MASTER IN MEDICINE

University of Minho
School of Health Sciences

# 2012 – A SNAPSHOT

# ASSESSMENT OF THE ACADEMIC YEAR 2011/2012

**UNIVERSITY OF MINHO**
**School of Health Sciences**
***Medical Education Unit***

# Foreword

This Snapshot presents a summary of the 2011/2012 edition of the original undergraduate medical degree and of the new graduate entry alternative track 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 presents empirical data as evidence of the quality of the school medical education programs. It is sustained by permanent and systematic data gathering and organization by the MEU. The MEU is responsible for the comments in the document. The Snapshot has been developed for inclusion in the full report of the School of Health Sciences.

There are new elements in the current Snapshot, namely a detailed analysis of the first edition of the admissions process and of the curricular units of the alternative track. An update of the Longitudinal Study of medical education and a summary of findings from the graduation questionnaire is also included. There is also a brief reference to the "Center for Simulation of Laboratory Skills". Alike previous ones, the current snapshot includes student academic performance, student evaluations of the undergraduate medical degree (curricular units, faculty and clerkships) and the essential demographic elements of the annual entering class for 2011/2012., which take into consideration the final year reflections of the School's Scientific Council.

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

## Alternative track

Since 2007/2008, the ECS had been admitting graduate students to the 6-year program. As of 2011/2012, by law, the number of available places for the Graduate Entry Process ascended to 15% of numerus clausus (N 120) (Decreto-Lei nº40/2007 de 20 de Fevereiro). It was considered that a 4-year track with tight admission procedures would be a program more suitable for adult learners that simultaneously would credit previous accomplishments in higher education. The alternative track was approved by the Portuguese Agency for Assessment and Accreditation of Higher Education (A3ES) and credits student's previous academic accomplishments with 120 ECTS corresponding to the initial 2 years of the 6 year program.

Table 1: Study plan: alternative track

| | SCIENTIFIC AREA | CURRICULAR UNITS | ECTS |
|---|---|---|---|
| 1st year | CBB / SC-CSH / P / C | Various | 60 |
| | | TOTAL | 60 |
| 2nd year | CBB / SC-CSH / P / C | Various | 60 |
| | | TOTAL | 60 |
| 3rd year | C | Introduction to Clinical Medicine | 10,5 |
| | CBB / P | Foundations of Medicine | 45 |
| | SC-CSH | Community Health, Human and Social Science | 4,5 |
| | | TOTAL | 60 |
| | | Degree in Medical Basic Sciences | 180 |
| 4th year | | The same as the original track | 60 |
| | | TOTAL | 60 |
| 5th year | | The same as the original track | 60 |
| | | TOTAL | 60 |
| 6th year | | The same as the original track | 60 |
| | | TOTAL | 60 |
| | | Integrated Master Program in Medicine | 360 |

ECTS - European Credit Transfer Units
C - Clinical; CBB –Biological and Biomedical Sciences;
SC-CSH - Community Health, Human and Social Sciences; P - Pathology

## Original track

This was the second edition of the original curricular plan implemented in the academic year 2010/2011. One innovation was applied as decided by the School's pedagogical council: approval in the units "Introduction to Clinical Medicine" and "Biopathology and Introduction to Therapeutics" became a mandatory requirement to enroll in any of the 4th and 5th year residencies. As a result 12 students who failed either of the curricular units in the original track could not enroll in any residency during 2012/2013.The rule also applies to the students in the alternative track in which 9 students were retained due to failure in ICM.

Table 2- Study plan: original track

| | SCIENTIFIC AREA | CURRICULAR UNITS | ECTS |
|---|---|---|---|
| 1st 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 |
| 2nd 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 |
| 3rd 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 |
| 4th 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 |
| 5th 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 |
| 6th 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 NEW EXPERIENCE OF THE ALTERNATIVE TRACK STUDY PLAN

## Selection Process

There were 18 places available for the Graduate Entry Process in the academic year 2011-12.Applicant selection was a 3-step process, as illustrated in Figure 2. (1) compliance with administrative criteria defined by the admissions process regulations (see attachment) which included holding a previous degree with a final mark equal or above 14/20 points; (2) written examination of knowledge which consisted of 100 multiple choice questions on biology, mathematics, chemistry and physics; (3) a Multiple Mini-interview.

The Multiple Mini-Interview (MMI) is a component of many admission procedures worldwide and was pioneered in Portugal by The University of Algarve. The MMI was developed in the McMaster Medical School in Canada (Eva, K et al.An admission OSCE: the multiple mini-interviews. Medical Education.vol.38;314-326.2004) and consists of an observational examination in which candidates rotate through a number of short stations (typically 8-12) , each with a different situation to handle and a different examiner. The MMI is an OSCE-style examination consisting of multiple, focused encounters, in which the situations are testing non-scientific characteristics including the cognitive and noncognitive skills and avoid requirements of clinical knowledge. The examiner might be an interviewer or an observer. For example, a station on ethical decision making can consist of an interview by the examiner whereas a station on communication skills might ask the examiner to assess the candidate performances as they interact with an actor within a given situation. . The MMI produces much more subjective ratings than the OSCE that have been shown to be reliable and valid estimates of an individual's abilities.

