

MEDICAL DEGREE



2010 – A SNAPSHOT

ASSESSMENT OF THE ACADEMIC YEAR 2009/2010

UNIVERSITY OF MINHO
School of Health Sciences
Medical Education Unit

Introduction

This *Snapshot* presents a brief summary of the 2009/2010 edition of the undergraduate Medical Degree in the School of Health Sciences of the University of Minho (ECS-UM). It is a compilation produced by the Medical Education Unit (MEU) as part of the internal processes of quality assessment. The primary objective is that of increasing the accountability of the Medical Degree before the general public, health care institutions and current and future students.

The *Snapshot* is a consequence of the voluntary effort of the SHS-UM to collect data and provide evidence on the quality of the school's undergraduate medical program. It is sustained by a permanent and systematic process of gathering and organization of data. The *Snapshot* summarizes student academic performance, the results of the student evaluations of the undergraduate program (curricular areas, faculty, clerkships and seminars) and the essential demographic elements of the entering class for 2009/2010. The MEU is responsible for the included comments, which take into consideration the final year reflections of the School's Scientific Council. The *Snapshot* has been developed for inclusion in the full report of the School of Health Sciences.

The SHS-UM forth entering class graduated in July 2010. There are now 199 physicians who have graduated in Minho, and are being followed by the School of Health Sciences' Longitudinal Study. The Study collected in 2010, for the first time, ratings of the Supervisors of Minho's graduates on knowledge and professional behaviour in Residency. The collected responses (response rate 26%) revealed that the Supervisors place most graduates of Minho in the group of the best 25% in both dimensions (respectively, 45 and 58%) they had ever supervised. Such preliminary results add further positive evidence on the quality of the undergraduate medical training and it is encouraging to see the elevated ratings given to the professionalism of Minho's Graduates.

There were further important advances in the Longitudinal Study. In 2010, the process of setting up the database for the Study and of transferring all exist in undergraduate and pre-college life of Minho's students was concluded. It is now possible to explore the database with a research perspective – for example to look for predictors of performance – or as a service of the medical school – for example to produce the distribution of scores included in this snapshot. The study is now more visible, has its own webpage and is used as a platform to maintain the proximity with Minho's graduates and the Alumni

Association. As an example, in 8 May 2010, the first Med-day was organized which brought back to the School 44 graduates (see brochure in the appendix).

The School of Health Sciences continues to invest on external measures of student knowledge as a means for better international accountability. In 2010, a new edition of the *International Foundations of Medicine* was held, in which 99 students (55%) from the 4th to the 6th year participated. In 2010, a new experiment was held in which a web-delivered *Basic Science Examination* was taken by 85 students (57%) from the 3rd and 4th year students. This was a new collaborative effort with the National Board of Medical Examiners and was included in an International Study of Portuguese/English Translation effects (Holtzman *et. al.* Abstract presented in the Annual Meeting of the Association for Medical Education in Europe, 2010).

This *Snapshot* will be distributed to the School's External Advisory Committee, to faculty members and to the student body of the School of Health Sciences.

School of Health Sciences
Medical Education Unit
University of Minho

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1. THE RECENT EXPERIENCE WITH THE UNDERGRADUATE MEDICAL PROGRAM

In what concerns the undergraduate medical program, it is worth to highlight that a new curriculum is in place starting in the academic year 2009/2010. The changes, approved in the Scientific Council of the School, respond to constraints and opportunities for improvement identified in the curricular structure in light of past editions. The changes represent feasible alterations that mitigate the following issues: 1) insufficient time in the curriculum for the 3rd year courses that introduce students to history taking and physical examination and to community health, which led to the expansion of, respectively, Introduction to Clinical Medicine (ICM) and Introduction to Community Health (ICH); 2) a need to make more time for electives in clinical areas not comprised in the core curriculum dictated the expansion of the 5th year the Optional Residency (OR). To accommodate these changes it was necessary to reduce the number of Option Projects (from 6 to 4).

Table 1 - Study plan

PHASE	Scientific Area	Curricular Unit	Weeks		Student work			Credits (ECTS)
			Lective (1)	Evaluation (2)	Tutored	Individual	Total	
I	CSH	Introduction to the Medical Degree	4		65	40	105	4,0
	CBB	Molecules and Cells	12	1	385	260	645	24,0
	CBB	Organic and Functional Systems I	12	2	400	270	670	25,0
	SC	Training in a Health Centre	1		20	5	25	1,0
	SC	First Aid	1		25		25	1,0
		Option Project I	4		65	40	105	4,0
	CSH	Vertical Domains I	*		25		25	1,0
		1^o Year – Totals		40	985	615	1 600	60
	CBB	Organic and Functional Systems II	16	2	424	272	696	26,0
	CBB	Organic and Functional Systems III	13	2	363	246	609	23,0
	CSH+SC	Familia, Sociedade e Saúde	2		35	20	55	2,0
	CSH+SC	Follow up of a Family I	*		25	30	55	2,0
		Option Project II	6		98	60	158	6,0
	CSH	Vertical Domains II	*		25		25	1,0
	2^o Year – Totals		40	970	630	1 600	60	
II	P	Biopathology and Introduction to Therapeutics	25	2	682	458	1 140	43,0
	SC	Introduction to Community Health	6		70	40	110	4,0
	C	Introduction to Clinical Medicine	8	1	169	116	285	10,5
	CSH+SC	Follow up of a Family II	*		20	20	40	1,5
	CSH	Vertical Domains III	*		25		25	1,0
		3^o Year – Totals		40	966	634	1 600	60
III	SC	Health Centre Residency I	7		170	110	280	10,5
	C	Medicine Residency I	12	1	290	190	480	18,0
	C	Mother and Child Residency	11	1	275	180	455	17,0
	C	Mental Health Residency	4		105	70	175	6,5
	C+P+CBB	From the Clinic to Molecular Biology I	*		50	30	80	3,0
		Option Project IV	4		65	40	105	4,0
	CSH	Vertical Domains IV	*		25		25	1,0
		4^o Year – Totals		40	980	620	1 600	60
	SC	Health Centre Residency II	7		170	110	280	10,5
	C	Surgery Residency	12	1	295	200	495	18,5
	C	Medicine Residency II	12	1	289	206	495	18,5
	C	Optional Residencies	5		133	92	225	8,5
	C+P+CBB	From the Clinic to Molecular Biology II	*		50	30	80	3,0
	CSH	Vertical Domains V	*		25		25	1,0
	5^o Year – Totals		40	962	638	1 600	60	
IV	SC	Health Centre Residency - Final Training	7		170	110	280	10,5
	C	Hospital Residencies - Final Training	26		635	420	1055	39,5
	C+P+CBB	From the Clinic to Molecular Biology III	*		50	30	80	3,0
		Option Project – Final Training	7		110	75	185	7,0
	6^o year – Totals		40	965	635	1 600	60	

C – Clinic; CBB –Biologic e Biomedical Sciences; CSH – Human & Social Sciences; P – Pathology; SC – Community Health.

* - Organized along the curricular year

(1) Evaluation included at the end of the module (2) Includes closing evaluation of the curricular area and the final exam (when applied)

2. Student Profiles in 2009-2010: Retrospective Analysis

2.1 Candidates

In the academic year 2009-010, the number of applicants for the 120 positions available (National Admission Process) for the UM Medical Degree Course amounted to 1455 (Table 6), corresponding to 12 candidates for each position available. A retrospective analysis of the distribution according to candidate's choice in 2009-10 and the previous curricular years is presented in Table 6.

Table 2 - **Applications in 2009-10 according to preference**

Applicants: n (%)	Choice	1^a	2^a	3^a to 6^a	Total
Academic Year	2009-10	370 (25%)	264 (18%)	821 (57%)	1455
	2008-09	383 (22%)	251 (15%)	1093 (63%)	1727
	2007-08	223 (19%)	196 (16%)	784 (65%)	1203
	2006-07	208 (19%)	239 (22%)	636 (59%)	1083
	2005-06	200 (17%)	182 (16%)	791 (67%)	1173
	2004-05	170 (18%)	152 (16%)	624 (66%)	946
	2003-04	146 (14%)	178 (18%)	685 (68%)	1009
	2002-03	168 (15%)	202 (18%)	746 (67%)	1116
	2001-02	381 (17%)	350 (16%)	1470 (67%)	2201

There were 6 more places available for other admissions processes in accordance with the ministry directives (5% of positions filled by a special admission process for graduates); and 2 more places for the Special admission regimen.

2.2 Admissions

In the curricular year of 2009-10, 135 students were admitted to the UM Degree in Medicine as follows:

National Admission Process (N123^{a,b})

- General contingency: **111**
- Students proceeding from autonomous regions (Azores and Madeira): **8**
- Portuguese emigrants and family members residing with them: **2**
- Students on official military service: **0**
- Handicapped students: **2**
- Ties: **0**

Special admission process for graduates: 7^c

Special admission regimen: 4

Special admission process: 0

Re-admission and transfers: 0

- a) 2 more students in the 2^a part and
- b) 1 more student in the 3^a part because 3 students cancelled their registration;
- c) 1 tied student

A comparison between students' choices in 2009-10 and the previous curricular years is presented in the following table.

Table 3 - **Admitted student's distribution according to choice: retrospective analysis**

N of students (%)	Option	1^a	2^a	3^a to 6^a	Total
Academic Year	2009-10	100 (81%)	19 (15%)	5 (4%)	124
	2008-09	79 (64%)	17 (14%)	27 (22%)	123 ^a
	2007-08	65 (64%)	8 (8%)	28 (28%)	101
	2006-07^{a)}	59 (93%) ^{a)}	3 (5%)	1 (2%)	62
	2005-06	40 (67%)	7 (12%)	13 (21%)	60
	2004-05	53 (88%)	5 (9%)	2 (3%)	60
	2003-04	41 (76%)	3 (5%)	10 (19%)	54 ^a
	2002-03	33 (66%)	9 (18%)	8 (16%)	50
	2001-02	19 (37%)	5 (10%)	28 (53%)	50

e) 100% in the General Contingency; d) does not include information on one student (Special Access)

2.3 Admission Grades

Table 8 lists the averages of the admitted students grades (limits and variation) organized according to their application regimes.

Table 4 - **Admission grades in the curricular year of 2009-10 distributed according to contingencies**

Contingent	N of students	Classification (minimum – maximum)	Partial Average	General Average
General	111	181.5 – 197.2	184.9	182,7
Autonomous Regions	8	157.30 – 172.50	166.1	
Emigrants	2	149.7 – 158.7	154.2	
Handicapped	2	151.0 - 172,7	161.9	
Military	0	-	-	

A comparison between student's grades in 2009-10 and the previous curricular year is presented in the following table.

Table 5 - **Admission grade point averages: retrospective analysis**

Academic year	General Average	General Contingent Average
2009-10	182.7	184.9
2008-09	182.6	185.5
2007-08	180.9	184.5
2006-07	183.8	186.4
2005-06	184.9	187.6
2004-05	185.3	188.9
2003-04	182.5	187.4
2002-03	185.7	188.4
2001-02	185.6	187.4

(b) does not include information on two students (Special Access)

2.4. Gender

In what concerns gender, 66% of the admitted students were females.

3. Final word

In summary, the combination of approaches used by the school and presented in this *snapshot* – internal examinations, external assessments of knowledge, evaluations by students and longitudinal research - generates a wide range of data that concur to the important conclusion that, in 2010, the undergraduate medical degree of the School of Health Sciences was faithful to its mission by delivering an undergraduate program that certainly meets any international standards of quality in medical education.

