

Master in Medicine

2011 - A S N A P S H O T
A S S E S S M E N T O F
T H E A C A D E M I C
Y E A R 2010 - 2011

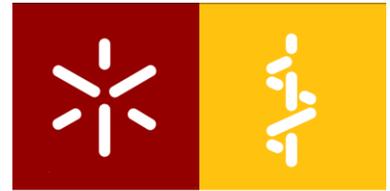
University of Minho

School of Health Sciences | Medical Education Unit



Universidade do Minho
Escola de Ciências da Saúde

MASTER IN MEDICINE



University of Minho
School of Health Sciences

2011 – A SNAPSHOT

ASSESSMENT OF THE ACADEMIC YEAR 2010/2011

UNIVERSITY OF MINHO
School of Health Sciences
Medical Education Unit

Introduction

This *Snapshot* presents a brief summary of the 2010/2011 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 contributing to the accountability before the general public, health care system and current and future students.

The *Snapshot* is a consequence of the voluntary effort of the SHS-UM to gather and use data as evidence of the quality of the school's undergraduate medical degree. It is sustained by a permanent and systematic process of data gathering and organization. It is an annual snapshot of the student academic performance, student evaluations of the undergraduate medical degree (curricular units, faculty, clerkships and seminars) and the essential demographic elements of the annual entering class for 2010/2011. The MEU is responsible for the 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 ECS-UM fifth entering class graduated in July 2011. There are now 262 physicians who have graduated in Minho, and are subjects in the School of Health Sciences' Longitudinal Study. In the current year, two graduates became the first MD-PhDs to ever graduate in Portugal, by successfully completing the necessary steps defined by the ECS-UM MD/PhD program. They were admitted to the undergraduate medical degree in 2002/2003 and completed the degree's 5 initial years and, simultaneously, fulfilled the requirements to apply to the MD/PhD program (completion of laboratory rotations and writing of a quality PhD Project), developed research in the collaborating institutions in the USA (Jefferson Medical School, in Philadelphia and Columbia University in New York), completed and defended their research dissertations meeting the requirements for international publications defined by the ECS-UM criteria, and, finally, completed the MD, by successfully completing the courses in the 6th year of the medical degree. The graduation of the MD-PhDs is a unique achievement in the country and provides a fortunate testimony of the materialization of the ECS-UM's mission of educating medical students to the value of science in medicine.

An important development was the inauguration of the new Hospital of Braga in May 2011. The new Hospital offers two benefits for the medical degree, one is the increase in size (from 521 to 700 beds) and the diversification of services and the other is the geographical location, in the vivacity of the Campus of the ECS-UM. The two factors are good news to the medical degree, since more students may have their clerkships in Braga in the vicinity of the Medical School. In the current academic year, the clerkships curricular units that had a starting date posterior to May already took place in the new Hospital of Braga. There were also new developments in the study plan, with the creation of a unit that integrates psychiatry and neurology and the integration of the two units in the second year that specifically focus on the health of the family and society. Available information reveals that they came up to a good start.

In terms of the Longitudinal Study of the School of Health Sciences (ELECSUM), the most visible achievement in 2011 was the publication of the first research paper in a peer-review journal (Magalhães E, Salgueira AP, Costa P, Costa MJ. Empathy in senior year and first year medical students: a cross-sectional study. BMC Med Educ. 2011 Jul 29; 11:52.), on a cross-sectional study that shows that self-reported measures of empathy of 6th year students are actually superior to 3rd year students. The approval of ELECSUM by the national commission for data protection (Comissão Nacional de Protecção de Dados, authorization number 10432/2011) was another important landmark. The ELECSUM database was supplemented with the information at the post-graduate levels collected in the study. Still, the research conducted is primarily focused on the period of undergraduate medical education, due to the relatively small dimension of the graduate population. In 7th May 2011, the MEU and the Alumni Association organized second Med-day (see newsletter in the appendix) which brought 40 graduates back to the School for one day.

The School of Health Sciences continues to seek internationalization. In terms of submitting students medical knowledge to the international benchmark, the school participated in the 2011 edition of the International Foundations of Medicine (the exam was taken by 199 students of the 4th to the 6th year – 80% of the population). The ECS-UM is listed as a pilot institution in a new international venture to promote medical student mobility, the GHLO (Global Health Learning Opportunities) program, designed for final year medical students applying for clinical and research electives and aims at becoming the premier global health educational exchange program. GHLO currently includes medical schools from across the world.

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. STUDY PLAN

A new study plan was implemented in the academic year 2010/2011. 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) the 4th year unit “Clinical Neurosciences” overcomes artificial separation of mental health and neurology imposed by the previous study plan, in which these were part of two separate residencies in two separate years in the curriculum; 2) the 2nd year unit “Family, society and health I” integrates the communication skills training and the experience of working with a family previously compartmentalized into “Family, society and health” and “Follow-up of a family I”. The first experiences of the new courses were rated very positively by students.

Table 1 - Study plan

| | SCIENTIFIC AREA | CURRICULAR UNITS | ECTS |
|----------------------|-----------------|---|------------|
| 1 st year | CBB | Introduction to the Medical Degree Course | 4 |
| | CBB | Molecules and Cells | 24 |
| | CBB | Functional and Organic Systems I | 25 |
| | SC-CSH | Training in a Health Centre | 1 |
| | SC-CSH | First Aid | 1 |
| | CBB/SC-CSH/P/C | Option Project I | 4 |
| | SC-CSH | Vertical Domains I | 1 |
| | | TOTAL | 60 |
| 2 nd year | CBB | Functional and Organic Systems II | 26 |
| | CBB | Functional and Organic Systems III | 23 |
| | SC-CSH | Family, Society and Health I | 4 |
| | CBB/SC-CSH/P/C | Option Project II | 6 |
| | SC-CSH | Vertical Domains II | 1 |
| | | TOTAL | 60 |
| 3 rd year | P | Biopathology and Introduction to Therapeutics | 43 |
| | SC-CSH | Introduction to Community Health | 4 |
| | C | Introduction to Clinical Medicine | 10,5 |
| | SC-CSH | Follow-up of a Family II | 1,5 |
| | SC-CSH | Vertical Domains III | 1 |
| | | TOTAL | 60 |
| | | Degree in Medical Basic Sciences | 180 |
| 4 th year | SC-CSH | Health Centre Residency I | 8 |
| | C | Medicine I Residency | 17 |
| | C | Maternal and Child Health Residency | 17 |
| | C | Clinical Neurosciences | 10 |
| | C/P/CBB | From the Clinic to Molecular Biology I | 3 |
| | CBB/SC-CSH/P/C | Option Projects III | 4 |
| | SC-CSH | Vertical Domains IV | 1 |
| | | TOTAL | 60 |
| 5 th year | SC-CSH | Health Centre Residency II | 13 |
| | C | Surgery Residency | 18,5 |
| | C | Medicine II Residency | 16 |
| | C | Optional Residencies | 8,5 |
| | C/P/CBB | From the Clinic to Molecular Biology II | 3 |
| | SC-CSH | Vertical Domains V | 1 |
| | | TOTAL | 60 |
| 6 th year | SC-CSH | Health Centre Residency III - Final Training | 10,5 |
| | C | Hospital Residencies – Final Training | 39,5 |
| | C/P/CBB | From the Clinic to Molecular Biology III | 3 |
| | CBB/SC-CSH/P/C | Option Projects - Final Training | 7 |
| | | TOTAL | 60 |
| | | Integrated Master Program in Medicine | 360 |

ECTS – European Credit Transfer Units

C – Clinical; CBB – Biological and Biomedical Sciences; SC-CSH – Community Health and Human and Social Sciences; P – Pathology

2. THE RECENT EXPERIENCE WITH THE UNDERGRADUATE MEDICAL PROGRAM

This year's experience was overall similar to the previous ones. The performance of students was identical to the previous year. The first curricular year continues to operate as a buffer, retaining students with the highest failing rates. Past experiences show that there is a tendency for students who fail in first year courses to persist failing in following years, thus attesting the reliability of most pass/fail decisions.

Seen through the lens of student evaluations, the years' experience is clearly positive. There were 19 units in a total of 34 considered globally "excellent" by over 75% of the students, including all the electives and the vertical domains. As already mentioned the new units "Clinical Neurosciences" and "Family, Society and Health I" received positive ratings (they were considered "excellent" by 72 and 92% of the students respectively). On the other side of the spectrum, the units "Introduction to community health" and the 3 units of "From the clinics to molecular biology" collected negative appreciations, in line with the previous academic year. Units that were appreciated less positively this year as compared to the previous one were relevant drops were First Aid, Medicine I Residency. In contrast, the courses Vertical Domains (II, III, and V), Molecules and Cells, Introduction to clinical Medicine, Medicine II Residency, and Hospital Residencies received appreciations superior in at least ten perceptual points relatively to the previous year.

3. STUDENT SOCIO-DEMOGRAPHY: RETROSPECTIVE DESCRIPTIVE ANALYSIS

Applicants

In 2010/2011, there were 1121 applicants to the undergraduate medical degree of ECS-UM for the national admissions process ("Concurso Nacional de Acesso", 9 applicants/available place) and 237 applicants for the graduate entry process ("Concurso Especial de Acesso para Licenciados", 40 applicants/place). There is no public available information on the remaining special admissions processes ("Regimes Especiais de Acesso").

New students

120 students were admitted through the National Admissions Process (contingents: general n113, islands n2, handicapped n2; emigrants n3). 74 % of these students chose the University of Minho as their first option (85% in the previous year). Admission grade point averages (GPAs) varied from 165.5 (emigrant contingent) to 195.0 (general contingent) (M 183.7; SD 8.9). The lowest admission grade for the general contingent (M 186; SD 3.3) was 182.7 (181.5 in 2009/2010). The admission GPAs show no further significant differences from the previous years.

9 students were admitted through Special Admissions Processes (athletes n2; Portuguese speaking African country n1; graduates n6).

In 2010/2011, overall, the ECS-UM admitted 129 new students who reflect the diversity in matriculates over the past years. 70% of the students came from the public school system and 84% were first time college students. Student's age varied from 17 to 40 (mean 18.5; SD 2.7) the highest age being for graduate students and the lowest being for the

general contingent. The highest age for the National Admissions Process was 24 (mean 18.6; SD 1.0). 64% of the students were female. The retrospective analysis reveals that the factors that have influenced students to choose the choice of ECS-UM have remained quite stable across time. In the present year, 86% of matriculates referred geographical proximity (it was the most influential for 45%). This might explain why only 24% students originate from districts in the country other than Braga (54% of matriculates, of which 59% of which from Braga city) and Porto (20%). Nevertheless, 50% of the students left their family homes. Another primary factor taken into consideration by the students (85%) was the quality of the teaching and learning process (it was the most influential for 40% of the students).

ECS-UM Recruitment Initiative

With the aim of attracting motivated high-school seniors nationwide through immersion in the undergraduate program for a full day, the ECS-UM developed an innovative recruitment initiative: the program “Would you like to be a med student for a day?” The program was announced in the internet and mailed to all country’s high schools with a brochure on the school and the medical degree. The morning agenda of r the day at medical school included a formal presentation on the medical degree and the curricular model, a tour of the school and research facilities, and lunch with the medical students. In the afternoon, visitors attended mini-workshops on clinical and biomedical research skills and attended two classes with the medical students. The day finished with a “wrap up” session. In three days, 59 students visited the school, of which 7 were admitted that year and 4 were admitted the following year. These 7 students are now in the 2nd curricular year with very good performances is (3rd and 4th quartiles).

4. FINAL WORD

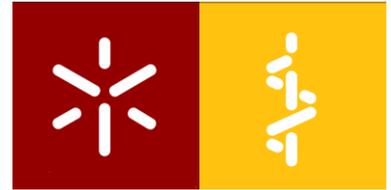
In summary, the data assembled on the experience of the degree in the 2010-2011 demonstrate that the delivery of the program continues to maintain standards of quality in medical education. Ongoing longitudinal monitoring and research efforts will

Braga, November 2011



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MASTER IN MEDICINE



University of Minho
School of Health Sciences

APPENDIX

AUTUMN 2011 – A SNAPSHOT

ASSESSMENT OF THE ACADEMIC YEAR 2010/2011 AT THE ENTRANCE OF 2010

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INFORMATION REFERRED IN THE MAIN DOCUMENT

The Snapshot's *Appendix* presents the corresponding academic year's final scores distributions and results of student evaluations, for the curricular units of the undergraduate medical program of the School of Health Sciences of the University of Minho (ECS-UM). The present *snapshot* retrospective socio-demographical analysis since 2001 is also included.

Typically, courses' final scores are combinations of scores that result from individual assessments at different points in time, such as modular or end-of-year written tests, skill examinations and attitudinal observations. The curricular units assessment methodologies are defined in the first two weeks of the academic year and establish how the different scores are combined to produce the final score for each curricular unit. The boxplots in this *appendix* are computed from the database of the ongoing *Longitudinal Study of the School of Health Sciences of the University of Minho* ⁽¹⁾.

As to the student course evaluations, the appendix presents the instruments, the process and the results for the present and former years. The process was designed in 2006 by the Scientific Council of ECS-UM and is under the responsibility of the Medical Education Unit. The process is systematic and originates results that are an important part of the multidimensional internal quality evaluation mechanisms of the ECS-UM's undergraduate medical program.

In addition, the appendix includes descriptive elements about the socio-demography of the entering class of 2010-2011 and a comparison between groups of students since the opening of the medical degree (2001-2002). The information is collected with a survey that students respond to voluntarily during students' first week in the medical school and 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⁾.

⁽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).

STUDY PLAN | 2010-2011

| | SCIENTIFIC AREA | CURRICULAR UNITS | ECTS |
|--|-----------------|---|------------|
| 1 st year | CBB | Introduction to the Medical Degree Course | 4 |
| | CBB | Molecules and Cells | 24 |
| | CBB | Functional and Organic Systems I | 25 |
| | SC-CSH | Training in a Health Centre | 1 |
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| | CBB/SC-CSH/P/C | Option Project I | 4 |
| | SC-CSH | Vertical Domains I | 1 |
| TOTAL | | | 60 |
| 2 nd year | CBB | Functional and Organic Systems II | 26 |
| | CBB | Functional and Organic Systems III | 23 |
| | SC-CSH | Family, Society and Health I | 4 |
| | CBB/SC-CSH/P/C | Option Project II | 6 |
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| TOTAL | | | 60 |
| 3 rd year | P | Biopathology and Introduction to Therapeutics | 43 |
| | SC-CSH | Introduction to Community Health | 4 |
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| TOTAL | | | 60 |
| Degree in Medical Basic Sciences | | | 180 |
| 4 th year | SC-CSH | Health Centre Residency I | 8 |
| | C | Medicine I Residency | 17 |
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| | C | Clinical Neurosciences | 10 |
| | C/P/CBB | From the Clinic to Molecular Biology I | 3 |
| | CBB/SC-CSH/P/C | Option Projects III | 4 |
| | SC-CSH | Vertical Domains IV | 1 |
| TOTAL | | | 60 |
| 5 th year | SC-CSH | Health Centre Residency II | 13 |
| | C | Surgery Residency | 18,5 |
| | C | Medicine II Residency | 16 |
| | C | Optional Residencies | 8,5 |
| | C/P/CBB | From the Clinic to Molecular Biology II | 3 |
| | SC-CSH | Vertical Domains V | 1 |
| TOTAL | | | 60 |
| 6 th year | SC-CSH | Health Centre Residency III - Final Training | 10,5 |
| | C | Hospital Residencies – Final Training | 39,5 |
| | C/P/CBB | From the Clinic to Molecular Biology III | 3 |
| | CBB/SC-CSH/P/C | Option Projects - Final Training | 7 |
| TOTAL | | | 60 |
| Integrated Master Program in Medicine | | | 360 |

ECTS – European Credit Transfer Units

C – Clinical; **CBB** – Biological and Biomedical Sciences; **SC-CSH** – Community Health and Human and Social Sciences; **P** – Pathology

STUDENT EVALUATIONS (SE): BRIEF DESCRIPTION OF THE PROCESS

Student evaluations are obtained through a systematic process and uses questionnaires adapted to the ECS-UM approved by the School's Scientific Council in 2006 (summarized in table 1). The questionnaires are administered by the Medical Education Unit (MEU) that also manages the Student Evaluations of Teaching (SET) process and helps facilitate appropriate interpretations of SET figures. The questionnaires are typically applied within the 2 weeks following the end of a curricular unit. The responses are collected on paper in an explicit period in student timetable. The questionnaires are used in Portuguese, therefore translations were developed for the purpose of inclusion in this appendix.

There are specific SE forms used for distinct purposes.

1. "Overall Evaluation": of the general dimensions that all the curricular units should abide to; each student fills one questionnaire/curricular unit; includes the same 12 items (except for specific courses where some items do not apply);
2. "Evaluation of the Teaching and Learning Methodology": in years 1-3 for all courses that are primarily taught by ECS-UM's faculty and make use of the methodology of "learning through modules of objectives" adopted by the medical school, each student fills one form/curricular unit; includes 10 items;
3. "Evaluation of Academic Faculty": on individual ECS-UM's faculty of all curricular units; each student fills one form/faculty - the global scores presented in this snapshot are computed for every faculty of the corresponding curricular unit and the individual scores are communicated to each faculty and the corresponding unit coordinator; includes 8 items;
4. "Evaluation of Clinical Tutors/Services": on individual clinical tutors in the affiliated Health Care Institutions, applied exclusively to courses with clinical attachments (from the 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 unit and the individual scores are communicated the corresponding unit supervisor; includes 10 items;
5. "Evaluation of Clinical Seminars/Speakers": on individual clinical seminars/speakers, used exclusively in areas with clinical seminars (from the 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 unit and the individual scores are communicated the corresponding unit coordinator; includes 6 items;
6. "Evaluation of Option Projects": used on all the elective curricular areas of the medical degree; includes 8 items.

Student Evaluations of Teaching Process

| | Forms Curricular Unit | Output |
|--|------------------------------|-------------------------------|
| Overall Evaluation of Curricular Unit | 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 |

Table1: Summary of the instruments and outputs of Student Evaluations of Teaching

Items for the Overall Evaluation

Curricular Unit (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 was appropriate to the time available for learning |
| 5 | The assessment process was coherent with the objectives |
| 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 prepared me adequately for this curricular unit |
| 10 | Globally, I consider the faculty is excellent |
| 11 | Globally, I consider the curricular unit is excellent |
| 12 | Globally, the curricular unit promoted my personal development |

Items for the Evaluation of Faculty

Faculty

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

Items for the Evaluation of Clinical Tutors/Services

Tutors/Services

| | |
|----|---|
| 1 | I had access to all the service components (e.g.: meetings, visits, examinations, etc.) |
| 2 | I was stimulated to share my ideas, knowledge and doubts |
| 3 | The tutor was available to answer questions and to clarify uncertainties |
| 4 | The tutors' explanations were clear and organized |
| 5 | The tutor promoted contacts with patients with different pathologies |
| 6 | The tutor helped me to perform clinical procedures effectively |
| 7 | The tutor was knowledgeable 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 service 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 in the seminar |
| 4 | The recommended bibliography was useful |
| 5 | The seminar integrated to the curricular unit objectives |
| 6 | I consider this seminar is 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 the learning process |
| Phase 3 | 5 | I was stimulated to share what I learned |
| | 6 | Provided an opportunity for a self-assessment relatively to the learning objectives |
| Phase 4 | 7 | Contributed to overcome some of my previously identified learning gaps |
| | 8 | The faculty were available |
| Phase 5 | 9 | The time provided to complete the examinations was appropriate |
| | 10 | The examinations reflected the learning objectives |

Items for the Evaluation of Option Projects

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

| | |
|---|--|
|  | Question with highest % of favorable responses |
|  | Question with lowest % of favorable responses |
|  | Question with less than 50% of favorable responses |

RESULTS

Distribution of Student Scores

Student Evaluations

DISTRIBUTION OF STUDENT SCORES: LEGEND

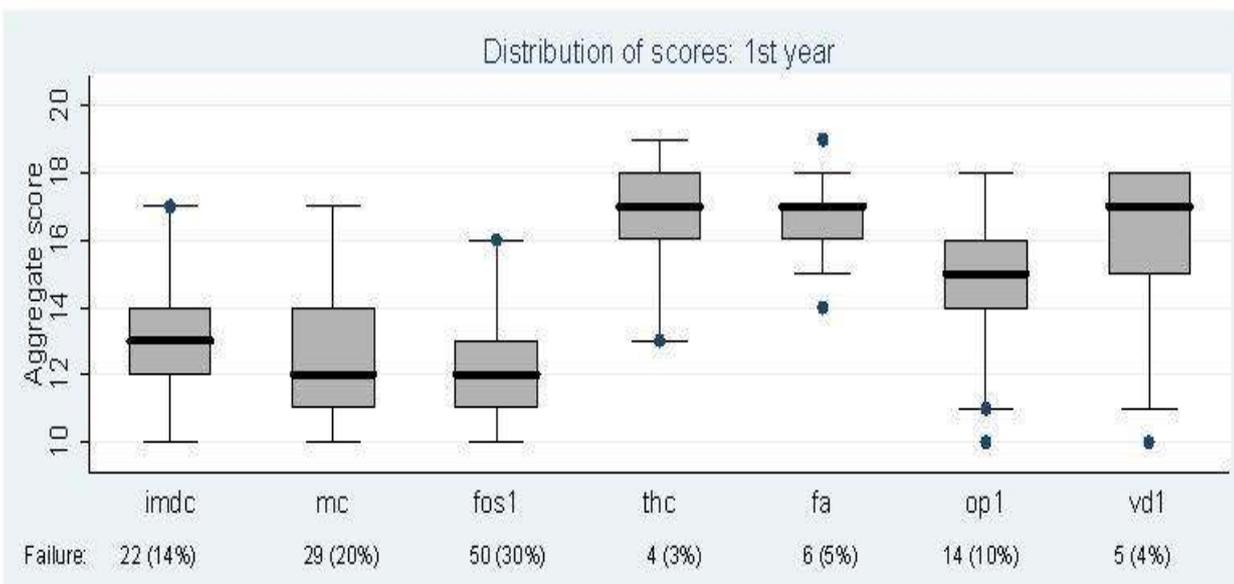
*Non attendants: students with less than 2/3rds of class attendance; they fail accordingly to the University's regulation.

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

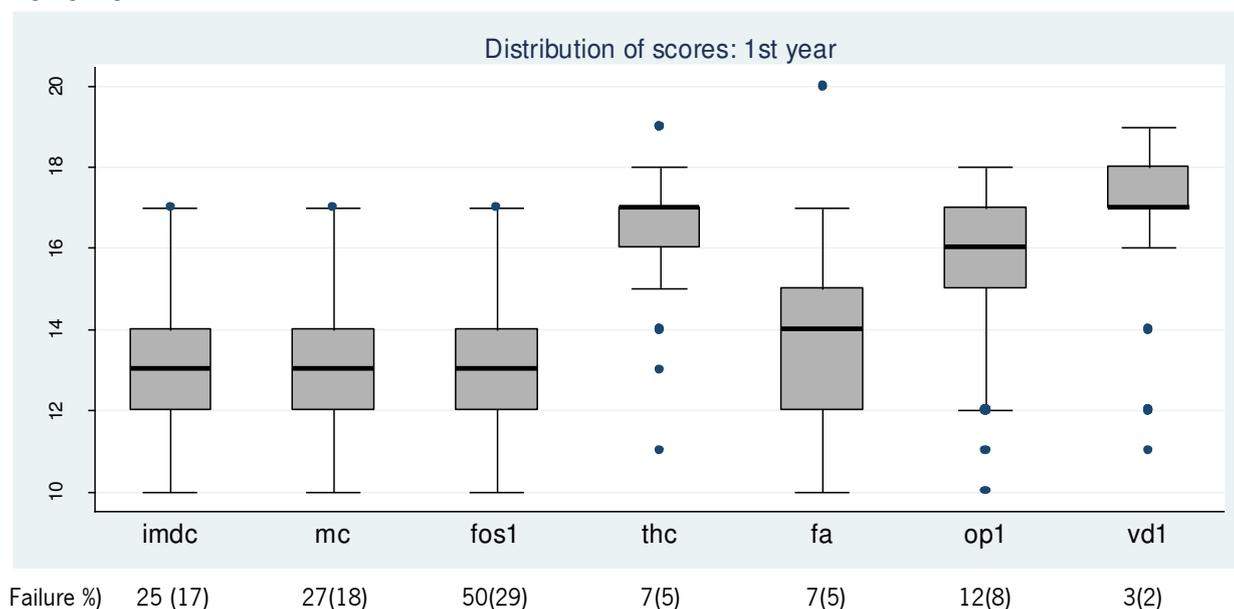
1ST YEAR

DISTRIBUTION OF STUDENT SCORES(*)

2009-2010



2010-2011



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 ECS-UM LONGITUDINAL STUDY.

