

Compare effectiveness of traditional and new method of education in formal CME program

Pilevar A, Salami M

Introduction. After passing ten years from performing the law of CME, we'd better to have a control on contents & patterns of all the educational programs and on formal programs specially. Following this idea, it started to find a more suitable method by comparing three distinct ways of performing this program.

Methods. The research was planned in parallel controlled trial. At first the subjects of two category B&C of formal programs for general practitioner were adjusted in three patterns, traditional, block- directed lecture based & self -teaching .

Results. 6 programs were performed in B&C group that traditional method as control and new methods as trial were compared one by one with control. Besides pretest, 3 months after performance of each program post-test was also done. Each program was evaluated in three distinct stages of enrolling – performance & post test .In enrolling stage, the primitive acceptance of new methods was much lower than traditional method. After performance, block – directed lecture –base program had the obvious statistical change in active attendance & score of post test, comparing to control but self teaching method didn't have any significant change .

Discussion. In the block –directed lecture based program, due to authority of physician to choose the time & issues of education that divided in short courses, learning efficacy was more than traditional & self teaching methods.

Address. CME department, Shiraz University of Medical Sciences, Shiraz, Iran.

Which is effective: self-directed learning or tutor-directed learning on the level of nursing skills

Poresmail Z, Sahebi S

Introduction. This is quasi experimental research in order to determine and compare the learning level of nursing skills (in B.A students) with self-directed learning and tutor-directed learning pattern in Shaheed Beheshti Univeristy of Medical Sciences and Health Services, Nursing and Midwifery faculty, 1998-1999.

Methods. First of all, a questionnaire composed of some demographic data such as sex, age material status, number of people in the family, place of settlement,

monthly family income, job(employed or unemployed), monthly working hours, previous experiments, total grades average in previous semesters,... was filled by 90 candidates in our research population and then 30 of those who covered determined criteria were chosen as research samples randomly and distributed in two groups of 15 by chance. Pre-practical trial with respect to the B.L.S checklist was done by the samples. Then one group learned B.L.S procedure with self-directed learning pattern and the other with tutor-directed learning pattern and one week later, post- practical trial was performed with regard to primary checklist by one of the faculty professor who was unaware of the two groups' learning patterns (single-blinded study). Finally, pre-practical trial grades and post practical trial grades were analyzed by SPSS software for determination of nursing's primary skills and the effects of education, respectively.

Results. Statistical tests analysis showed that in self-directed learning($P=0.001$, $t=62.11$) and tutor-directed learning ($P=0.001$, $t=29.7$) the education was effective and the learning level of nursing skills was equal. There was no significant statistical difference between the two patterns, so the research hypothesis failed ($P=0.13$, $Z=1.55$). To determine the variables' correlation, Fisher's exact test and pearson coefficient correlation were used. The results pointed out that there was no correlation between the learning level and sex, place of settlement, number of people in the family and monthly family income. In the meanwhile , the results of the pearson coefficient correlation test showed in self-directed learning pattern ($P0.49$, $r=0.52$) there was a significant linear correlation between age and the learning level so that as age increased the learning level arised, too. This correlation was absent in the tutor-directed learning pattern. In the mean time, Fisher's exact test indicated that in the self-directed learning pattern there was a significant statistical difference in learning level between two subgroups with dissimilar total grades average ($2p=0.05$), but significant statistical difference in the tutor- directed learning pattern had occurred. However pearson coefficient correlation test showed that there was a significant linear correlation between the average grades and learning level in the tutor-directed learning pattern($p=0.007$, $r=0.66$) so that with increasing total grades average, the learning level increased, too. This correlation was not obvious in the other pattern.

Address. EDC, Shaheed Beheshti University of Medical Sciences, Tehran, Iran.