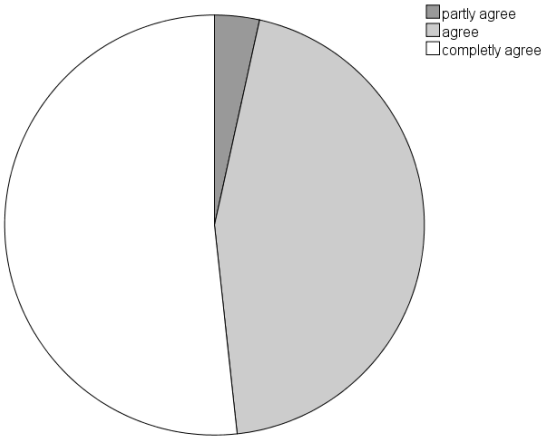
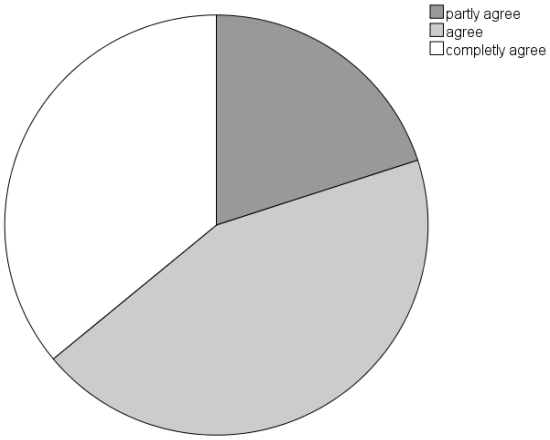
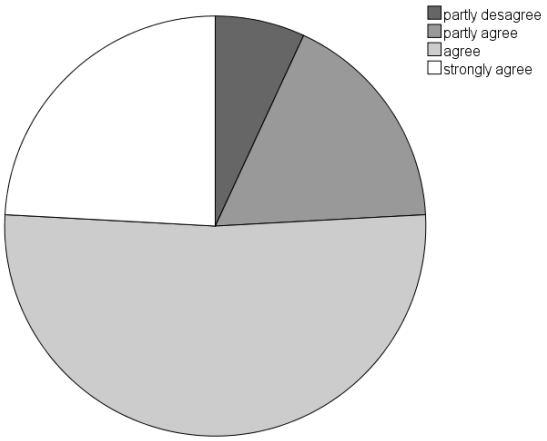
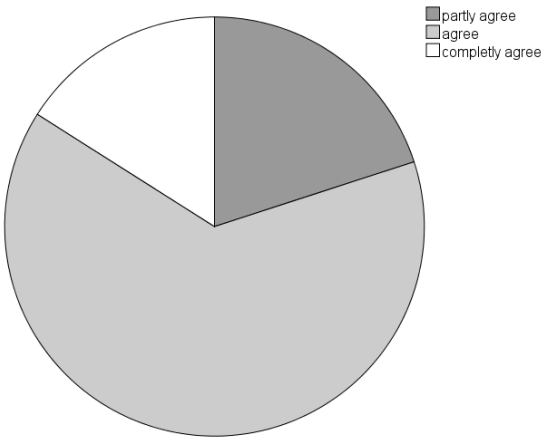
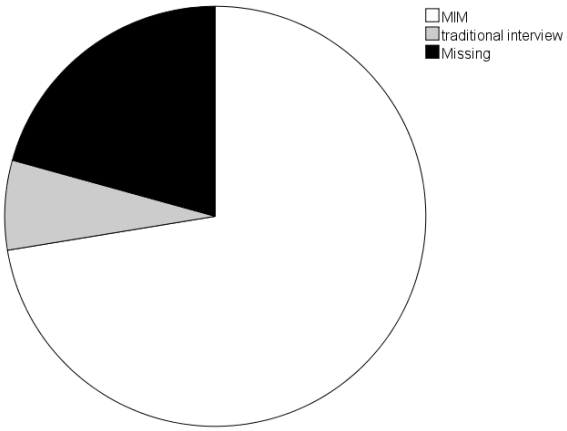
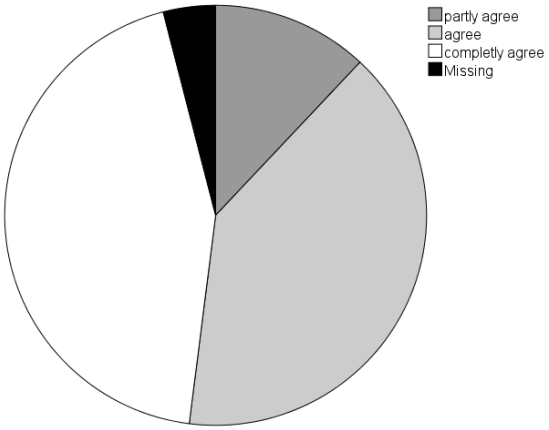
The MMI's applied in Minho were developed by a team of faculty with expertise in preparing and administering Objective Structured Clinical Examinations. The Blueprint is presented in Table 3. The examination was set up on the 2nd floor of the ECSaude, in three rounds, within one day.

Table 3: Blueprint for the 2011-2012 MMI examination

| TOPIC | Dissuasion | Breaking bad news | Scientific vs. alternative medicine | Social care Management | Plagiarism & cheating | Moral dilemma | Self-appraisal | Previous studies | Puzzle | Puzzle |
|---|---|---|---|---|---|---|---|---|---|---|
| critical thinking | | | **x** | **x** | | | | | | |
| ethical/moral decision making | | | **x** | | **x** | **x** | | | | |
| communication | **x** | **x** | | **x** | | | | | | |
| empathy | **x** | **x** | | | | | | | | |
| integrity (INT) | | | | | **x** | **x** | | | | |
| self-evaluation | | | | | | | **x** | **x** | | |
| Team-work | | | | | | | | | **x** | **x** |

In the first edition of the MMIs in Minho, all 18 examiners were ECS staff and there were 4 invited observers. The reliability (Cronbach's alpha) of the MMI was .689. At the end of each round all candidates and all participants were asked to respond to a questionnaire (see attachment). Figure 2 presents the results who clearly indicate high acceptability by all intervenient.