INTRODUCTION TO THE MEDICAL DEGREE

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 2 | 2 | 3 | 0 | 3 | 3 | 1 | 3 | 2 | 3 | 2 |
| | Strongly disagree | 3 | 2 | 2 | 5 | 5 | 1 | 3 | 3 | 7 | 2 | 9 | 5 |
| | Disagree | 13 | 21 | 12 | 27 | 15 | 12 | 21 | 8 | 39 | 18 | 33 | 17 |
| | Unfavorable responses | 16 | 25 | 17 | 35 | 20 | 16 | 28 | 12 | 49 | 21 | 45 | 23 |
| | Agree | 49 | 47 | 30 | 38 | 42 | 40 | 43 | 38 | 31 | 43 | 37 | 48 |
| | Strongly agree | 28 | 15 | 38 | 19 | 28 | 24 | 20 | 33 | 11 | 23 | 13 | 21 |
| | Completely agree | 4 | 10 | 14 | 6 | 6 | 20 | 6 | 17 | 5 | 10 | 2 | 5 |
| | Favorable responses | 81 | 71 | 83 | 63 | 76 | 83 | 69 | 87 | 47 | 77 | 51 | 74 |
| | No opinion | 3 | 3 | 1 | 2 | 4 | 1 | 3 | 1 | 4 | 2 | 4 | 3 |
| 2009/2010 | Unfavorable responses | 8 | 12 | 11 | 17 | 9 | 8 | 15 | 8 | 37 | 13 | 32 | 16 |
| | Favorable 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 |

Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| | Strongly disagree | 0 | 1 | 1 | 1 | 1 | 1 | 3 | 1 |
| | Disagree | 2 | 4 | 8 | 8 | 7 | 8 | 9 | 5 |
| | Unfavorable responses | 2 | 5 | 11 | 10 | 9 | 9 | 12 | 7 |
| | Agree | 20 | 17 | 29 | 32 | 31 | 33 | 34 | 32 |
| | Strongly agree | 29 | 25 | 31 | 33 | 31 | 30 | 28 | 35 |
| | Completely agree | 42 | 45 | 22 | 18 | 21 | 20 | 18 | 18 |
| | Favorable responses | 91 | 88 | 82 | 83 | 83 | 82 | 80 | 85 |
| | No opinion | 7 | 7 | 7 | 7 | 8 | 8 | 8 | 9 |
| 2009/2010 | Unfavorable responses | 3 | 2 | 9 | 10 | 8 | 9 | 8 | 8 |
| | Favorable responses | 97 | 98 | 91 | 89 | 91 | 89 | 91 | 89 |
| | No opinion | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 3 |

MOLECULES AND CELLS

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 1 | 1 | 2 | 2 | 1 | 1 | 0 | 2 | 1 | 2 | 2 |
| | Strongly disagree | 2 | 1 | 0 | 2 | 2 | 0 | 1 | 1 | 9 | 2 | 2 | 2 |
| | Disagree | 2 | 5 | 6 | 19 | 8 | 9 | 11 | 8 | 26 | 8 | 13 | 11 |
| | Unfavorable responses | 4 | 7 | 7 | 22 | 12 | 10 | 12 | 8 | 38 | 11 | 16 | 15 |
| | Agree | 39 | 39 | 39 | 47 | 51 | 36 | 50 | 41 | 38 | 47 | 50 | 48 |
| | Strongly agree | 46 | 44 | 38 | 28 | 31 | 38 | 32 | 38 | 22 | 30 | 27 | 29 |
| | Completely agree | 11 | 10 | 15 | 4 | 6 | 15 | 5 | 14 | 2 | 10 | 5 | 5 |
| | Favorable responses | 96 | 93 | 92 | 78 | 88 | 89 | 87 | 92 | 62 | 87 | 82 | 83 |
| No opinion | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 2 | 2 | 2 | |
| 2009/2010 | Unfavorable responses | 7 | 6 | 7 | 29 | 16 | 10 | 14 | 11 | 30 | 29 | 26 | 12 |
| | Favorable 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 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 3 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 1 | 2 | 4 | 7 | 2 | 0 | 3 | 1 | 7 | 2 |
| | Disagree | 4 | 10 | 19 | 22 | 8 | 8 | 3 | 3 | 18 | 7 |
| | Unfavorable responses | 6 | 15 | 25 | 34 | 11 | 8 | 7 | 5 | 25 | 10 |
| | Agree | 34 | 38 | 40 | 40 | 39 | 35 | 19 | 15 | 31 | 51 |
| | Strongly agree | 36 | 29 | 22 | 21 | 37 | 43 | 8 | 11 | 27 | 29 |
| | Completely agree | 24 | 17 | 11 | 6 | 12 | 13 | 2 | 12 | 17 | 10 |
| | Favorable responses | 94 | 84 | 73 | 66 | 88 | 91 | 30 | 38 | 75 | 90 |
| No opinion | 0 | 1 | 2 | 0 | 2 | 1 | 63 | 58 | 0 | 0 | |
| 2009/2010 | Unfavorable responses | 14 | 23 | 28 | 18 | 21 | 11 | 15 | 2 | 47 | 19 |
| | Favorable responses | 83 | 75 | 69 | 80 | 76 | 85 | 52 | 71 | 52 | 80 |
| | No opinion | 3 | 2 | 2 | 2 | 2 | 3 | 33 | 27 | 2 | 1 |

Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Disagree | 5 | 2 | 5 | 6 | 9 | 7 | 6 | 6 |
| | Unfavorable responses | 7 | 2 | 7 | 8 | 11 | 9 | 8 | 8 |
| | Agree | 28 | 22 | 31 | 34 | 34 | 34 | 35 | 34 |
| | Strongly agree | 32 | 28 | 32 | 29 | 26 | 29 | 28 | 28 |
| | Completely agree | 27 | 41 | 22 | 21 | 21 | 20 | 22 | 22 |
| | Favorable responses | 86 | 91 | 86 | 84 | 81 | 83 | 84 | 83 |
| No opinion | 7 | 7 | 7 | 8 | 8 | 8 | 8 | 9 | |
| 2009/2010 | Unfavorable responses | 6 | 3 | 9 | 11 | 10 | 10 | 9 | 11 |
| | Favorable responses | 88 | 92 | 84 | 82 | 83 | 83 | 84 | 82 |
| | No opinion | 6 | 6 | 6 | 7 | 7 | 7 | 7 | 7 |

FUNCTIONAL AND ORGANIC SYSTEMS I

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 1 | 0 | 4 | 1 | 0 | 0 | 0 | 1 | 2 | 2 | 0 |
| | Strongly disagree | 2 | 0 | 0 | 7 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 2 |
| | Disagree | 3 | 7 | 2 | 35 | 9 | 5 | 3 | 3 | 23 | 5 | 5 | 2 |
| | Unfavorable responses | 5 | 8 | 2 | 46 | 10 | 5 | 3 | 3 | 27 | 6 | 7 | 4 |
| | Agree | 49 | 47 | 36 | 42 | 56 | 45 | 56 | 46 | 49 | 52 | 45 | 34 |
| | Strongly agree | 33 | 33 | 35 | 11 | 27 | 36 | 34 | 38 | 17 | 31 | 37 | 43 |
| | Completely agree | 12 | 10 | 27 | 1 | 5 | 13 | 5 | 13 | 4 | 10 | 10 | 16 |
| | Favorable responses | 93 | 90 | 98 | 54 | 88 | 93 | 95 | 96 | 70 | 93 | 92 | 94 |
| 2009/2010 | No opinion | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 3 | 1 | 1 | 2 |
| | Unfavorable responses | 3 | 8 | 1 | 38 | 16 | 5 | 5 | 7 | 30 | 17 | 8 | 3 |
| | Favorable responses | 96 | 91 | 99 | 61 | 84 | 93 | 95 | 92 | 69 | 83 | 91 | 97 |
| | No opinion | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 1 | 2 | 1 | 1 | 0 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 4 | 5 | 2 | 1 | 1 | 1 | 1 | 0 | 1 | 2 |
| | Strongly disagree | 5 | 7 | 2 | 2 | 3 | 4 | 2 | 2 | 1 | 2 |
| | Disagree | 15 | 18 | 22 | 3 | 12 | 5 | 2 | 4 | 4 | 12 |
| | Unfavorable responses | 23 | 30 | 26 | 5 | 16 | 9 | 5 | 6 | 5 | 16 |
| | Agree | 45 | 50 | 45 | 46 | 40 | 30 | 41 | 28 | 38 | 46 |
| | Strongly agree | 20 | 16 | 23 | 36 | 31 | 43 | 25 | 25 | 29 | 26 |
| | Completely agree | 10 | 2 | 3 | 11 | 11 | 17 | 10 | 21 | 26 | 10 |
| | Favorable responses | 75 | 67 | 71 | 93 | 81 | 89 | 76 | 74 | 94 | 82 |
| 2009/2010 | No opinion | 2 | 2 | 2 | 2 | 3 | 2 | 19 | 20 | 1 | 2 |
| | Unfavorable responses | 27 | 41 | 29 | 6 | 10 | 5 | 7 | 3 | 14 | 20 |
| | Favorable responses | 73 | 59 | 71 | 94 | 86 | 93 | 83 | 88 | 86 | 79 |
| | No opinion | 0 | 0 | 0 | 0 | 3 | 2 | 10 | 9 | 0 | 1 |

Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Disagree | 3 | 2 | 4 | 4 | 4 | 4 | 4 | 4 |
| | Unfavorable responses | 4 | 3 | 5 | 6 | 6 | 6 | 6 | 5 |
| | Agree | 23 | 21 | 27 | 28 | 28 | 28 | 27 | 27 |
| | Strongly agree | 30 | 22 | 32 | 32 | 31 | 31 | 32 | 32 |
| | Completely agree | 30 | 41 | 23 | 21 | 22 | 22 | 23 | 23 |
| | Favorable responses | 84 | 84 | 82 | 81 | 81 | 81 | 82 | 82 |
| 2009/2010 | No opinion | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| | Unfavorable responses | 1 | 2 | 3 | 5 | 4 | 4 | 3 | 3 |
| | Favorable responses | 93 | 91 | 91 | 88 | 88 | 89 | 90 | 89 |
| | No opinion | 6 | 7 | 6 | 7 | 7 | 7 | 7 | 8 |

TRAINING IN A HEALTH CENTRE

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|----------|----------|-----------|------------|
| 2010/2011 | Completely disagree | 0 | 0 | - | 0 | 0 | 0 | 1 | 0 | - | - | 0 | 0 |
| | Strongly disagree | 0 | 0 | - | 2 | 1 | 1 | 3 | 0 | - | - | 0 | 0 |
| | Disagree | 3 | 3 | - | 7 | 8 | 5 | 13 | 8 | - | - | 1 | 0 |
| | Unfavorable responses | 3 | 3 | - | 8 | 9 | 6 | 16 | 8 | - | - | 1 | 0 |
| | Agree | 14 | 10 | - | 19 | 15 | 19 | 12 | 18 | - | - | 18 | 6 |
| | Strongly agree | 34 | 41 | - | 34 | 39 | 31 | 41 | 37 | - | - | 39 | 33 |
| | Completely agree | 49 | 45 | - | 38 | 30 | 42 | 30 | 36 | - | - | 42 | 61 |
| | Favorable responses | 97 | 97 | - | 91 | 84 | 92 | 83 | 92 | - | - | 98 | 100 |
| 2009/2010 | No opinion | 1 | 0 | - | 1 | 7 | 2 | 1 | 1 | - | - | 1 | 0 |
| | Unfavorable responses | 1 | 6 | - | 8 | 5 | 17 | 31 | 17 | - | - | 9 | 2 |
| | Favorable responses | 99 | 93 | - | 92 | 86 | 81 | 69 | 83 | - | - | 90 | 98 |
| | No opinion | 0 | 1 | - | 0 | 9 | 3 | 0 | 0 | - | - | 1 | 0 |

FIRST AID

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|------------|-----------|-----------|-----------|-----------|------------|------------|-----------|----|-----------|------------|
| 2010/2011 | Completely disagree | 2 | 3 | 1 | 1 | 10 | 3 | 3 | 6 | 7 | - | 2 | 1 |
| | Strongly disagree | 3 | 3 | 0 | 3 | 5 | 3 | 6 | 0 | 3 | - | 2 | 2 |
| | Disagree | 7 | 15 | 4 | 17 | 21 | 10 | 17 | 13 | 21 | - | 16 | 5 |
| | Unfavorable responses | 11 | 22 | 5 | 21 | 36 | 16 | 26 | 19 | 30 | - | 20 | 8 |
| | Agree | 20 | 23 | 21 | 23 | 23 | 26 | 37 | 34 | 32 | - | 28 | 23 |
| | Strongly agree | 32 | 27 | 27 | 27 | 17 | 28 | 19 | 22 | 19 | - | 29 | 40 |
| | Completely agree | 37 | 26 | 47 | 29 | 23 | 28 | 18 | 23 | 12 | - | 23 | 28 |
| | Favorable responses | 89 | 77 | 95 | 79 | 64 | 83 | 74 | 79 | 63 | - | 80 | 91 |
| | No opinion | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 7 | - | 0 | 1 |
| 2009/2010 | Unfavorable responses | 1 | 0 | 1 | 5 | 5 | 2 | 0 | 0 | 17 | - | 2 | 0 |
| | Favorable 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 |

OPTION PROJECT I

Overall Evaluation

| Area | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|
| 2010/2011 | Completely disagree | 1 | 1 | 2 | 1 | 2 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 |
| | Disagree | 1 | 2 | 2 | 2 | 10 | 4 | 0 | 2 |
| | Unfavorable responses | 2 | 3 | 3 | 3 | 16 | 6 | 0 | 2 |
| | Agree | 13 | 23 | 24 | 22 | 23 | 24 | 18 | 20 |
| | Strongly agree | 39 | 39 | 41 | 29 | 31 | 20 | 30 | 25 |
| | Completely agree | 46 | 32 | 30 | 46 | 27 | 48 | 52 | 53 |
| | Favorable responses | 98 | 94 | 94 | 97 | 81 | 93 | 100 | 98 |
| | No opinion | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 1 |
| 2009/2010 | Unfavorable responses | 1 | 2 | 4 | 2 | 23 | 8 | 1 | 3 |
| | Favorable responses | 99 | 96 | 94 | 98 | 77 | 90 | 99 | 96 |
| | No opinion | 0 | 2 | 3 | 0 | 0 | 2 | 0 | 1 |

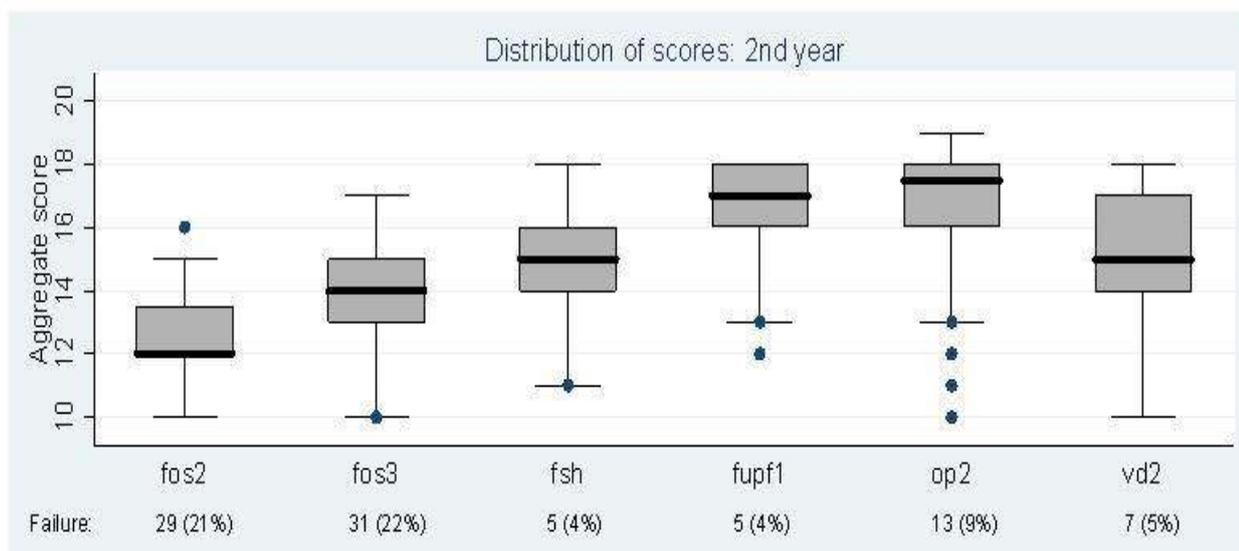
VERTICAL DOMAINS I

Overall Evaluation

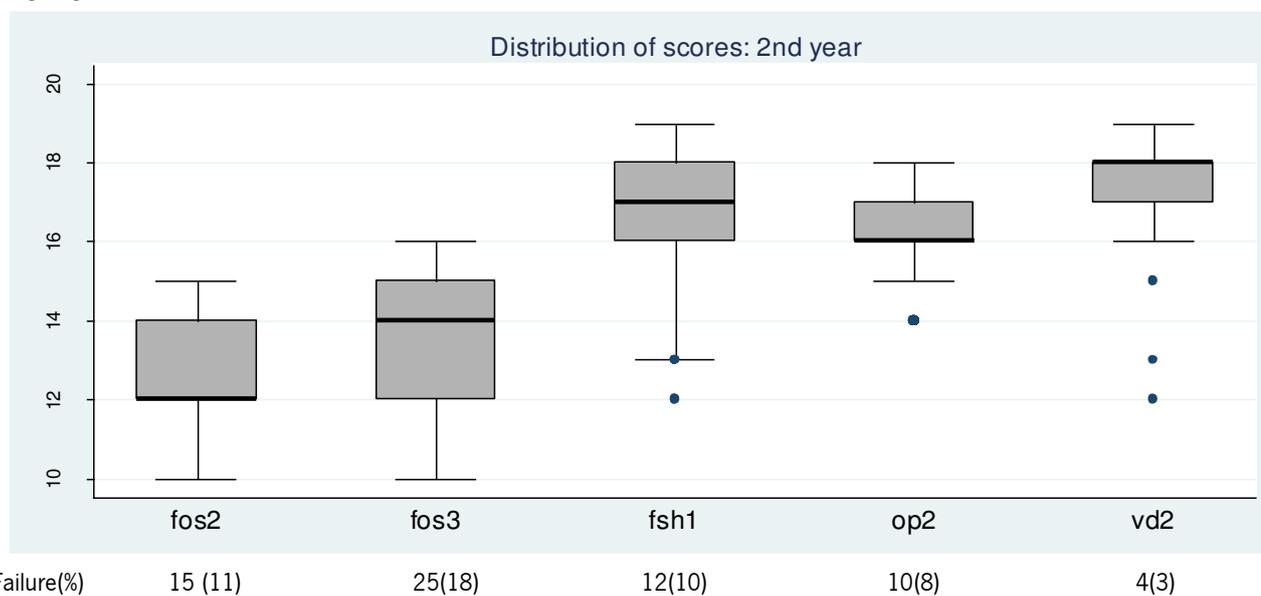
| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|---|-----------|-----------|-----------|----|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 1 | 3 | 1 | 1 | - | 1 | 1 | 3 | - | 1 | 2 |
| | Strongly disagree | 0 | 0 | 2 | 0 | 0 | - | 0 | 0 | 1 | - | 0 | 0 |
| | Disagree | 3 | 1 | 3 | 8 | 4 | - | 4 | 4 | 10 | - | 4 | 12 |
| | Unfavorable responses | 3 | 2 | 7 | 9 | 5 | - | 5 | 5 | 13 | - | 5 | 13 |
| | Agree | 37 | 33 | 31 | 30 | 29 | - | 32 | 28 | 32 | - | 26 | 30 |
| | Strongly agree | 27 | 30 | 34 | 29 | 35 | - | 31 | 31 | 25 | - | 36 | 32 |
| | Completely agree | 32 | 33 | 26 | 30 | 26 | - | 31 | 34 | 18 | - | 31 | 23 |
| | Favorable responses | 96 | 96 | 91 | 89 | 90 | - | 93 | 93 | 76 | - | 93 | 85 |
| | No opinion | 1 | 3 | 3 | 2 | 5 | - | 2 | 2 | 11 | - | 2 | 2 |
| 2009/2010 | Unfavorable responses | 5 | 3 | 6 | 9 | 6 | - | 5 | 5 | 16 | - | 5 | 8 |
| | Favorable responses | 95 | 96 | 92 | 90 | 88 | - | 95 | 94 | 72 | - | 94 | 91 |
| | No opinion | 1 | 1 | 2 | 1 | 5 | - | 1 | 1 | 12 | - | 1 | 1 |

DISTRIBUTION OF STUDENT SCORES(*)

2009-2010



2010-2011



Legend

FOS 2 – Functional and Organic Systems II

FOS 3 – Functional and Organic Systems III

FSH 1 – Family, Society and Health

FUPF 1 - Follow-up of a Family I

FSH 1 – Family, Society and Health I

OP 2 – Option Project II

VD 2 – Vertical Domains II

(*) OUTPUT PROVIDED BY THE DATABASE OF ECS-UM LONGITUDINAL STUDY.

FUNCTIONAL AND ORGANIC SYSTEMS II

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 1 | 1 | 0 |
| | Strongly disagree | 1 | 0 | 0 | 4 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| | Disagree | 3 | 6 | 0 | 41 | 12 | 3 | 9 | 6 | 11 | 9 | 6 | 4 |
| | Unfavorable responses | 4 | 7 | 0 | 45 | 13 | 4 | 11 | 6 | 11 | 11 | 7 | 4 |
| | Agree | 45 | 45 | 31 | 44 | 61 | 48 | 59 | 52 | 54 | 45 | 45 | 31 |
| | Strongly agree | 42 | 40 | 35 | 10 | 25 | 34 | 25 | 33 | 25 | 33 | 35 | 40 |
| | Completely agree | 10 | 6 | 34 | 1 | 2 | 15 | 5 | 9 | 6 | 11 | 12 | 25 |
| | Favorable responses | 96 | 92 | 100 | 55 | 87 | 96 | 88 | 94 | 85 | 88 | 93 | 95 |
| No opinion | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 1 | 0 | 1 | |
| 2009/2010 | Unfavorable responses | 6 | 9 | 1 | 57 | 12 | 7 | 10 | 2 | 16 | 18 | 14 | 6 |
| | Favorable 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 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 3 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 |
| | Strongly disagree | 4 | 5 | 5 | 1 | 1 | 0 | 0 | 0 | 1 | 2 |
| | Disagree | 15 | 23 | 25 | 5 | 12 | 2 | 5 | 2 | 4 | 17 |
| | Unfavorable responses | 20 | 31 | 32 | 6 | 14 | 3 | 5 | 2 | 5 | 20 |
| | Agree | 57 | 52 | 43 | 49 | 39 | 34 | 28 | 19 | 41 | 49 |
| | Strongly agree | 16 | 9 | 24 | 36 | 35 | 39 | 34 | 29 | 40 | 27 |
| | Completely agree | 6 | 7 | 2 | 9 | 10 | 23 | 23 | 40 | 15 | 3 |
| | Favorable responses | 80 | 68 | 68 | 94 | 85 | 96 | 85 | 88 | 95 | 79 |
| No opinion | 0 | 1 | 0 | 0 | 2 | 1 | 11 | 10 | 0 | 1 | |
| 2009/2010 | Unfavorable responses | 34 | 45 | 53 | 6 | 18 | 9 | 9 | 1 | 40 | 23 |
| | Favorable responses | 64 | 53 | 46 | 92 | 78 | 90 | 84 | 95 | 60 | 77 |
| | No opinion | 2 | 2 | 1 | 2 | 3 | 2 | 7 | 4 | 0 | 1 |

Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| | Disagree | 3 | 3 | 5 | 6 | 6 | 5 | 5 | 5 |
| | Unfavorable responses | 4 | 4 | 5 | 7 | 7 | 6 | 6 | 6 |
| | Agree | 21 | 19 | 27 | 30 | 30 | 30 | 28 | 29 |
| | Strongly agree | 33 | 25 | 35 | 33 | 32 | 33 | 34 | 33 |
| | Completely agree | 40 | 49 | 29 | 27 | 27 | 27 | 29 | 28 |
| | Favorable responses | 93 | 93 | 91 | 90 | 89 | 90 | 91 | 90 |
| No opinion | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | |
| 2009/2010 | Unfavorable responses | 4 | 3 | 6 | 8 | 8 | 9 | 7 | 7 |
| | Favorable responses | 90 | 89 | 88 | 85 | 85 | 85 | 87 | 86 |
| | No opinion | 5 | 7 | 6 | 6 | 6 | 6 | 6 | 7 |

FUNCTIONAL AND ORGANIC SYSTEMS III

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | Strongly disagree | 1 | 0 | 0 | 5 | 2 | 0 | 1 | 0 | 3 | 0 | 0 | 0 |
| | Disagree | 1 | 6 | 1 | 22 | 4 | 5 | 15 | 4 | 16 | 8 | 8 | 3 |
| | Unfavorable responses | 2 | 6 | 2 | 28 | 6 | 5 | 16 | 4 | 20 | 8 | 8 | 3 |
| | Agree | 24 | 34 | 18 | 50 | 50 | 43 | 45 | 40 | 32 | 30 | 30 | 28 |
| | Strongly agree | 55 | 45 | 46 | 17 | 36 | 43 | 30 | 43 | 36 | 44 | 40 | 36 |
| | Completely agree | 19 | 14 | 34 | 6 | 7 | 9 | 9 | 12 | 12 | 16 | 20 | 32 |
| | Favorable responses | 98 | 94 | 98 | 72 | 94 | 95 | 84 | 95 | 80 | 91 | 90 | 95 |
| 2009/2010 | No opinion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 2 | 2 |
| | Unfavorable responses | 7 | 15 | 3 | 41 | 14 | 11 | 17 | 13 | 18 | 18 | 13 | 7 |
| | Favorable responses | 93 | 83 | 97 | 59 | 84 | 86 | 80 | 86 | 78 | 80 | 86 | 90 |
| | No opinion | 0 | 2 | 1 | 0 | 2 | 3 | 3 | 2 | 4 | 3 | 1 | 3 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 0 |
| | Strongly disagree | 5 | 8 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| | Disagree | 19 | 18 | 17 | 5 | 6 | 5 | 3 | 2 | 3 | 6 |
| | Unfavorable responses | 24 | 27 | 19 | 7 | 7 | 5 | 3 | 2 | 5 | 7 |
| | Agree | 43 | 47 | 45 | 38 | 35 | 21 | 25 | 16 | 23 | 42 |
| | Strongly agree | 27 | 21 | 28 | 43 | 39 | 44 | 41 | 44 | 40 | 42 |
| | Completely agree | 6 | 4 | 8 | 12 | 19 | 30 | 22 | 31 | 32 | 9 |
| | Favorable responses | 76 | 72 | 81 | 93 | 93 | 95 | 88 | 90 | 95 | 93 |
| 2009/2010 | No opinion | 0 | 1 | 0 | 0 | 0 | 0 | 9 | 8 | 0 | 0 |
| | Unfavorable responses | 34 | 47 | 33 | 12 | 23 | 9 | 10 | 3 | 8 | 15 |
| | Favorable responses | 65 | 52 | 66 | 87 | 74 | 89 | 86 | 92 | 92 | 85 |
| | No opinion | 1 | 2 | 1 | 2 | 3 | 2 | 4 | 5 | 0 | 0 |

Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | Disagree | 3 | 2 | 4 | 5 | 6 | 5 | 5 | 5 |
| | Unfavorable responses | 3 | 2 | 5 | 6 | 6 | 6 | 6 | 5 |
| | Agree | 22 | 16 | 28 | 29 | 28 | 29 | 26 | 27 |
| | Strongly agree | 36 | 28 | 36 | 34 | 33 | 34 | 36 | 36 |
| | Completely agree | 37 | 51 | 30 | 29 | 30 | 29 | 30 | 29 |
| | Favorable responses | 94 | 96 | 93 | 92 | 91 | 92 | 92 | 92 |
| 2009/2010 | No opinion | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| | Unfavorable responses | 5 | 4 | 8 | 10 | 10 | 11 | 8 | 10 |
| | Favorable responses | 86 | 85 | 83 | 80 | 80 | 80 | 82 | 80 |
| | No opinion | 9 | 11 | 9 | 9 | 10 | 9 | 9 | 10 |

FAMILY, SOCIETY AND HEALTH I

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 2 | 2 | 0 | 2 | 0 |
| | Disagree | 3 | 4 | 1 | 6 | 3 | 1 | 13 | 3 | 16 | 6 | 6 | 2 |
| | Unfavorable responses | 3 | 4 | 1 | 7 | 3 | 1 | 15 | 5 | 19 | 6 | 8 | 2 |
| | Agree | 27 | 27 | 25 | 32 | 26 | 26 | 37 | 37 | 29 | 36 | 30 | 22 |
| | Strongly agree | 42 | 46 | 40 | 36 | 40 | 41 | 33 | 39 | 26 | 33 | 34 | 35 |
| | Completely agree | 28 | 23 | 33 | 25 | 21 | 30 | 15 | 19 | 14 | 25 | 27 | 40 |
| | Favorable responses | 97 | 96 | 99 | 93 | 87 | 98 | 85 | 95 | 70 | 94 | 92 | 97 |
| | No opinion | 0 | 0 | 0 | 0 | 10 | 1 | 0 | 0 | 11 | 0 | 0 | 1 |

OPTION PROJECT II

Overall Evaluation

| Area | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|------------------------------|------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 |
| | Disagree | 0 | 1 | 3 | 1 | 13 | 4 | 0 | 0 |
| | Unfavorable responses | 0 | 1 | 3 | 2 | 19 | 4 | 0 | 0 |
| | Agree | 13 | 26 | 24 | 22 | 25 | 22 | 10 | 12 |
| | Strongly agree | 50 | 48 | 53 | 48 | 35 | 24 | 36 | 34 |
| | Completely agree | 38 | 18 | 18 | 28 | 21 | 49 | 54 | 53 |
| | Favorable responses | 100 | 92 | 94 | 98 | 80 | 95 | 100 | 99 |
| | No opinion | 0 | 7 | 3 | 0 | 1 | 1 | 0 | 1 |
| 2009/2010 | Unfavorable responses | 2 | 5 | 7 | 5 | 24 | 13 | 5 | 6 |
| | Favorable responses | 98 | 85 | 83 | 93 | 73 | 83 | 95 | 94 |
| | No opinion | 0 | 10 | 9 | 2 | 3 | 4 | 0 | 0 |