Braga, December 2010

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School of Health Sciences
Coordinator of the Medical Education Unit

MEDICAL DEGREE COURSE

APPENDIX

AUTOMN 2010 – A SNAPSHOT

**ASSESSMENT OF THE ACADEMIC YEAR 2009/2010 AT THE ENTRANCE OF
2009/2010**

UNIVERSITY OF MINHO
School of Health Sciences
Medical Education Unit

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INFORMATION REFERRED IN THE MAIN DOCUMENT

This appendix presents two types of information relative to the recent edition of the *Curricular Areas* of the undergraduate medical program offered by the School of Health Sciences of the University of Minho (ECS-UM).

The appendix reports the distribution of student course grades for each curricular area. The grades, typically, are combinations of scores from multiple measurement moments, such as modular- or end-of-year written tests, skill examinations and attitudinal observations. The combinations are defined in the first two weeks of the academic year and approved by the Pedagogic Council of SHS-UM. All missing information is labeled as “Not available”.

Also included are the global results of the student evaluations of the most recent academic year, namely the results, the items and a flowchart of the process of gathering and analyzing the data. The results from student evaluations are an important part of the multidimensional internal quality evaluation mechanisms. The process is modular and was designed in 2006 by the Scientific Council of SHS-UM. The rating forms refer to several aspects of teaching, the academic experience and context specificities of clinical attachments. The process is under the responsibility of the Medical Education Unit.

In addition, the appendix includes informational elements about the socio-demography of the entering class of 2010-2011. The elements are collected during students' first week in the medical school with a survey that students respond to voluntarily. Information is stored in a secure database. Informed consent is collected to collate the data to the *Longitudinal Study of the School of Health Sciences of the University of Minho*⁽¹⁾.

The boxplots of the grade distribution are computed from the database of the ongoing *Longitudinal Study of the School of Health Sciences of the University of Minho*⁽¹⁾ assembled as part of a project financed by *Fundação para a Ciência e Tecnologia*, the Portuguese national science foundation (PTDC/ESC/65116/2006).

⁽¹⁾ PTDC/ESC/65116/2006: Avaliando o impacto de inovação no Ensino Superior: implementação e desenvolvimento de um estudo longitudinal numa escola médica, Universidade do Minho (UM).

STUDENT EVALUATIONS OF TEACHING: BRIEF DESCRIPTION AND FLOWCHART OF THE PROCESS

The process and the instruments applied in the School of Health Sciences were approved by the School's Scientific Council in 2006 and are administered by the Medical Education Unit (MEU) that also manages the Student Evaluations of Teaching (SET) process and helps facilitate appropriate use of SET data. These instruments have been locally developed and are applied within the 2 weeks following the end of the curricular area, unless circumstances dictate otherwise. The responses are collected on paper in a period explicit in student timetable. The instruments are used in Portuguese. A translation can be found in this appendix.

There are specific SET forms used for distinct purposes.

1. "Overall Evaluation of Curricular Areas": on all the curricular areas of the medical degree, each student fills one form/curricular area; includes 12 items (unless in specific areas where some items do not apply);
2. "Evaluation of Academic Faculty": on individual faculty of all curricular areas which are primarily taught by faculty of SHS-UM; each student fills one form/faculty- the global scores presented in this snapshot are computed for every faculty of the corresponding curricular area and the individual scores are communicated to each faculty and the corresponding area coordinator; includes 8 items;
3. "Evaluation of Clinical Tutors/Services": on individual clinical tutors in the affiliated Health Care Institutions, used exclusively in areas with clinical attachments (from th 3rd to the 6th year); each student fills one form/faculty- the global scores presented in this snapshot are computed for every faculty of the corresponding curricular area and the individual scores are communicated the corresponding area supervisor; includes 10 items;
4. "Evaluation of Clinical Seminars/Speakers": on individual clinical seminars/speakers, used exclusively in areas with clinical seminars (from th 3rd to the 6th year); each student fills one form/seminar - the global scores presented in this snapshot are computed for every seminar/speakers of the corresponding curricular area and the individual scores are communicated the corresponding area modeator; includes 6 items;
5. "Evaluation of the Teaching and Learning Methodology": in years 1-3 in on all curricular areas which are primarily taught by faculty of SHS-UM that make use of the methodology of "learning through ,models of objectives" adopted by the medical school, each student fills one form/curricular area; includes 10 items;
6. "Evaluation of Option Projects": used on all the elective curricular areas of the medical degree; include 8 itens.

	Instruments	Curricular Areas Evaluation (n)	Outputs
Student Evaluations Teaching Process	Overall Evaluation of Curricular Areas	34	Global Score
	Evaluation of Academic Faculty	7	Global Score
			Individual Score
	Evaluation of Clinical Tutors/Services	11	Global Score Form
			Global Score Form/Institution
			Global Score Form/Service
	Evaluation of Clinical Seminars/Speakers	10	Global Score Form
			Global Score Form/Module

Items for the Overall Evaluation of Curricular Areas

Area (nuclear items)

1	I understood the learning objectives
2	The contents were delivered in accordance with the learning objectives.
3	I have gained/developed abilities that I consider useful.
4	The workload required was appropriate to set time for learning.
5	The assessment process was coherent with the objectives of the area.
6	I was appropriately supervised in my learning process.
7	The activities were well organized.
8	The available resources were appropriate.
9	My previous training was adequately prepared me for this area.
10	Globally, I consider the teaching staff is excellent.
11	Globally, I consider this curricular unit is excellent.
12	Globally, the area promoted my personal development

Items for the Evaluation of Faculty Academic

Faculty

1	The instructor is knowledgeable in the concepts and phenomena implied in the learning objectives
2	The instructor arrives on time
3	The instructor aids in the identification, analysis and understanding of the learning objectives
4	The instructor orients the development of learning
5	The instructor stimulates and fosters critical thinking
6	The instructor motivates towards the fulfilment of learning objectives
7	The instructor elps in the synthesis and integration of knowledge
8	Overall, this instructor is excellent.

Items for the Evaluation of Clinical Tutors/Services

Tutors/Services

1	I had access to all the service components (eg: meetings, visits, examinations, etc.)
2	I was stimulated to share my ideas, my knowledge and my uncertainties
3	The tutor was available to answer questions and to clarify uncertainties
4	The tutors' explanations were organized and clear
5	The tutor promoted contacts with patients with different pathologies
6	The tutor helped to me to carry through clinical procedures effectively
7	The tutor was knowledgeable for the concepts, phenomena and clinical practices
8	I received appropriate supervision at the clinical settings
9	I rate this tutor as excellent
10	What I've learned in this residency was useful

Items for the Evaluation of Seminars/Speakers

Seminars/Speakers

1	The contents were approached with clarity
2	Theories and concepts were linked to practice
3	I felt encouraged to participate
4	The recommended bibliography was useful
5	The seminar integrated in the area's/module's objectives
6	I rate this seminar as excellent

Items for the Evaluation of the Teaching and Learning Methodology in years 1-3

Phase 1	1	Contributed to clarify the objectives
	2	Allowed the reactivation of prior knowledge
Phase 2	3	The time provided was sufficient
	4	The activities were important to learning
Phase 3	5	I was stimulated to share what I learned
	6	Allowed me to access the extent to which I achieved the learning objectives
Phase 4	7	Contributed to fill in some of my learning gaps
	8	The instructors were available
Phase 5	9	Enough time was provided to complete the examinations.
	10	The examinations reflected the objectives of the area.

Items for the Evaluation of Option Projects

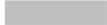
1	I understood the learning objectives
2	The elements of the assessment process reflected the objectives of the area
3	The assessment process was coherent with the objectives of the area
4	The evaluation parameters were defined in time
5	The workload was appropriate to units of credit
6	I would have done this project, even if it were not mandatory
7	Globally, I learned a lot from this area
8	Globally, I consider this curricular unit is excellent

Scale

Completely disagree	①
Strongly disagree	②
Disagree	③
Agree	④
Strongly agree	⑤
Completely agree	⑥
Without an opinion	⑦

Legend

- for tutors, faculty and area assessment:

	Question with highest % of favourable responses
	Question with lowest % of favourable responses
	Question with less than 50% of favourable responses

RESULTS

Student final academic scores

Student Evaluations of Teaching (SETs)

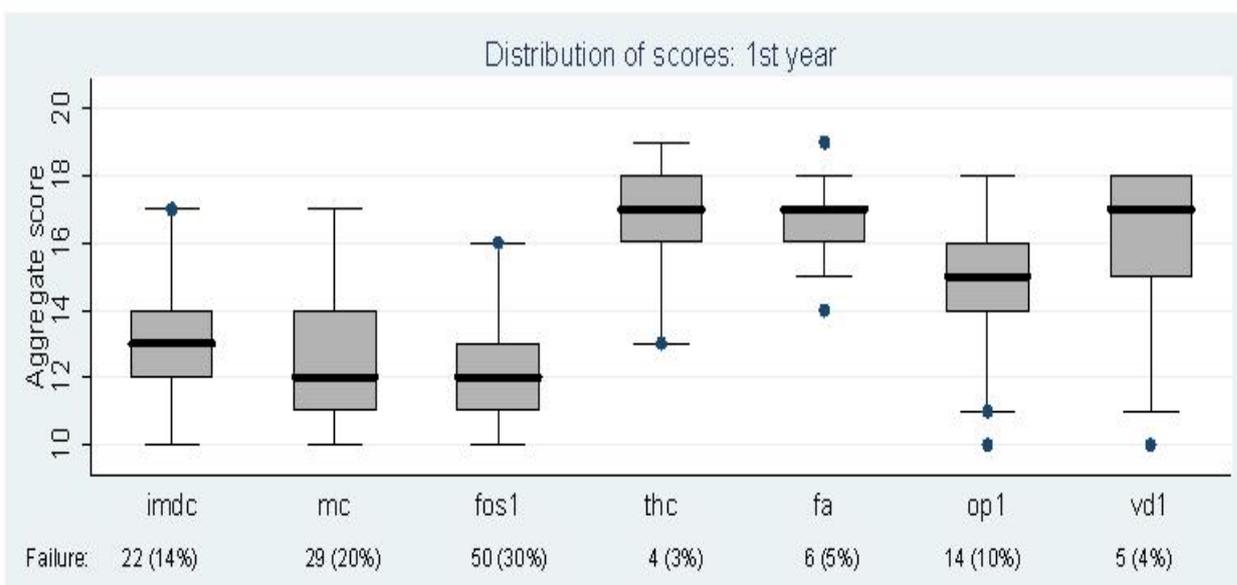
DISTRIBUTION OF STUDENT SCORES: LEGEND

*Non attendants: students with less than 2/3rds of class attendance; they fail accordingly to the University's regulation.

**Failure: students who attended at least 2/3rds of classes; they fail for academic criteria.

1ST YEAR

DISTRIBUTION OF STUDENT SCORES (*)



Legend

IMDC – Introduction to the Medical Degree Course

MC – Molecules and Cells

FOS 1 – Functional and Organic Systems I

THC – Training in a Health Centre

FA – First Aid

OP 1 – Option Project I

VD 1 – Vertical Domains I

(*) Output provided by the database of SHS-UM Longitudinal Project.