Figure 1: Acceptability of the MMI by candidates and examiners.

| **APPLICANTS** | **EXAMINERS** |
|---|---|
|  |  |
| I enjoyed participating | This is fair format |
|  |  |
| This method is effective to assess competencies | Competencies are precisely assessed by this method |
|  |  |
| Preferential format | This method is consistent with the degrees objectives |

Evidence collected to demonstrate the validity of the method includes:

1- The faculty who developed the stations, trained the actors and the scoring instructions were4MDs, 1 PsyD , one expert in medical education, all with previous experience in developing or administering OSCE examinations, and all had been observers in an MMI done elsewhere;
2- Reliability of the MMI was close to .70;
3- Positive informal verbal feed-back collected form the observers
4- The high acceptability from the candidates and the examiners, as assessed by the answers to a questionnaire delivered in print after each shift (see above).

## Applicants and entrants

In 2011/2021, there were 222 applicants to the graduate entry process (12 applicants/place). The top-scoring 30 students were admitted to the MMIs. 21 new students were selected (2 extra due to equal scores and 1 due to administrative error). Table 4 shows the exam end MMI scores for the applicants and the selected students.

Figure 2: Summary of the selection process (numbers refer to the 2011-2012 edition)

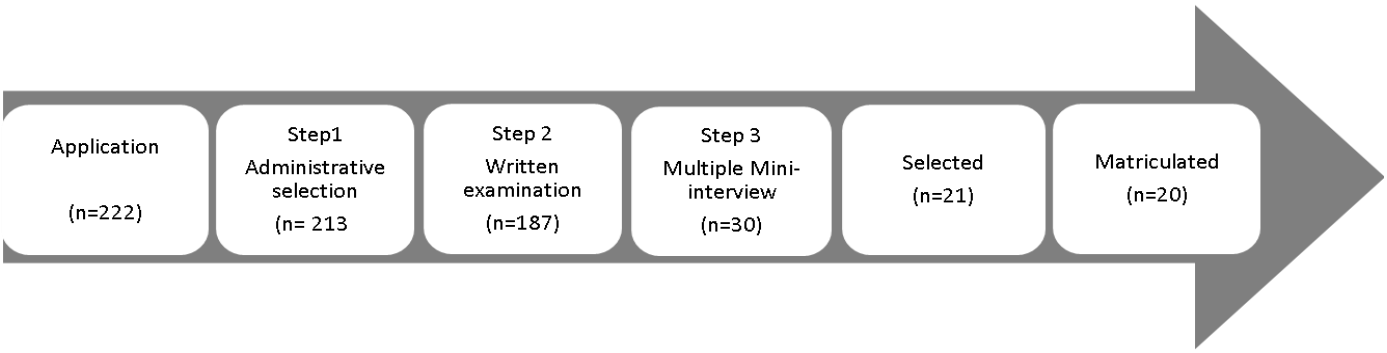



Table 4: Exam and MMI scores

| | **Written exam** | | **Multiple mini interviews** | |
|---|---|---|---|---|
| | Min - Max | Average ± Standard Deviation | Min - Max | Average ± Standard Deviation |
| Applicants | 0 13,0 | 4,8±2,6 | – | – |
| Top 30 applicants | 7,9 – 13,0 | 8,8±1,0 | 15,8 – 8,0 | 11,9±1,7 |
| Selected students | 8,6 – 13,0 | 9,7±1,0 | 10,0 – 15,8 | 12,5±1,3 |

Twenty new students matriculated in the alternative track. 63% of these students chose the University of Minho as their first option. 50% also submitted their applications to other medical students. Nevertheless, 95% intend to matriculate in Minho in the following curricular year. Student´s age varied from 23 to 37 (mean 28.2; SD 4.8) and 65% of the students were female. The main reasons pointed by the students for choosing the medical degree were: educational, vocational and professional interest (90%), aspiring to a more stable professional future (90%) and dissatisfaction with their previous professional occupation (75%). Amongst the reasons that influenced students to choose ECS-UM were: quality on the teaching/leaning process (70%), teaching/learning methodologies (70%) and geographical proximity (60%). The majority of students came from Braga (45%) and Porto (20%). For 35% of the students, getting into the ECS-UM medical degree meant moving away from home. The major difficulties anticipated were: time management (75%), financial problems (40%) and relationship problems with family and significant others (30%).

Student's background was diverse: 15% have a previous master degree and 20% hold a PhD.

Table 5 presents the previous degrees of the new students. For 40% their previous degree had been their first choice when they first got in to higher education. Medicine had been the first choice for another 40%. At start of the medical degree, 40% had no professional activity, 20% were working part-time and 30% were working full time. 35% of the students applied for a special class attendance statute for working students.

More detailed information can be found in the appendix.