VERTICAL DOMAINS II

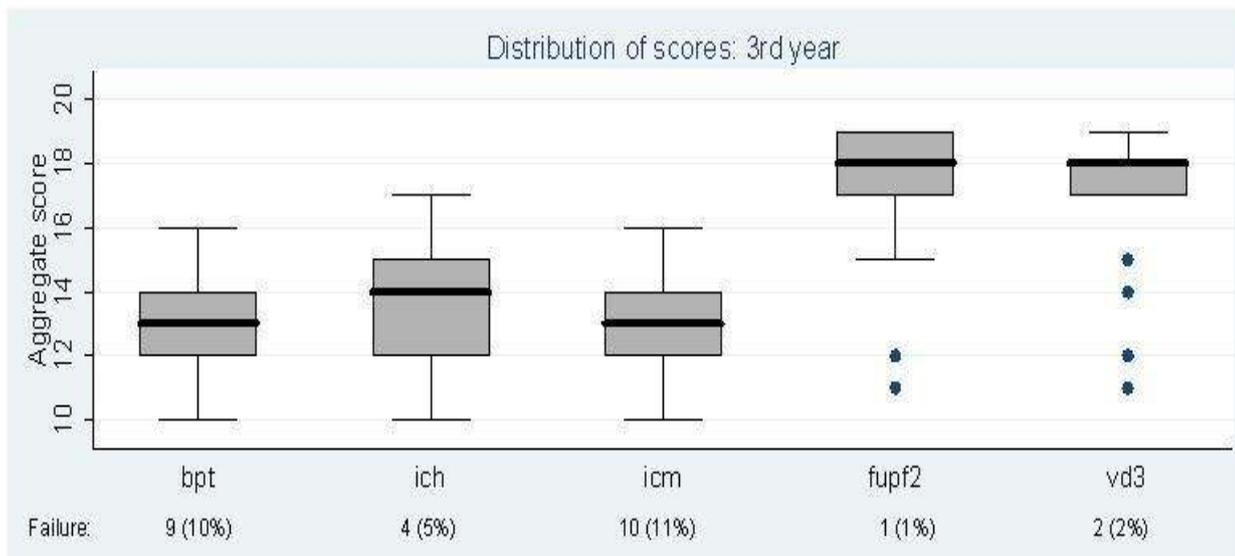
Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 0 | - | 0 | 0 | 1 | - | 0 | 0 |
| | Strongly disagree | 0 | 0 | 1 | 1 | 0 | - | 0 | 0 | 0 | - | 0 | 0 |
| | Disagree | 4 | 1 | 4 | 9 | 9 | - | 4 | 4 | 6 | - | 2 | 11 |
| | Unfavorable responses | 4 | 1 | 5 | 10 | 9 | - | 4 | 4 | 7 | - | 2 | 11 |
| | Agree | 26 | 32 | 31 | 32 | 30 | - | 36 | 35 | 36 | - | 24 | 27 |
| | Strongly agree | 42 | 41 | 38 | 30 | 40 | - | 46 | 44 | 31 | - | 40 | 41 |
| | Completely agree | 26 | 24 | 24 | 26 | 11 | - | 13 | 15 | 16 | - | 32 | 18 |
| | Favorable responses | 94 | 97 | 93 | 88 | 80 | - | 94 | 93 | 83 | - | 96 | 86 |
| 2009/2010 | No opinion | 2 | 2 | 2 | 2 | 11 | - | 2 | 3 | 10 | - | 2 | 3 |
| | Unfavorable responses | 25 | 24 | 25 | 17 | 27 | - | 23 | 18 | 32 | - | 17 | 43 |
| | Favorable responses | 75 | 73 | 75 | 81 | 60 | - | 75 | 80 | 55 | - | 80 | 53 |
| | No opinion | 0 | 3 | 1 | 2 | 13 | - | 2 | 2 | 13 | - | 3 | 3 |

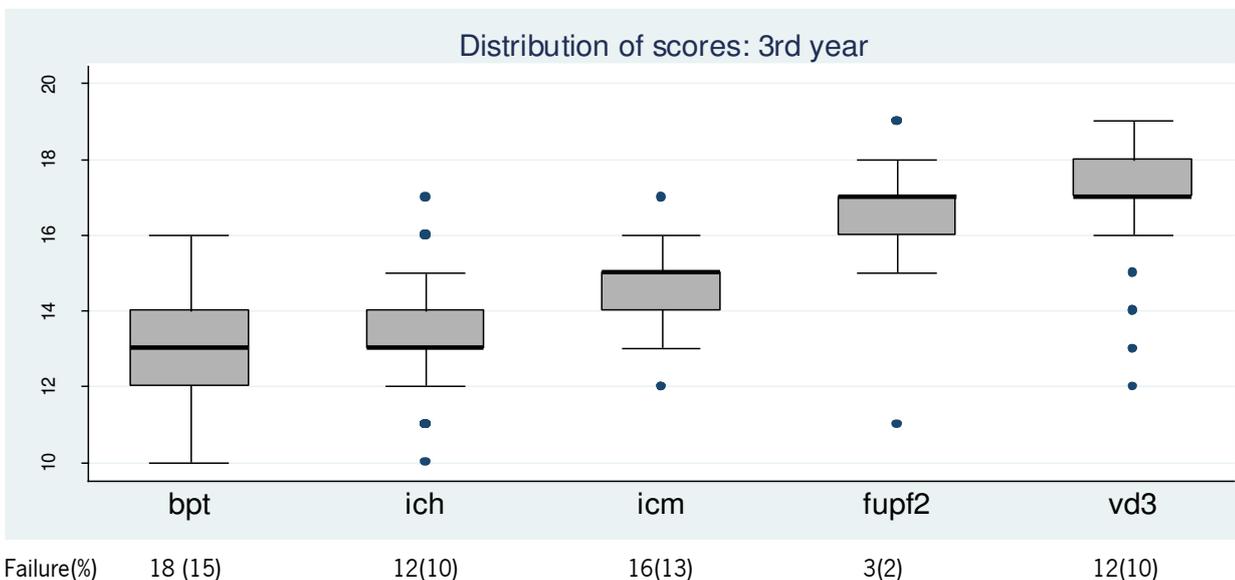
3RD YEAR

DISTRIBUTION OF STUDENT SCORES(*)

2009-2010



2010-2011



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 ECS-UM Longitudinal Study.

BIOPATHOLOGY AND INTRODUCTION TO THERAPEUTICS

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 2 | 1 | 7 | 2 | 1 | 3 | 2 | 0 | 1 | 2 | 2 |
| | Strongly disagree | 0 | 2 | 0 | 19 | 4 | 1 | 4 | 3 | 2 | 2 | 6 | 2 |
| | Disagree | 6 | 12 | 3 | 34 | 21 | 8 | 19 | 8 | 12 | 20 | 20 | 6 |
| | Unfavorable responses | 7 | 15 | 4 | 61 | 27 | 10 | 26 | 13 | 14 | 23 | 28 | 10 |
| | Agree | 59 | 53 | 35 | 30 | 54 | 54 | 56 | 64 | 53 | 53 | 44 | 43 |
| | Strongly agree | 26 | 23 | 35 | 6 | 15 | 25 | 11 | 14 | 21 | 17 | 17 | 26 |
| | Completely agree | 6 | 7 | 26 | 2 | 3 | 8 | 4 | 5 | 9 | 5 | 6 | 18 |
| | Favorable responses | 92 | 83 | 95 | 39 | 72 | 88 | 71 | 83 | 83 | 74 | 67 | 87 |
| No opinion | 1 | 2 | 1 | 1 | 2 | 2 | 3 | 5 | 3 | 3 | 5 | 3 | |
| 2009/2010 | Unfavorable responses | 4 | 11 | 7 | 28 | 14 | 8 | 30 | 11 | 16 | 37 | 22 | 5 |
| | Favorable 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 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 15 | 15 | 7 | 3 | 3 | 3 | 10 | 5 | 9 | 4 |
| | Strongly disagree | 6 | 9 | 13 | 2 | 1 | 2 | 5 | 4 | 10 | 7 |
| | Disagree | 20 | 26 | 28 | 10 | 15 | 7 | 21 | 10 | 35 | 19 |
| | Unfavorable responses | 42 | 50 | 48 | 15 | 18 | 12 | 36 | 18 | 54 | 30 |
| | Agree | 47 | 37 | 34 | 50 | 47 | 50 | 29 | 35 | 27 | 52 |
| | Strongly agree | 5 | 6 | 15 | 25 | 24 | 29 | 16 | 24 | 11 | 14 |
| | Completely agree | 1 | 1 | 3 | 8 | 9 | 8 | 5 | 10 | 6 | 3 |
| | Favorable responses | 54 | 44 | 51 | 84 | 80 | 87 | 50 | 68 | 44 | 69 |
| No opinion | 5 | 6 | 1 | 2 | 2 | 1 | 14 | 14 | 2 | 2 | |
| 2009/2010 | Unfavorable responses | 49 | 48 | 20 | 12 | 13 | 13 | 36 | 17 | 8 | 12 |
| | Favorable responses | 50 | 51 | 80 | 88 | 87 | 85 | 42 | 62 | 91 | 87 |
| | No opinion | 1 | 1 | 0 | 0 | 0 | 1 | 22 | 21 | 1 | 1 |

Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 1 |
| | Disagree | 4 | 3 | 7 | 8 | 8 | 9 | 7 | 8 |
| | Unfavorable responses | 5 | 5 | 9 | 11 | 10 | 12 | 10 | 10 |
| | Agree | 19 | 21 | 25 | 27 | 26 | 28 | 26 | 26 |
| | Strongly agree | 35 | 36 | 35 | 32 | 31 | 31 | 33 | 32 |
| | Completely agree | 40 | 35 | 29 | 28 | 30 | 27 | 29 | 28 |
| | Favorable responses | 94 | 92 | 89 | 87 | 87 | 86 | 88 | 87 |
| No opinion | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | |
| 2009/2010 | Unfavorable responses | 9 | 12 | 17 | 19 | 19 | 18 | 16 | 16 |
| | Favorable responses | 89 | 86 | 81 | 79 | 78 | 80 | 82 | 78 |
| | No opinion | 2 | 2 | 2 | 2 | 4 | 2 | 2 | 6 |

INTRODUCTION TO COMMUNITY HEALTH

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 3 | 3 | 5 | 5 | 8 | 9 | 8 | 8 | 8 | 9 | 9 | 8 |
| | Strongly disagree | 8 | 9 | 5 | 2 | 8 | 9 | 5 | 8 | 7 | 4 | 13 | 2 |
| | Disagree | 14 | 16 | 14 | 7 | 21 | 18 | 33 | 8 | 29 | 25 | 33 | 16 |
| | Unfavorable responses | 25 | 28 | 25 | 14 | 36 | 36 | 46 | 23 | 43 | 38 | 54 | 26 |
| | Agree | 55 | 54 | 51 | 59 | 43 | 45 | 39 | 58 | 37 | 45 | 32 | 47 |
| | Strongly agree | 17 | 14 | 15 | 21 | 20 | 12 | 11 | 17 | 11 | 8 | 7 | 17 |
| | Completely agree | 2 | 1 | 8 | 4 | 0 | 4 | 1 | 1 | 1 | 2 | 2 | 5 |
| | Favorable responses | 74 | 69 | 73 | 85 | 63 | 61 | 51 | 76 | 49 | 54 | 40 | 70 |
| No opinion | 1 | 3 | 2 | 1 | 1 | 3 | 3 | 1 | 8 | 8 | 5 | 4 | |
| 2009/2010 | Unfavorable responses | 21 | 29 | 35 | 12 | 19 | 40 | 51 | 36 | 46 | 43 | 57 | 36 |
| | Favorable 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 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 6 | 9 | 4 | 5 | 5 | 4 | 11 | 8 | 13 | 15 |
| | Strongly disagree | 13 | 11 | 0 | 5 | 8 | 8 | 12 | 9 | 8 | 11 |
| | Disagree | 19 | 27 | 3 | 22 | 11 | 12 | 17 | 12 | 12 | 16 |
| | Unfavorable responses | 39 | 47 | 8 | 32 | 24 | 24 | 40 | 28 | 33 | 42 |
| | Agree | 38 | 36 | 48 | 52 | 48 | 52 | 20 | 24 | 35 | 25 |
| | Strongly agree | 15 | 8 | 24 | 12 | 19 | 19 | 4 | 10 | 14 | 23 |
| | Completely agree | 3 | 2 | 16 | 1 | 3 | 2 | 0 | 0 | 17 | 8 |
| | Favorable responses | 56 | 46 | 88 | 65 | 71 | 73 | 25 | 33 | 66 | 55 |
| No opinion | 5 | 7 | 4 | 3 | 5 | 3 | 35 | 39 | 1 | 2 | |
| 2009/2010 | Unfavorable responses | 24 | 40 | 6 | 45 | 33 | 32 | 41 | 31 | 7 | 19 |
| | Favorable responses | 71 | 55 | 93 | 50 | 59 | 60 | 21 | 32 | 91 | 80 |
| | No opinion | 5 | 5 | 1 | 5 | 9 | 7 | 38 | 37 | 1 | 1 |

Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 3 |
| | Strongly disagree | 2 | 3 | 4 | 6 | 6 | 7 | 6 | 5 |
| | Disagree | 6 | 9 | 13 | 15 | 14 | 15 | 14 | 16 |
| | Unfavorable responses | 10 | 15 | 19 | 24 | 24 | 26 | 23 | 24 |
| | Agree | 35 | 35 | 40 | 39 | 38 | 40 | 41 | 38 |
| | Strongly agree | 31 | 26 | 26 | 24 | 23 | 21 | 24 | 24 |
| | Completely agree | 18 | 16 | 9 | 8 | 9 | 8 | 8 | 7 |
| | Favorable responses | 84 | 78 | 75 | 71 | 70 | 69 | 72 | 69 |
| No opinion | 6 | 7 | 5 | 6 | 6 | 5 | 5 | 7 | |
| 2009/2010 | Unfavorable responses | 3 | 11 | 13 | 15 | 16 | 18 | 15 | 19 |
| | Favorable responses | 96 | 88 | 87 | 84 | 82 | 81 | 83 | 77 |
| | No opinion | 0 | 1 | 0 | 1 | 2 | 2 | 2 | 4 |

INTRODUCTION TO CLINICAL MEDICINE

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 0 | 0 | 2 | 0 | 2 | 1 | 0 | 3 | 0 | 0 | 0 |
| | Strongly disagree | 1 | 2 | 1 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 0 |
| | Disagree | 3 | 7 | 0 | 9 | 4 | 3 | 13 | 13 | 8 | 8 | 6 | 3 |
| | Unfavorable responses | 4 | 9 | 1 | 15 | 9 | 7 | 17 | 15 | 13 | 11 | 9 | 3 |
| | Agree | 32 | 35 | 24 | 36 | 32 | 31 | 30 | 36 | 38 | 36 | 31 | 28 |
| | Strongly agree | 42 | 41 | 35 | 28 | 33 | 44 | 37 | 35 | 34 | 35 | 38 | 34 |
| | Completely agree | 20 | 15 | 39 | 20 | 21 | 16 | 15 | 13 | 13 | 15 | 20 | 34 |
| | Favorable responses | 95 | 91 | 98 | 84 | 85 | 91 | 82 | 84 | 85 | 86 | 89 | 96 |
| No opinion | 1 | 1 | 1 | 1 | 6 | 2 | 1 | 1 | 2 | 3 | 3 | 1 | |
| 2009/2010 | Unfavorable responses | 14 | 25 | 1 | 17 | 43 | 21 | 20 | 10 | 7 | 7 | 15 | 1 |
| | Favorable 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 |

Evaluation of Clinical Tutors/Services

not available

Evaluation of Seminars/Speakers

| Seminars/Speakers | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 1 | 2 | 2 | 1 | 2 |
| | Strongly disagree | 2 | 2 | 3 | 2 | 2 | 3 |
| | Disagree | 6 | 6 | 11 | 8 | 6 | 10 |
| | Unfavorable responses | 10 | 9 | 16 | 12 | 9 | 14 |
| | Agree | 36 | 36 | 35 | 37 | 36 | 36 |
| | Strongly agree | 31 | 31 | 25 | 25 | 31 | 28 |
| | Completely agree | 14 | 14 | 12 | 12 | 14 | 12 |
| | Favorable responses | 81 | 81 | 73 | 74 | 81 | 75 |
| No opinion | 10 | 10 | 11 | 14 | 10 | 11 | |
| 2009/2010 | Unfavorable responses | 9 | 10 | 14 | 13 | 10 | 14 |
| | Favorable responses | 81 | 79 | 74 | 69 | 78 | 72 |
| | No opinion | 10 | 10 | 12 | 18 | 11 | 14 |

FOLLOW-UP OF A FAMILY II

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 8 | 9 | 7 | 7 | 14 | 12 | 9 | 6 | 6 | 8 | 13 | 9 |
| | Strongly disagree | 4 | 7 | 5 | 4 | 12 | 11 | 12 | 8 | 2 | 5 | 12 | 6 |
| | Disagree | 17 | 23 | 18 | 12 | 14 | 19 | 26 | 16 | 12 | 11 | 20 | 15 |
| | Unfavorable responses | 28 | 39 | 30 | 23 | 39 | 42 | 47 | 29 | 20 | 24 | 44 | 30 |
| | Agree | 43 | 38 | 37 | 43 | 30 | 37 | 37 | 46 | 44 | 49 | 37 | 42 |
| | Strongly agree | 18 | 15 | 18 | 18 | 14 | 15 | 9 | 13 | 20 | 14 | 13 | 15 |
| | Completely agree | 9 | 8 | 14 | 13 | 9 | 7 | 6 | 8 | 11 | 7 | 4 | 10 |
| | Favorable responses | 70 | 60 | 69 | 74 | 52 | 58 | 51 | 66 | 75 | 70 | 54 | 68 |
| 2009/2010 | No opinion | 2 | 1 | 1 | 4 | 9 | 0 | 2 | 5 | 6 | 7 | 2 | 2 |
| | Unfavorable responses | 17 | 24 | 19 | 14 | 15 | 27 | 29 | 16 | 12 | 26 | 36 | 20 |
| | Favorable responses | 83 | 76 | 81 | 84 | 71 | 70 | 69 | 82 | 84 | 66 | 59 | 79 |
| No opinion | 0 | 0 | 0 | 1 | 14 | 3 | 1 | 3 | 4 | 8 | 5 | 1 | |

VERTICAL DOMAINS III

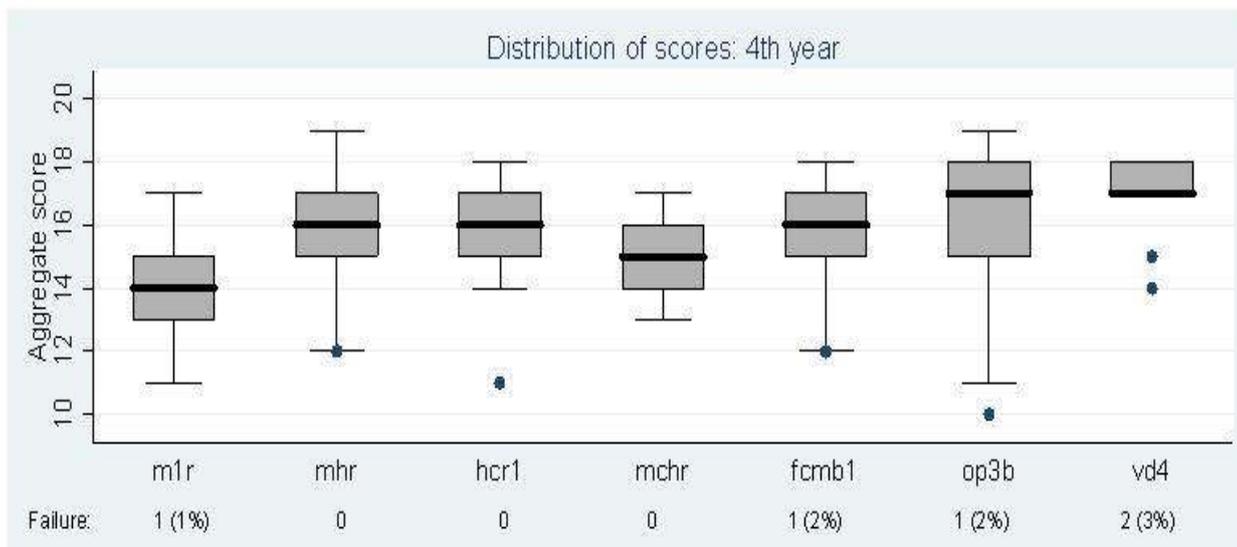
Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|---|-----------|-----------|-----------|----|-----------|-----------|
| 2010/2011 | Completely disagree | 3 | 3 | 5 | 4 | 6 | - | 4 | 4 | 5 | - | 3 | 6 |
| | Strongly disagree | 3 | 4 | 4 | 5 | 3 | - | 3 | 2 | 3 | - | 4 | 6 |
| | Disagree | 7 | 8 | 14 | 8 | 10 | - | 9 | 5 | 4 | - | 8 | 15 |
| | Unfavorable responses | 13 | 15 | 22 | 17 | 18 | - | 16 | 11 | 12 | - | 15 | 26 |
| | Agree | 49 | 50 | 48 | 46 | 48 | - | 48 | 53 | 46 | - | 46 | 48 |
| | Strongly agree | 24 | 19 | 21 | 23 | 17 | - | 25 | 21 | 21 | - | 21 | 15 |
| | Completely agree | 12 | 11 | 8 | 11 | 9 | - | 10 | 13 | 11 | - | 16 | 8 |
| | Favorable responses | 84 | 81 | 77 | 80 | 73 | - | 83 | 86 | 77 | - | 83 | 70 |
| No opinion | 3 | 5 | 1 | 4 | 9 | - | 2 | 3 | 11 | - | 3 | 4 | |
| 2009/2010 | Unfavorable responses | 41 | 48 | 49 | 41 | 47 | - | 44 | 30 | 38 | - | 39 | 65 |
| | Favorable responses | 54 | 46 | 47 | 54 | 37 | - | 54 | 66 | 49 | - | 56 | 27 |
| | No opinion | 4 | 6 | 4 | 4 | 16 | - | 3 | 4 | 13 | - | 6 | 8 |

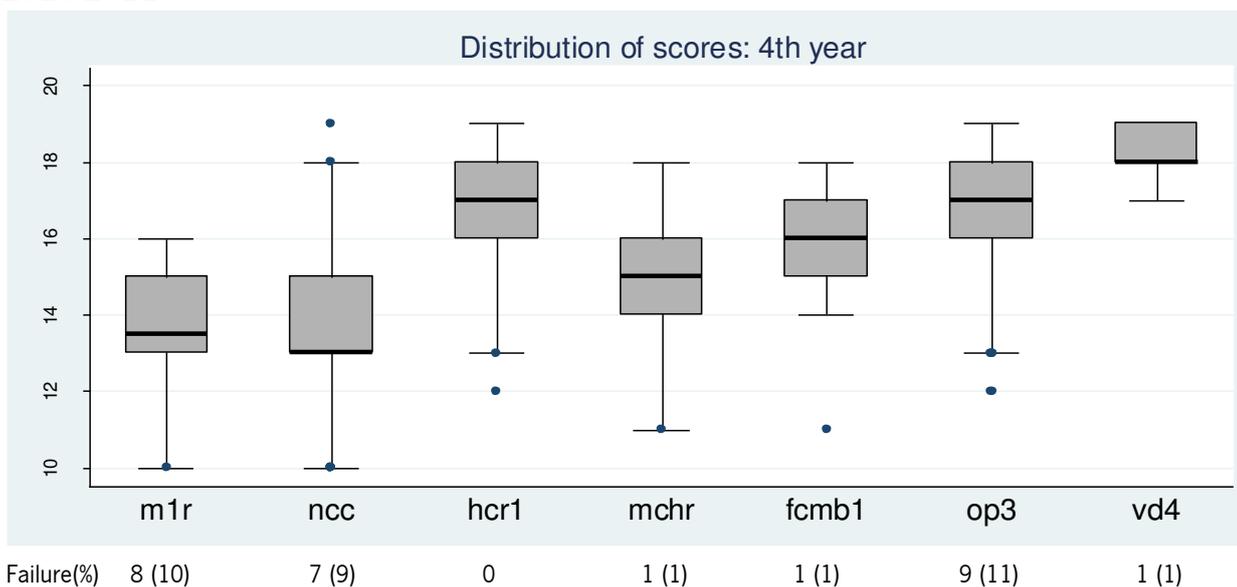
4TH YEAR

DISTRIBUTION OF STUDENT SCORES(*)

2009-2010



2010-2011



Legend

- M1R – Medicine I Residency
- MHR - Mental Health Residency
- NCC – Clinical Neurosciences
- HCR 1 – Health Centers 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 ECS-UM Longitudinal Study.