INTRODUCTION TO THE MEDICAL DEGREE COURSE

Overall Evaluations of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	3	0	2	0	0	5	1	1	1
	Strongly disagree	2	1	2	2	2	2	1	0	9	2	6	3
	Disagree	6	11	9	11	8	5	15	8	23	10	25	12
	Unfavourable responses	8	12	11	17	9	8	15	8	37	13	32	16
	Agree	49	44	35	47	53	39	48	36	37	45	45	52
	Strongly agree	35	35	39	25	30	30	28	42	16	29	14	21
	Completely agree	8	8	15	10	8	23	7	13	8	10	3	7
	Favourable responses	92	88	89	82	90	92	83	91	61	83	63	80
No opinion	0	0	0	2	1	0	2	2	2	4	5	4	
2008/2009	Unfavourable responses	6	19	11	25	27	26	26	14	47	27	58	22
	Favourable responses	94	80	89	75	71	74	74	86	51	71	42	75
	No opinion	0	1	0	0	2	0	0	1	2	2	0	2

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	1	0	0	0	0	0	0	1
	Strongly disagree	0	0	1	1	1	1	1	2
	Disagree	2	1	8	9	7	8	7	6
	Unfavourable responses	3	2	9	10	8	9	8	8
	Agree	21	12	29	32	36	31	34	31
	Strongly agree	36	28	35	35	33	35	34	35
	Completely agree	40	58	26	22	22	23	23	23
	Favourable responses	97	98	91	89	91	89	91	89
No opinion	0	0	0	1	1	2	1	3	
2008/2009	Unfavourable responses	3	2	9	15	16	17	16	16
	Favourable responses	96	97	91	85	82	81	82	81
	No opinion	0	0	0	0	2	2	2	4

MOLECULES AND CELLS

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	3	0	0	0	0	3	2	2	1
	Strongly disagree	2	2	0	2	3	0	2	2	4	2	2	0
	Disagree	6	3	7	24	13	10	12	10	23	25	23	11
	Unfavourable responses	7	6	7	29	16	10	14	11	30	29	26	12
	Agree	49	48	44	50	54	50	52	47	43	44	49	53
	Strongly agree	35	39	39	15	24	31	28	33	21	21	17	27
	Completely agree	8	6	10	4	4	7	3	8	2	2	3	6
	Favourable responses	92	94	92	69	82	88	83	88	67	67	69	86
No opinion	1	1	1	2	2	2	3	1	2	3	5	2	
2008/2009	Unfavourable responses	6	2	4	30	12	4	17	7	39	17	31	14
	Favourable responses	94	97	96	70	87	96	81	93	60	81	66	84
	No opinion	0	1	0	0	1	0	2	1	2	2	2	2

Method items		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	0	2	1	2	1	0	2	1	7	2
	Strongly disagree	2	7	6	6	2	2	2	0	8	4
	Disagree	12	15	22	9	18	10	11	2	31	14
	Unfavourable responses	14	23	28	18	21	11	15	2	47	19
	Agree	33	39	45	52	37	38	26	19	31	56
	Strongly agree	40	29	16	23	30	33	23	31	15	19
	Completely agree	10	7	8	5	9	14	3	22	5	5
	Favourable responses	83	75	69	80	76	85	52	71	52	80
No opinion	3	2	2	2	2	3	33	27	2	1	
2008/2009	Unfavourable responses	5	17	31	39	8	7	5	1	34	16
	Favourable responses	95	83	64	60	91	92	49	58	66	83
	No opinion	0	1	5	2	1	1	46	41	0	1

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	1	0	1	1	1	1	1	1
	Strongly disagree	1	0	1	2	1	2	2	1
	Disagree	4	2	7	8	7	7	7	8
	Unfavourable responses	6	3	9	11	10	10	9	11
	Agree	25	21	30	32	34	34	32	32
	Strongly agree	27	23	30	30	27	29	30	28
	Completely agree	37	47	24	20	22	19	21	21
	Favourable responses	88	92	84	82	83	83	84	82
No opinion	6	6	6	7	7	7	7	7	
2008/2009	Unfavourable responses	2	2	5	8	11	9	9	10
	Favourable responses	95	95	92	88	86	88	88	86
	No opinion	2	3	3	3	4	3	3	4

FUNCTIONAL AND ORGANIC SYSTEMS I

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	2	0	0	0	1	2	0	0	0
	Strongly disagree	1	0	0	4	0	1	0	0	6	1	1	1
	Disagree	3	7	1	32	15	4	5	5	21	15	6	2
	Unfavourable responses	3	7	1	38	15	4	5	6	29	16	7	3
	Agree	38	37	23	44	50	53	57	46	50	35	39	33
	Strongly agree	41	40	45	12	24	28	28	33	13	32	39	33
	Completely agree	17	15	31	5	11	12	10	14	6	16	13	32
Favourable responses	96	92	99	61	85	94	95	93	69	83	92	97	
2008/2009	No opinion	1	1	0	1	0	2	0	1	2	1	1	0
	Respostas Desfavoráveis	8	8	2	49	13	10	10	9	31	11	11	3
	Respostas Favoráveis	91	91	98	51	86	90	89	91	66	88	87	96
	No opinion	1	1	0	0	1	0	1	0	3	2	2	1

Method items		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	2	2	0	0	1	0	1	0	1	0
	Strongly disagree	5	8	3	0	0	1	2	0	0	1
	Disagree	20	31	25	6	10	4	4	4	12	18
	Unfavourable responses	27	41	29	6	11	5	7	4	13	19
	Agree	48	41	44	43	38	30	19	15	24	41
	Strongly agree	14	13	17	35	34	36	42	33	36	25
	Completely agree	11	5	10	16	14	27	22	39	27	13
	Favourable responses	73	59	71	94	86	93	83	88	87	80
2008/2009	No opinion	0	0	0	0	4	2	10	9	0	1
	Unfavourable responses	15	41	29	6	19	8	5	3	13	21
	Favourable responses	84	58	70	93	80	91	90	93	86	78
	No opinion	1	1	1	2	2	1	5	4	1	1

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	0	0	0	0	0	0
	Disagree	1	1	2	3	3	3	2	2
	Unfavourable responses	1	2	2	4	4	4	3	3
	Agree	14	15	24	25	24	24	24	22
	Strongly agree	34	30	37	36	34	36	35	37
	Completely agree	45	47	31	28	30	29	31	31
	Favourable responses	93	92	91	89	89	89	90	90
2008/2009	No opinion	6	6	6	7	7	7	7	8
	Unfavourable responses	4	3	7	9	10	9	8	8
	Favourable responses	91	92	88	86	85	86	87	85
	No opinion	5	5	5	5	5	5	5	7

TRAINING IN A HEALTH CENTRE

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	1	-	1	1	5	7	1	-	-	3	0
	Strongly disagree	0	1	-	3	2	1	7	3	-	-	0	0
	Disagree	1	4	-	4	3	9	17	13	-	-	6	2
	Unfavourable responses	1	6	-	8	5	17	31	17	-	-	9	2
	Agree	16	18	-	25	19	24	21	26	-	-	19	11
	Strongly agree	31	32	-	30	36	21	19	21	-	-	28	19
	Completely agree	52	42	-	38	31	36	29	37	-	-	43	68
	Favourable responses	99	93	-	92	86	81	69	83	-	-	90	98
No opinion	0	1	-	0	9	3	0	0	-	-	1	0	
2008/2009	Unfavourable responses	5	16	-	10	13	32	55	24	-	-	19	3
	Favourable responses	95	82	-	88	56	62	45	71	-	-	79	96
	No opinion	0	2	-	2	31	6	1	4	-	-	2	1

FIRST AID

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	1	0	0	0	0	0	3	-	0	0
	Strongly disagree	0	0	0	0	1	0	0	0	2	-	0	0
	Disagree	1	0	0	5	4	2	0	0	13	-	2	0
	Unfavourable responses	1	0	1	5	5	2	0	0	17	-	2	0
	Agree	15	12	7	14	17	15	19	17	30	-	16	11
	Strongly agree	34	35	30	33	32	31	35	33	25	-	35	26
	Completely agree	50	53	62	49	46	52	45	50	24	-	47	63
	Favourable responses	99	100	99	95	95	98	100	100	78	-	98	100
No opinion	0	0	0	0	0	0	0	0	5	-	0	0	
2008/2009	Unfavourable responses	3	6	2	13	16	8	9	7	28	-	8	3
	Favourable responses	98	94	98	87	84	92	90	93	66	-	91	98
	No opinion	0	0	0	0	0	0	1	0	7		2	0

OPTION PROJECT I

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	0	1	1	0	4	2	1	1
	Strongly disagree	1	0	0	0	4	2	0	0
	Disagree	0	1	3	2	16	4	0	2
	Unfavourable responses	1	2	4	2	23	8	1	3
	Agree	16	16	15	17	27	22	11	10
	Strongly agree	33	43	44	38	27	31	25	29
	Completely agree	50	38	35	43	23	38	64	58
	Favourable responses	99	96	94	98	77	90	99	96
No opinion	0	2	3	0	0	2	0	1	
2008/2009	Unfavourable responses	1	8	7	23	14	10	4	2
	Favourable responses	99	75	82	76	85	86	96	97
	No opinion	0	17	11	1	1	4	0	1

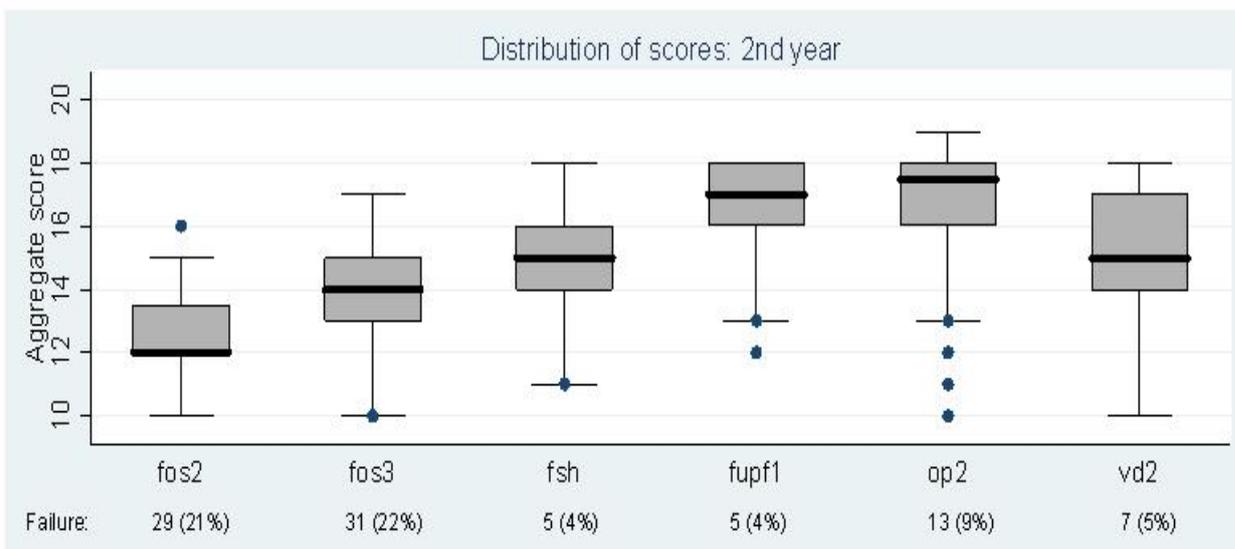
VERTICAL DOMAINS I

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	1	1	-	0	0	1	-	0	0
	Strongly disagree	0	0	1	0	1	-	0	0	1	-	1	2
	Disagree	5	3	5	8	5	-	5	5	14	-	5	6
	Unfavourable responses	5	3	6	9	6	-	5	5	16	-	5	8
	Agree	27	27	29	32	29	-	32	32	36	-	23	32
	Strongly agree	36	46	42	32	39	-	42	36	19	-	35	36
	Completely agree	32	23	21	27	20	-	21	25	17	-	36	23
	Favourable responses	95	96	92	90	88	-	95	94	72	-	94	91
No opinion	1	1	2	1	5	-	1	1	12	-	1	1	
2008/2009	Unfavourable responses	11	14	13	19	10	-	12	6	22	-	11	31
	Favourable responses	88	82	86	78	70	-	88	90	58	-	89	69
	No opinion	1	4	1	4	20	-	0	4	20	-	0	0

2ND YEAR

DISTRIBUTION OF STUDENT SCORES (*)



Legend

FOS 2 – Functional and Organic Systems II

FOS 3 – Functional and Organic Systems III

FSH – Family, Society and Health

FUPF 1 – Follow-up of a Family I

OP 2 – Option Project II

VD 2 – Vertical Domains II

(*) Output provided by the database of SHS-UM Longitudinal Project.