Table 5: student's previous degrees

| | **N** | **%** |
|---|---|---|
| Clinical analysis | 1 | 5 |
| Pathological, cytological and thanatological anatomy | 1 | 5 |
| Biology | 1 | 5 |
| Genetics and microbial biology | 1 | 5 |
| Biochemistry | 1 | 5 |
| Cardiopneumology | 1 | 5 |
| Nursing | 5 | 25 |
| Biological engineering | 2 | 10 |
| Pharmacy | 1 | 5 |
| Physics and chemistry | 1 | 5 |
| Dentistry | 1 | 5 |
| Electronica and industrial engineering | 1 | 5 |
| Chemistry | 1 | 5 |
| Radiology | 2 | 10 |

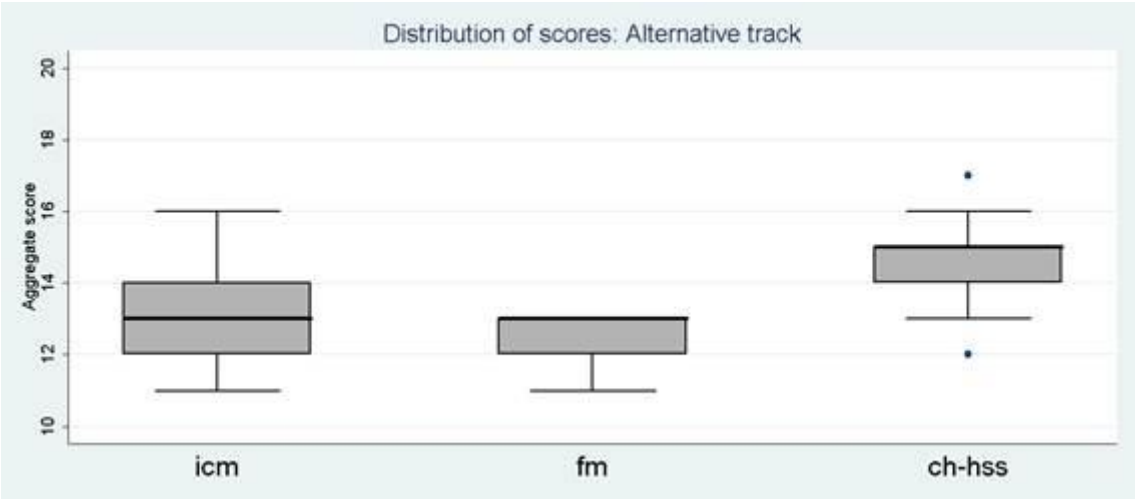
## Academic Performance

At the end of the academic year, 55% of the students had a positive outcome in all the curricular units. These students will join the 4th curricular year of the original track in 2012/2013.

A significant percentage of failure (45%) was registered for the curricular unit Foundations of medicine which corresponds to 45 ECTS. The administrative records show that all matriculates took the final written exams for modules 1 and 2, but only 16 did so for modules 5 and 6. Therefore, 4 students voluntarily stopped attending the examinations. The 5 students who failed and completed all the examinations performed clearly under the pass/fail score. These students also failed the competences examination. In terms of the course "Introduction to clinical Medicine", the administrative records show that there were 12 students who completed the assessment process, of whom only one failed (this student had also failed the previous course). Also of importance, 100% of students who performed above the passing score in "Fundamentals of Medicine" were also successful in "Introduction to Clinical Medicine". Therefore, the "alternative track" course "Fundamentals of Medicine" prepared the students adequately to succeed in the subsequent clinical course.

In summary, there was a significant failure rate in the alternative track program. The underlying reasons are certainly multifactorial, and further information is necessary to draw conclusions. Nevertheless, the first experience suggests that the alternative track prepares students well enough to succeed in the clinical phase of the Program.

Figure 3: students' academic success




| | | | |
|---|---|---|---|
| Failure | 9 (45%) | 9 (45%) | 1 (5%) |

Legend:

**icm**: Introduction to clinical medicine

**fm:** foundations of medicine

**ch-hss:** community health, human and social sciences

### Students assessment of faculty and curricular units

Overall, student's assessment of faculty and curricular units of the alternative track was very positive. "Community Health, Human and Social Sciences" was considered excellent by 83% of the students and it's faculty by 89%.
The percentage of students that found the curricular unit and the faculty excellent was 77% and 85% respectively.

## 3. Original Track: The annual experience with the undergraduate medical program

This years' experience – student performance and ratings - was identical to the previous year. The first curricular year continues to exhibit the courses with the highest student failure rates (imd, mcs and ofs1, with 20%, 23% and 21% respectively). The tendency for students who fail in first year courses to persist failing in following years persists, thus attesting the reliability of most pass/fail decisions.
Student evaluations suggest that this years' experience with the curricular units is clearly positive. There were 28 units in a total of 35 considered globally "excellent" by over 75% of the students, including all the electives and the vertical domains. The second edition of the units "Clinical Neurosciences" and "Family, Society and Health I" continued receiving positive ratings (they were considered "excellent" by 87 and 90% of the students respectively). The five curricular units that considered excellent by less than half of the respective classes - Introduction to the Medical Degree, Introduction to Community Health and From clinical to Molecualr Biology (I,II, II) - in the previous year, maintained relatively poorer performances in 2011/2012.. In contrast, the courses First Aid, Biopathology and Introduction to therapeutics, Vertical Domains III and V), Medicine I Residency and Clinical Neurosciences received appreciations superior in at least ten perceptual points relatively to the previous year.

## 4. Objective Structured Laboratory Examinations and the Center for Simulation of Laboratory Skills

An important evolution on assessment in the current academic year was the introduction of "Objective Laboratory Skills Examination (OLSE)", an adaptation of the OSCES to the assessment of laboratory skills. Station examinations run in previous editions, in which students had one minute to complete specific short tasks, have been replaced by stations which are more authentic, in that they require students to complete a laboratory procedure in a specific time period. Scoring is made with checklists developed by faculty and there is training of assessors. The educational impact of the OSLEs has been positive as judged by unstructured observations in laboratory classes, in which it is visible that there is a generally higher commitment of students to actually perform and develop the experimental activities.