MEDICINE I RESIDENCY

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 3 | 0 | 12 | 15 | 11 | 8 | 4 | 0 | 8 | 4 | 0 |
| | Strongly disagree | 1 | 7 | 0 | 20 | 17 | 16 | 16 | 11 | 3 | 4 | 5 | 1 |
| | Disagree | 4 | 18 | 1 | 21 | 27 | 14 | 18 | 11 | 12 | 28 | 25 | 13 |
| | Unfavorable responses | 7 | 28 | 1 | 53 | 59 | 41 | 42 | 25 | 14 | 40 | 35 | 14 |
| | Agree | 46 | 39 | 38 | 21 | 23 | 34 | 42 | 53 | 51 | 40 | 41 | 39 |
| | Strongly agree | 30 | 20 | 42 | 16 | 7 | 17 | 9 | 14 | 21 | 11 | 13 | 33 |
| | Completely agree | 16 | 9 | 17 | 9 | 3 | 7 | 5 | 7 | 8 | 4 | 8 | 13 |
| | Favorable responses | 92 | 68 | 97 | 46 | 32 | 58 | 57 | 74 | 80 | 55 | 63 | 86 |
| No opinion | 1 | 4 | 1 | 1 | 9 | 1 | 1 | 1 | 5 | 5 | 3 | 0 | |
| 2009/2010 | Unfavorable responses | 2 | 11 | 3 | 36 | 15 | 19 | 24 | 10 | 6 | 10 | 10 | 5 |
| | Favorable 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 |

Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 1 | 1 | 2 | 1 | 1 | 3 | 0 | 2 | 0 | 1 |
| | Disagree | 6 | 4 | 3 | 3 | 6 | 9 | 1 | 8 | 5 | 2 |
| | Unfavorable responses | 7 | 6 | 5 | 4 | 9 | 13 | 2 | 11 | 6 | 3 |
| | Agree | 18 | 18 | 16 | 16 | 17 | 20 | 13 | 18 | 14 | 19 |
| | Strongly agree | 21 | 28 | 23 | 22 | 19 | 20 | 21 | 20 | 23 | 27 |
| | Completely agree | 53 | 47 | 54 | 56 | 53 | 42 | 62 | 49 | 50 | 50 |
| | Favorable responses | 92 | 93 | 93 | 93 | 89 | 82 | 96 | 88 | 86 | 95 |
| No opinion | 1 | 1 | 2 | 3 | 2 | 5 | 3 | 1 | 8 | 2 | |
| 2009/2010 | Unfavorable responses | 10 | 6 | 6 | 7 | 10 | 14 | 3 | 13 | 8 | 5 |
| | Favorable responses | 89 | 93 | 93 | 91 | 88 | 75 | 94 | 85 | 87 | 94 |
| | No opinion | 1 | 1 | 2 | 2 | 2 | 11 | 3 | 2 | 5 | 1 |

Evaluation of Seminars/Speakers

not available

CLINICAL NEUROSCIENCES

(This was the course's 1st edition - the course replaces "Mental Health Residency" and the module of neurology in "Medicine II residency" in the previous study plan)

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | Strongly disagree | 1 | 3 | 0 | 1 | 15 | 3 | 4 | 3 | 9 | 1 | 4 | 1 |
| | Disagree | 12 | 21 | 6 | 16 | 23 | 21 | 13 | 6 | 6 | 12 | 19 | 9 |
| | Unfavorable responses | 15 | 25 | 6 | 18 | 41 | 24 | 18 | 9 | 16 | 13 | 24 | 10 |
| | Agree | 46 | 50 | 40 | 49 | 38 | 47 | 51 | 65 | 55 | 56 | 53 | 49 |
| | Strongly agree | 29 | 22 | 42 | 29 | 15 | 24 | 22 | 18 | 21 | 18 | 10 | 25 |
| | Completely agree | 10 | 3 | 12 | 4 | 2 | 6 | 9 | 6 | 4 | 9 | 9 | 15 |
| | Favorable responses | 85 | 75 | 94 | 82 | 55 | 76 | 82 | 89 | 81 | 82 | 72 | 88 |
| | No opinion | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 2 | 3 | 4 | 4 | 1 |

Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 4 | 4 | 2 | 2 | 2 | 4 | 0 | 2 | 0 | 0 |
| | Strongly disagree | 4 | 0 | 0 | 0 | 6 | 2 | 0 | 4 | 2 | 2 |
| | Disagree | 6 | 2 | 0 | 6 | 2 | 8 | 4 | 2 | 4 | 4 |
| | Unfavorable responses | 15 | 6 | 2 | 8 | 11 | 15 | 4 | 8 | 6 | 6 |
| | Agree | 13 | 15 | 13 | 6 | 15 | 15 | 6 | 10 | 13 | 10 |
| | Strongly agree | 29 | 17 | 10 | 19 | 19 | 15 | 19 | 21 | 19 | 19 |
| | Completely agree | 44 | 63 | 75 | 67 | 55 | 46 | 71 | 60 | 60 | 65 |
| | Favorable responses | 85 | 94 | 98 | 92 | 89 | 75 | 96 | 92 | 92 | 94 |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 2 | 0 |

Evaluation of Seminars/Speakers

| Seminars/Speakers | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 1 | 1 | 2 | 1 | 1 |
| | Strongly disagree | 2 | 2 | 2 | 2 | 2 | 2 |
| | Disagree | 7 | 7 | 7 | 7 | 6 | 7 |
| | Unfavorable responses | 10 | 10 | 10 | 11 | 9 | 11 |
| | Agree | 26 | 27 | 27 | 26 | 27 | 27 |
| | Strongly agree | 27 | 27 | 26 | 23 | 27 | 24 |
| | Completely agree | 16 | 16 | 16 | 14 | 16 | 15 |
| | Favorable responses | 70 | 70 | 69 | 63 | 71 | 66 |
| | No opinion | 20 | 20 | 21 | 26 | 20 | 23 |

HEALTH CENTERS RESIDENCY I

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 3 | 3 | 3 |
| | Strongly disagree | 3 | 3 | 2 | 0 | 3 | 3 | 1 | 1 | 3 | 6 | 6 | 0 |
| | Disagree | 4 | 12 | 11 | 9 | 10 | 16 | 15 | 10 | 7 | 13 | 18 | 11 |
| | Unfavorable responses | 7 | 15 | 12 | 10 | 13 | 19 | 18 | 12 | 12 | 22 | 27 | 14 |
| | Agree | 47 | 41 | 39 | 31 | 31 | 25 | 40 | 41 | 45 | 34 | 29 | 42 |
| | Strongly agree | 32 | 32 | 36 | 37 | 26 | 40 | 29 | 34 | 27 | 25 | 30 | 30 |
| | Completely agree | 12 | 10 | 12 | 21 | 16 | 15 | 12 | 12 | 10 | 13 | 9 | 11 |
| | Favorable responses | 91 | 84 | 88 | 90 | 74 | 79 | 81 | 87 | 82 | 73 | 68 | 83 |
| No opinion | 1 | 1 | 0 | 0 | 13 | 1 | 1 | 1 | 6 | 4 | 5 | 3 | |
| 2009/2010 | Unfavorable responses | 4 | 19 | 13 | 2 | 35 | 13 | 19 | 15 | 10 | 9 | 15 | 13 |
| | Favorable 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 |

Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 1 | 3 | 4 | 1 | 3 | 3 | 3 | 4 | 2 |
| | Strongly disagree | 1 | 3 | 3 | 3 | 4 | 1 | 0 | 1 | 1 | 2 |
| | Disagree | 3 | 12 | 9 | 4 | 9 | 6 | 6 | 7 | 4 | 6 |
| | Unfavorable responses | 4 | 16 | 15 | 12 | 14 | 10 | 9 | 12 | 10 | 9 |
| | Agree | 25 | 21 | 19 | 23 | 20 | 19 | 18 | 22 | 21 | 25 |
| | Strongly agree | 31 | 22 | 25 | 25 | 14 | 22 | 25 | 22 | 22 | 25 |
| | Completely agree | 40 | 41 | 41 | 41 | 39 | 38 | 43 | 43 | 41 | 38 |
| | Favorable responses | 96 | 84 | 85 | 88 | 74 | 78 | 85 | 87 | 84 | 88 |
| No opinion | 0 | 0 | 0 | 0 | 12 | 12 | 6 | 1 | 6 | 3 | |
| 2009/2010 | Unfavorable responses | 8 | 4 | 2 | 2 | 6 | 4 | 2 | 4 | 2 | 2 |
| | Favorable responses | 92 | 96 | 98 | 98 | 92 | 96 | 96 | 96 | 96 | 98 |
| | No opinion | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 |

Evaluation of Seminars/Speakers

| Seminars/Speakers | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 2 | 2 | 2 | 2 | 2 | 2 |
| | Strongly disagree | 2 | 2 | 2 | 2 | 1 | 2 |
| | Disagree | 6 | 6 | 8 | 7 | 6 | 8 |
| | Unfavorable responses | 10 | 9 | 12 | 11 | 9 | 12 |
| | Agree | 43 | 44 | 42 | 38 | 44 | 41 |
| | Strongly agree | 23 | 20 | 21 | 19 | 21 | 19 |
| | Completely agree | 12 | 13 | 11 | 10 | 11 | 10 |
| | Favorable responses | 77 | 77 | 74 | 67 | 77 | 70 |
| No opinion | 13 | 14 | 14 | 22 | 14 | 18 | |
| 2009/2010 | Unfavorable responses | 8 | 9 | 11 | 7 | 9 | 11 |
| | Favorable responses | 72 | 72 | 68 | 52 | 72 | 67 |
| | No opinion | 19 | 19 | 21 | 40 | 19 | 22 |

MATERNAL AND CHILD HEALTH RESIDENCY

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 3 | 4 | 3 | 1 | 1 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 1 | 3 | 0 | 1 | 1 | 3 | 3 | 1 | 4 | 1 | 0 | 0 |
| | Disagree | 0 | 5 | 3 | 12 | 8 | 11 | 11 | 5 | 9 | 12 | 12 | 7 |
| | Unfavorable responses | 1 | 8 | 3 | 16 | 14 | 17 | 15 | 8 | 14 | 14 | 12 | 7 |
| | Agree | 24 | 27 | 21 | 28 | 23 | 28 | 30 | 26 | 23 | 28 | 31 | 18 |
| | Strongly agree | 51 | 49 | 47 | 35 | 39 | 39 | 36 | 47 | 47 | 36 | 34 | 45 |
| | Completely agree | 22 | 15 | 29 | 19 | 16 | 17 | 18 | 16 | 14 | 16 | 19 | 27 |
| | Favorable responses | 97 | 92 | 96 | 82 | 78 | 83 | 84 | 89 | 84 | 81 | 84 | 89 |
| 2009/2010 | No opinion | 1 | 0 | 1 | 1 | 8 | 0 | 1 | 3 | 3 | 5 | 4 | 4 |
| | Unfavorable responses | 0 | 2 | 2 | 21 | 36 | 23 | 35 | 9 | 7 | 14 | 14 | 5 |
| | Favorable responses | 100 | 95 | 98 | 77 | 52 | 74 | 63 | 86 | 84 | 70 | 81 | 95 |
| | No opinion | 0 | 2 | 0 | 2 | 12 | 2 | 2 | 5 | 9 | 16 | 5 | 0 |

Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 2 | 3 | 3 | 3 | 2 | 4 | 1 | 5 | 3 | 1 |
| | Strongly disagree | 4 | 4 | 3 | 3 | 5 | 6 | 2 | 5 | 4 | 3 |
| | Disagree | 7 | 7 | 7 | 6 | 8 | 9 | 2 | 8 | 6 | 3 |
| | Unfavorable responses | 13 | 15 | 13 | 12 | 16 | 18 | 4 | 17 | 13 | 7 |
| | Agree | 20 | 17 | 15 | 18 | 17 | 17 | 16 | 15 | 15 | 20 |
| | Strongly agree | 25 | 25 | 26 | 26 | 26 | 24 | 27 | 23 | 23 | 26 |
| | Completely agree | 42 | 43 | 46 | 44 | 40 | 40 | 51 | 44 | 45 | 46 |
| | Favorable responses | 87 | 85 | 87 | 88 | 83 | 81 | 93 | 82 | 83 | 92 |
| 2009/2010 | No opinion | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 1 | 5 | 0 |
| | Unfavorable responses | 24 | 18 | 17 | 14 | 26 | 26 | 3 | 29 | 21 | 8 |
| | Favorable responses | 76 | 80 | 80 | 85 | 72 | 74 | 92 | 68 | 73 | 92 |
| | No opinion | 0 | 1 | 2 | 1 | 2 | 0 | 5 | 3 | 6 | 0 |

Evaluation of Seminars/Speakers

| Seminars/Speakers | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 1 | 2 | 2 | 1 | 1 |
| | Strongly disagree | 2 | 2 | 3 | 2 | 2 | 2 |
| | Disagree | 7 | 7 | 8 | 8 | 7 | 7 |
| | Unfavorable responses | 11 | 11 | 12 | 12 | 10 | 11 |
| | Agree | 36 | 35 | 37 | 37 | 37 | 35 |
| | Strongly agree | 31 | 31 | 28 | 28 | 30 | 29 |
| | Completely agree | 14 | 15 | 14 | 12 | 15 | 13 |
| | Favorable responses | 81 | 81 | 79 | 77 | 82 | 77 |
| 2009/2010 | No opinion | 8 | 8 | 8 | 12 | 8 | 12 |
| | Unfavorable responses | 7 | 6 | 10 | 5 | 6 | 8 |
| | Favorable responses | 82 | 83 | 78 | 52 | 83 | 78 |
| | No opinion | 11 | 11 | 12 | 43 | 11 | 14 |

FROM CLINICAL TO MOLECULAR BIOLOGY I

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 9 | 11 | 7 | 7 | 8 | 7 | 7 | 5 | 12 | 7 | 15 | 11 |
| | Strongly disagree | 7 | 9 | 8 | 8 | 8 | 5 | 3 | 5 | 12 | 5 | 11 | 9 |
| | Disagree | 20 | 13 | 28 | 5 | 13 | 28 | 12 | 19 | 20 | 15 | 26 | 20 |
| | Unfavorable responses | 36 | 33 | 43 | 21 | 29 | 40 | 21 | 30 | 44 | 27 | 51 | 41 |
| | Agree | 38 | 43 | 41 | 51 | 47 | 31 | 56 | 46 | 36 | 52 | 32 | 39 |
| | Strongly agree | 19 | 13 | 9 | 15 | 12 | 12 | 12 | 14 | 12 | 9 | 7 | 9 |
| | Completely agree | 5 | 5 | 5 | 12 | 7 | 7 | 8 | 7 | 5 | 5 | 5 | 5 |
| | Favorable responses | 62 | 61 | 56 | 78 | 65 | 49 | 76 | 66 | 53 | 67 | 45 | 54 |
| | Without an opinion | 1 | 5 | 1 | 1 | 5 | 11 | 3 | 4 | 3 | 7 | 4 | 5 |
| 2009/2010 | Unfavorable responses | 48 | 31 | 49 | 26 | 40 | 29 | 24 | 17 | 26 | 21 | 52 | 48 |
| | Favorable 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 |

OPTION PROJECTS III

Overall Evaluation

| Area | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|
| 2010/2011 | Completely disagree | 0 | 2 | 1 | 0 | 2 | 5 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 0 |
| | Disagree | 1 | 3 | 3 | 1 | 14 | 9 | 0 | 6 |
| | Unfavorable responses | 1 | 5 | 4 | 1 | 28 | 14 | 0 | 6 |
| | Agree | 16 | 21 | 24 | 18 | 23 | 20 | 25 | 24 |
| | Strongly agree | 36 | 30 | 28 | 36 | 23 | 22 | 26 | 21 |
| | Completely agree | 45 | 26 | 31 | 42 | 23 | 39 | 48 | 45 |
| | Favorable responses | 97 | 77 | 84 | 96 | 69 | 81 | 98 | 91 |
| 2009/2010 | No opinion | 1 | 18 | 12 | 3 | 3 | 5 | 2 | 3 |
| | Unfavorable responses | 2 | 20 | 20 | 10 | 26 | 2 | 0 | 0 |
| | Favorable responses | 90 | 66 | 76 | 90 | 74 | 95 | 100 | 98 |
| | No opinion | 7 | 15 | 5 | 0 | 0 | 2 | 0 | 3 |

VERTICAL DOMAINS IV

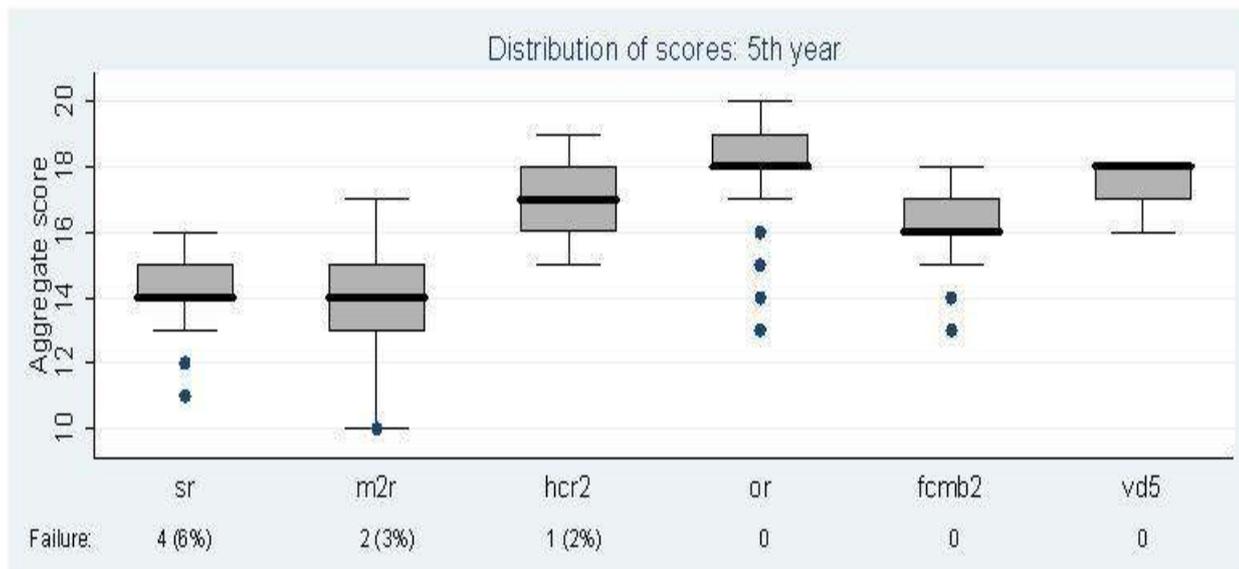
Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|---|-----------|-----------|-----------|----|-----------|-----------|
| 2010/2011 | Completely disagree | 7 | 5 | 5 | 5 | 8 | - | 5 | 8 | 6 | - | 4 | 5 |
| | Strongly disagree | 5 | 5 | 4 | 5 | 8 | - | 8 | 7 | 6 | - | 8 | 7 |
| | Disagree | 14 | 14 | 15 | 11 | 13 | - | 11 | 13 | 10 | - | 9 | 24 |
| | Unfavorable responses | 26 | 24 | 25 | 22 | 29 | - | 24 | 28 | 21 | - | 21 | 36 |
| | Agree | 45 | 45 | 44 | 47 | 37 | - | 49 | 37 | 38 | - | 39 | 37 |
| | Strongly agree | 23 | 23 | 26 | 22 | 20 | - | 20 | 24 | 24 | - | 25 | 16 |
| | Completely agree | 5 | 5 | 4 | 8 | 4 | - | 5 | 7 | 10 | - | 13 | 5 |
| | Favorable responses | 73 | 73 | 74 | 77 | 61 | - | 74 | 68 | 71 | - | 77 | 59 |
| 2009/2010 | No opinion | 1 | 3 | 1 | 1 | 9 | - | 1 | 4 | 8 | - | 1 | 5 |
| | Unfavorable responses | 37 | 37 | 32 | 20 | 46 | - | 29 | 17 | 32 | - | 24 | 46 |
| | Favorable responses | 61 | 56 | 63 | 71 | 49 | - | 68 | 68 | 51 | - | 71 | 46 |
| | No opinion | 2 | 7 | 5 | 10 | 5 | - | 2 | 15 | 17 | - | 5 | 7 |

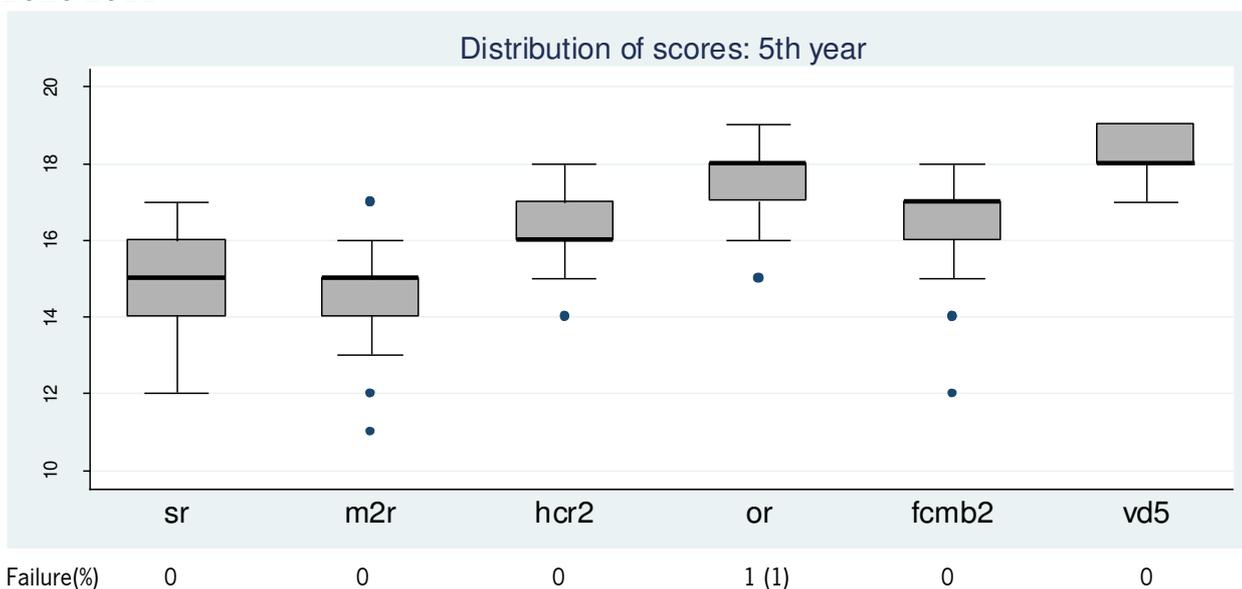
5TH YEAR

DISTRIBUTION OF STUDENT SCORES(*)

2009-2010



2010-2011



Legend

- SR – Surgery Residency
- M2R – Medicine II Residency
- HCR 2 – Health Centers Residency II
- OR – Optional Residencies
- FCMB 2 – From Clinical to Molecular Biology II
- VD 5 – Vertical Domains V

(*) Output provided by the database of ECS-UM Longitudinal Study.

SURGERY RESIDENCY

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 2 | 2 | 6 | 0 | 8 | 4 | 0 | 4 | 2 | 2 |
| | Disagree | 2 | 6 | 0 | 2 | 13 | 6 | 8 | 4 | 8 | 2 | 8 | 4 |
| | Unfavorable responses | 2 | 6 | 2 | 4 | 19 | 8 | 19 | 8 | 8 | 6 | 10 | 6 |
| | Agree | 26 | 28 | 25 | 36 | 23 | 45 | 31 | 30 | 30 | 40 | 21 | 29 |
| | Strongly agree | 47 | 60 | 48 | 43 | 45 | 36 | 40 | 42 | 43 | 42 | 54 | 40 |
| | Completely agree | 25 | 6 | 25 | 17 | 4 | 9 | 8 | 9 | 8 | 6 | 12 | 23 |
| | Favorable responses | 98 | 94 | 98 | 96 | 72 | 91 | 79 | 81 | 81 | 88 | 87 | 92 |
| No opinion | 0 | 0 | 0 | 0 | 9 | 2 | 2 | 11 | 11 | 6 | 4 | 2 | |
| 2009/2010 | Unfavorable responses | 7 | 10 | 5 | 24 | 17 | 22 | 14 | 10 | 14 | 17 | 14 | 7 |
| | Favorable 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 |

Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 |
| | Strongly disagree | 3 | 0 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 |
| | Disagree | 3 | 3 | 3 | 2 | 6 | 5 | 0 | 2 | 2 | 1 |
| | Unfavorable responses | 7 | 4 | 4 | 3 | 9 | 8 | 1 | 6 | 4 | 3 |
| | Agree | 19 | 14 | 9 | 11 | 17 | 17 | 7 | 14 | 13 | 10 |
| | Strongly agree | 28 | 25 | 20 | 22 | 25 | 23 | 23 | 23 | 22 | 27 |
| | Completely agree | 47 | 57 | 67 | 63 | 49 | 51 | 69 | 57 | 60 | 60 |
| | Favorable responses | 93 | 96 | 96 | 97 | 91 | 91 | 99 | 94 | 95 | 97 |
| No opinion | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 1 | 0 | |
| 2009/2010 | Unfavorable responses | 6 | 6 | 4 | 4 | 6 | 7 | 3 | 6 | 5 | 3 |
| | Favorable responses | 94 | 94 | 96 | 96 | 94 | 93 | 97 | 94 | 94 | 97 |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Evaluation of Seminars/Speakers

not available

MEDICINE II RESIDENCY

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 |
| | Disagree | 2 | 2 | 2 | 14 | 10 | 12 | 8 | 2 | 8 | 10 | 4 | 0 |
| | Unfavorable responses | 2 | 2 | 2 | 20 | 10 | 12 | 8 | 4 | 10 | 10 | 4 | 0 |
| | Agree | 22 | 44 | 16 | 35 | 42 | 41 | 45 | 43 | 27 | 34 | 37 | 33 |
| | Strongly agree | 57 | 44 | 53 | 33 | 28 | 31 | 37 | 43 | 49 | 44 | 43 | 49 |
| | Completely agree | 20 | 10 | 29 | 10 | 6 | 6 | 6 | 6 | 6 | 4 | 12 | 18 |
| | Favorable responses | 98 | 98 | 98 | 78 | 76 | 78 | 88 | 92 | 82 | 82 | 92 | 100 |
| No opinion | 0 | 0 | 0 | 2 | 14 | 10 | 4 | 4 | 8 | 8 | 4 | 0 | |
| 2009/2010 | Unfavorable responses | 13 | 18 | 8 | 36 | 33 | 23 | 21 | 18 | 13 | 26 | 28 | 15 |
| | Favorable 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 |

Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 2 | 1 | 0 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 3 | 2 | 3 | 3 | 3 | 4 | 1 | 4 | 3 | 4 |
| | Disagree | 10 | 4 | 4 | 4 | 8 | 11 | 2 | 7 | 6 | 5 |
| | Unfavorable responses | 15 | 6 | 7 | 8 | 13 | 17 | 4 | 12 | 10 | 10 |
| | Agree | 16 | 20 | 13 | 16 | 16 | 21 | 12 | 20 | 18 | 20 |
| | Strongly agree | 30 | 31 | 28 | 28 | 26 | 24 | 26 | 27 | 29 | 28 |
| | Completely agree | 37 | 42 | 52 | 46 | 41 | 32 | 54 | 41 | 40 | 41 |
| | Favorable responses | 83 | 93 | 92 | 90 | 83 | 77 | 93 | 87 | 87 | 89 |
| No opinion | 1 | 1 | 1 | 1 | 3 | 7 | 3 | 1 | 3 | 1 | |
| 2009/2010 | Unfavorable responses | 9 | 7 | 6 | 6 | 10 | 15 | 4 | 8 | 7 | 6 |
| | Favorable responses | 91 | 93 | 94 | 94 | 90 | 82 | 96 | 92 | 92 | 94 |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 0 |

Evaluation of Seminars/Speakers

| Seminars/Speakers | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 2 | 1 | 2 | 1 | 1 | 2 |
| | Strongly disagree | 3 | 2 | 3 | 1 | 2 | 3 |
| | Disagree | 8 | 7 | 9 | 6 | 6 | 8 |
| | Unfavorable responses | 12 | 10 | 13 | 8 | 9 | 12 |
| | Agree | 24 | 24 | 27 | 17 | 24 | 26 |
| | Strongly agree | 29 | 30 | 26 | 17 | 28 | 27 |
| | Completely agree | 18 | 19 | 16 | 13 | 22 | 16 |
| | Favorable responses | 71 | 72 | 69 | 47 | 74 | 68 |
| No opinion | 17 | 18 | 18 | 46 | 17 | 19 | |
| 2009/2010 | Unfavorable responses | 28 | 26 | 25 | 22 | 22 | 29 |
| | Favorable responses | 65 | 66 | 66 | 51 | 69 | 63 |
| | No opinion | 8 | 8 | 9 | 27 | 8 | 8 |

HEALTH CENTERS RESIDENCY II

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 2 | 0 | 2 | 2 | 2 | 8 | 4 | 0 | 0 | 0 | 2 |
| | Strongly disagree | 6 | 6 | 4 | 0 | 8 | 2 | 6 | 2 | 2 | 4 | 6 | 2 |
| | Disagree | 8 | 18 | 4 | 2 | 12 | 16 | 20 | 8 | 10 | 14 | 16 | 8 |
| | Unfavorable responses | 14 | 27 | 9 | 4 | 22 | 20 | 35 | 14 | 12 | 18 | 22 | 12 |
| | Agree | 37 | 35 | 36 | 45 | 29 | 35 | 35 | 51 | 37 | 43 | 39 | 45 |
| | Strongly agree | 35 | 24 | 36 | 31 | 18 | 29 | 18 | 12 | 29 | 16 | 20 | 24 |
| | Completely agree | 10 | 8 | 13 | 14 | 8 | 8 | 8 | 12 | 14 | 12 | 10 | 14 |
| | Favorable responses | 82 | 67 | 85 | 90 | 55 | 71 | 61 | 76 | 80 | 71 | 69 | 84 |
| No opinion | 4 | 6 | 6 | 6 | 22 | 8 | 4 | 10 | 8 | 10 | 8 | 4 | |
| 2009/2010 | Unfavorable responses | 7 | 11 | 7 | 14 | 18 | 13 | 13 | 9 | 9 | 23 | 14 | 9 |
| | Favorable 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 |

Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 1 | 2 | 3 | 0 | 2 | 0 | 4 | 3 | 1 |
| | Strongly disagree | 3 | 2 | 4 | 3 | 4 | 4 | 0 | 6 | 4 | 3 |
| | Disagree | 10 | 12 | 9 | 10 | 8 | 9 | 8 | 6 | 7 | 9 |
| | Unfavorable responses | 13 | 16 | 16 | 17 | 12 | 16 | 8 | 16 | 14 | 13 |
| | Agree | 18 | 20 | 13 | 18 | 12 | 13 | 14 | 20 | 22 | 21 |
| | Strongly agree | 31 | 27 | 29 | 22 | 18 | 22 | 29 | 18 | 22 | 19 |
| | Completely agree | 37 | 37 | 42 | 41 | 40 | 38 | 42 | 47 | 39 | 45 |
| | Favorable responses | 86 | 84 | 84 | 81 | 70 | 73 | 86 | 84 | 83 | 85 |
| No opinion | 1 | 0 | 0 | 2 | 18 | 11 | 7 | 0 | 2 | 1 | |
| 2009/2010 | Unfavorable responses | 5 | 5 | 5 | 5 | 9 | 7 | 4 | 4 | 5 | 4 |
| | Favorable responses | 95 | 95 | 95 | 95 | 91 | 93 | 95 | 96 | 95 | 96 |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |

Evaluation of Seminars/Speakers

| Seminars/Speakers | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 1 | 1 | 1 | 2 | 1 | 2 |
| | Strongly disagree | 2 | 2 | 1 | 2 | 2 | 1 |
| | Disagree | 14 | 13 | 15 | 12 | 14 | 16 |
| | Unfavorable responses | 17 | 16 | 17 | 15 | 16 | 19 |
| | Agree | 26 | 27 | 24 | 18 | 25 | 24 |
| | Strongly agree | 17 | 17 | 19 | 13 | 19 | 16 |
| | Completely agree | 7 | 8 | 9 | 6 | 8 | 7 |
| | Favorable responses | 51 | 53 | 51 | 37 | 51 | 47 |
| No opinion | 32 | 32 | 32 | 48 | 32 | 34 | |
| 2009/2010 | Unfavorable responses | 26 | 25 | 24 | 21 | 22 | 27 |
| | Favorable responses | 66 | 68 | 67 | 52 | 70 | 65 |
| | No opinion | 8 | 7 | 9 | 27 | 8 | 8 |

OPTIONAL RESIDENCIES

Overall Evaluation

not available (reply rate<50%)

Evaluation of Clinical Tutors/Services

not available (reply rate<50%)

FROM CLINICAL TO MOLECULAR BIOLOGY II

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 15 | 15 | 23 | 13 | 25 | 13 | 17 | 10 | 17 | 23 | 29 | 23 |
| | Strongly disagree | 17 | 17 | 21 | 8 | 8 | 10 | 10 | 6 | 4 | 8 | 13 | 17 |
| | Disagree | 15 | 19 | 15 | 8 | 19 | 21 | 25 | 13 | 13 | 15 | 31 | 23 |
| | Unfavorable responses | 47 | 51 | 58 | 29 | 52 | 44 | 52 | 29 | 33 | 46 | 73 | 63 |
| | Agree | 32 | 30 | 29 | 44 | 21 | 25 | 27 | 35 | 42 | 33 | 23 | 27 |
| | Strongly agree | 13 | 11 | 4 | 17 | 4 | 4 | 10 | 13 | 4 | 4 | 2 | 4 |
| | Completely agree | 6 | 2 | 2 | 4 | 2 | 8 | 4 | 8 | 6 | 2 | 0 | 2 |
| | Favorable responses | 51 | 43 | 35 | 65 | 27 | 38 | 42 | 56 | 52 | 40 | 25 | 33 |
| 2009/2010 | Without an opinion | 2 | 6 | 6 | 6 | 21 | 19 | 6 | 15 | 15 | 15 | 2 | 4 |
| | Unfavorable responses | 61 | 67 | 74 | 73 | 60 | 61 | 51 | 56 | 60 | 65 | 81 | 74 |
| | Favorable 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 |

VERTICAL DOMAINS V

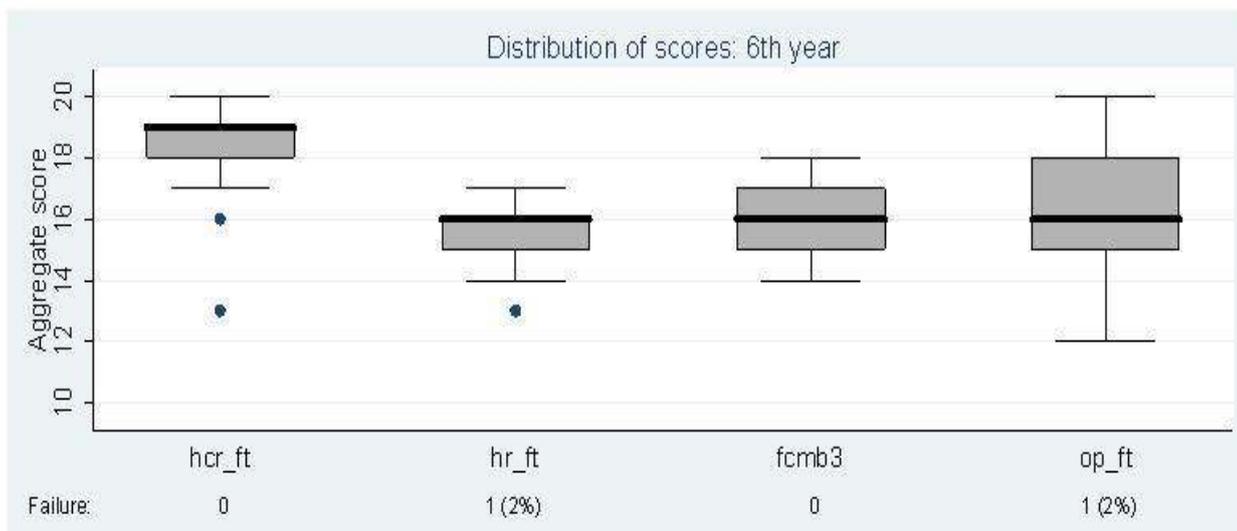
Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|---|-----------|-----------|-----------|----|-----------|-----------|
| 2010/2011 | Completely disagree | 4 | 2 | 6 | 2 | 12 | - | 2 | 2 | 4 | - | 4 | 4 |
| | Strongly disagree | 12 | 10 | 4 | 2 | 12 | - | 8 | 2 | 4 | - | 4 | 6 |
| | Disagree | 8 | 12 | 14 | 16 | 10 | - | 14 | 10 | 10 | - | 12 | 18 |
| | Unfavorable responses | 24 | 24 | 24 | 20 | 33 | - | 24 | 14 | 18 | - | 20 | 27 |
| | Agree | 37 | 37 | 40 | 41 | 25 | - | 39 | 39 | 41 | - | 41 | 39 |
| | Strongly agree | 24 | 25 | 14 | 24 | 10 | - | 22 | 27 | 12 | - | 22 | 20 |
| | Completely agree | 14 | 10 | 16 | 12 | 8 | - | 12 | 16 | 10 | - | 14 | 8 |
| | Favorable responses | 75 | 73 | 70 | 76 | 43 | - | 73 | 82 | 63 | - | 76 | 67 |
| 2009/2010 | No opinion | 2 | 4 | 6 | 4 | 24 | - | 4 | 4 | 20 | - | 4 | 6 |
| | Unfavorable responses | 39 | 57 | 46 | 57 | 60 | - | 59 | 52 | 45 | - | 46 | 61 |
| | Favorable responses | 55 | 38 | 50 | 38 | 25 | - | 36 | 45 | 46 | - | 50 | 36 |
| No opinion | 5 | 5 | 4 | 5 | 15 | - | 5 | 4 | 9 | - | 4 | 4 | |

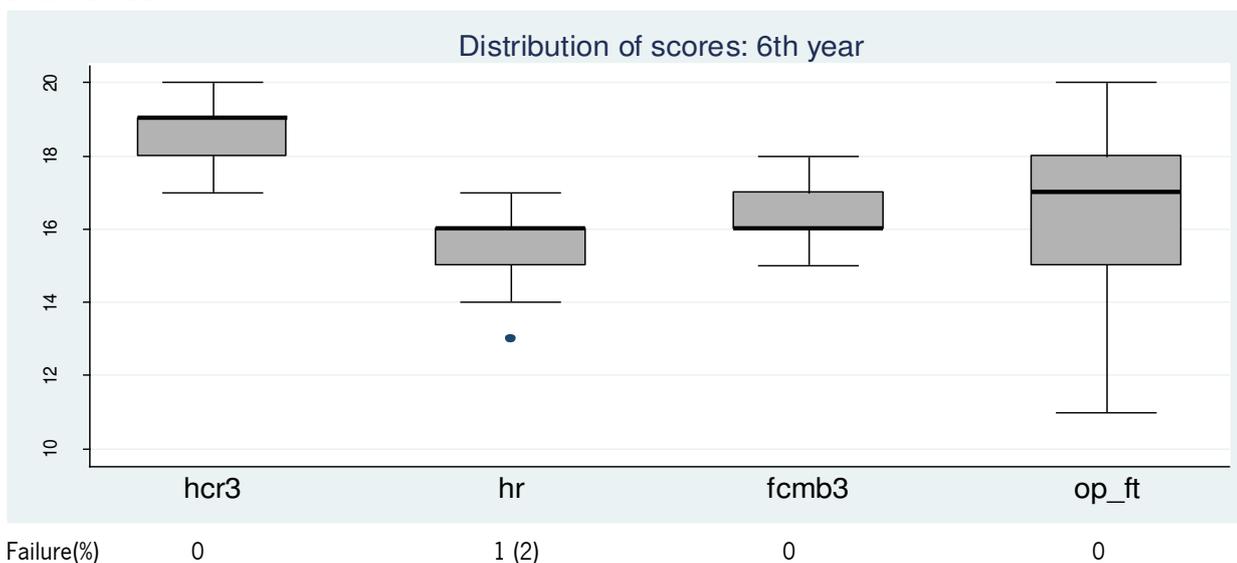
6TH YEAR

DISTRIBUTION OF STUDENT SCORES(*)

2009-2010



2010-2011



Legend

- HCR_FT – Health Centers 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 ECS-UM Longitudinal Study.

HEALTH CENTERS RESIDENCY – FINAL TRAINING

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 2 | 0 | 4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 2 | 4 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 0 |
| | Disagree | 4 | 6 | 2 | 4 | 2 | 4 | 4 | 6 | 4 | 6 | 6 | 4 |
| | Unfavorable responses | 6 | 10 | 4 | 4 | 9 | 6 | 8 | 8 | 4 | 8 | 6 | 4 |
| | Agree | 15 | 13 | 9 | 23 | 11 | 17 | 21 | 21 | 19 | 29 | 27 | 17 |
| | Strongly agree | 35 | 40 | 28 | 31 | 32 | 35 | 31 | 31 | 40 | 27 | 27 | 28 |
| | Completely agree | 44 | 38 | 60 | 42 | 43 | 40 | 35 | 35 | 35 | 31 | 35 | 47 |
| | Favorable responses | 94 | 90 | 96 | 96 | 85 | 92 | 88 | 88 | 94 | 88 | 90 | 91 |
| No opinion | 0 | 0 | 0 | 0 | 6 | 2 | 4 | 4 | 2 | 4 | 4 | 4 | |
| 2009/2010 | Unfavorable responses | 2 | 6 | 4 | 4 | 5 | 7 | 7 | 5 | 7 | 7 | 5 | 2 |
| | Favorable 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 |

Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|------------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Unfavorable responses | 0 | 0 | 0 |
| | Agree | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 2 | 2 |
| | Strongly agree | 8 | 17 | 13 | 17 | 15 | 17 | 17 | 10 | 8 | 9 |
| | Completely agree | 90 | 83 | 88 | 83 | 83 | 81 | 81 | 90 | 88 | 89 |
| | Favorable responses | 100 | 98 | 100 |
| No opinion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | |
| 2009/2010 | Unfavorable responses | 2 | 2 | 2 | 2 | 2 | 5 | 2 | 2 | 4 | 2 |
| | Favorable responses | 98 | 98 | 98 | 98 | 98 | 95 | 98 | 98 | 95 | 98 |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |

HOSPITAL RESIDENCIES - FINAL TRAINING

Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Disagree | 5 | 11 | 0 | 5 | 11 | 8 | 8 | 0 | 0 | 11 | 3 | 3 |
| | Unfavorable responses | 5 | 11 | 0 | 5 | 11 | 8 | 8 | 0 | 0 | 11 | 3 | 3 |
| | Agree | 26 | 37 | 26 | 42 | 29 | 39 | 42 | 47 | 39 | 39 | 47 | 38 |
| | Strongly agree | 45 | 29 | 50 | 32 | 34 | 29 | 26 | 29 | 39 | 24 | 29 | 32 |
| | Completely agree | 24 | 24 | 24 | 21 | 18 | 21 | 21 | 21 | 21 | 18 | 21 | 27 |
| | Favorable responses | 95 | 89 | 100 | 95 | 82 | 89 | 89 | 97 | 100 | 82 | 97 | 97 |
| | No opinion | 0 | 0 | 0 | 0 | 8 | 3 | 3 | 3 | 0 | 8 | 0 | 0 |
| 2009/2010 | Unfavorable responses | 6 | 17 | 6 | 14 | 11 | 11 | 19 | 14 | 11 | 8 | 11 | 6 |
| | Favorable 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 |

Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| | Disagree | 15 | 6 | 3 | 3 | 6 | 9 | 3 | 9 | 3 | 3 |
| | Unfavorable responses | 18 | 6 | 3 | 3 | 9 | 12 | 3 | 9 | 3 | 3 |
| | Agree | 21 | 27 | 18 | 21 | 30 | 36 | 21 | 27 | 30 | 24 |
| | Strongly agree | 15 | 9 | 18 | 24 | 9 | 9 | 9 | 12 | 18 | 21 |
| | Completely agree | 45 | 58 | 58 | 52 | 52 | 39 | 67 | 52 | 45 | 52 |
| | Favorable responses | 82 | 94 | 94 | 97 | 91 | 85 | 97 | 91 | 94 | 97 |
| | No opinion | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 3 | 0 |
| 2009/2010 | Unfavorable responses | 8 | 6 | 8 | 6 | 11 | 11 | 6 | 17 | 8 | 6 |
| | Favorable responses | 92 | 94 | 89 | 94 | 89 | 89 | 94 | 83 | 89 | 94 |
| | No opinion | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |

Evaluation of Seminars/Speakers

| Seminars/Speakers | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 1 | 0 | 0 |
| | Strongly disagree | 1 | 1 | 1 | 1 | 1 | 1 |
| | Disagree | 3 | 2 | 4 | 3 | 3 | 3 |
| | Unfavorable responses | 4 | 3 | 5 | 5 | 4 | 5 |
| | Agree | 20 | 20 | 20 | 17 | 20 | 21 |
| | Strongly agree | 17 | 17 | 16 | 13 | 17 | 16 |
| | Completely agree | 18 | 18 | 17 | 15 | 17 | 17 |
| | Favorable responses | 55 | 55 | 53 | 45 | 54 | 53 |
| | No opinion | 42 | 41 | 42 | 49 | 42 | 41 |
| 2009/2010 | Unfavorable responses | 2 | 3 | 3 | 2 | 3 | 3 |
| | Favorable responses | 40 | 39 | 38 | 21 | 38 | 39 |
| | No opinion | 58 | 58 | 58 | 77 | 59 | 58 |

FROM CLINICAL TO MOLECULAR BIOLOGY III

Overall Evaluation

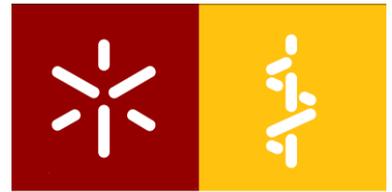
| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 15 | 15 | 18 | 23 | 21 | 18 | 15 | 15 | 16 | 15 | 23 | 21 |
| | Strongly disagree | 10 | 5 | 13 | 8 | 10 | 8 | 5 | 5 | 5 | 8 | 10 | 5 |
| | Disagree | 15 | 21 | 23 | 21 | 10 | 15 | 10 | 18 | 13 | 10 | 21 | 23 |
| | Unfavorable responses | 41 | 41 | 54 | 51 | 41 | 41 | 31 | 38 | 34 | 33 | 54 | 49 |
| | Agree | 28 | 28 | 21 | 21 | 31 | 28 | 38 | 28 | 26 | 36 | 21 | 23 |
| | Strongly disagree | 8 | 8 | 5 | 10 | 8 | 10 | 13 | 10 | 13 | 10 | 5 | 5 |
| | Completely agree | 23 | 23 | 21 | 18 | 21 | 18 | 18 | 15 | 21 | 21 | 21 | 23 |
| | Favorable responses | 59 | 59 | 46 | 49 | 59 | 56 | 69 | 54 | 61 | 67 | 46 | 51 |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 8 | 5 | 0 | 0 | 0 |
| 2009/2010 | Unfavorable responses | 48 | 50 | 61 | 57 | 57 | 48 | 36 | 32 | 18 | 20 | 77 | 63 |
| | Favorable 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 |

OPTION PROJECTS - FINAL TRAINING

Overall Evaluation

| Area | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|------------------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2010/2011 | Completely disagree | 0 | 0 | 0 | 0 | 30 | 6 | 0 | 2 |
| | Strongly disagree | 0 | 0 | 0 | 2 | 7 | 6 | 0 | 4 |
| | Disagree | 0 | 0 | 2 | 6 | 11 | 19 | 4 | 2 |
| | Unfavorable responses | 0 | 0 | 2 | 9 | 48 | 31 | 4 | 9 |
| | Agree | 10 | 17 | 17 | 15 | 9 | 10 | 10 | 13 |
| | Strongly agree | 33 | 38 | 31 | 23 | 15 | 23 | 35 | 36 |
| | Completely agree | 56 | 38 | 44 | 51 | 26 | 31 | 48 | 40 |
| | Favorable responses | 100 | 92 | 92 | 89 | 50 | 65 | 94 | 89 |
| | No opinion | 0 | 8 | 6 | 2 | 2 | 4 | 2 | 2 |
| 2009/2010 | Unfavorable responses | 8 | 32 | 28 | 10 | 68 | 22 | 6 | 16 |
| | Favorable responses | 90 | 68 | 72 | 90 | 32 | 72 | 94 | 80 |
| | No opinion | 2 | 0 | 0 | 0 | 0 | 6 | 0 | 4 |

MASTER IN MEDICINE



University of Minho
School of Health Sciences

STUDENTS ADMITTED/REGISTERED

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DOCUMENT ´S PURPOSE

This document presents a socio-demographic descriptive analysis of the students registered in the Medical degree of the School of Health Sciences of University of Minho. It allows for a comparison between the group of new students from 2010/2011 and all the other new students from previous years, offering a perspective on the evolution of those characteristics over the 10 academic years of operation. Data were collected by Medical Education Unit, as part of the Longitudinal Study, at the moment of students' admission.

DOCUMENT ´S ORGANIZATION

The document presents tables with descriptive statistics (number and percentage) for each socio-demographic variable. Students admitted to the medical school between the academic years 2001/2002 and 2009/2010 were organized in two large groups depending on the number of available places for that year:

2001/2002 to 2006/2007: 50 to 60 available places

2007/2008 to 2009/2010: 90 to 120 available places

The tables also present the numbers and sampling rates for each of the groups, and for the total sample, in the columns shaded in gray (Sampling). Rates below 100% reflect the existence of "missing values" in the longitudinal study data.

Used abbreviations:

SHS/UM – School of Health Sciences of University of Minho

NAP – National Admission Process

SAR – Special Admission Regimes

SAP – Special Admission Process

GPA – Grade Point Average

RESULTS

1. ADMITTED / REGISTERED STUDENTS

Table 1: Admitted students: registrations

| | Academic Year of Admission | | | | | | | |
|--|----------------------------|------------|------------------------|------------|------------|------------|------------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | N | % | N | % | N | % | N | % |
| Did not register | 1 | 0% | 2 | 1% | 1 | 1% | 4 | 0% |
| Registered but asked to be transferred during the 1st year | 4 | 1% | 1 | 0% | 0 | 0% | 5 | 1% |
| Registered but changed degrees in another phase of the NAP | 0 | 0% | 5 | 1% | 2 | 2% | 7 | 1% |
| Registered but canceled registration | 0 | 0% | 1 | 0% | 1 | 1% | 2 | 0% |
| Total of invalid registrations | 5 | 1% | 9 | 2% | 4 | 3% | 18 | 2% |
| Total of valid registrations | 336 | 99% | 371 | 98% | 129 | 97% | 836 | 98% |
| Sampling | 341 | 100% | 380 | 100% | 133 | 100% | 854 | 100% |

2. STUDENTS REGISTERED FOR THE FIRST TIME IN THE FIRST YEAR

Table 2: Students registered for the first time in the first year: admission processes

| | Academic Year of Admission | | | | | | | |
|--|----------------------------|------------|------------------------|------------|------------|------------|------------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | N | % | N | % | N | % | N | % |
| NAP: general contingent | 294 | 88% | 295 | 80% | 113 | 88% | 703 | 84% |
| NAP: islands contingent | 24 | 7% | 23 | 6% | 2 | 2% | 49 | 6% |
| NAP: handicapped contingent | 6 | 2% | 7 | 2% | 2 | 2% | 15 | 2% |
| NAP: emigrants contingent | 5 | 1% | 9 | 2% | 3 | 2% | 17 | 2% |
| NAP: military contingent | 3 | 1% | 1 | 0% | 0 | 0% | 3 | 0% |
| Total National Admission Process | 332 | 99% | 335 | 90% | 120 | 93% | 787 | 94% |
| SAR: athletes | 1 | 0% | 11 | 3% | 2 | 2% | 14 | 2% |
| SAR: diplomats | 1 | 0% | 1 | 0% | 0 | 0% | 2 | 0% |
| SAR: Portuguese Speaking African Countries | 0 | 0% | 0 | 0% | 1 | 1% | 1 | 0% |
| SAP: graduates | 0 | 0% | 19 | 5% | 6 | 5% | 25 | 3% |
| Transfers | 0 | 0% | 5 | 1% | 0 | 0% | 5 | 1% |
| Extraordinary legislation | 2 | 1% | 0 | 0% | 0 | 0% | 2 | 0% |
| Total of other processes of admission | 4 | 1% | 36 | 10% | 9 | 7% | 49 | 6% |
| Sampling | 336 | 100% | 371 | 100% | 129 | 100% | 836 | 100% |

2.1. NATIONAL ADMISSION PROCESS (REGISTERED STUDENTS)

Table 3: Students placed through NAP

| Academic Year of Admission | N | % |
|----------------------------|------------|-------------|
| 2001/2002 to 2006/2007 | 332 | 42% |
| 2007/2008 to 2009/2010 | 335 | 43% |
| 2010/2011 | 120 | 15% |
| Sampling | 787 | 100% |

Table 4: Students' option for SHS/UM: all contingents (The SHS/UM was my # option)

| Academic Year of Admission | 1st option | | 2nd option | | 3rd option | | Other option | | Sampling | |
|----------------------------|------------|------------|------------|-----|------------|-----|--------------|----|----------|------|
| | N | % | N | % | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 240 | 72% | 31 | 9% | 52 | 16% | 9 | 3% | 332 | 100% |
| 2007/2008 to 2009/2010 | 235 | 70% | 43 | 13% | 48 | 14% | 9 | 3% | 335 | 100% |
| 2010/2011 | 85 | 71% | 14 | 12% | 21 | 18% | 0 | 0% | 120 | 100% |
| Total | 560 | 71% | 88 | 11% | 121 | 15% | 18 | 2% | 787 | 100% |

Table 5: Students' option for SHS/UM: general contingent (The SHS/UM was my # option)

| Academic Year of Admission | 1st option | | 2nd option | | 3rd option | | Other option | | Sampling | |
|----------------------------|------------|------------|------------|-----|------------|-----|--------------|----|----------|------|
| | N | % | N | % | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 221 | 75% | 25 | 9% | 48 | 16% | 0 | 0% | 294 | 100% |
| 2007/2008 to 2009/2010 | 217 | 74% | 28 | 9% | 46 | 16% | 4 | 1% | 295 | 100% |
| 2010/2011 | 80 | 71% | 12 | 11% | 21 | 19% | 0 | 0% | 113 | 100% |
| Total | 518 | 74% | 65 | 9% | 115 | 16% | 4 | 1% | 702 | 100% |

Figure 1: Students' option for SHS/UM: all contingents: 2001 to 2010

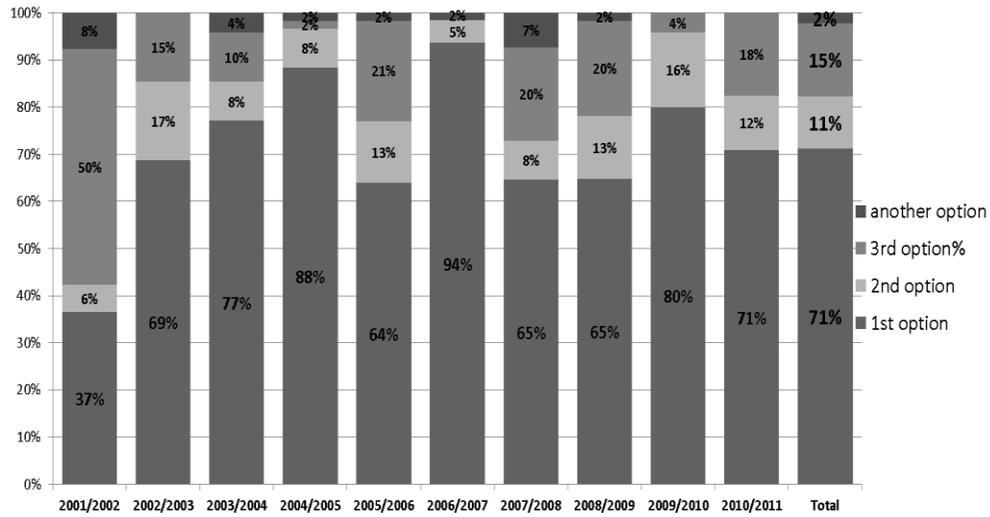


Figure 2: Students' option for SHS/UM: general contingent: 2001 to 2010

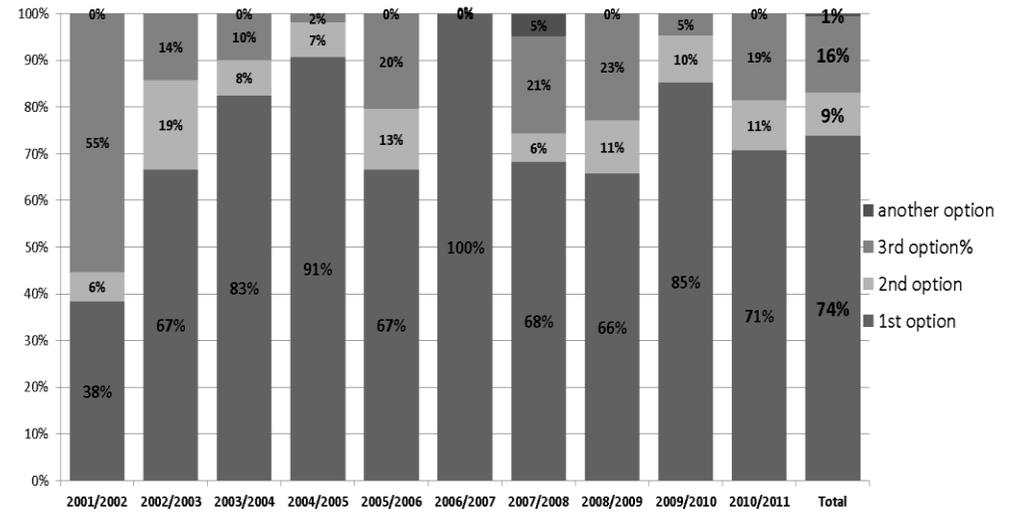


Table 6: Grade point average: all contingents

| Academic Year of Admission | Mean | Standard deviation | Minimum | Maximum | Sampling | |
|----------------------------|---------------|--------------------|---------|---------|----------|------|
| | | | | | N | % |
| 2001/2002 to 2006/2007 | 184.73 | 8.93 | 143.00 | 197.30 | 332 | 100% |
| 2007/2008 to 2009/2010 | 182.16 | 9.09 | 140.20 | 197.20 | 335 | 100% |
| 2010/2011 | 185.31 | 4.64 | 165.50 | 195.00 | 120 | 100% |
| Total | 183.73 | 8.59 | 140.20 | 197.30 | 787 | 100% |