FUNCTIONAL AND ORGANIC SYSTEMS II

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	4	1	0	0	0	1	2	1	1
	Strongly disagree	1	1	0	14	0	2	2	0	2	0	1	0
	Disagree	6	8	1	40	11	5	8	2	14	16	12	5
	Unfavourable responses	6	9	1	57	12	7	10	2	16	18	14	6
	Agree	52	57	39	36	64	50	63	66	56	46	49	38
	Strongly agree	31	27	32	4	19	31	21	23	18	27	25	33
	Completely agree	10	7	28	2	2	10	4	6	6	7	10	21
	Favourable responses	94	91	99	42	84	91	88	96	81	80	85	92
No opinion	0	0	0	1	4	2	2	2	3	2	2	2	
2008/2009	Unfavourable responses	2	9	4	43	19	13	21	12	20	22	16	2
	Favourable responses	98	91	96	57	79	86	79	88	78	69	78	98
	No opinion	0	0	0	0	2	1	0	0	2	9	7	0

Method items		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	6	6	4	0	2	0	0	0	5	2
	Strongly disagree	10	9	9	0	2	0	1	0	6	4
	Disagree	18	30	40	6	14	9	8	1	30	16
	Unfavourable responses	34	45	53	6	18	9	9	1	40	23
	Agree	48	38	33	58	42	39	32	31	35	60
	Strongly agree	13	14	10	29	23	37	29	34	15	13
	Completely agree	3	1	3	5	13	14	23	30	10	4
	Favourable responses	64	53	46	92	78	90	84	95	60	77
No opinion	2	2	1	2	3	2	7	4	0	1	
2008/2009	Unfavourable responses	63	71	29	12	14	12	9	4	9	19
	Favourable responses	37	27	71	88	84	88	89	93	90	78
	No opinion	0	1	0	0	1	0	2	2	1	3

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	0	0	0	0	0	0	0	0
	Strongly disagree	1	0	1	1	1	1	1	1
	Disagree	4	3	5	7	7	7	6	6
	Unfavourable responses	4	3	6	8	8	9	7	7
	Agree	22	23	26	27	28	28	27	27
	Strongly agree	33	29	33	30	29	30	31	33
	Completely agree	36	38	29	28	28	27	29	26
	Favourable responses	90	89	88	85	85	85	87	86
No opinion	5	7	6	6	6	6	6	7	
2008/2009	Unfavourable responses	8	7	9	11	13	11	10	9
	Favourable responses	91	92	89	87	85	87	89	85
	No opinion	1	2	1	2	3	2	2	6

FUNCTIONAL AND ORGANIC SYSTEMS III

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	2	0	4	1	1	1	1	1	1	3	0
	Strongly disagree	2	3	0	9	3	2	3	2	2	3	2	1
	Disagree	5	11	3	28	11	9	14	10	16	14	9	6
	Unfavourable responses	7	16	3	41	15	11	17	13	18	18	13	7
	Agree	44	41	28	45	56	47	58	53	43	47	52	33
	Strongly agree	38	34	44	11	22	34	21	25	27	25	20	34
	Completely agree	12	7	25	3	5	5	2	7	7	8	15	23
	Favourable responses	93	83	97	59	84	87	81	85	77	80	86	90
No opinion	0	2	1	0	2	2	2	2	4	2	1	3	
2008/2009	Unfavourable responses	5	9	6	23	20	12	12	11	14	13	12	4
	Favourable responses	95	91	94	77	79	88	87	89	84	82	85	95
	No opinion	0	0	0	0	1	0	1	0	2	5	4	1

Method items		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	11	10	3	1	3	1	0	0	3	3
	Strongly disagree	7	9	6	1	2	2	0	0	1	3
	Disagree	17	28	24	10	19	7	10	3	5	10
	Unfavourable responses	35	47	34	12	23	9	10	3	9	15
	Agree	44	31	41	41	39	35	35	28	39	45
	Strongly agree	18	20	18	38	26	37	31	41	30	31
	Completely agree	3	1	7	9	9	18	20	24	22	9
	Favourable responses	65	52	66	87	74	90	85	93	91	85
No opinion	0	1	0	1	3	1	4	4	0	0	
2008/2009	Unfavourable responses	42	48	20	12	13	5	3	7	4	20
	Favourable responses	57	50	79	88	83	92	94	91	95	79
	No opinion	1	2	1	0	5	3	2	2	1	1

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	1	1	1	2	2	2	1	2
	Strongly disagree	1	1	1	1	1	2	1	1
	Disagree	3	3	6	8	7	8	6	7
	Unfavourable responses	5	4	8	10	10	11	9	10
	Agree	25	27	30	31	31	31	30	30
	Strongly agree	33	29	32	30	28	30	31	31
	Completely agree	28	29	21	19	20	19	21	19
	Favourable responses	86	85	83	80	80	80	82	80
No opinion	9	11	9	9	10	9	9	10	
2008/2009	Unfavourable responses	9	8	10	13	14	13	12	12
	Favourable responses	87	88	85	82	81	82	83	80
	No opinion	4	5	5	5	5	5	5	8

FAMILY, SOCIETY AND HEALTH

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	4	2	2	1	2	5	3	2	10	1	6	3
	Strongly disagree	5	8	6	2	3	8	7	8	7	9	9	7
	Disagree	16	18	10	21	24	16	25	21	26	23	33	11
	Unfavourable responses	25	28	18	24	30	29	36	32	43	33	48	22
	Agree	44	48	52	44	43	41	41	46	26	41	28	40
	Strongly agree	20	19	25	19	11	17	16	11	11	16	15	28
	Completely agree	11	3	6	12	3	7	4	8	3	4	3	9
	Favourable responses	75	70	82	75	57	65	61	65	40	61	47	76
	No opinion	0	2	0	1	14	6	2	3	17	6	5	2
2008/2009	Unfavourable responses	36	35	32	25	21	36	55	35	36	51	58	25
	Favourable responses	63	62	64	73	49	62	45	63	44	42	37	69
	No opinion	1	2	4	2	30	2	0	2	20	7	5	6

FOLLOW-UP OF A FAMILY I

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	2	2	4	3	3	4	3	2	4	4	4	4
	Strongly disagree	2	0	1	1	0	1	3	2	2	1	1	1
	Disagree	3	3	3	4	4	11	15	7	13	15	13	3
	Unfavourable responses	6	4	7	8	7	15	20	11	18	20	19	7
	Agree	42	46	32	40	37	30	36	46	39	42	42	38
	Strongly agree	29	26	36	26	25	35	28	27	22	27	26	29
	Completely agree	23	22	25	25	17	19	15	15	8	9	12	24
	Favourable responses	94	95	93	91	79	83	79	88	68	78	80	92
No opinion	0	1	0	1	14	2	1	2	13	2	2	1	
2008/2009	Unfavourable responses	16	31	14	28	21	37	59	34	30	40	43	18
	Favourable responses	84	69	86	71	51	61	40	66	63	55	54	82
	No opinion	0	0	0	1	27	2	1	0	7	5	3	0

OPTION PROJECT II

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	1	1	2	2	4	3	2	2
	Strongly disagree	1	0	1	0	5	2	1	2
	Disagree	1	4	5	3	15	9	2	2
	Unfavourable responses	2	5	7	5	24	13	5	6
	Agree	27	40	36	38	36	17	15	21
	Strongly agree	40	30	32	28	23	27	36	32
	Completely agree	30	16	15	27	14	39	44	41
	Favourable responses	98	85	83	93	73	83	95	94
No opinion	0	10	9	2	3	4	0	0	
2008/2009	Unfavourable responses	1	4	2	18	30	9	0	3
	Favourable responses	98	73	80	81	68	88	100	95
	No opinion	1	23	18	1	2	3	0	2

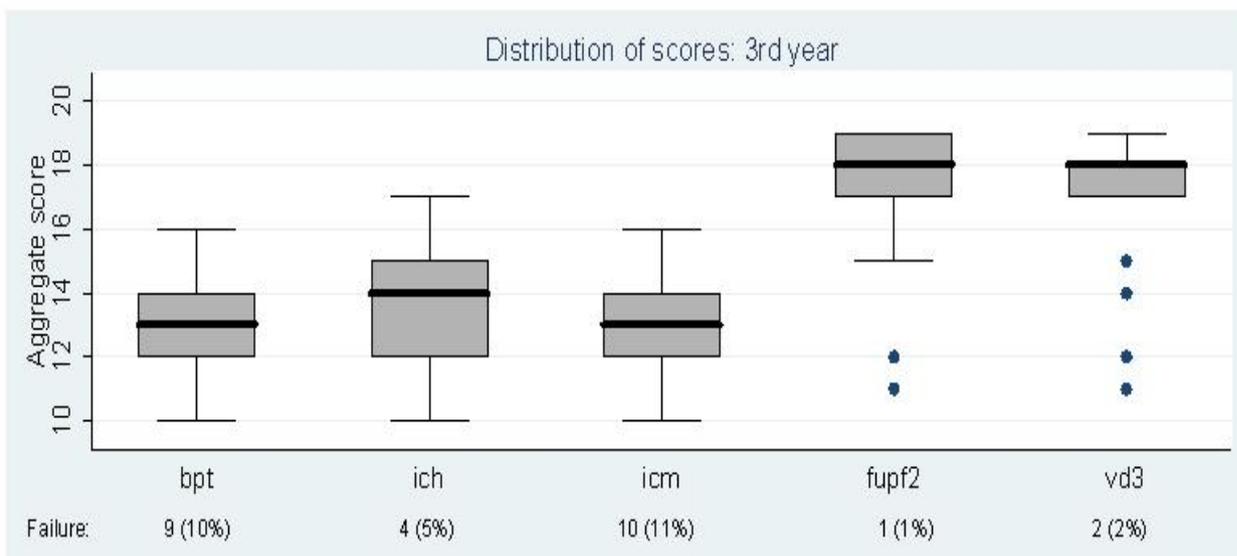
VERTICAL DOMAINS II

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	6	4	6	5	7	-	4	3	7	-	7	9
	Strongly disagree	5	5	3	2	7	-	2	3	3	-	3	7
	Disagree	15	15	16	11	13	-	16	11	22	-	7	28
	Unfavourable responses	25	24	25	17	27	-	23	18	32	-	17	43
	Agree	42	50	48	48	34	-	44	50	31	-	38	33
	Strongly agree	23	18	20	20	17	-	22	20	16	-	28	18
	Completely agree	10	5	7	13	9	-	9	11	8	-	14	2
	Favourable responses	75	73	75	81	60	-	75	80	55	-	80	53
No opinion	0	3	1	2	13	-	2	2	13	-	3	3	
2008/2009	Unfavourable responses	36	38	33	31	41	-	30	20	36	-	33	51
	Favourable responses	64	61	67	67	53	-	69	80	60	-	67	46
	No opinion	0	1	0	2	6	-	1	0	5	-	0	3

3RD YEAR

DISTRIBUTION OF STUDENT SCORES (*)



Legend

BPT – Biopathology and Introduction to Therapeutics

ICH – Introduction to Community Health

ICM – Introduction to Clinical Medicine

FUPF 2 – Follow-up of a Family II

VD 3 – Vertical Domains III

(*) Output provided by the database of SHS-UM Longitudinal Project.