Another related important aspect is the training of the laboratory sills. Laboratory course components are essential in undergraduate medical education. Recent studies recommend that "tried and tested laboratory practical classes" are replaced with interdisciplinary inquiry- or project-based laboratory activities, which are more effective for the development of the scientific skills of students. It is also clear that expertise results from deliberate practice and that deliberate practice requires opportunities. This is in contrast with the tight and demanding medical curricula. A Center for Simulation of Laboratory Skills (CSCL in Portuguese) was created with the intention of supporting curricular activities and also of creating extra-curricular opportunities for the training of laboratory skills.

Financial support to equip the infrastructure came through a competitive grant on innovation in higher education by the Gulbenkian Foundation. The CSCL uses available laboratory infrastructure. In the current academic year, 112 extra-curricular sessions took place. The topics of the sessions were Laboratory safety, Glassware and essential laboratory equipment, chemicals and preparation of solutions, microscopy, spectroscopy, electrophoresis, restriction analysis, ELISA. The sessions were delivered by Medical School Faculty associated with the CSCL. The scheduling of sessions is made through Google calendar. For evaluation purposes, students who attend sessions fill in a questionnaire at start and at the conclusion of the sessions, which requires a self-assessment of confidence on a "1-10" SCALE". Mean gains in confidence with the session are 1.50 points with a standard deviation of 1.20 (range is -1 to 6). The percentage of students who "recommend the session to colleagues" was 99%.

# 5. ORIGINAL TRACK: STUDENT SOCIO-DEMOGRAPHY: RETROSPECTIVE DESCRIPTIVE ANALYSIS

## Applicants

In 2011/2012, there were 1324 applicants to the undergraduate medical degree of ECS-UM for the national admissions process ("Concurso Nacional de Acesso",11 applicants/available place). There is no public available information on the remaining special admissions processes ("Regimes Especiais de Acesso").

## New students

121 students were admitted through the National Admissions Process (contingents: general n110, islands n6, handicapped n2; emigrants n2; army n1). 61% of these students chose the University of Minho as their first option (74% in the previous year). Admission grade point averages (GPAs) varied from 156.3 (army contingent) to 194.7 (general contingent) (M 184.91; SD 6.28). The lowest admission grade for the general contingent (M 186.66; SD 2.2) was 184.5 (182.7 in 2010/2011). The admission GPAs show no further significant differences from the

previous years. 4 students were admitted through Special Admissions Processes (Portuguese speaking African country n2; Timorese n1; re-admission n1).

In 2011/2012, overall, the ECS-UM admitted 125 new students who reflect the diversity in matriculates over the past years. 57% of the students came from the public school system and 83% were first time college students. Student´s age varied from 16 to 22 (mean 18.02; SD 0.79) the highest age being for graduate students and the lowest being for the general contingent. 66% 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, 82% of matriculates referred geographical proximity (it was the most influential for 55%). This might explain why only 17% students originate from districts in the country other than Braga (57% of matriculates) and Porto (26%). Nevertheless, 48% of the students left their family homes. Another primary factor taken into consideration by the students (68%) was the quality of the teaching and learning process (it was the most influential for 17% of the students).
More detailed information can be found in the appendix.

# 6. LONGITUDINAL STUDY AND GRADUATION QUESTIONNAIRE

The Longitudinal Study in medical education of the School of Health Sciences is one means to monitor the quality of the educational process. The current Snapshot includes a short update on the current state of the project and results obtained with the "Questionário de Graduação de Mestrado", a questionnaire that captures the perceptions of graduates regarding their experience at ECS-UM, their satisfaction with the undergraduate experience and self-perception of preparedness to enter Post-Graduate Year 1, their professional expectations and whether they feel that the principles contained in the school mission statement have been adequately implemented. The questionnaire is delivered in paper at graduation day and mailed for those who do not attend the ceremony.
Answers from 5 cohorts of ECS-UM graduates were manually introduced in an SPSS datasheet and frequencies have been determined. A thorough analysis of the results is belong the scope of the current snapshot and can be found in the appendixes ("Questionário de Graduação de Mestrado – Relatório Sumário de 2010/11). This snapshot offers highlights of interest for quality assessment of the educational process.
The graduate preferences in terms of institution to practice medicine are Public Hospitals located in the seaside of Northern Portugal. There is lower and wide range between cohorts in terms of preferences to work in primary care centers (13 to 33% expects to work there "most of my time"). A majority wishes to work as members of small teams and shows interest in doing clinical research "some of my time" but approximately 75% of each cohort did not

expect to be involved in basic science research at all (except for 2007 in which this is the case for 55% of the graduates).

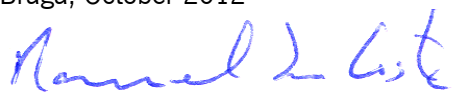
In what concerns satisfaction with the undergraduate experience, (80% or more are "satisfied" or "very satisfied" with the training in all 6 years of the curricula. The 5th year received the most favorable comments (92% of students are "satisfied" or "very satisfied"). Statistics and History of medicine are by far the aspects that the students report the least preparedness. In terms of perception of competences at the time of graduation (collected for 2 cohorts . n=47), 87% or more agree that they possess adequate clinical skills, knowledge about the fundamental mechanisms of disease and diagnosis, communication skills and social sciences. There is lower self-confidence about skills implied in clinical decision making, in which about approximately 20% of students considers to have acquired the basic skills to do so.