Table 7: Grade point average: general contingent

| Academic Year of Admission | Mean | Standard deviation | Minimum | Maximum | Sampling | |
|----------------------------|---------------|--------------------|---------|---------|----------|------|
| | | | | | N | % |
| 2001/2002 to 2006/2007 | 187.47 | 2.96 | 183.00 | 197.30 | 294 | 100% |
| 2007/2008 to 2009/2010 | 185.02 | 3.14 | 181.00 | 197.20 | 295 | 100% |
| 2010/2011 | 186.01 | 3.38 | 182.70 | 195.00 | 113 | 100% |
| Total | 186.20 | 3.30 | 181.00 | 197.30 | 702 | 100% |

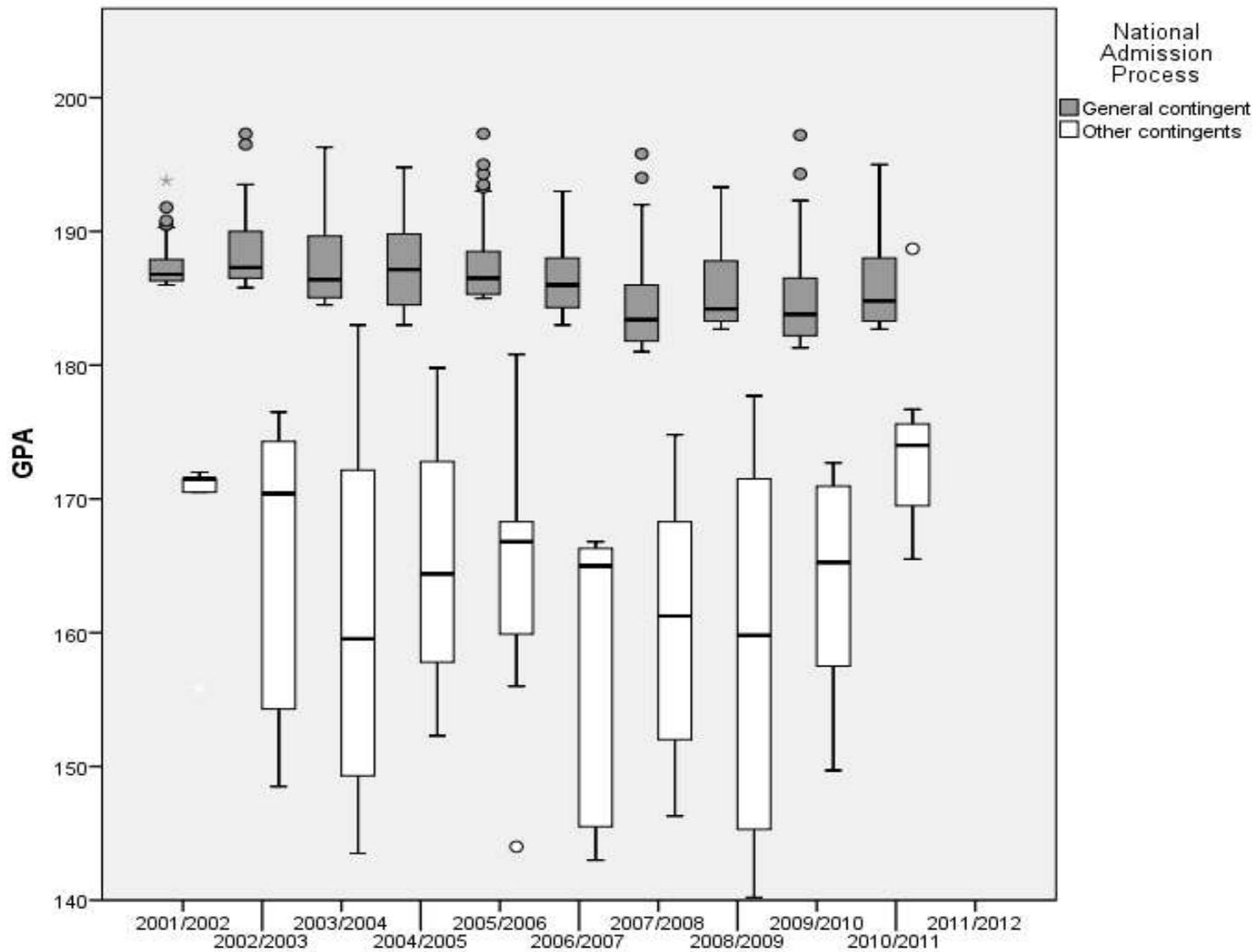


Table 8: Type of secondary school where the student completed the 12th year: all contingents

| Academic Year of Admission | public | | private | | Sampling | |
|----------------------------|--------|------------|---------|------------|----------|------|
| | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 69 | 78% | 19 | 22% | 88 | 20% |
| 2007/2008 to 2009/2010 | 174 | 73% | 64 | 27% | 238 | 71% |
| 2010/2011 | 84 | 70% | 36 | 30% | 120 | 100% |
| Total | 327 | 73% | 119 | 27% | 446 | 57% |

Table 9: Type of secondary school where the student completed the 12th year: general contingent

| Academic Year of Admission | public | | private | | Sampling | |
|----------------------------|--------|------------|---------|------------|----------|------|
| | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 60 | 79% | 16 | 21% | 76 | 26% |
| 2007/2008 to 2009/2010 | 156 | 73% | 57 | 27% | 213 | 72% |
| 2010/2011 | 81 | 72% | 32 | 28% | 113 | 100% |
| Total | 297 | 74% | 105 | 26% | 402 | 57% |

2.2. ALL ADMISSION PROCESSES: REGISTERED STUDENTS

Table 10: Students' Gender

| Academic Year of Admission | female | | male | | Sampling | |
|----------------------------|--------|------------|------|------------|----------|------|
| | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 217 | 65% | 119 | 35% | 336 | 100% |
| 2007/2008 to 2009/2010 | 247 | 67% | 124 | 33% | 371 | 100% |
| 2010/2011 | 83 | 64% | 46 | 36% | 129 | 100% |
| Total | 547 | 65% | 289 | 35% | 836 | 100% |

Table 11: Students' age

| | Age | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|------------------------|-----|-------|------|-------|-------|------------------------|-----|-------|------|-------|-------|-----------|-----|-------|------|-------|-------|-------|-----|-------|------|-------|-------|
| | 2001/2002 to 2006/2007 | | | | | | 2007/2008 to 2009/2010 | | | | | | 2010/2011 | | | | | | Total | | | | | |
| | N | % | M | DP | Min | Max | N | % | M | DP | Min | Max | N | % | M | DP | Min | Máx | N | % | M | DP | Min | Máx |
| NAP | 331 | 99% | 18.33 | 1.13 | 16.00 | 28.00 | 333 | 90% | 18.31 | 1.37 | 17.00 | 35.00 | 118 | 93% | 18.06 | 1.01 | 17.00 | 24.00 | 782 | 94% | 18.28 | 1.22 | 16.00 | 35.00 |
| SAR | 2 | - | 17.50 | .71 | 17.00 | 18.00 | 12 | 3% | 18.08 | 1.00 | 17.00 | 21.00 | 3 | 2% | 18.00 | .00 | 18.00 | 18.00 | 17 | 2% | 18.00 | .87 | 17.00 | 21.00 |
| SAP: graduated | 0 | | | | | | 19 | 5% | 27.74 | 2.16 | 24.00 | 32.00 | 5 | 5% | 29.40 | 6.02 | 25.00 | 40.00 | 24 | 3% | 28.08 | 3.23 | 24.00 | 40.00 |
| Transfers | 0 | | | | | | 5 | 1% | 25.00 | 4.18 | 20.00 | 29.00 | 0 | | | | | | 5 | - | 25.00 | 4.18 | 20.00 | 29.00 |
| Extraordinary legislation | 2 | - | 18.00 | 0.00 | 18.00 | 18.00 | 0 | 0% | | | | | 0 | | | | | | 2 | - | 18.00 | 0.00 | 18.00 | 18.00 |
| Sampling | 335 | 99% | 18.32 | 1.13 | 16.00 | 28.00 | 369 | 99% | 18.88 | 2.65 | 17.00 | 35.00 | 126 | 98% | 18.51 | 2.66 | 17.00 | 40.00 | 830 | 99% | 18.60 | 2.18 | 16.00 | 40.00 |

Table 12: Students' educational background on admission

| | Academic Year of Admission | | | | | | | |
|-----------------------------------|----------------------------|------------|------------------------|------------|-----------|------------|-------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | N | % | N | % | N | % | N | % |
| Secondary school | 318 | 99% | 346 | 94% | 122 | 95% | 786 | 96% |
| higher education - bachelor | 0 | 0% | 3 | 1% | 0 | 0% | 3 | 0% |
| higher education – “licenciatura” | 3 | 1% | 12 | 3% | 6 | 5% | 21 | 3% |
| Postgraduate - Master | 0 | 0% | 4 | 1% | 0 | 0% | 4 | 0% |
| Postgraduate - PhD | 0 | 0% | 3 | 1% | 1 | 1% | 4 | 0% |
| Sampling | 321 | 96% | 368 | 99% | 129 | 100% | 818 | 98% |

Table 13: Students' employment status on admission

| I intend to keep that professional situation, | | Without professional activity | | Part-time worker | | Full-time worker | | Sampling | |
|---|----------------------|-------------------------------|------------|------------------|------------|------------------|------------|----------|-----|
| | | N | % | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | In the first 3 years | 106 | 92% | 6 | 86% | 0 | 0% | 112 | 92% |
| | In the last 3 years | 103 | 90% | 4 | 57% | 0 | 0% | 107 | 88% |
| 2007/2008 to 2009/2010 | In the first 3 years | 281 | 95% | 9 | 82% | 5 | 56% | 295 | 93% |
| | In the last 3 years | 258 | 88% | 4 | 50% | 3 | 33% | 265 | 85% |
| 2010/2011 | In the first 3 years | 107 | 95% | 3 | 100% | 3 | 75% | 113 | 94% |
| | In the last 3 years | 99 | 88% | 0 | 0% | 1 | 33% | 100 | 85% |
| Total | In the first 3 years | 494 | 94% | 18 | 86% | 8 | 62% | 520 | 93% |
| | In the last 3 years | 460 | 88% | 8 | 50% | 4 | 33% | 472 | 86% |

Table 14: Students' admission: moving away from the family home (Coming to the SHS/UM meant I had to leave the family home)

| Academic Year of Admission | no | | yes | | Sampling | |
|----------------------------|-----|-----|-----|------------|----------|------|
| | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 154 | 52% | 142 | 48% | 296 | 88% |
| 2007/2008 to 2009/2010 | 188 | 52% | 176 | 48% | 364 | 98% |
| 2010/2011 | 65 | 50% | 64 | 50% | 129 | 100% |
| Total | 407 | 52% | 382 | 48% | 789 | 94% |

Table 15: Students' nationality

| | Academic Year of Admission | | | | | | | |
|--------------------------------|----------------------------|------------|------------------------|------------|------------|------------|------------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | N | % | N | % | N | % | N | % |
| Canadian | 1 | 1% | 1 | 0% | 2 | 2% | 4 | - |
| French | 0 | 0% | 0 | 0% | 0 | 0% | 0 | - |
| Brazilian | 0 | 0% | 0 | 0% | 0 | 0% | 0 | - |
| American | 0 | 0% | 0 | 0% | 0 | 0% | 0 | - |
| Russian | 0 | 0% | 1 | 0% | 0 | 0% | 1 | - |
| Cape Verdean | 0 | 0% | 0 | 0% | 1 | 1% | 1 | - |
| All other Nationalities | 1 | 1% | 2 | 1% | 3 | 2% | 6 | 1% |
| Portuguese | 184 | 99% | 369 | 99% | 126 | 98% | 679 | 99% |
| Sampling | 185 | 55% | 371 | 100% | 129 | 100% | 685 | 82% |

Table 16: Students' registration in higher education: 1st time

| Academic Year of Admission | no | | yes | | Sampling | |
|----------------------------|-----|-----|-----|------------|----------|-------------|
| | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 112 | 35% | 208 | 65% | 320 | 95% |
| 2007/2008 to 2009/2010 | 118 | 32% | 250 | 68% | 368 | 99% |
| 2010/2011 | 20 | 16% | 109 | 84% | 129 | 100% |
| Total | 250 | 31% | 567 | 69% | 817 | 98% |

Table 17: The student says he is familiar with the SHS/UM medical curriculum

| Academic Year of Admission | no | | yes | | Sampling | |
|----------------------------|-----|-----|-----|------------|----------|------|
| | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 107 | 37% | 186 | 63% | 293 | 87% |
| 2007/2008 to 2009/2010 | 146 | 40% | 221 | 60% | 367 | 99% |
| 2010/2011 | 42 | 33% | 87 | 67% | 129 | 100% |
| Total | 295 | 37% | 494 | 63% | 789 | 94% |

Table 18: Next academic year: the student intends to stay in the medical degree

| Academic Year of Admission | no | | yes | | Sampling | |
|----------------------------|----|----|-----|-------------|----------|-----|
| | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 6 | 2% | 283 | 98% | 289 | 86% |
| 2007/2008 to 2009/2010 | 1 | 0% | 365 | 100% | 366 | 99% |
| 2010/2011 | 0 | 0% | 128 | 100% | 128 | 99% |
| Total | 7 | 1% | 776 | 99% | 783 | 94% |

Table 19: Next academic year: the student intends to stay in the same university

| Academic Year of Admission | no | | yes | | Total | |
|----------------------------|----|----|-----|------------|-------|------|
| | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 8 | 3% | 274 | 97% | 282 | 84% |
| 2007/2008 to 2009/2010 | 9 | 3% | 350 | 97% | 359 | 96% |
| 2010/2011 | 2 | 2% | 127 | 98% | 129 | 100% |
| Total | 19 | 2% | 751 | 98% | 770 | 92% |

Table 20: District of origin

| Academic Year of Admission | Braga | | Porto | | Others | | Sampling | |
|----------------------------|-------|------------|-------|------------|--------|------------|----------|------|
| | N | % | N | % | N | % | N | % |
| 2001/2002 to 2006/2007 | 219 | 65% | 52 | 16% | 64 | 19% | 335 | 99% |
| 2007/2008 to 2009/2010 | 214 | 58% | 78 | 21% | 78 | 21% | 370 | 99% |
| 2010/2011 | 72 | 56% | 26 | 20% | 31 | 24% | 129 | 100% |
| Total | 505 | 61% | 156 | 19% | 173 | 21% | 834 | 99% |

Table 21: Municipality of origin (District of Braga)

| | Academic Year of Admission | | | | | | | |
|-------------------------------|----------------------------|------------|------------------------|------------|-----------|------------|------------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | N | % | N | % | N | % | N | % |
| Amares | 4 | 2% | 5 | 2% | 2 | 3% | 11 | 2% |
| Barcelos | 24 | 11% | 15 | 7% | 7 | 10% | 46 | 9% |
| Braga | 118 | 54% | 125 | 60% | 41 | 59% | 284 | 57% |
| Cabeceiras de basto | 3 | 1% | 2 | 1% | 1 | 1% | 6 | 1% |
| Celorico de basto | 0 | 0% | 0 | 0% | 1 | 1% | 1 | 0% |
| Esposende | 3 | 1% | 5 | 2% | 0 | 0% | 8 | 2% |
| Fafe | 6 | 3% | 7 | 3% | 2 | 3% | 15 | 3% |
| Guimarães | 28 | 13% | 24 | 11% | 9 | 13% | 61 | 12% |
| Póvoa de Lanhoso | 6 | 3% | 1 | 0% | 0 | 0% | 7 | 1% |
| Terras de Bouro | 0 | 0% | 1 | 0% | 2 | 3% | 3 | 1% |
| Vila Nova de Famalicão | 13 | 6% | 16 | 8% | 5 | 7% | 34 | 7% |
| Vila Verde | 12 | 6% | 6 | 3% | 0 | 0% | 18 | 4% |
| Vizela | 1 | 0% | 3 | 1% | 0 | 0% | 4 | 1% |
| Sampling | 218 | 99% | 210 | 98% | 70 | 97% | 498 | 99% |

Table 22: Factors that influenced students' decision to choose the medical degree (1st factor to 4th factor)

| | | Academic Year of Admission | | | | | | | |
|--|------------|----------------------------|------------|------------------------|------------|------------|------------|------------|------------|
| | | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | | N | % | N | % | N | % | N | % |
| To have the required classifications | 1st factor | 25 | 7% | 16 | 4% | 7 | 5% | 48 | 6% |
| | Total | 160 | 48% | 212 | 57% | 65 | 50% | 437 | 52% |
| The course mach my educational/ professional/vocational interests | 1st factor | 234 | 70% | 329 | 89% | 110 | 85% | 673 | 81% |
| | Total | 295 | 88% | 360 | 97% | 121 | 94% | 776 | 93% |
| Family tradition | 1st factor | 10 | 3% | 2 | 1% | 2 | 2% | 14 | 2% |
| | Total | 35 | 10% | 22 | 6% | 10 | 8% | 67 | 8% |
| Friends influence | 1st factor | 16 | 5% | 0 | 0% | 1 | 1% | 17 | 2% |
| | Total | 101 | 30% | 106 | 29% | 23 | 18% | 230 | 28% |
| Parents and/or relatives influence | 1st factor | 3 | 1% | 11 | 3% | 0 | 0% | 14 | 2% |
| | Total | 169 | 50% | 224 | 60% | 59 | 46% | 452 | 54% |
| Former or actual students information | 1st factor | 0 | 0% | 6 | 2% | 4 | 3% | 10 | 1% |
| | Total | 28 | 8% | 185 | 50% | 60 | 47% | 273 | 33% |
| Other | 1st factor | 5 | 1% | 4 | 1% | 5 | 4% | 14 | 2% |
| | Total | 37 | 11% | 50 | 13% | 18 | 14% | 105 | 13% |

Total: total of students who check this option as 1st, 2nd, 3rd or 4th factor

Table 23: Factors that influenced students' decision to choose SHS/UM (1st factor to 4th factor)

| | | Academic Year of Admission | | | | | | | |
|--|------------|----------------------------|------------|------------------------|------------|------------|------------|------------|------------|
| | | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | | N | % | N | % | N | % | N | % |
| Geographical proximity | 1st factor | 126 | 38% | 154 | 42% | 58 | 45% | 338 | 40% |
| | Total | 257 | 76% | 288 | 78% | 111 | 86% | 656 | 78% |
| Geographical proximity of relatives | 1st factor | 0 | 0% | 7 | 2% | 12 | 9% | 19 | 2% |
| | Total | 0 | 0% | 16 | 4% | 49 | 38% | 65 | 8% |
| Economic resources owned | 1st factor | 7 | 2% | 3 | 1% | 20 | 16% | 30 | 4% |
| | Total | 55 | 16% | 32 | 9% | 53 | 41% | 140 | 17% |
| Grade point average in the previous year | 1st factor | 8 | 2% | 14 | 4% | 16 | 12% | 38 | 5% |
| | Total | 53 | 16% | 58 | 16% | 52 | 40% | 163 | 19% |
| Extracurricular academic life | 1st factor | 15 | 4% | 2 | 1% | 11 | 9% | 28 | 3% |
| | Total | 68 | 20% | 30 | 8% | 36 | 28% | 134 | 16% |
| Quality of learning/teaching process | 1st factor | 58 | 17% | 98 | 26% | 52 | 40% | 208 | 25% |
| | Total | 183 | 54% | 283 | 76% | 110 | 85% | 576 | 69% |
| Prestige of the degree | 1st factor | 9 | 3% | 33 | 9% | 30 | 23% | 72 | 9% |
| | Total | 84 | 25% | 215 | 58% | 81 | 63% | 380 | 45% |
| I liked the curriculum of the degree | 1st factor | 31 | 9% | 10 | 3% | 27 | 21% | 68 | 8% |
| | Total | 130 | 39% | 104 | 28% | 61 | 47% | 295 | 35% |
| I liked the learning/teaching methods | 1st factor | 25 | 7% | 29 | 8% | 26 | 20% | 80 | 10% |
| | Total | 99 | 29% | 160 | 43% | 67 | 52% | 326 | 39% |
| Friends influence | 1st factor | 9 | 3% | 2 | 1% | 5 | 4% | 16 | 2% |
| | Total | 44 | 13% | 31 | 8% | 39 | 30% | 114 | 14% |
| Parents and/or relatives influence | 1st factor | 10 | 3% | 6 | 2% | 13 | 10% | 29 | 3% |
| | Total | 72 | 21% | 74 | 20% | 51 | 40% | 197 | 24% |
| Former or actual students information | 1st factor | 2 | 1% | 3 | 1% | 9 | 7% | 14 | 25% |
| | Total | 10 | 3% | 61 | 16% | 50 | 39% | 121 | 14% |
| Other | 1st factor | 6 | 2% | 7 | 2% | 1 | 1% | 14 | 2% |

| | | Academic Year of Admission | | | | | | | |
|--|------------|----------------------------|------------|------------------------|------------|------------|------------|------------|------------|
| | | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | | N | % | N | % | N | % | N | % |
| Geographical proximity | 1st factor | 126 | 38% | 154 | 42% | 58 | 45% | 338 | 40% |
| | Total | 257 | 76% | 288 | 78% | 111 | 86% | 656 | 78% |
| Geographical proximity of relatives | 1st factor | 0 | 0% | 7 | 2% | 12 | 9% | 19 | 2% |
| | Total | 0 | 0% | 16 | 4% | 49 | 38% | 65 | 8% |
| Economic resources owned | 1st factor | 7 | 2% | 3 | 1% | 20 | 16% | 30 | 4% |
| | Total | 55 | 16% | 32 | 9% | 53 | 41% | 140 | 17% |
| Grade point average in the previous year | 1st factor | 8 | 2% | 14 | 4% | 16 | 12% | 38 | 5% |
| | Total | 53 | 16% | 58 | 16% | 52 | 40% | 163 | 19% |
| Extracurricular academic life | 1st factor | 15 | 4% | 2 | 1% | 11 | 9% | 28 | 3% |
| | Total | 68 | 20% | 30 | 8% | 36 | 28% | 134 | 16% |
| Quality of learning/teaching process | 1st factor | 58 | 17% | 98 | 26% | 52 | 40% | 208 | 25% |
| | Total | 183 | 54% | 283 | 76% | 110 | 85% | 576 | 69% |
| Prestige of the degree | 1st factor | 9 | 3% | 33 | 9% | 30 | 23% | 72 | 9% |
| | Total | 84 | 25% | 215 | 58% | 81 | 63% | 380 | 45% |
| I liked the curriculum of the degree | 1st factor | 31 | 9% | 10 | 3% | 27 | 21% | 68 | 8% |
| | Total | 130 | 39% | 104 | 28% | 61 | 47% | 295 | 35% |
| I liked the learning/teaching methods | 1st factor | 25 | 7% | 29 | 8% | 26 | 20% | 80 | 10% |
| | Total | 99 | 29% | 160 | 43% | 67 | 52% | 326 | 39% |
| Friends influence | 1st factor | 9 | 3% | 2 | 1% | 5 | 4% | 16 | 2% |
| | Total | 44 | 13% | 31 | 8% | 39 | 30% | 114 | 14% |
| Parents and/or relatives influence | 1st factor | 10 | 3% | 6 | 2% | 13 | 10% | 29 | 3% |
| | Total | 72 | 21% | 74 | 20% | 51 | 40% | 197 | 24% |
| Former or actual students information | 1st factor | 2 | 1% | 3 | 1% | 9 | 7% | 14 | 25% |
| | Total | 10 | 3% | 61 | 16% | 50 | 39% | 121 | 14% |
| Other | 1st factor | 6 | 2% | 7 | 2% | 1 | 1% | 14 | 2% |
| | Total | 13 | 4% | 15 | 4% | 1 | 1% | 29 | 3% |

Total: total of students who check this option as 1st, 2nd, 3rd or 4th factor

Table 24: difficulties/problems anticipated by students

| | Academic Year of Admission | | | | | |
|---|----------------------------|------------|------------------------|------------|------------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | |
| | N | % | N | % | N | % |
| Difficulties/problems: economic | 55 | 16% | 60 | 16% | 32 | 25% |
| Difficulties/problems: learning / performance | 81 | 24% | 110 | 30% | 55 | 43% |
| Difficulties/problems: time management | 238 | 71% | 293 | 79% | 104 | 81% |
| Difficulties/problems: money management | 51 | 15% | 46 | 12% | 17 | 13% |
| Difficulties/problems: relationship with colleagues | 19 | 6% | 24 | 6% | 16 | 12% |
| Difficulties/problems: relationship with teachers | 9 | 3% | 5 | 1% | 3 | 2% |
| Difficulties/problems: relationship with family/boyfriend/girlfriend | 32 | 10% | 48 | 13% | 23 | 18% |
| Difficulties/problems: of health (headaches, tiredness, nourishment...) | 55 | 16% | 65 | 18% | 21 | 16% |
| Difficulties/problems: psychological (isolation, anxiety, depression...) | 70 | 21% | 77 | 21% | 28 | 22% |
| Difficulties/problems: daily routine organization (nourishment, hygiene...) | 42 | 13% | 60 | 16% | 25 | 19% |
| Difficulties/problems: other | 8 | 2% | 3 | 1% | 3 | 2% |

Table 25: Student's father educational background

| | Academic Year of Admission | | | | | | | |
|-----------------------------------|----------------------------|------------|------------------------|------------|-----------|------------|-------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | N | % | N | N | N | % | N | % |
| No qualifications | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 1st cycle of basic education | 64 | 20% | 43 | 12% | 17 | 13% | 124 | 15% |
| 2nd cycle of basic education | 26 | 8% | 28 | 8% | 8 | 6% | 62 | 8% |
| 3rd cycle of basic education | 42 | 13% | 61 | 17% | 22 | 17% | 125 | 15% |
| High school | 59 | 18% | 89 | 24% | 26 | 20% | 174 | 21% |
| higher education - bachelor | 8 | 3% | 38 | 10% | 8 | 6% | 54 | 7% |
| higher education – “licenciatura” | 108 | 34% | 80 | 22% | 33 | 26% | 221 | 27% |
| Postgraduate - Master | 12 | 4% | 16 | 4% | 13 | 10% | 41 | 5% |
| Postgraduate - PhD | 0 | 0% | 9 | 2% | 1 | 1% | 10 | 1% |
| Sampling | 319 | 95% | 364 | 98% | 128 | 99% | 811 | 97% |