BIOPATHOLOGY AND INTRODUCTION TO THERAPEUTICS

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	1	1	1	4	0	0	5	1	1
	Strongly disagree	0	3	0	7	3	0	4	3	4	5	3	0
	Disagree	4	8	7	20	11	7	22	8	12	26	18	4
	Unfavourable responses	4	11	7	28	14	8	30	11	16	37	22	5
	Agree	46	53	41	53	63	56	47	59	62	32	45	54
	Strongly agree	39	31	36	16	18	28	18	24	12	17	21	28
	Completely agree	11	5	17	3	3	7	3	4	7	9	7	11
	Favourable responses	96	89	93	72	84	91	68	87	80	58	72	92
No opinion	0	0	0	0	1	1	1	3	4	5	5	3	
2008/2009	Unfavourable responses	7	16	5	27	35	9	24	7	13	15	24	15
	Favourable responses	93	82	95	73	62	91	75	93	84	80	71	82
	No opinion	0	2	0	0	4	0	2	0	4	5	5	4

Method items		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	12	9	1	0	1	1	9	4	0	1
	Strongly disagree	20	15	4	1	0	1	5	1	3	4
	Disagree	17	24	14	11	12	11	21	12	5	7
	Unfavourable responses	49	48	20	12	13	13	36	17	8	12
	Agree	38	40	57	68	58	55	26	33	41	54
	Strongly agree	12	11	22	17	28	25	13	12	24	26
	Completely agree	0	0	1	3	1	5	3	17	26	7
	Favourable responses	50	51	80	88	87	85	42	62	91	87
No opinion	1	1	0	0	0	1	22	21	1	1	
2008/2009	Unfavourable responses	27	45	17	15	5	15	13	4	16	38
	Favourable responses	71	53	83	85	95	85	64	75	84	60
	No opinion	2	2	0	0	0	0	24	22	0	2

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	2	2	3	3	3	4	3	2
	Strongly disagree	2	3	3	3	3	3	3	3
	Disagree	5	7	11	13	2	12	10	10
	Unfavourable responses	9	12	17	19	19	18	16	16
	Agree	21	23	25	25	25	26	27	26
	Strongly agree	31	28	31	29	27	28	29	28
	Completely agree	36	34	26	25	25	25	26	25
	Favourable responses	89	86	81	79	78	80	82	78
No opinion	2	2	2	2	4	2	2	6	
2008/2009	Unfavourable responses	3	5	8	10	9	10	9	6
	Favourable responses	94	92	90	87	88	87	89	88
	No opinion	3	3	3	3	3	3	3	6

INTRODUCTION TO COMMUNITY HEALTH

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	4	1	4	1	2	4	2	4	6	2	10	5
	Strongly disagree	7	12	7	4	4	11	17	9	10	10	11	7
	Disagree	10	16	24	7	12	25	31	23	30	31	36	23
	Unfavourable responses	21	29	35	12	19	40	51	36	46	43	57	36
	Agree	50	51	41	52	47	42	37	44	37	38	26	46
	Strongly agree	22	12	17	22	11	14	10	14	9	11	10	14
	Completely agree	7	7	6	12	2	4	2	6	2	2	1	4
	Favourable responses	79	71	65	86	60	59	49	64	48	52	37	63
No opinion	0	0	0	1	21	1	0	0	6	5	6	1	
2008/2009	Unfavourable responses	0	4	7	4	9	2	5	2	23	9	11	11
	Favourable responses	100	96	93	95	91	95	95	93	61	88	88	89
	No opinion	0	0	0	2	0	4	0	5	16	4	2	0

Method items		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	7	11	1	13	5	2	9	6	1	2
	Strongly disagree	6	7	0	12	4	9	13	9	1	6
	Disagree	11	22	5	20	24	21	20	16	5	10
	Unfavourable responses	24	40	6	45	33	32	41	31	7	19
	Agree	38	38	41	34	35	38	15	19	43	53
	Strongly agree	21	11	28	10	12	12	4	10	35	20
	Completely agree	12	6	23	6	11	10	3	4	13	7
	Favourable responses	71	55	93	50	59	60	21	32	91	80
No opinion	5	5	1	5	9	7	38	37	1	1	
2008/2009	Unfavourable responses	9	20	5	11	7	7	7	0	0	5
	Favourable responses	91	77	95	84	93	91	27	41	100	95
	No opinion	0	4	0	5	0	2	66	59	0	0

Evaluation of Academic Faculty

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	1	1	1	1	1	1	1	1
	Strongly disagree	1	1	1	2	2	2	2	2
	Disagree	4	4	7	9	8	8	7	8
	Unfavourable responses	6	5	9	11	11	11	10	10
	Agree	23	22	27	29	30	29	29	28
	Strongly agree	31	28	32	30	28	30	30	31
	Completely agree	36	40	27	25	26	25	26	24
	Favourable responses	90	90	86	84	84	84	86	83
No opinion	4	5	5	5	5	5	5	7	
2008/2009	Unfavourable responses	6	5	8	11	11	11	10	10
	Favourable responses	91	91	88	86	84	86	87	84
	No opinion	3	4	3	4	4	4	4	7

INTRODUCTION TO CLINICAL MEDICINE

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	4	2	0	1	11	2	1	1	1	1	1	0
	Strongly disagree	0	5	0	1	13	7	1	1	0	1	2	0
	Disagree	11	18	1	14	19	12	18	7	6	5	12	1
	Unfavourable responses	14	25	1	17	43	21	20	10	7	7	15	1
	Agree	42	43	29	40	30	42	54	53	51	42	37	32
	Strongly agree	29	25	42	34	20	30	21	29	33	28	27	40
	Completely agree	15	7	28	10	2	6	5	8	8	16	14	26
	Favourable responses	86	75	99	83	52	77	80	90	93	86	79	99
No opinion	0	0	0	0	5	1	0	0	0	7	6	0	
2008/2009	Unfavourable responses	2	4	0	33	10	21	21	12	6	12	4	0
	Favourable responses	98	92	100	67	81	73	79	88	90	83	94	100
	No opinion	0	4	0	0	10	6	0	0	4	6	2	0

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	1	2	1	2	3	2	2	2	2	1
	Strongly disagree	2	1	1	1	3	5	1	8	2	2
	Disagree	3	3	10	7	6	9	2	9	8	1
	Unfavourable responses	7	7	13	10	13	16	6	20	13	5
	Agree	20	21	15	22	20	21	21	21	15	22
	Strongly agree	33	38	34	33	23	31	32	25	28	33
	Completely agree	40	34	38	35	44	32	41	33	40	40
	Favourable responses	93	93	87	90	86	84	94	79	83	95
No opinion	0	0	0	0	1	0	0	1	5	0	
2008/2009	Unfavourable responses	6	2	0	2	4	12	0	4	0	0
	Favourable responses	92	98	100	98	96	88	100	96	100	100
	No opinion	2	0	0	0	0	0	0	0	0	0

Evaluation of Seminars/Speakers

		1	2	3	4	5	6
2009/2010	Completely disagree	2	2	2	2	2	2
	Strongly disagree	2	2	2	2	2	2
	Disagree	6	7	10	9	7	10
	Unfavourable responses	9	10	14	13	10	14
	Agree	35	36	37	35	37	35
	Strongly agree	29	29	25	24	27	24
	Completely agree	16	15	12	11	14	13
	Favourable responses	81	79	74	69	78	72
No opinion	10	10	12	18	11	14	
2008/2009	Unfavourable responses	5	4	22	3	5	10
	Favourable responses	94	92	74	49	93	85
	No opinion	1	4	5	48	2	4

FOLLOW-UP OF A FAMILY II

Overall Evaluation of Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	4	3	5	4	1	3	7	4	5	5	9	5
	Strongly disagree	1	5	1	1	3	7	7	7	3	4	5	4
	Disagree	12	16	12	8	11	17	16	5	3	17	22	11
	Unfavourable responses	17	24	19	13	15	26	30	16	11	27	36	20
	Agree	47	48	47	46	43	41	43	47	57	40	32	42
	Strongly agree	22	17	23	25	19	18	18	22	19	17	20	30
	Completely agree	13	11	11	14	8	12	8	12	9	8	5	7
	Favourable responses	83	76	81	86	71	71	69	82	85	65	58	78
	No opinion	0	0	0	1	14	3	1	3	4	8	5	1
2008/2009	Unfavourable responses	8	14	18	4	6	25	27	8	12	8	40	28
	Favourable responses	90	84	78	92	66	71	67	84	70	80	58	70
	No opinion	2	2	4	4	28	4	6	8	18	12	2	2

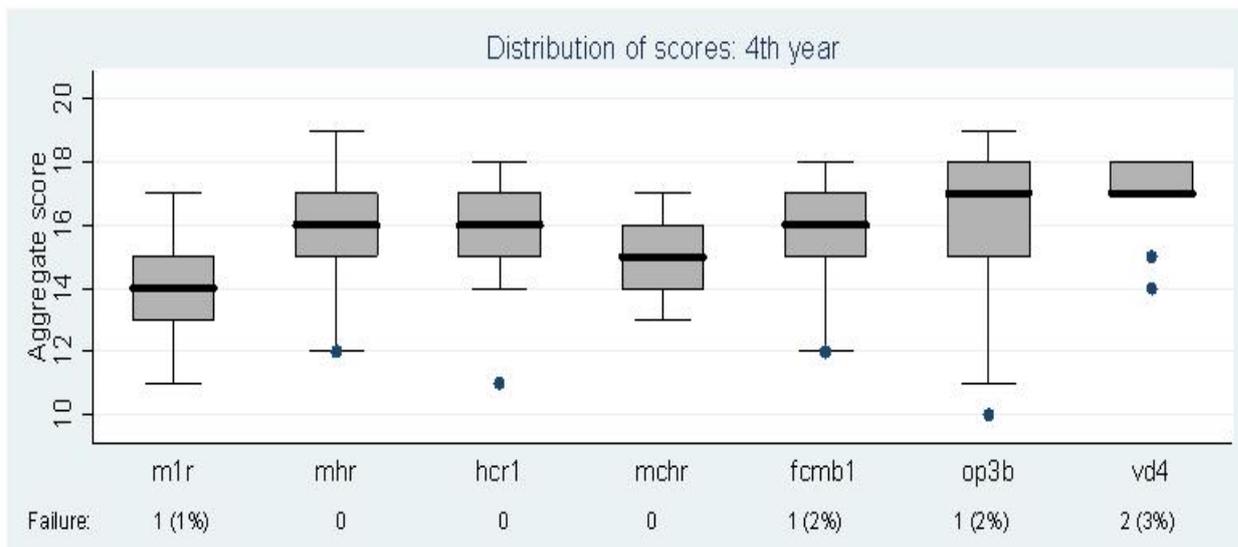
VERTICAL DOMAINS III

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	14	15	13	10	17	-	14	15	13	-	16	24
	Strongly disagree	10	10	17	11	13	-	10	10	17	-	11	14
	Disagree	17	23	19	20	17	-	17	23	19	-	11	27
	Unfavourable responses	41	48	49	41	47	-	41	48	49	-	39	65
	Agree	37	32	34	34	23	-	37	32	34	-	36	10
	Strongly agree	11	8	7	10	9	-	11	8	7	-	17	13
	Completely agree	6	6	6	10	6	-	6	6	6	-	3	4
	Favourable responses	54	46	47	54	37	-	54	46	47	-	56	27
2008/2009	No opinion	4	6	4	4	16	-	4	6	4	-	6	8
	Unfavourable responses	24	17	29	12	27	-	24	17	29	-	25	39
	Favourable responses	76	69	71	81	44	-	76	69	71	-	75	54
2008/2009	No opinion	0	14	0	7	29	-	0	14	0	-	0	7

