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

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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.

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

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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.
Abstracts of 5th National Congress on Medical Education

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.

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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.

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