Table 26: Student's father professional category

| | Academic Year of Admission | | | | | | | |
|--|----------------------------|------------|------------------------|------------|-----------|-------------|-------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | N | % | N | % | N | % | N | % |
| Senior public administration, etc. | 48 | 16% | 47 | 14% | 12 | 9% | 107 | 14% |
| Experts in intellectual and scientific professions | 98 | 32% | 114 | 33% | 40 | 31% | 252 | 32% |
| Technicians | 27 | 9% | 37 | 11% | 10 | 8% | 74 | 9% |
| Administrative staff and similar | 24 | 8% | 26 | 8% | 8 | 6% | 58 | 7% |
| Service workers and salesmen | 48 | 16% | 48 | 14% | 21 | 16% | 117 | 15% |
| Farmers and skilled workers in agriculture and fishing | 3 | 1% | 2 | 1% | 2 | 2% | 7 | 1% |
| Workers, craftsmen and related workers | 28 | 9% | 33 | 10% | 13 | 10% | 74 | 9% |
| Plant and machine operators and assembly workers | 6 | 2% | 10 | 3% | 4 | 3% | 20 | 3% |
| Military | 6 | 2% | 11 | 3% | 7 | 5% | 24 | 3% |
| Undifferentiated workers | 20 | 6% | 18 | 5% | 12 | 9% | 50 | 6% |
| Sampling | 308 | 92% | 346 | 93% | 129 | 100% | 783 | 94% |

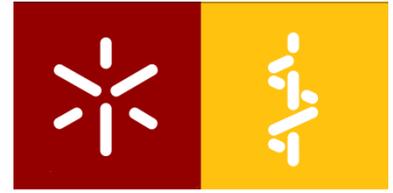
Table 27: Student's mother educational background

| | Academic Year of Admission | | | | | | | |
|-----------------------------------|----------------------------|------------|------------------------|------------|-----------|-------------|-------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | N | % | N | % | N | % | N | % |
| No qualifications | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 1st cycle of basic education | 56 | 17% | 36 | 10% | 18 | 14% | 110 | 13% |
| 2nd cycle of basic education | 24 | 7% | 32 | 9% | 9 | 7% | 65 | 8% |
| 3rd cycle of basic education | 36 | 11% | 49 | 13% | 17 | 13% | 102 | 13% |
| High school | 56 | 17% | 66 | 18% | 16 | 12% | 138 | 17% |
| Higher education - bachelor | 27 | 8% | 58 | 16% | 3 | 2% | 88 | 11% |
| Higher education – “licenciatura” | 114 | 36% | 96 | 26% | 51 | 40% | 261 | 32% |
| Postgraduate - Master | 8 | 2% | 23 | 6% | 12 | 9% | 43 | 5% |
| Postgraduate - PhD | 0 | 0% | 6 | 2% | 3 | 2% | 9 | 1% |
| Sampling | 321 | 96% | 366 | 99% | 129 | 100% | 816 | 98% |

Table 28: Student's mother professional category

| | Academic Year of Admission | | | | | | | |
|--|----------------------------|------------|------------------------|------------|-----------|------------|-------|------------|
| | 2001/2002 to 2006/2007 | | 2007/2008 to 2009/2010 | | 2010/2011 | | Total | |
| | N | % | N | % | N | % | N | % |
| Senior public administration, etc. | 24 | 8% | 26 | 8% | 2 | 2% | 52 | 7% |
| Experts in intellectual and scientific professions | 123 | 43% | 152 | 45% | 62 | 53% | 337 | 45% |
| Technicians | 20 | 7% | 20 | 6% | 7 | 6% | 47 | 6% |
| Administrative staff and similar | 41 | 14% | 58 | 17% | 9 | 8% | 108 | 15% |
| Service workers and salesmen | 29 | 10% | 28 | 8% | 13 | 11% | 70 | 9% |
| Farmers and skilled workers in agriculture and fishing | 4 | 1% | 3 | 1% | 3 | 3% | 10 | 1% |
| Workers, craftsmen and related workers | 19 | 7% | 25 | 7% | 5 | 4% | 49 | 7% |
| Plant and machine operators and assembly workers | 0 | 0% | 2 | 1% | 1 | 1% | 3 | 0% |
| Military | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Undifferentiated workers | 27 | 9% | 23 | 7% | 16 | 14% | 66 | 9% |
| Sampling | 287 | 85% | 337 | 91% | 118 | 91% | 742 | 89% |

MASTER IN MEDICINE



University of Minho
School of Health Sciences

RESEARCH ACTIVITIES IN MEDICAL EDUCATION

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1. RESEARCH FELLOWS

Elsa Araujo Gonçalves (SFRH/BI/51052/2010)

Eunice Vieira Magalhães (PTDC/ESC/65116/2006)

Irina Kislaya (PTDC/ESC/65116/2006)

Teresa de Jesus da Costa Castanho (PTDC/ESC/65116/2006)

2. PUBLICATIONS

Magalhães, E., Salgueira, A.P., Costa, P. & Costa, M. J. (2011). Empathy in senior year and first year medical students: A cross-sectional study. *BMC Medical Education*, 11, 52. BioMed Central.

Conditionally accepted pending minor revisions

Magalhães, E., Salgueira, A. P., Gonzalez, A-J., Costa, J. J., Costa, M. J., Costa, P. & Pedroso-Lima, M. (2011). NEO-FFI: psychometric properties of a short personality inventory. A Portuguese adaptation of the 60 item instrument. *Psychological Test and Assessment Modelling*.

Magalhães, E., Costa, P. & Costa, M. J. (2011). Empathy of medical students and personality: evidence from the Five Factor Model. *Medical Teacher*

In Preparation

Kislaya, I., Portela, M. & Costa, M. J. (2011). Models for prospective identification of unprepared medical students. (to submit to Medical Education)

Gonçalves, E., Portela, M. & Costa, M. J. (2011). Attitudinal scores that originate from systematic observation of students predict relative underperformance of professionalism in clerkships. (to submit to Medical Education)

3. PRESENTATIONS

Courses and workshops

Cleland, J., Costa, M. J., Patel, R. (2011) Underperformance in medical students: different problems, different solutions? *ASME - Annual Scientific Meeting*, Edimburg – Scotland

Short Communications

Frada, T., Aguiar, P., Salgueira, A.P. & Costa, M.J. (2010). A cross-sectional study on preceptors attitudes toward Lifelong Learning at the workplace. *Research paper. Annual Meeting of Association for Medical Education in Europe*, Glasgow – Scotland.

Magalhães, E., Salgueira, A.P. Costa M.J. (2010). When empathy is higher in senior than in first year medical students: a cross-sectional study. *Annual Meeting of Association for Medical Education in Europe*, Glasgow – Scotland.

Faria, R., Magalhães, E., Morgado, P., Salgueira, A. P. & Costa, M. J. (2010). Factors associated with medical student distress: A cross-sectional study. *Annual Meeting of Association for Medical Education in Europe*, Glasgow – Scotland.

Gonçalves, E., Costa, M.J. & Portela, M. (2011). Preclinical attitudinal scores are the best predictors of Frequent Relative Underperformance in professionalism at the bedside. *ASME - Doctor's in Difficulties Conference*, London – England.

Costa, M.J., Gonçalves, E., Kislaya I., Gonçalves, M., Salgueira, A. P. & Portela, M. (2011). A longitudinal study identifies early scores in attitudinal dimensions as predictors of students' poor professionalism at the bedside. *ASME - Annual Scientific Meeting*, Edimburg – Scotland.

Costa, M. J., Gonçalves, M. C., Barbosa, I. & Salgueira, A. P. (2011). The annual snapshot: a feasible instrument for institutional development and a vehicle for external accountability. *International Study Association on Teachers and Teaching, ISATT Conference*, Braga – Portugal.

Posters

Salgueira, A. P., Magalhães, E., Gonçalves, E., Brito, C.P, Portela, M. & Costa, M.J. (2010). Combination of data for quality assurance and accountability. *Annual Meeting of Association for Medical Education in Europe*, Glasgow – Scotland.

Gonçalves, E., Portela, M. & Costa, M.J. (2010). Undergraduate preclinical and bedside performances are related? A logit model. *Annual Meeting of Association for Medical Education in Europe*, Glasgow – Scotland.

Bessa, J.M., Peixoto, B., Gonçalves, E., Brito, C.P., Costa, M.J. (2010). Positive experiences in Psychiatry clerkships: lessons from five years of experience. *Annual Meeting of Association for Medical Education in Europe*, Glasgow – Scotland.

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Costa, M.J., Gonçalves, E., Magalhães, E., Kislaya, I., Gonçalves, M. & Salgueira, A.P. (2011). Educação Pós-Graduada e Carreira Médica: especialidade e actividades profissionais dos primeiros graduados da Escola de Ciências da Saúde. *VII Conferência Desenvolvimento Vocacional*, Universidade do Minho, Braga – Portugal.

Gonçalves, E., Magalhães, E., Kislaya, I., Salgueira, A.P., Gonçalves, M. & Costa, M.J. (2011). Os graduados de medicina da Universidade do Minho: percepção dos orientadores de internato em contexto profissional. *VII Conferência Desenvolvimento Vocacional*, Universidade do Minho, Braga – Portugal.

Magalhães, E., Salgueira, A. P. & Costa, M. J. (2011). Questionário Não-Cognitivo: tradução, adaptação, e validação numa população de estudantes de medicina. *XV Conferência Internacional de Avaliação Psicológica: Formas e Contextos*, Lisboa – Portugal.

MASTER IN MEDICINE



University of Minho
School of Health Sciences

NEWSLETTER MED-DAY

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Número 1 | Maio | 2011

LONGITUDINAL

II ENCONTRO DE ANTIGOS ALUNOS DE MEDICINA

Em 2010, a Unidade de Educação Médica da Escola de Ciências da Saúde (ECS) e a Alumni Medicina organizaram aquele que foi o primeiro encontro de antigos alunos da ECS designado de I Medday!

Um ano depois, o encontro repete-se naquele que será o II Medday da ECS, e que pretende superar o número de participantes envolvidos na primeira edição (cerca de 50), contando com a presença de um maior número de graduados em Maio de 2011.

Saiba mais sobre o Medday neste primeiro número do "Longitudinal".



Estudo Longitudinal da Escola de Ciências da Saúde da Universidade do Minho

A ECS tem em curso um projecto de investigação longitudinal, no qual tem coligido elementos informativos sobre o percurso dos seus alunos antes, durante e após a sua passagem pelo Ensino Superior. O intuito passa por estudar os factores que influem sobre o desempenho dos seus diplomados.

Estudo Longitudinal

Escola de Ciências da Saúde (ELECSUM)

Contexto em que surge o ELECSUM

As Instituições de Ensino Superior recolhem evidências que suportem a qualidade dos seus programas educativos geralmente em elementos de natureza académica ou económica – por exemplo, taxas de conclusão, taxas de abandono, insucesso escolar ou empregabilidade de diplomados. Os cursos de medicina suscitam a necessidade de prestação de contas numa dimensão adicional de natureza social: a formação de profissionais competentes na prestação de cuidados de saúde.

A Base de dados do ELECSUM é continuamente aumentada com informação recolhida ao longo do tempo

O Jefferson Longitudinal Study (JLS) é um exemplo importante de como a documentação de competência profissional, quando analisada longitudinalmente, pode contribuir para a avaliação da qualidade formativa do Ensino Superior, ou mesmo pré-universitário.

Na perspectiva de poder “prestar contas” pelo seu projecto, a ECS tem vindo a desenvolver o ELECSUM, que foi formalmente lançado em 2006, tendo o seu arranque sido financiado pela Fundação para a Ciência e Tecnologia (PTDC/ESC/65116/2006).

Todos os elementos são recolhidos com o consentimento dos participantes

Porquê e Para quê?

Os dados resultantes do desempenho profissional dos alunos durante e após concluírem a formação superior são de importância crucial para as escolas médicas. No âmbito do ELECSUM, a Unidade de Educação Médica tem coligido dados do projecto numa única base de dados longitudinal.

Base de dados longitudinal:

A definição das variáveis a incluir na base de dados partiu do princípio de que toda a informação disponível acerca dos alunos na sua permanência na ECS-UM, mas também antes e após, teria potencialmente interesse.

Foram assim abrangidas três dimensões referentes: 1. ao período que antecede a entrada na Universidade; 2. à permanência na ECS-UM; 3. Posteriormente à vida na Universidade.

Com base neste acompanhamento longitudinal, o ELECSUM permitirá:

- A apresentação pública dos resultados do desempenho da ECS, e das suas políticas com base no desempenho profissional dos seus graduados.
- Acompanhar os alunos em diferentes momentos do seu percurso académico e profissional e verificar a sua comparabilidade.

Estudo Longitudinal

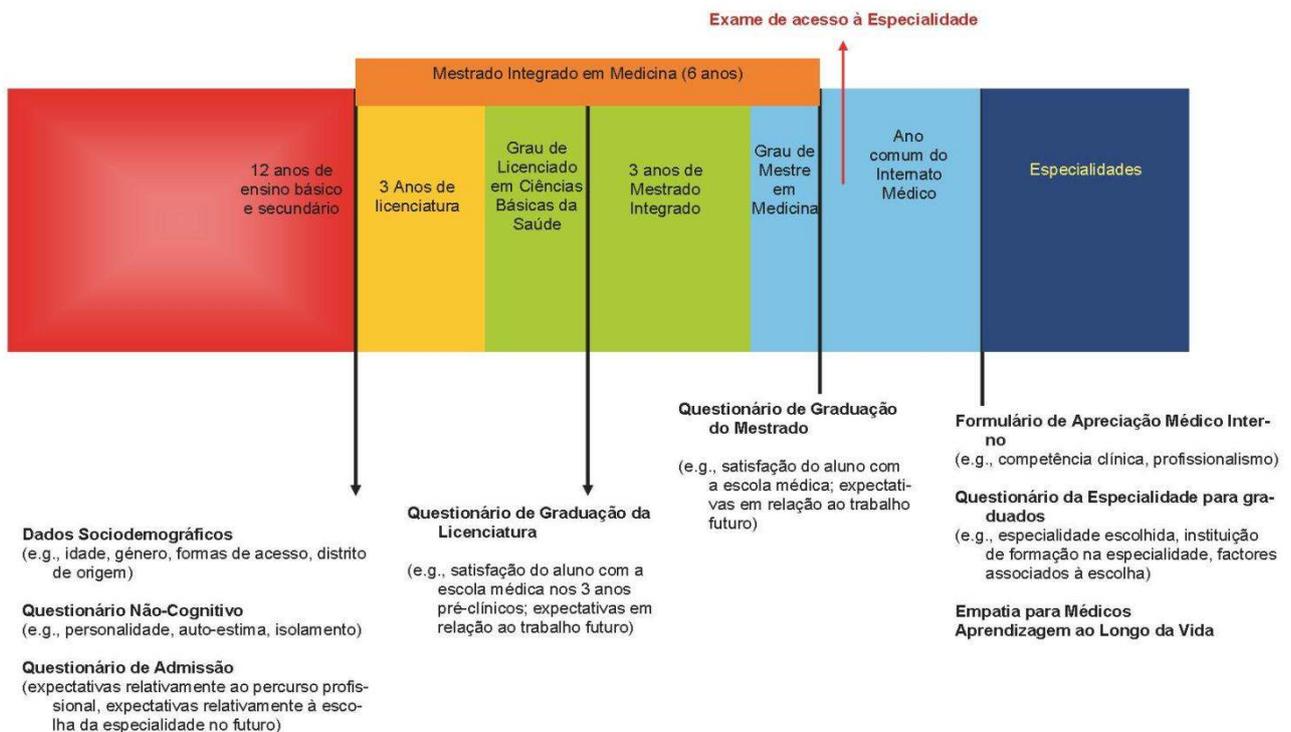
Escola de Ciências da Saúde (ELECSUM)

Percurso académico dos Estudantes/Graduados em Medicina na ECS: momentos –chave ELECSUM

A recolha de dados para a base do ELECSUM pressupõe um mecanismo de recolhas definido temporalmente (conforme figura exemplificativa abaixo) em diferentes pontos-chave do percurso académico e profissional.

O ELECSUM está ainda numa fase inicial, e por esse motivo, a base de dados desenvolvida é um recurso inacabado e em permanente evolução. A Base de dados do estudo é continuamente aumentada com informação recolhida ao longo do tempo, e o refinamento das metodologias de análise dos dados permitirá à ECS prestar contas pela sua oferta formativa e identificar pontos a corrigir, com base em evidências empíricas.

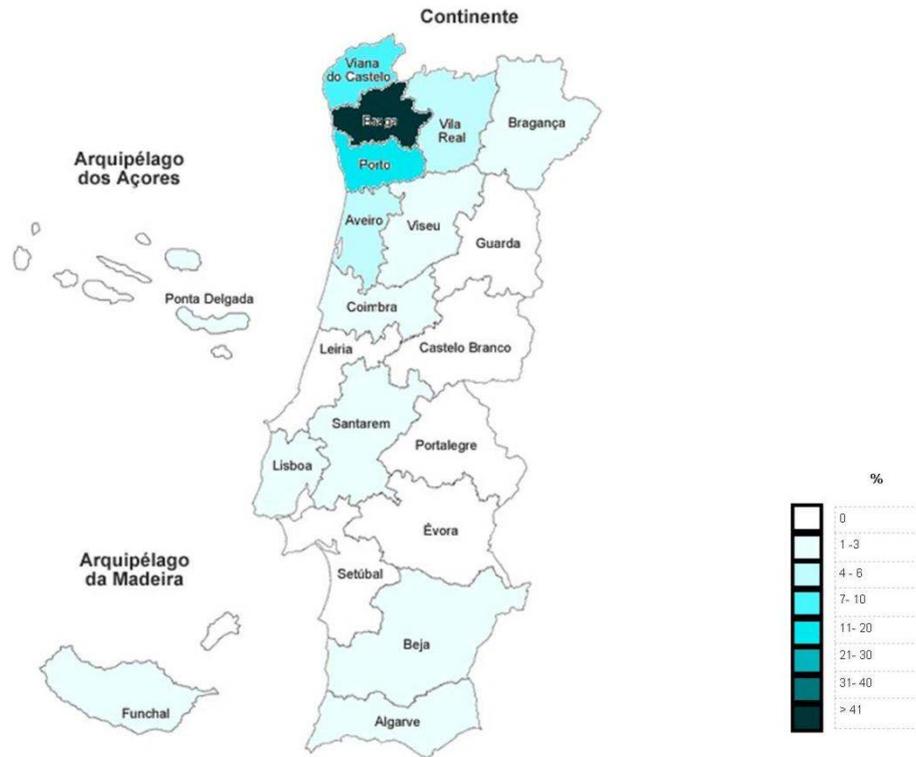
Neste sentido, a colaboração de alunos e graduados da ECS neste contínuo trabalho de recolha de dados tem sido fundamental para que seja possível “prestar contas” de forma rigorosa.



ANO COMUM DO INTERNATO MÉDICO

Por onde andam ou andaram os graduados da ECS?

Todos os Graduados da ECS

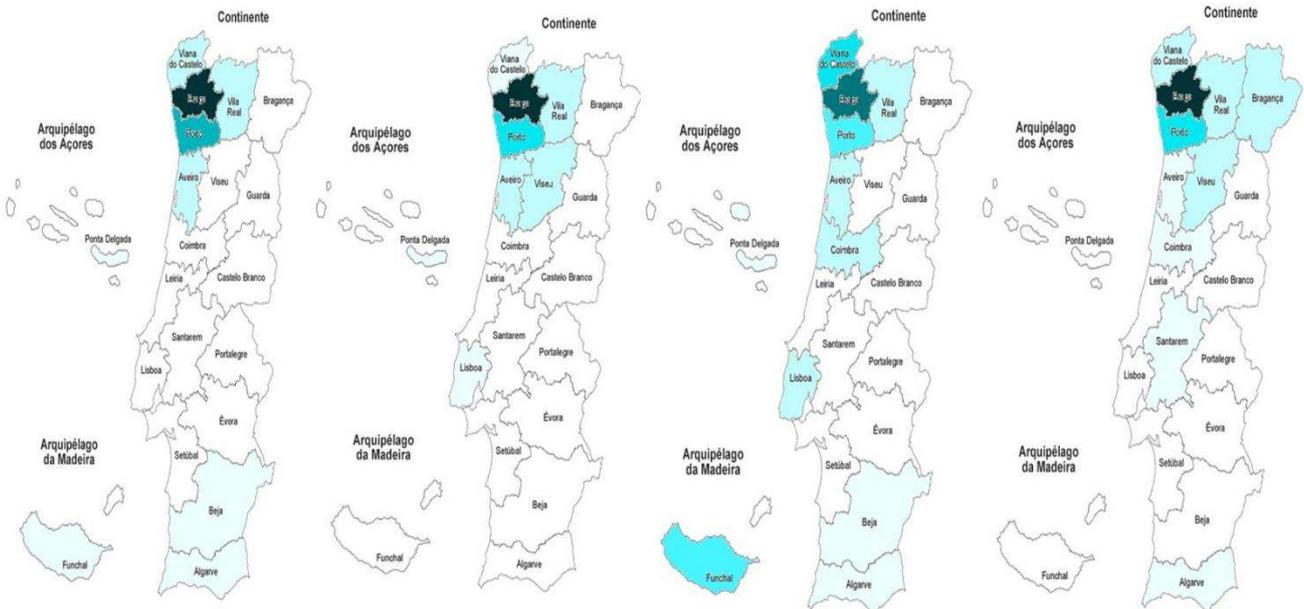


Graduados 2007

Graduados 2008

Graduados 2009

Graduados 2010



Fonte: Administração Central do Sistema de Saúde (ACSS)

ANO COMUM DO INTERNATO MÉDICO

O que pensam os supervisores do Ano Comum do Internato Médico dos graduados da ECS?

Os dados apresentados nesta secção reportam-se a 103 respostas ao “Formulário de Apreciação do Médico Interno” preenchido por 77 orientadores relativamente a 58 graduados dos três primeiros grupos de licenciados em Medicina da ECS.

Comparativamente a outros internos que os orientadores tenham supervisionado, os graduados da ECS são classificados em duas grandes dimensões Profissionalismo e Conhecimentos/Competências Clínicas. Os resultados relativamente aos três grupos de graduados que já realizaram o Ano Comum do Internato Médico são os seguintes::

Profissionalismo

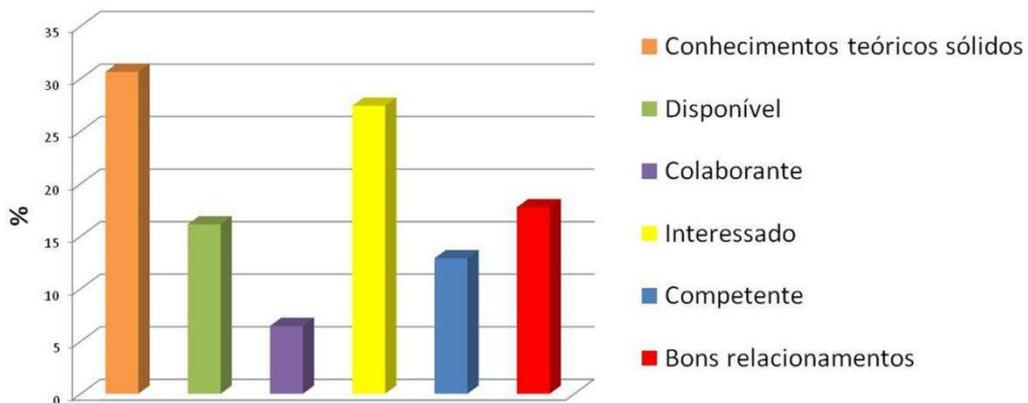
Os primeiros graduados foram classificados pelos seus supervisores do Ano Comum do Internato Médico 55% das vezes nos “25% melhores” internos, e 37% nos “50% melhores”.

Os primeiros graduados foram classificados pelos seus supervisores do Ano Comum do Internato Médico 45% das vezes nos “25% melhores” internos, e 45% nos “50% melhores”.

Conhecimentos e Competências Clínicas

Além disso, os supervisores reportaram ainda características individuais que consideraram de maior relevância no desempenho dos graduados durante o período de formação no Ano Comum do Internato Médico. Assim, foram reportados qualitativamente os seguintes aspectos:

Aspectos Qualitativos



ELECSUM — O PERCURSO DOS PRIMEIROS 2 GRUPOS DE GRADUADOS DA ECS

Nesta secção é disponibilizado o percurso dos primeiros 2 grupos de graduados da ECS que concluíram o seu curso em 2007 (Grupo 1) e 2008 (Grupo 2). Quais as suas características à entrada no curso? E quando terminaram a sua formação na ECS? E no início da

À ENTRADA DO CURSO...

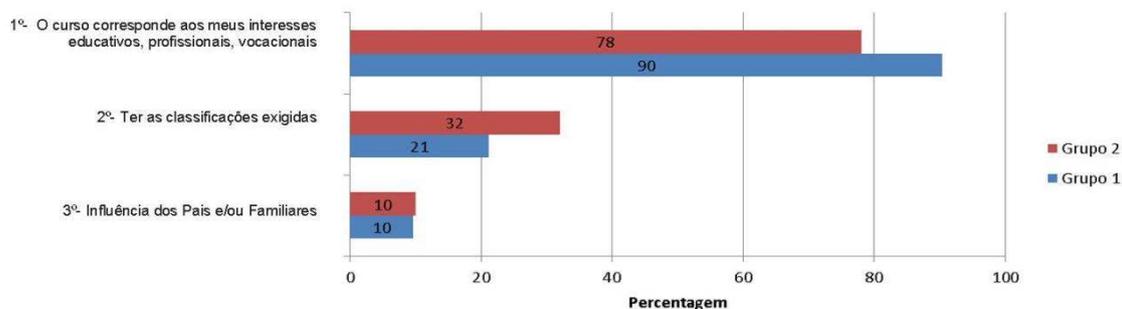
GRUPO
1

- ♦ 73% dos alunos eram do sexo feminino;
- ♦ 92% entraram no curso de Medicina através do Contingente Geral, e os restantes pelo Contingente para residentes nas Regiões Autónomas;
- ♦ 50% dos alunos assinalaram a ECS-UM como 3ª opção, sendo que 37% entraram no curso em 1ª opção;
- ♦ 50% dos alunos eram provenientes do distrito de Braga, e 35% do distrito do Porto;
- ♦ 50% das mães e 60% dos pais dos graduados tinham formação no ensino superior;
- ♦ 31% das mães e 26% dos pais dos graduados tinham formação de ensino básico.

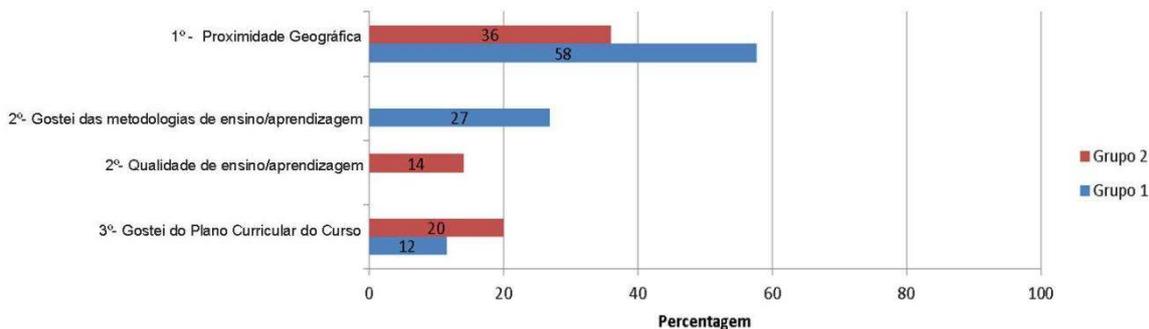
GRUPO
2

- ♦ 64% dos alunos eram do sexo feminino;
- ♦ 88% entraram no curso de Medicina através do Contingente Geral, e os restantes pelo Contingente para residentes nas Regiões Autónomas (8%), emigrantes (82%), e militares (2%);
- ♦ 68% dos alunos assinalaram a ECS-UM como 1ª opção, sendo que 16% entraram no curso em 2ª opção e o mesmo valor para 3ª opção;
- ♦ 56% dos alunos eram provenientes do distrito de Braga, e 24% do distrito do Porto;
- ♦ 36% das mães e 33% dos pais dos graduados tinham formação no ensino superior;
- ♦ 41% das mães e 43% dos pais dos graduados tinham formação de ensino básico.