Lastly there are overwhelming positive perceptions about the ways the school materializes the following pillars of the degree: active involvement of students in the learning process, sharing responsibility with students, opportunities for small group work, opportunities to develop research and to contact the ICVS Research Institute, search and critical analysis of information, flexibility in the curriculum, horizontal and vertical integration, the use of laboratory activities to promote learning, the clinical clerkship multicentric model, the diversity of clinical scenarios provided, curriculum orientation to Portuguese health profile, the assessment process, opportunities meet the community, the emphasis on ethics and professionalism and humanism in medicine.

## 7. FINAL WORD

In summary, the implementation of the graduate entry track selection process and new curricular units was accomplished, although with a significant failure rate. Also of importance, 100% of students who performed above the passing score in "Fundamentals of Medicine", were also successful in "Introduction to Clinical Medicine". In addition, the indicators available on the experience of the original track in 2011-2012 demonstrate that the delivery of the program continues to maintain standards of quality in medical education. The conclusion is sustained by information originating from the Longitudinal study.

Braga, October 2012



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School of Health Sciences
Coordinator of the Medical Education Unit

# MASTER IN MEDICINE

University of Minho
School of Health Sciences

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APPENDIX

AUTUMN 2012 – A SNAPSHOT

ASSESSMENT OF THE ACADEMIC YEAR 2011/2012 AT THE ENTRANCE OF 2012/2013

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Surgery Residency ..... 49
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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 2011-2012 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)].

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 | 2011-2012

## Original Track

| | SCIENTIFIC AREA | CURRICULAR UNITS | | ECTS |
|---|---|---|---|---|
| 1st 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 Aids | | 1 |
| | CBB / SC-CSH / P / C | Option Project I | | 4 |
| | SC-CSH | Vertical Domains I | | 1 |
| | | | TOTAL | 60 |
| 2nd 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 |
| 3rd year | P | Biopathology and Introduction to Therapeutics | | 43 |
| | SC-CSH | Introduction to Community Health | | 4 |
| | C | Introduction to Clinical Medicine | | 10,5 |
| | SC-CSH | Family, Society and Health II | | 1,5 |
| | SC-CSH | Vertical Domains III | | 1 |
| | | | TOTAL | 60 |
| | | Degree in Medical Basic Sciences | | 180 |
| 4th 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 |
| 5th 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 |
| 6th year | SC-CSH | Health Centre Residency - 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, Human and Social Sciences; **P -** Pathology

## Alternative Track

| | SCIENTIFIC AREA | CURRICULAR UNITS | ECTS |
|---|---|---|---|
| 1st year | CBB / SC-CSH / P / C | Various | 60 |
| | | TOTAL | 60 |
| 2nd year | CBB / SC-CSH / P / C | Various | 60 |
| | | TOTAL | 60 |
| 3rd year | C | Introduction to Clinical Medicine | 10,5 |
| | CBB / P | Foundations of Medicine | 45 |
| | SC-CSH | Community Health, Human and Social Science | 4,5 |
| | | TOTAL | 60 |
| | | Degree in Medical Basic Sciences | 180 |
| 4th year | | The same as the original track | 60 |
| | | TOTAL | 60 |
| 5th year | | The same as the original track | 60 |
| | | TOTAL | 60 |
| 6th year | | The same as the original track | 60 |
| | | TOTAL | 60 |
| | | Integrated Master Program in Medicine | 360 |

ECTS - European Credit Transfer Units
C - Clinical; CBB –Biological and Biomedical Sciences;
SC-CSH - Community Health, 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. This year, some questionnaires were collected online (p.e. Molecules and Cells and Functional an Organic systems) 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.

"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);

"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;

"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;

"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;

"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 | 36 | Global Score |
| Evaluation of Academic Faculty | 9 | Global Score |
| | | Individual Score |
| Evaluation of Clinical Tutors/Services | 9 | Global Score Form |
| | | Global Score Form/Institution |
| | | Global Score Form/Service |

*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 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

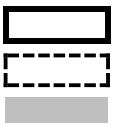
| | |
|---|---|
| **1** | I understood the learning objectives |
| **2** | The elements of the assessment process reflect the objectives of the curricular unit |
| **3** | The assessment process was coherent with the objectives of the curricular unit |
| **4** | The evaluation parameters were defined 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 | ⓪ |