4TH YEAR

DISTRIBUTION OF STUDENT SCORES (*)



Legend

M1R – Medicine I Residency

MHR – Mental Health Residency

HCR 1 – Health Centres Residency I

MCHR – Maternal and Child Health Residency

FCMB 1 – From Clinical to Molecular Biology I

OP 3 – Option Project III

VD 4 – Vertical Domains IV

(*) Output provided by the database of SHS-UM Longitudinal Project.

MEDICINE I RESIDENCY

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	7	2	5	2	0	0	0	0	0
	Strongly disagree	0	0	0	7	2	5	5	2	0	2	2	2
	Disagree	2	11	3	23	12	10	18	8	6	8	8	3
	Unfavourable responses	2	11	3	36	15	19	24	10	6	10	10	5
	Agree	35	40	21	30	29	39	40	40	27	47	35	23
	Strongly agree	39	29	37	21	27	29	21	26	45	24	39	44
	Completely agree	16	8	31	3	5	3	3	13	10	6	3	18
	Favourable responses	90	77	89	54	61	71	65	79	82	77	77	84
	No opinion	8	11	8	10	24	10	11	11	11	13	13	11
2008/2009	Unfavourable responses	35	55	16	75	78	45	70	35	35	48	49	16
	Favourable responses	65	45	84	25	22	47	26	59	59	48	45	82
	No opinion	0	0	0	0	0	8	4	6	6	4	6	2

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	0	0	0	0	2	2	0	2	1	2
	Strongly disagree	3	2	1	2	2	5	0	6	2	1
	Disagree	7	4	4	4	7	8	2	6	6	2
	Unfavourable responses	10	6	6	7	10	14	3	13	8	5
	Agree	17	18	14	13	14	23	10	19	14	16
	Strongly agree	28	32	21	26	26	20	21	21	27	23
	Completely agree	44	43	58	52	48	32	63	45	46	55
	Favourable responses	89	93	93	91	88	75	94	85	87	94
	No opinion	1	1	2	2	2	11	3	2	5	1
2008/2009	Unfavourable responses	4	9	7	7	6	9	1	7	7	2
	Favourable responses	96	91	93	92	93	88	97	92	90	97
	No opinion	0	0	0	1	1	3	1	0	3	1

Evaluation of Seminars/Speakers

not available

MENTAL HEALTH RESIDENCY

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	0	0	0	2	0	0	0	0	0
	Strongly disagree	0	0	0	0	0	0	0	0	8	0	2	0
	Disagree	0	2	0	4	0	2	4	0	10	4	0	2
	Unfavourable responses	0	2	0	4	0	2	6	0	18	4	2	2
	Agree	12	14	12	18	10	10	22	16	35	14	12	8
	Strongly disagree	51	49	45	27	33	31	47	39	22	45	49	31
	Completely agree	37	35	43	51	39	57	24	41	12	33	35	59
	Favourable responses	100	98	100	96	82	98	94	96	69	92	96	98
No opinion	0	0	0	0	18	0	0	4	12	4	2	0	
2008/2009	Unfavourable responses	2	4	2	13	2	0	6	4	19	2	6	2
	Favourable responses	98	96	98	87	88	100	94	96	63	98	94	98
	No opinion	0	0	0	0	10	0	0	0	17	0	0	0

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	4	0	0	2	2	4	0	2	0	0
	Strongly disagree	4	4	2	0	6	2	0	4	2	2
	Disagree	6	2	0	6	2	8	4	2	4	4
	Unfavourable responses	15	6	2	8	11	15	4	8	6	6
	Agree	13	15	13	6	15	15	6	10	13	10
	Strongly disagree	29	17	10	19	19	15	19	21	19	19
	Completely agree	44	63	75	67	55	46	71	60	60	65
	Favourable responses	85	94	98	92	89	75	96	92	92	94
No opinion	0	0	0	0	0	10	0	0	2	0	
2008/2009	Unfavourable responses	2	4	4	2	2	6	0	4	6	2
	Favourable responses	98	96	96	98	98	87	100	96	94	98
	No opinion	0	0	0	0	0	8	0	0	0	0

Evaluation of Seminars/Speakers

		1	2	3	4	5	6
2009/2010	Completely disagree	0	0	0	0	0	0
	Strongly disagree	1	1	1	1	0	1
	Disagree	2	3	5	3	1	4
	Unfavourable responses	3	5	6	5	2	5
	Agree	17	19	24	14	17	21
	Strongly disagree	41	36	32	23	32	39
	Completely agree	31	29	30	18	39	25
	Favourable responses	89	83	86	56	88	85
No opinion	8	12	8	39	10	10	
2008/2009	Unfavourable responses	6	2	5	6	4	7
	Favourable responses	91	91	89	61	87	91
	No opinion	3	7	6	34	9	3

HEALTH CENTRES RESIDENCY I

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	4	0	4	2	2	0	0	0	4	4
	Strongly disagree	2	8	0	0	15	0	2	0	6	2	4	2
	Disagree	2	10	8	2	17	10	15	15	4	6	6	6
	Unfavourable responses	4	19	13	2	35	13	19	15	10	9	15	13
	Agree	42	46	27	31	25	46	46	42	27	43	33	27
	Strongly disagree	33	23	38	40	25	29	27	31	44	38	33	40
	Completely agree	21	13	23	27	6	13	8	13	13	11	19	21
	Favourable responses	96	81	88	98	56	88	81	85	83	91	85	88
No opinion	0	0	0	0	8	0	0	0	6	0	0	0	
2008/2009	Unfavourable responses	9	15	5	9	24	18	24	9	13	15	27	9
	Favourable responses	91	85	95	91	69	78	76	85	80	84	71	91
	No opinion	0	0	0	0	7	4	0	6	7	2	2	0

Evaluation of Clinical Tutors/Service

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	0	2	2	2	2	2	0	2	2	0
	Strongly disagree	0	0	0	0	0	0	2	0	0	2
	Disagree	8	2	0	0	4	2	0	2	0	0
	Unfavourable responses	8	4	2	2	6	4	2	4	2	2
	Agree	13	6	6	6	8	13	6	4	6	6
	Strongly disagree	33	17	8	25	15	23	21	21	21	27
	Completely agree	46	73	83	67	69	60	69	71	69	65
	Favourable responses	92	96	98	98	92	96	96	96	96	98
No opinion	0	0	0	0	2	0	2	0	2	0	
2008/2009	Unfavourable responses	4	4	4	2	2	5	4	4	7	4
	Favourable responses	95	96	96	98	98	95	96	96	93	96
	No opinion	2	0	0	0	0	0	0	0	0	0

Evaluation of Seminars/Speakers

		1	2	3	4	5	6
2009/2010	Completely disagree	1	0	1	0	0	0
	Strongly disagree	2	2	3	2	2	2
	Disagree	6	7	7	5	6	8
	Unfavourable responses	8	9	11	7	9	11
	Agree	36	37	37	31	39	39
	Strongly disagree	28	27	24	17	27	23
	Completely agree	8	7	7	4	6	5
	Favourable responses	72	72	68	52	72	67
No opinion	19	19	21	40	19	22	
2008/2009	Unfavourable responses	14	14	19	14	13	23
	Favourable responses	80	75	71	32	74	68
	No opinion	5	11	11	54	13	9

MATERNAL AND CHILD HEALTH RESIDENCY

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	0	7	2	5	0	0	0	0	0
	Strongly disagree	0	0	0	5	7	2	5	2	0	0	0	0
	Disagree	0	2	2	16	21	19	26	7	7	14	14	5
	Unfavourable responses	0	2	2	21	36	23	35	9	7	14	14	5
	Agree	37	56	35	40	31	53	42	53	53	37	40	37
	Strongly agree	44	33	42	28	17	16	16	23	26	28	29	40
	Completely agree	19	7	21	9	5	5	5	9	5	5	12	19
	Favourable responses	100	95	98	77	52	74	63	86	84	70	81	95
Without an opinion	0	2	0	2	12	2	2	5	9	16	5	0	
2008/2009	Unfavourable responses	5	7	2	42	9	15	20	9	21	23	14	5
	Favourable responses	95	93	98	58	91	84	79	87	71	75	84	95
	Without an opinion	0	0	0	0	0	2	2	4	7	2	2	0

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	3	1	2	2	6	7	1	10	5	0
	Strongly disagree	7	6	7	5	6	5	2	12	6	4
	Disagree	14	12	8	7	14	14	0	7	11	5
	Unfavourable responses	24	19	18	14	26	26	3	29	21	8
	Agree	21	22	20	20	21	28	28	22	20	30
	Strongly disagree	27	26	25	25	24	16	15	16	19	21
	Completely agree	28	33	35	39	27	29	49	29	34	40
	Favourable responses	76	80	80	85	72	74	92	67	73	92
No opinion	0	1	2	1	2	0	5	3	6	0	
2008/2009	Unfavourable responses	12	3	2	2	3	8	2	9	4	2
	Favourable responses	88	97	98	98	96	90	97	90	95	98
	No opinion	0	0	0	0	1	1	1	1	1	0

Evaluation of Seminars/Speakers

		1	2	3	4	5	6
2009/2010	Completely disagree	0	0	1	0	0	1
	Strongly disagree	1	1	2	1	1	2
	Disagree	6	5	8	3	5	6
	Unfavourable responses	7	6	10	5	6	8
	Agree	26	26	30	18	26	29
	Strongly disagree	36	36	31	21	36	32
	Completely agree	20	21	17	13	21	17
	Favourable responses	82	83	78	52	83	78
No opinion	11	11	12	43	11	14	
2008/2009	Unfavourable responses	10	6	18	6	4	16
	Favourable responses	89	91	74	30	93	81
	No opinion	1	3	8	64	3	3