Três factores que mais influenciaram a escolha do Curso de Medicina

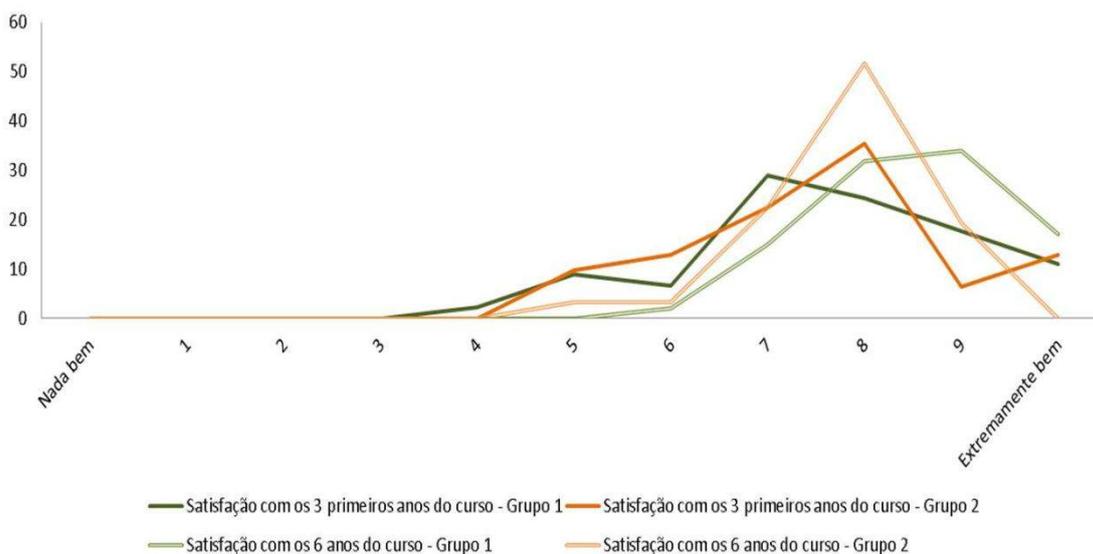


Três factores que mais influenciaram a escolha da Universidade do Minho

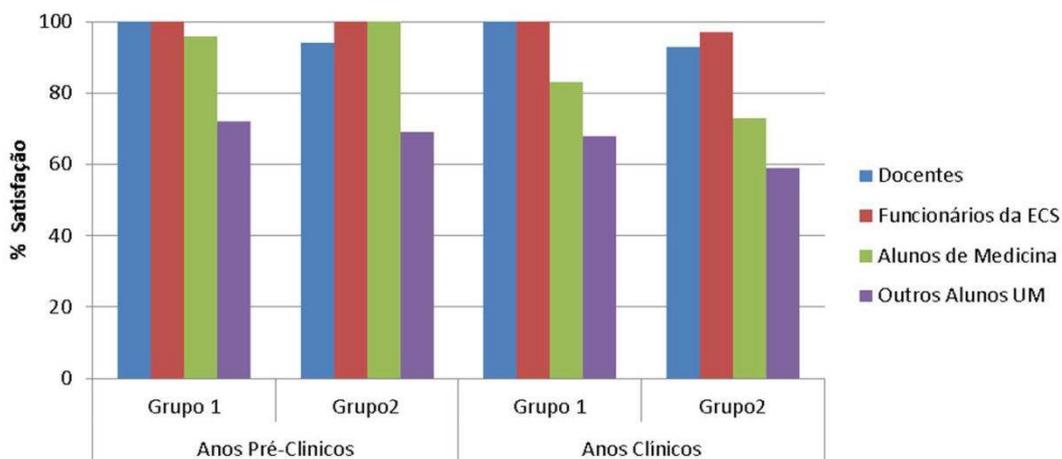


À SAÍDA DO CURSO...

Satisfação com o nível de preparação proporcionado pela formação na ECS

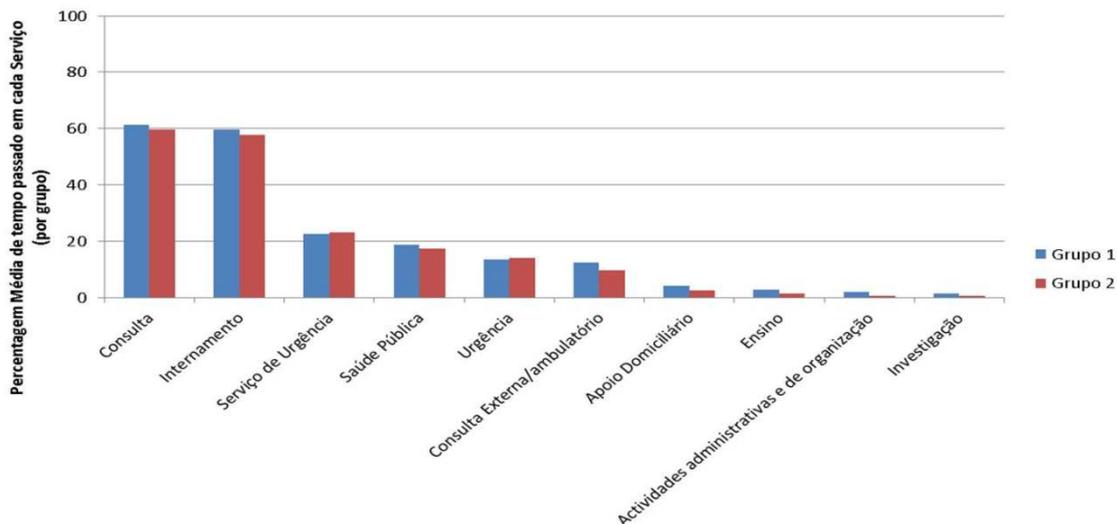


Satisfação com a interacção com diferentes elementos no contexto educativo



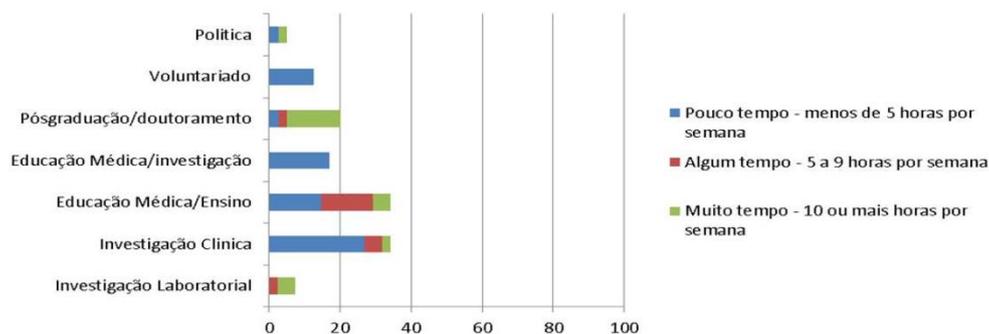
NO FINAL DO ANO COMUM DO INTERNATO MÉDICO...

Contextos onde os graduados estiveram integrados durante o Ano Comum do Internato Médico

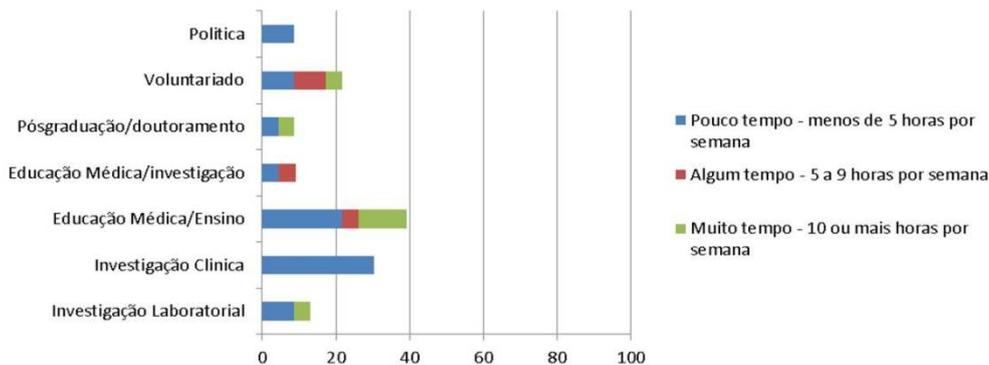


Actividades científicas ou profissionais em que os graduados estiveram envolvidos—para além das relacionadas com o Ano Comum do Internato Médico

Grupo 1



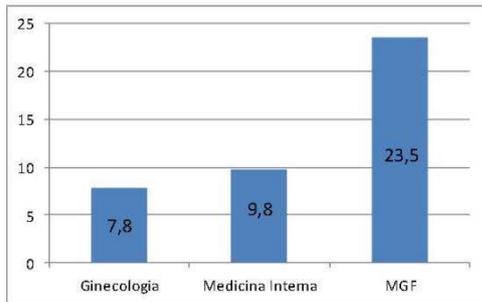
Grupo 2



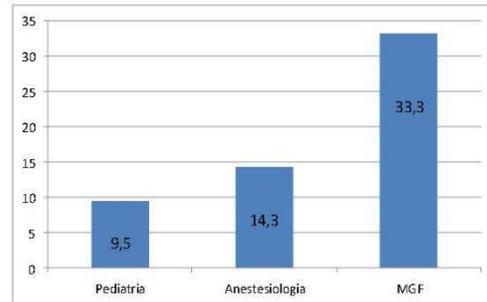
NO INICIO DA ESPECIALIDADE...

As 3 especialidades mais escolhidas?

Grupo 1

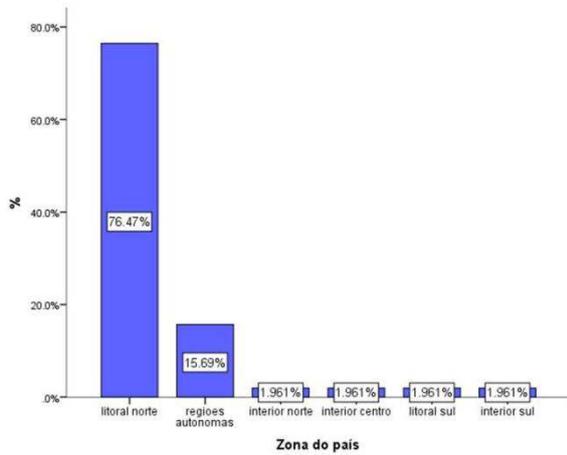


Grupo 2

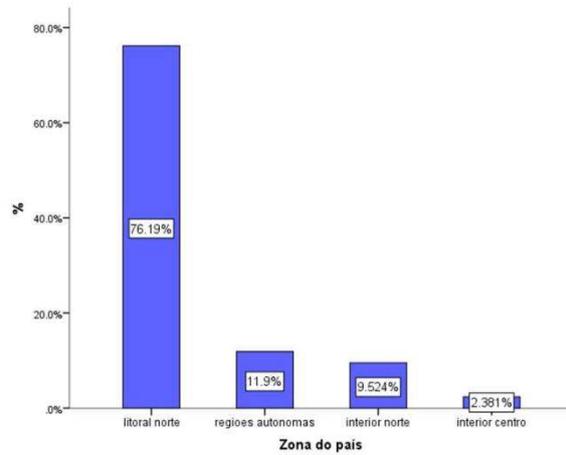


Em que zona do país foram colocados os graduados para a realização da Especialidade?

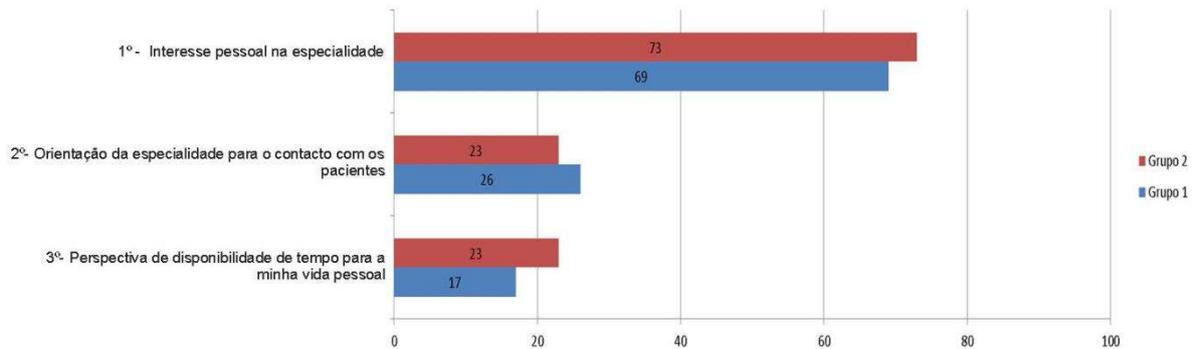
Grupo 1



Grupo 2



Factores que mais influenciaram a escolha da especialidade



Nesta secção são disponibilizados resumos de trabalhos apresentados com os dados recolhidos e analisados no âmbito do ELECSUM.

Educação Pós-Graduada e Carreira Médica: especialidade e actividades profissionais dos primeiros graduados da Escola de Ciências da Saúde

MJ Costa, E. Gonçalves, E. Magalhães, I. Kislaya, M. Gonçalves, A. Salgueira

Criada em 2000, a Escola de Ciências da Saúde da Universidade do Minho (ECS-UM) licenciou os seus primeiros graduados em 2007. Este trabalho descreve a percepção dos graduados no final do 1º ano de prática profissional (N=64;2 coortes), relativamente à escolha da especialidade e satisfação com a formação (“Questionário de Início à Especialidade”).

A especialidade mais desejada/escolhida foi “*Medicina Geral e Familiar*”, e 64% dos graduados ficaram colocados na especialidade que desejavam. Os 4 factores que mais influenciaram a escolha foram: “Interesse pessoal na especialidade”(75%); “Orientação da especialidade para o contacto com os pacientes”(27%); “Perspectiva de disponibilidade de tempo para a vida pessoal”(20%); “Proximidade geográfica da instituição de formação”(19%). Relativamente à satisfação com a formação/preparação da ECS, 86% dos graduados atribuiu uma classificação igual/superior a 8 (escala 1-10). Qualitativamente, o aspecto positivo na formação na ECS mais referenciado foi a “Ênfase na componente prática/relação com o doente” (44%). Na actividade profissional, 70% dos graduados esteve envolvido em actividades não assistenciais, como Educação Médica/ Ensino (51%) e Investigação clínica (47%).

Quando a empatia é maior nos “seniores” do que nos alunos de 1º ano: estudo transversal

E. Magalhães, A. Salgueira, P., Costa, & MJ. Costa

A investigação internacional tem vindo a reportar o decréscimo da empatia em estudantes de medicina ao longo do curso. Esta é uma preocupação das escolas médicas na medida em que se pretende formar médicos com elevadas competências clínicas e de relacionamento interpessoal com os pacientes. O presente trabalho descreve diferenças de género em função do ano curricular ao nível da Empatia em estudantes da ECS. Numa abordagem transversal, 356 alunos no 1º ano e 120 no 6º ano do curso de medicina (3 coortes em cada ano curricular) preencheram a Escala de Empatia Médica – versão para estudantes.

Os resultados obtidos contrariam os dados anteriores que reportam o declínio da empatia, verificando-se que na ECS os estudantes no 6º apresentam níveis mais elevados na escala de empatia do que os do 1º ($F(1,387) = 19.33$, $p < .001$, $\eta^2_p = 0.48$; $\pi = 0.99$). Do mesmo modo, as alunas revelam níveis significativamente superiores na referida escala ($F(1,387) = 8.82$, $p < .01$, $\eta^2_p = 0.23$; $\pi = 0.84$).

Importa notar que a abordagem longitudinal é necessária para se compreender a evolução da empatia ao longo do curso.

FORMAÇÃO PÓS-GRADUADA

Nesta secção é disponibilizada a informação sobre os reuniões científicas nacionais e internacionais e cursos de formação pós-graduada que terão lugar em 2011.

PROGRAMA INTERNACIONAL DE POS-GRADUAÇÃO 2011 - Escola de Ciências de Saúde, ICVS, UM

Biomedical Sciences Courses

Genome-wide Scanning and Candidate Gene Approaches:

Disease and Cell Death

May 23 - June 3, 2011

Obesity and Metabolic Syndrome: an Update

June 15-17, 2011

Mental Retardation: from Clinic to Gene and Back

July 4-8, 2011

Fundamentals in Neuroscience

September 12-23, 2011

Fundamentals in Immunology and Infection

September 26 - October 7, 2011

Bioinformatics in Health Science

October 10-21, 2011

Laboratory Animal Science

October 31 - November 11, 2011

Biostatistics in Health Science

November 14 - December 2, 2011

Research Methodologies

December 5-16, 2011



Clinical Training Courses

Meniscal Transplantation & Patella Instability

Treatment: Advanced Cadaver Course

June 16-17, 2011

Hands-On Course: Sulci, Gyri, Ventricles and Dissecting Fibers

August 29 - September 2, 2011

Pediatric Endoscopy

September 8, 2011

Microsurgical Anastomosis

September 8-10, 2011

Digestive Laparoscopy and Less Surgery

September 26-29, 2011

Therapeutic Endoscopy

October 13-14, 2011

Biliary Laparoscopy

October 17-19, 2011

Workshops

Bases Farmacológicas Da Terapêutica Racional: Antibioterapia

May 6-7, 2011

Feasible Bologna For Teachers In Higher Education

May 9-10, 2011

Encontros De Oncologia, Estado Da Arte – Cancro Do Recto

November 5, 2011

FORMAÇÃO PÓS-GRADUADA

PROGRAMAS DOUTORAIS

Escola de Ciências de Saúde, ICVS, UM

No ano lectivo 2011/2012 a Escola de Ciências de Saúde oferece dois programas de doutoramento:

- ♦ Programa Doutoral em Medicina
- ♦ Programa Doutoral em Ciências de Saúde

Os programas têm como objectivo proporcionar formação científica sólida e avançada que permita aos seus diplomados desenvolver projectos de investigação de qualidade na área de medicina e ciências biomédicas.

Duração:

6 semestres (180 ECTS) ou 8 semestres (240 ECTS)

Informação adicional em (<http://www.ecsaude.uminho.pt/Default.aspx?tabindex=2&tabid=8&pageid=18&lang=pt-PT>)

REUNIÕES CIENTÍFICAS

MAIO:

15-19 May 2011,

Miami, Florida, USA

14th Ottawa conference on the assessment of competence in medicine and the healthcare professions

www.ottawaconference.org

26th May 2011,

London, UK

Doctors in Difficulty?

Strengthening Foundations in the Early Years

www.asme.org.uk

JUNHO:

23-26 June 2011

Vienna, Austria

5th Europaediatrics conference**

www.europaediatrics2011.org

JULHO:

13-15 July 2011

Edinburgh, UK

ASME Annual Scientific Meeting RCPE

www.asme.org.uk

AGOSTO:

7-11 August 2011

Edinburgh, UK

IEA World Congress of Epidemiology,

www.epidemiology2011.com

27-31 August 2011

Paris, France

Congress of the European Society of Cardiology**

www.escardio.org

27-31 August 2011

Vienna, Austria

AMEE 2011 conference

www.amee.org

FORMAÇÃO PÓS-GRADUADA

REUNIÕES CIENTÍFICAS

SETEMBRO:

7-11 September 2011

Warsaw, Poland

17th WONCA Europe Conference: Family Medicine –
Practice, Science and Art

www.woncaeurope2011.org

12-16 September 2011

Lisbon, Portugal

47th Annual Meeting of European Association for the
Study of Diabetes

www.easd.org

23-27 September 2011

Stockholm, Sweden

The 2011 European Multidisciplinary Cancer
Congress: Integrating basic & translational science,
surgery, radiotherapy, medical oncology & care.

www.ecco-org.eu

OUTUBRO:

5-8 October 2011

Athens, Greece

10th Congress of the European Federation of Internal
Medicine**

www.efim2011.org

7-9 October 2011

Valladolid, Spain

XX Congresso de La Sociedad Española de Educació
Médica

www.sedemvalladolid2011.com

10-14 October 2011

Lisbon, Portugal

XXIII Congresso da Sociedade Ibero-Latino-Americana
de Neuroradiologia Diagnóstica e Terapêutica

www.silanportugal2011.com

20-24 October 2011

Lisbon, Portugal

20th Congress of the European Academy of Dermatology
and Venereology**

www.eadvlisbon2011.org

22 - 26 October 2011

Stockholm, Sweden

19th United European Gastroenterology Week

www.uegw11.uegf.org

NOVEMBRO:

12 –17 November 2011

Marrakesh, Morocco

20th World Congress of Neurology

<http://www2kenes.com/wcn/pages/home.aspx>

30 November – 3 December 2011

Istanbul, Turkey

3rd Annual Excellence in Pediatrics International
Conference**

www.excellence-in-paediatics.org

DEZEMBRO:

4 - 8 December 2011

Cancun, Mexico

22nd World Allergy Congress

<http://www.worldallergy.org/wac2011/>

SUMMER SCHOOL

29 September—2 October 2011

Obergurg, Austria

Inflammation and Cardiovascular Disease

<http://icvd.eu>

** Acreditação de European Accreditation
Council for continuing Medical education

SABIA QUE...

Nesta secção apresenta-se um conjunto de curiosidades estatísticas sobre o desenvolvimento da área da saúde e da educação médica em Portugal e noutros países da União Europeia.

Numero de médicos por 100 mil habitantes

Evolução em Portugal



Em 1970 ...

94 médicos por 100 mil habitantes

Em 1990 ...

281 médicos por 100 mil habitantes

Ano 2000...

318 médicos por 100 mil habitantes

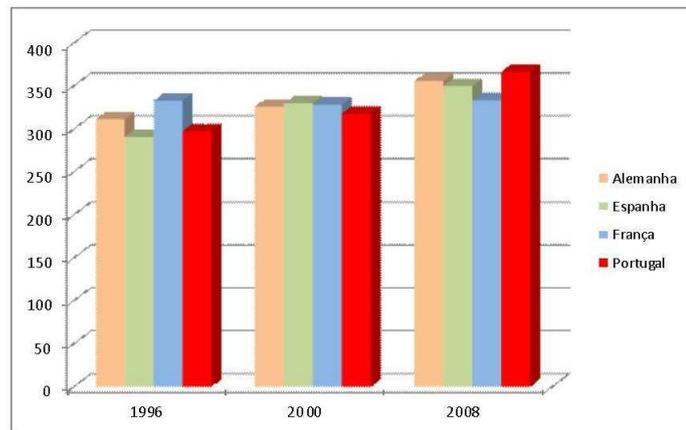
Em 2009...

377 médicos por 100 mil habitantes

Comparando com a Europa



De acordo com os dados do Eurostat em 2008 o "Número de médicos por 100 mil habitantes" em Portugal é mais elevado do que na Alemanha, Espanha e França.



E na União Europeia?

Quais dos países da UE actualmente apresentam maior número de médicos por 100 mil habitantes?

610 por 100 mil habitantes

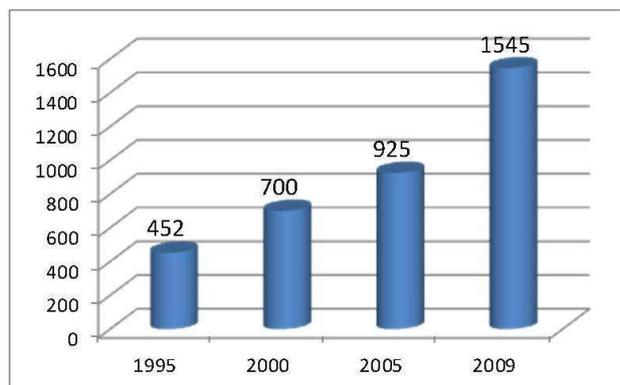


601 por 100 mil habitantes



SABIA QUE...

Quantos médicos se formaram em Portugal até 2009?



- Entre 1995 e 2009, 10477 graduados em medicina saíram das universidades portuguesas.
- Considerando o actual ritmo de formação, a projecção até 2020 é de 22130 diplomados.

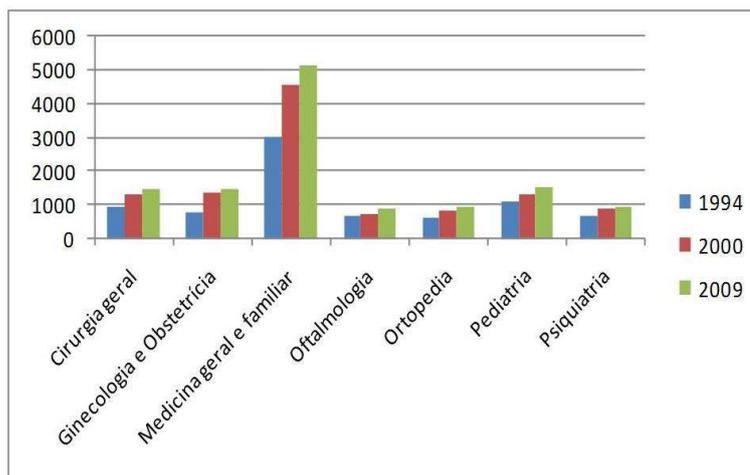
Número de médicos por especialidade: 16 anos fazem a diferença.

Entre 1994 e 2009 o número de médicos especialistas em Portugal aumentou cerca de 71%.

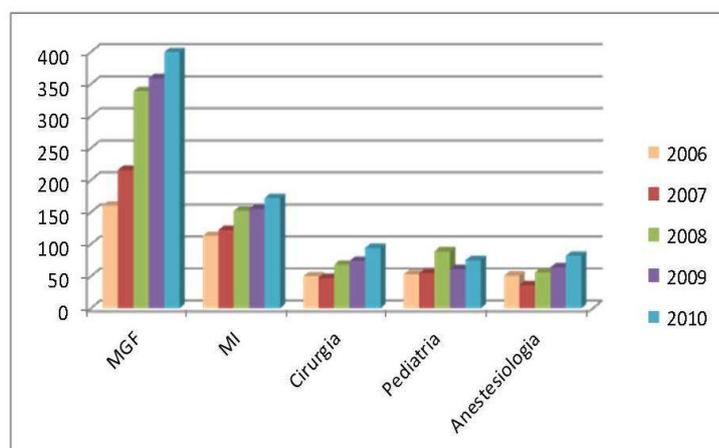
Com base nos dados do Instituto Nacional de Estatística, obtemos as seguintes taxas de crescimento do número de clínicos em exercício:

- 94% Ginecologia e Obstetrícia
- 72% Medicina Geral e Familiar
- 59% Cirurgia geral
- 54% Ortopedia
- 44% Pediatria
- 36% Psiquiatria

O maior aumento do número de efectivos registou-se no sector hospitalar face ao sector dos cuidados primários.



Vagas para o internato médico: entre 2006 e 2010



Nos últimos cinco anos o maior número de vagas para os internatos foi aberto para seguintes especialidades:

- "Medicina Geral e Familiar" (1314)
- "Medicina Interna" (601)
- "Cirurgia" (283)
- "Pediatria" (280)
- "Anestesiologia" (238).

Informação disponível em: www.pordata.pt, www.ine.pt e <http://epp.eurostat.ec.europa.eu>

ORGANIZAÇÃO



Unidade de Educação Médica
Escola de Ciências da Saúde
Universidade do Minho



alumni medicina

PATROCINIOS



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