed any educational training program. Five centers hadn't performed Teacher Training program and nine ones hadn't done Research in Education. Six centers hadn't

evaluated their educational programs. Seven centers hadn't published any publication since the beginning.

**Conclusion.** The EDC has been established in all Iranian Medical Sciences universities until 1379(39 centers). These centers usually started with Teacher Training program. Mainly, personnel of EDCs were faculty member and worked part-time there. Large universities were not only able to perform their own duties but also could support other small centers. As the information sent by different centers didn't have the same standard criteria, it isn't possible to compare these results.

**Address.**

## students of Management & Medical Informatic Faculty of Isfahan in 1999

Valiani M, Jaffari F

**Introduction.** Considering the improvement of the teaching quality in the higher education, this study was planned to evaluate the field training in the faculty of management and medical informatics by students. Its results will be used in planning field training of this faculty

**Methods.** A checklist with five variables was distributed among 57 students in this survey. Data analysis (both descriptive &  $\chi^2$  test) was done by SPSS program.

**Results.** 31:58% of the participants passed management training, 33.33% organization training and 35.09% data bank training. The results of this study showed a significant correlation between students' competency (from their points of view) and curriculum subjects/ teacher training in all three field training ( $P < 0.05$ ). There was also a significant correlation between their competency and student observation/their self-study/assignments ( $P < 0.05$ ).

**Discussion.** The result of this self- evaluation showed a significant correlation between students' competencies and main five variables of the checklist. There were some items in these training with low grade and need more effort for its improvement. This survey indicates the need for more practical exercises in field training.

**Address.** EDC, Isfahan University of Medical Sciences. Isfahan, Iran.