FROM CLINICAL TO MOLECULAR BIOLOGY I

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	12	10	10	10	17	7	7	10	10	7	24	21
	Strongly disagree	12	10	7	2	10	5	7	2	7	5	12	7
	Disagree	24	12	32	14	14	17	10	5	10	10	17	19
	Unfavourable responses	48	31	49	26	40	29	24	17	26	21	52	48
	Agree	29	43	32	48	33	31	45	50	40	38	31	31
	Strongly agree	14	14	10	10	14	10	19	17	19	24	14	14
	Completely agree	10	12	7	14	7	14	10	12	5	5	0	5
	Favourable responses	52	69	49	71	55	55	74	79	64	67	45	50
	Without an opinion	0	0	2	2	5	17	2	5	10	12	2	2
Unfavourable responses	59	55	70	41	48	47	45	35	50	42	80	71	
2008/2009	Favourable responses	39	38	26	55	45	38	55	58	39	44	16	24
	Without an opinion	2	7	4	4	7	15	0	7	11	15	4	5

OPTION PROJECTS III

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	0	0	0	3	3	0	0	0
	Strongly disagree	0	5	2	3	3	0	0	0
	Disagree	2	15	17	5	21	2	0	0
	Unfavourable responses	2	20	20	10	26	2	0	0
	Agree	15	12	10	15	28	22	22	23
	Strongly agree	29	27	34	30	13	24	24	33
	Completely agree	46	27	32	45	33	49	54	43
	Favourable responses	90	66	76	90	74	95	100	98
No opinion	7	15	5	0	0	2	0	3	
	Unfavourable responses	0	5	11	4	20	15	5	5
2008/2009	Favourable responses	100	80	80	95	75	85	95	91
	No opinion	0	14	9	2	5	0	0	4

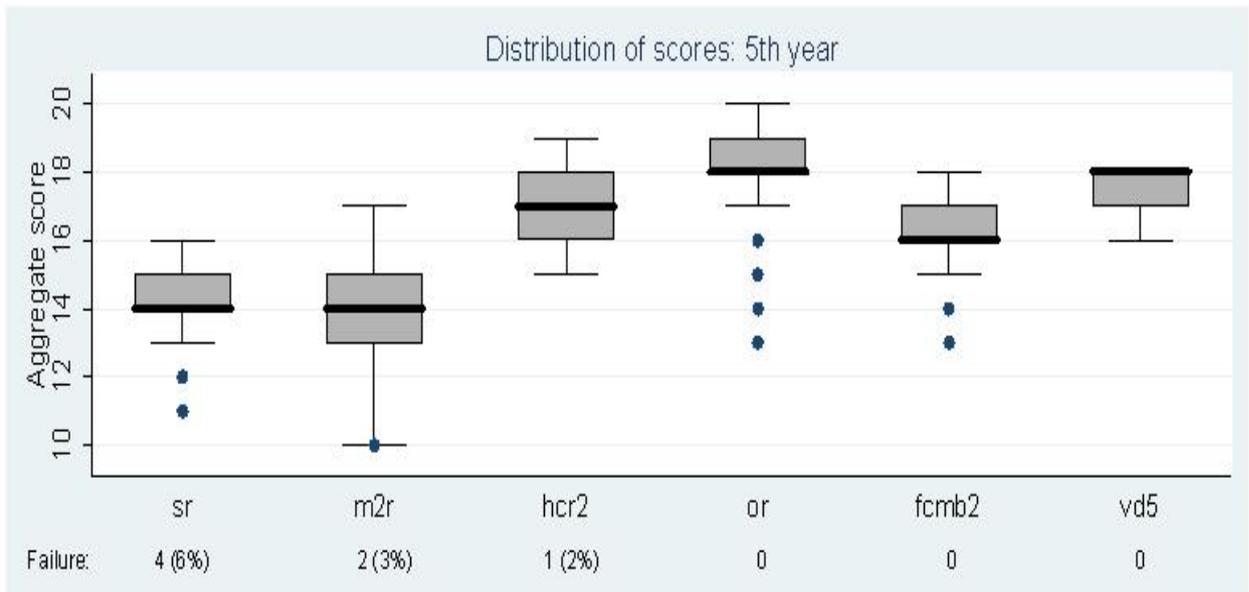
VERTICAL DOMAINS IV

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	7	7	10	10	15	-	7	7	10	-	7	7
	Strongly disagree	12	10	7	2	15	-	5	2	2	-	7	15
	Disagree	17	20	15	7	17	-	17	7	20	-	10	24
	Unfavourable responses	37	37	32	20	46	-	29	17	32	-	24	46
	Agree	41	41	37	41	32	-	51	46	34	-	41	34
	Strongly agree	12	10	12	15	7	-	10	10	12	-	22	12
	Completely agree	7	5	15	15	10	-	7	12	5	-	7	0
	Favourable responses	61	56	63	71	49	-	68	68	51	-	71	46
No opinion	2	7	5	10	5	-	2	15	17	-	5	7	
2008/2009	Unfavourable responses	63	73	71	69	73	-	70	55	55	-	66	77
	Favourable responses	38	25	29	25	16	-	29	42	25	-	32	23
	No opinion	0	2	0	5	11	-	2	4	20	-	2	0

5TH YEAR

DISTRIBUTION OF STUDENT SCORES (*)



Legend

SR – Surgery Residency

M2R – Medicine II Residency

HCR 2 – Health Centres Residency II

OR – Optional Residencies

FCMB 2 – From Clinical to Molecular Biology II

VD 5 – Vertical Domains V

(*) Output provided by the database of SHS-UM Longitudinal Project.

SURGERY RESIDENCY

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	2	0	3	2	0	2	3	3	3	2	0
	Strongly disagree	2	2	0	3	0	5	0	2	0	5	0	0
	Disagree	5	7	5	17	16	17	12	5	10	9	12	7
	Unfavourable responses	7	10	5	24	17	22	14	10	14	17	14	7
	Agree	31	40	30	38	40	38	43	43	41	40	40	34
	Strongly agree	36	31	33	21	26	24	28	24	21	31	24	31
	Completely agree	26	17	32	17	10	16	14	19	17	12	22	28
	Favourable responses	93	88	95	76	76	78	84	86	79	83	86	93
No opinion	0	2	0	0	7	0	2	3	7	0	0	0	
2008/2009	Unfavourable responses	4	12	2	31	22	8	14	12	6	8	12	2
	Favourable responses	96	86	98	67	78	86	86	84	88	88	86	98
	No opinion	0	2	0	2	0	6	0	4	6	4	2	0

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	1	0	0	0	1	1	1	1	1	0
	Strongly disagree	1	2	1	1	2	2	1	1	1	1
	Disagree	5	4	3	2	4	4	1	3	3	2
	Unfavourable responses	6	6	4	4	6	7	3	6	5	3
	Agree	18	14	13	14	16	17	8	15	14	15
	Strongly agree	26	26	22	24	24	26	21	23	25	27
	Completely agree	49	55	62	58	54	50	67	56	55	56
	Favourable responses	94	94	96	96	94	93	97	94	94	97
No opinion	0	0	0	0	0	0	0	0	0	0	
2008/2009	Unfavourable responses	9	2	1	1	9	11	1	5	2	2
	Favourable responses	91	98	99	98	91	88	99	94	97	98
	No opinion	0	0	0	0	0	1	0	0	2	0

Evaluation of Seminars/Speakers

not available

MEDICINE II RESIDENCY

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	5	0	10	5	3	3	3	3	5	3	3
	Strongly disagree	3	3	3	8	3	8	5	3	3	5	3	3
	Disagree	10	10	5	18	26	13	13	13	8	15	23	10
	Unfavourable responses	13	18	8	36	33	23	21	18	13	26	28	15
	Agree	56	54	51	46	38	56	64	64	67	51	46	59
	Strongly agree	23	21	31	13	10	13	10	10	15	18	23	15
	Completely agree	8	5	10	5	3	3	3	3	5	3	3	10
	Favourable responses	87	79	92	64	51	72	77	77	87	72	72	85
No opinion	0	3	0	0	15	5	3	5	0	3	0	0	
2008/2009	Unfavourable responses	2	16	4	44	26	25	27	11	7	25	19	7
	Favourable responses	98	84	96	56	65	74	73	86	91	74	79	93
	No opinion	0	0	0	0	9	2	0	4	2	2	2	0

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	1	0	1	1	1	2	1	1	1	2
	Strongly disagree	2	2	1	1	1	4	1	2	2	1
	Disagree	6	4	4	3	7	10	1	5	4	4
	Unfavourable responses	9	7	6	6	10	16	4	8	7	6
	Agree	20	18	19	22	19	20	18	20	23	22
	Strongly agree	26	27	27	24	25	22	29	27	27	26
	Completely agree	45	48	49	47	46	40	49	44	43	46
	Favourable responses	91	93	94	94	90	82	96	92	92	94
No opinion	0	0	0	0	0	3	0	0	1	0	
2008/2009	Unfavourable responses	7	4	4	6	10	11	3	9	6	4
	Favourable responses	92	95	95	93	89	85	97	90	93	95
	No opinion	1	1	0	0	1	4	0	1	1	0

Evaluation of Seminars/Speakers

		1	2	3	4	5	6
2009/2010	Completely disagree	1	1	1	1	1	2
	Strongly disagree	7	7	7	6	6	8
	Disagree	20	18	16	15	15	19
	Unfavourable responses	28	26	25	22	22	29
	Agree	41	41	40	31	45	40
	Strongly agree	15	17	17	13	15	15
	Completely agree	8	8	9	6	9	8
	Favourable responses	65	66	66	51	69	63
No opinion	8	8	9	27	8	8	
2008/2009	Unfavourable responses	9	6	20	3	4	15
	Favourable responses	90	93	78	25	91	84
	No opinion	0	1	2	72	5	1

HEALTH CENTRES RESIDENCY II

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	0	2	0	0	0	0	2	2	2
	Strongly disagree	0	4	4	4	4	0	0	4	2	2	2	4
	Disagree	7	7	4	11	13	13	13	5	7	20	11	4
	Unfavourable responses	7	11	7	14	18	13	13	9	9	23	14	9
	Agree	40	40	36	39	36	38	42	42	45	29	43	45
	Strongly agree	35	35	32	27	21	32	29	33	29	30	25	24
	Completely agree	16	15	25	20	16	16	15	13	18	16	18	20
	Favourable responses	91	89	93	86	73	86	85	87	91	75	86	89
No opinion	2	0	0	0	9	2	2	4	0	2	0	2	
2008/2009	Unfavourable responses	11	31	4	15	34	9	23	15	8	8	13	9
	Favourable responses	89	67	96	85	62	91	77	85	87	85	83	91
	No opinion	0	2	0	0	4	0	0	0	6	8	4	0

Evaluation of Clinical Tutors/Services

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	2	2	0	0	0	0	0	0	0	0
	Disagree	4	4	5	5	9	7	4	4	5	4
	Unfavourable responses	5	5	5	5	9	7	4	4	5	4
	Agree	9	4	2	2	2	4	2	5	5	2
	Strongly agree	22	27	16	27	15	20	22	22	18	23
	Completely agree	64	64	76	65	75	69	71	69	71	72
	Favourable responses	95	95	95	95	91	93	95	96	95	96
No opinion	0	0	0	0	0	0	2	0	0	0	
2008/2009	Unfavourable responses	12	7	7	9	15	15	3	15	10	8
	Favourable responses	88	93	93	89	76	76	94	84	86	92
	No opinion	0	0	1	2	9	9	3	1	4	1

