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Is rule 13 of educational legislation for gifted and talented students in universities a valid rule? A preliminary report

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Introduction. Iranian talented university students who take term averages below 17 for at least twice can't use facilities of educational legislation for gifted and talented students in universities. This study deals with validity of this rule.

Methods. Renzullis three ring conception of giftedness was selected as gifted definition. Obtaining grade point averages equal or more than 15 was regarded as "above average ability" criterion acquisition. A questionnaire, based on scales for rating the behavioral characteristics of superior students (SRBCSS) was designed for "creativity" and "task commitment" evaluation. Score 3.00 or more acquisition by a student in "creativity" and "task commitment" evaluation by evaluators was accounted as meeting other criteria of the definition. Students who were admitted in Isfahan University of medical sciences during 1997-1999 and recognized as gifted were included in the study.

Results. 147 students were included in this study. 50% were female. 20 students' reports done by 39 students were evaluated. 31 of these 39 students would have been omitted if rule 13 had been implemented. 18 out of 31 students met all three criteria of Renzullis definition.

Conclusion. Currently among gifted students who are prohibited of using educational facilities of IGTC's legislation there may be some gifted students. Percentage of these unlucky gifted students isn't low. Policy makers of national gifted program are needed to pay attention to concepts of gifted definitions and identification procedures.

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The effect of clinical exam on midwifery students' confidence in clinical skills

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Introduction. The aim of medical education is to produce competent, caring physicians. Self-confidence is another attribute often considered desirable for physicians. Confidence is a key to developing the sense of quantity that has been long recognized as a desirable characteristics of physicians, and confidence has a subjective marker of competence. An analytic descriptive survey was carried out in order to determine the clinical skills of midwifery students at gynecology and effect of clinical exam on self confidence in clinical skills.

Methods. The end year of the curriculum, during the years 1999-2001, immediately before and after taking final exam, the 40 midwifery students were asked to complete a brief survey about their levels of confidence in their clinical skills. The survey used a ten-point rating scale for the students to indicate their levels of confidence in history taking, physical examination, interacting and communicating with patients, clinical reasoning, and dealing with difficult patients. The students' clinical skills defined in three levels. (adequate, moderate, inadequate)

Results. Findings of the study indicated that, their highest levels of confidence, both before and after the clinical exam, were in history taking and interacting/communicating with patients, the lowest levels of confidence were in clinical reasoning, and dealing with difficult patients, and their levels of confidence in physical exam were moderate. There were statistically significant positive correlations between each area for which students rated their confidence level and students exam performances, as assessed by their total final exam scores, specially in clinical reasoning and dealing with difficult patients.

Conclusion. It is important for us as medical educators to understand the circumstances under which an educational intervention such as clinical exam increases confidence in clinical skills, with the confidence in turn validated by improved performance in those skills.

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