Evaluation of Seminars/Speakers

		1	2	3	4	5	6
2009/2010	discordo completamente	1	1	1	1	1	2
	discordo bastante	6	6	6	5	5	7
	discordo	19	18	16	15	15	18
	Respostas Desfavoráveis	26	25	24	21	22	27
	concordo	41	41	40	31	45	40
	concordo bastante	16	18	18	14	15	15
	concordo completamente	9	10	10	7	10	10
	Respostas Favoráveis	66	68	67	52	70	65
sem opinião	8	7	9	27	8	8	
2008/2009	Respostas Desfavoráveis	86	92	75	17	86	81
	Respostas Favoráveis	14	8	22	8	11	19
	sem opinião	0	0	3	75	3	0

OPTIONAL RESIDENCIES

Overall Evaluation of Curricular Area

not available

Evaluation of Clinical Tutors/Services

not available

FROM CLINICAL TO MOLECULAR BIOLOGY II

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	25	25	35	40	32	30	23	25	32	32	51	44
	Strongly disagree	18	18	14	11	12	16	12	14	12	11	12	18
	Disagree	18	25	25	22	16	16	16	18	16	23	18	12
	Unfavourable responses	61	67	74	73	60	61	51	56	60	65	81	74
	Agree	29	23	16	16	14	23	37	32	25	23	14	18
	Strongly agree	7	4	5	0	4	2	5	4	7	4	2	7
	Completely agree	4	2	4	9	4	4	2	2	2	2	2	2
	Favourable responses	39	28	25	25	21	28	44	37	33	28	18	26
Without an opinion	0	5	2	2	19	11	5	7	7	7	2	0	
2008/2009	Unfavourable responses	48	35	65	37	63	44	37	20	33	36	83	70
	Favourable responses	48	56	33	59	28	37	61	74	57	55	15	24
	Without an opinion	4	9	2	4	9	19	2	6	9	9	2	6

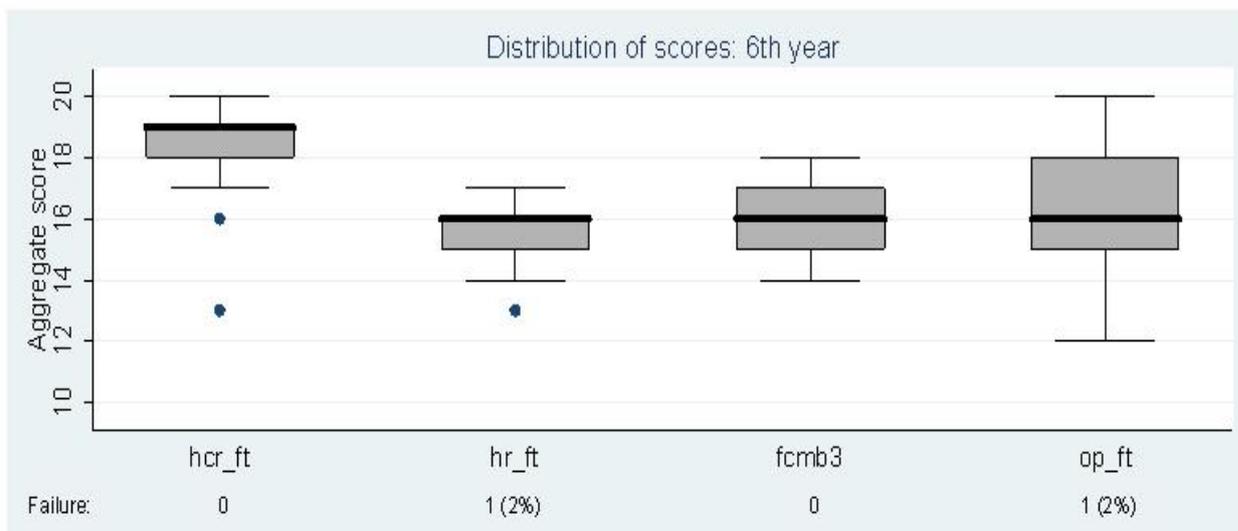
VERTICAL DOMAINS V

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	14	13	18	20	31	-	18	16	16	-	20	23
	Strongly disagree	5	11	9	14	7	-	7	7	2	-	4	9
	Disagree	20	34	20	23	22	-	34	29	27	-	23	29
	Unfavourable responses	39	57	46	57	60	-	59	52	45	-	46	61
	Agree	34	21	30	21	16	-	21	27	25	-	23	18
	Strongly agree	7	5	13	9	4	-	7	9	13	-	14	5
	Completely agree	14	11	7	7	5	-	7	9	9	-	13	13
	Favourable responses	55	38	50	38	25	-	36	45	46	-	50	36
No opinion	5	5	4	5	15	-	5	4	9	-	4	4	
2008/2009	Unfavourable responses	30	37	50	45	40	-	45	25	27	-	52	63
	Favourable responses	68	58	50	53	40	-	55	73	55	-	48	37
	No opinion	2	5	0	2	20	-	0	2	18	-	0	0

6TH YEAR

DISTRIBUTION OF STUDENT SCORES (*)



Legend

HCR_FT – Health Centres Residency - Final Training

HR_FT – Hospital Residencies - Final Training

FCMB 3 – From Clinical to Molecular Biology III

OP_FT – Option Projects - Final Training

(*) Output provided by the database of SHS-UM Longitudinal Project.

HEALTH CENTRES RESIDENCY – FINAL TRAINING

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	2	2	2	0	4	2	2	2	2	4	2	2
	Disagree	0	4	2	4	2	5	5	4	5	4	4	0
	Unfavourable responses	2	6	4	4	5	7	7	5	7	7	5	2
	Agree	25	31	19	20	25	25	36	29	22	25	29	28
	Strongly disagree	51	46	44	55	47	44	40	49	45	56	49	48
	Completely agree	22	17	33	22	22	24	16	16	24	11	16	22
	Favourable responses	98	94	96	96	95	93	93	95	91	93	95	98
No opinion	0	0	0	0	0	0	0	0	2	0	0	0	
2008/2009	Unfavourable responses	2	7	4	4	4	11	9	2	4	4	7	4
	Favourable responses	98	93	96	96	91	89	91	98	96	96	93	96
	No opinion	0	0	0	0	4	0	0	0	0	0	0	0

Evaluation of Clinical Tutors/Service

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	0	0	0	2	2	2	2	0	0	0
	Strongly disagree	0	2	0	0	0	0	0	2	2	2
	Disagree	2	0	2	0	0	4	0	0	2	0
	Unfavourable responses	2	2	2	2	2	5	2	2	4	2
	Agree	13	7	9	20	11	13	16	14	11	13
	Strongly agree	29	29	20	25	20	21	21	14	13	25
	Completely agree	57	63	70	54	68	61	61	70	71	61
	Favourable responses	98	98	98	98	98	95	98	98	95	98
No opinion	0	0	0	0	0	0	0	0	2	0	
2008/2009	Unfavourable responses	0									
	Favourable responses	100									
	No opinion	0	0	0	0	0	0	0	0	0	0

HOSPITAL RESIDENCIES - FINAL TRAINING

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	3	3	3	3	3	3	3	3	3	3	3	3
	Strongly disagree	0	0	0	3	0	6	6	3	0	0	3	3
	Disagree	3	14	3	8	8	3	11	8	8	6	6	0
	Unfavourable responses	6	17	6	14	11	11	19	14	11	8	11	6
	Agree	20	19	17	22	31	36	22	31	19	28	25	19
	Strongly agree	46	42	53	47	39	36	44	33	53	42	36	47
	Completely agree	29	19	25	17	14	14	11	17	17	17	25	25
	Favourable responses	94	81	94	86	83	86	78	81	89	86	86	92
No opinion	0	3	0	0	6	3	3	6	0	6	3	3	
2008/2009	Unfavourable responses	0	2	0	13	20	10	6	6	2	4	10	2
	Favourable responses	100	98	100	88	80	86	90	90	98	92	88	98
	No opinion	0	0	0	0	0	4	4	4	0	4	2	0

Evaluation of Clinical Tutors/Service

		1	2	3	4	5	6	7	8	9	10
2009/2010	Completely disagree	0	0	0	0	0	1	0	0	0	0
	Strongly disagree	0	0	1	0	1	1	1	2	2	1
	Disagree	3	9	6	6	10	13	2	14	6	4
	Unfavourable responses	3	9	8	7	12	14	3	17	7	5
	Agree	20	24	19	21	23	24	18	25	22	30
	Strongly agree	31	29	25	28	23	20	26	23	24	25
	Completely agree	44	36	39	34	35	34	44	33	33	37
	Favourable responses	96	89	82	82	81	78	88	80	79	92
No opinion	0	1	10	10	7	7	9	2	14	3	
2008/2009	Unfavourable responses	9	10	6	6	8	13	2	19	4	9
	Favourable responses	90	89	85	86	83	77	88	80	80	91
	No opinion	1	0	8	8	9	11	10	1	15	0

Evaluation of Seminars/Speakers

		1	2	3	4	5	6
2009/2010	discordo completamente	0	0	0	0	0	0
	discordo bastante	0	0	0	1	0	0
	discordo	2	2	3	1	2	2
	Respostas Desfavoráveis	2	3	3	2	3	3
	concordo	15	14	15	9	14	16
	concordo bastante	16	17	15	7	15	15
	concordo completamente	9	9	8	5	8	8
	Respostas Favoráveis	40	39	38	21	38	39
sem opinião	58	58	58	77	59	58	
2008/2009	Respostas Desfavoráveis	15	11	13	11	13	15
	Respostas Favoráveis	83	86	84	86	83	82
	sem opinião	2	3	3	3	4	3

FROM CLINICAL TO MOLECULAR BIOLOGY III

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2009/2010	Completely disagree	14	7	16	16	16	18	5	7	5	5	27	26
	Strongly disagree	7	16	14	9	16	16	16	16	9	9	20	16
	Disagree	27	27	32	32	25	14	16	9	5	7	30	21
	Unfavourable responses	48	50	61	57	57	48	36	32	18	20	77	63
	Agree	32	41	32	30	39	39	55	52	50	41	20	33
	Strongly disagree	16	7	5	11	0	2	9	9	9	20	2	2
	Completely agree	5	0	2	2	2	0	0	2	7	2	0	0
	Favourable responses	52	48	39	43	41	41	64	64	66	64	23	35
	No opinion	0	2	0	0	2	11	0	5	16	16	0	2
2008/2009	Unfavourable responses	62	63	72	62	64	68	49	47	46	41	83	83
	Favourable responses	38	37	28	32	32	26	47	49	50	50	13	15
	No opinion	0	0	0	6	4	6	4	4	4	9	4	2

OPTION PROJECTS - FINAL TRAINING

Overall Evaluation of Curricular Area

		1	2	3	4	5	6	7	8
2009/2010	Completely disagree	0	8	6	2	24	10	2	2
	Strongly disagree	2	8	8	4	16	0	2	2
	Disagree	6	16	14	4	28	12	2	12
	Unfavourable responses	8	32	28	10	68	22	6	16
	Agree	20	20	20	30	14	28	26	42
	Strongly agree	42	26	34	30	18	18	34	24
	Completely agree	28	22	18	30	0	26	34	14
	Favourable responses	90	68	72	90	32	72	94	80
No opinion	2	0	0	0	0	6	0	4	
2008/2009	Unfavourable responses	10	14	14	27	61	49	13	22
	Favourable responses	90	86	86	73	37	49	87	76
	No opinion	0	0	0	0	2	2	0	2