## Legend

- <u>for tutors, faculty and curricular unit assessment:</u>



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

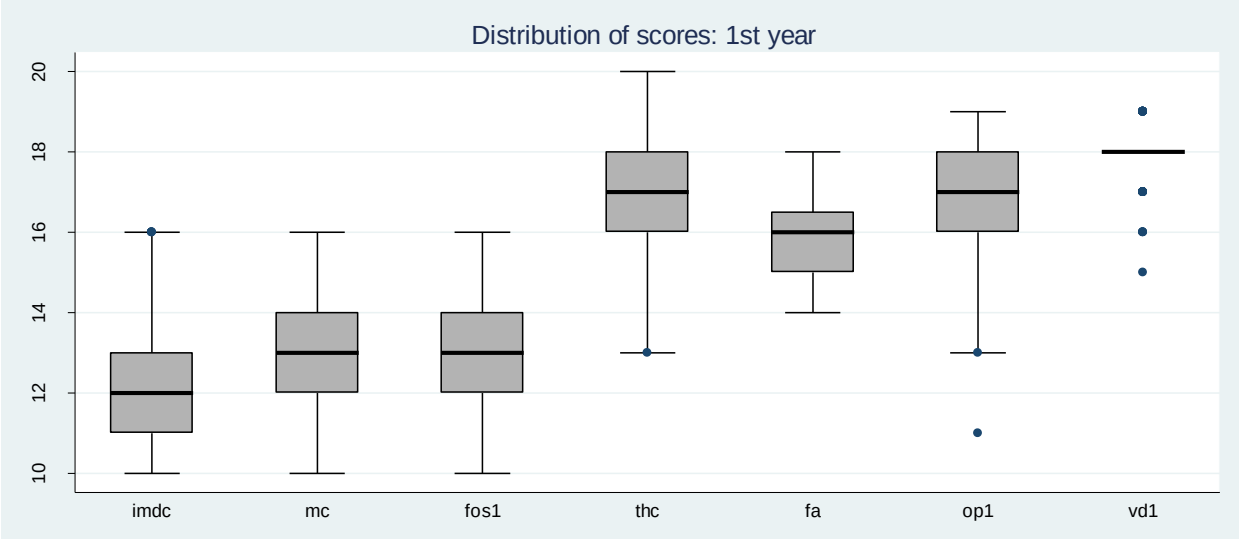
# DISTRIBUTION OF STUDENT SCORES: LEGEND

*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

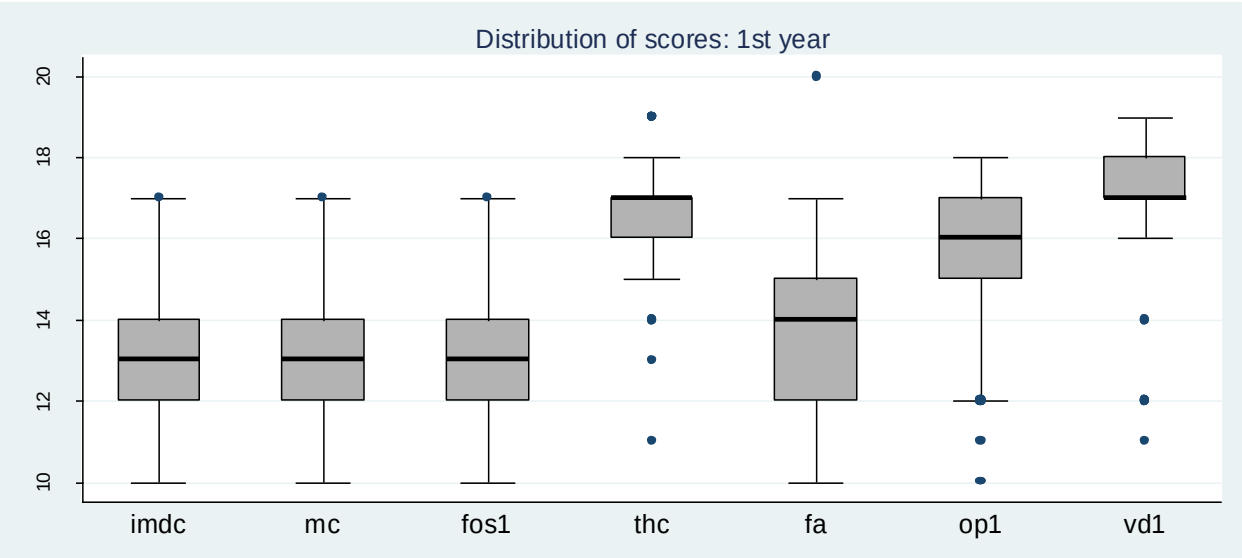
## Distribution of Student Scores(*)

### 2011-2012




| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Failure | 28 (20%) | 33 (23%) | 35 (21%) | 11 (9%) | 9 (7%) | 12 (9%) | 5 (4%) |

### 2010-2011




| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Failure | 25 (17%) | 27 (18%) | 50 (29%) | 7 (5%) | 7 (5%) | 12 (8%) | 3 (2%) |

Legend
IMDC – Introduction to the Medical Degree Course
MC – Molecules and Cells
FOS1 – Functional and Organic Systems I
THC – Training in a Health Centre
FA – First Aid
OP1 – Option Project I
VD1 – Vertical Domains I

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

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 6 | 2 | 2 | 6 | 7 | 3 | 3 | 2 | 9 | 2 | 12 | 6 |
| | Strongly disagree | 16 | 9 | 7 | 8 | 8 | 16 | 10 | 5 | 13 | 6 | 16 | 9 |
| | Disagree | 17 | 30 | 17 | 35 | 30 | 24 | 27 | 17 | 30 | 21 | 38 | 25 |
| | **Unfavorable responses** | **40** | **41** | **27** | **49** | **45** | **43** | **40** | **25** | **53** | **29** | **66** | **40** |
| | Agree | 43 | 39 | 50 | 35 | 39 | 37 | 40 | 55 | 29 | 49 | 25 | 49 |
| | Strongly agree | 14 | 14 | 18 | 12 | 10 | 16 | 12 | 14 | 10 | 16 | 8 | 8 |
| | Completely agree | 3 | 2 | 4 | 3 | 2 | 3 | 2 | 4 | 2 | 3 | 1 | 2 |
| | **Favorable responses** | **60** | **55** | **72** | **50** | **52** | **56** | **54** | **73** | **41** | **69** | **34** | **59** |
| | No opinion | 0 | 3 | 1 | 1 | 3 | 1 | 6 | 2 | 6 | 2 | 1 | 1 |
| 2010/2011 | **Unfavorable responses** | **16** | **25** | **17** | **35** | **20** | **16** | **28** | **12** | **49** | **21** | **45** | **23** |
| | **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 |

## Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 2 |
| | Strongly disagree | 1 | 1 | 2 | 2 | 1 | 2 | 3 | 2 |
| | Disagree | 2 | 1 | 8 | 9 | 8 | 8 | 11 | 9 |
| | **Unfavorable responses** | **5** | **2** | **12** | **14** | **10** | **12** | **16** | **12** |
| | Agree | 27 | 20 | 29 | 32 | 34 | 34 | 31 | 32 |
| | Strongly agree | 31 | 31 | 30 | 30 | 30 | 29 | 28 | 29 |
| | Completely agree | 34 | 43 | 25 | 21 | 22 | 20 | 20 | 20 |
| | **Favorable responses** | **92** | **94** | **84** | **82** | **85** | **83** | **80** | **82** |
| | No opinion | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 6 |
| 2010/2011 | **Unfavorable responses** | **2** | **5** | **11** | **10** | **9** | **9** | **12** | **7** |
| | **Favorable responses** | **91** | **88** | **82** | **83** | **83** | **82** | **80** | **85** |
| | No opinion | 7 | 7 | 7 | 7 | 8 | 8 | 8 | 9 |

# Molecules and Cells

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 1 | 2 | 0 | 2 | 2 | 1 | 4 | 1 | 1 | 1 |
| | Strongly disagree | 2 | 3 | 2 | 2 | 3 | 3 | 1 | 1 | 6 | 4 | 3 | 3 |
| | Disagree | 6 | 5 | 7 | 23 | 14 | 5 | 17 | 6 | 37 | 10 | 14 | 12 |
| | **Unfavorable responses** | **8** | **8** | **10** | **26** | **17** | **10** | **19** | **8** | **47** | **15** | **18** | **16** |
| | Agree | 42 | 42 | 40 | 41 | 47 | 38 | 45 | 52 | 30 | 43 | 49 | 43 |
| | Strongly agree | 37 | 41 | 37 | 23 | 26 | 33 | 26 | 27 | 14 | 28 | 22 | 26 |
| | Completely agree | 13 | 9 | 12 | 10 | 8 | 17 | 7 | 11 | 5 | 12 | 8 | 9 |
| | **Favorable responses** | **91** | **91** | **89** | **73** | **81** | **89** | **78** | **90** | **50** | **83** | **78** | **78** |
| | No opinion | 1 | 1 | 2 | 1 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 6 |
| 2010/2011 | **Unfavorable responses** | **4** | **7** | **7** | **22** | **12** | **10** | **12** | **8** | **38** | **11** | **16** | **15** |
| | **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 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 2 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | 1 | 1 |
| | Strongly disagree | 2 | 1 | 7 | 11 | 2 | 3 | 3 | 1 | 3 | 1 |
| | Disagree | 5 | 11 | 18 | 18 | 7 | 4 | 13 | 4 | 14 | 12 |
| | **Unfavorable responses** | **9** | **14** | **26** | **32** | **10** | **8** | **17** | **7** | **17** | **14** |
| | Agree | 34 | 45 | 39 | 37 | 38 | 38 | 20 | 15 | 30 | 43 |
| | Strongly agree | 31 | 19 | 19 | 21 | 29 | 32 | 14 | 23 | 33 | 27 |
| | Completely agree | 24 | 20 | 14 | 8 | 20 | 17 | 8 | 20 | 19 | 15 |
| | **Favorable responses** | **90** | **84** | **72** | **66** | **87** | **88** | **42** | **58** | **82** | **85** |
| | No opinion | 2 | 2 | 2 | 2 | 3 | 4 | 41 | 35 | 1 | 1 |
| 2010/2011 | **Unfavorable responses** | **6** | **15** | **25** | **34** | **11** | **8** | **7** | **5** | **25** | **10** |
| | **Favorable r4esponses** | **94** | **84** | **73** | **66** | **88** | **91** | **30** | **38** | **75** | **90** |
| | No opinion | 0 | 1 | 2 | 0 | 2 | 1 | 63 | 58 | 0 | 0 |

## Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Disagree | 4 | 1 | 5 | 7 | 6 | 6 | 6 | 7 |
| | **Unfavorable responses** | **5** | **2** | **7** | **9** | **8** | **8** | **8** | **8** |
| | Agree | 27 | 22 | 31 | 31 | 35 | 33 | 29 | 29 |
| | Strongly agree | 33 | 27 | 34 | 33 | 30 | 31 | 32 | 34 |
| | Completely agree | 32 | 46 | 26 | 24 | 24 | 25 | 27 | 24 |
| | **Favorable responses** | **92** | **95** | **91** | **88** | **89** | **89** | **88** | **87** |
| | No opinion | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 5 |
| 2010/2011 | **Unfavorable responses** | **7** | **2** | **7** | **8** | **11** | **9** | **8** | **8** |
| | **Favorable responses** | **86** | **91** | **86** | **84** | **81** | **83** | **84** | **83** |
| | No opinion | 7 | 7 | 7 | 8 | 8 | 8 | 8 | 9 |

# Functional and Organic Systems I

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 2 | 1 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 5 | 1 | 1 | 2 | 1 | 9 | 1 | 1 | 2 |
| | Disagree | 3 | 4 | 1 | 16 | 10 | 4 | 7 | 3 | 12 | 3 | 3 | 3 |
| | **Unfavorable responses** | **3** | **4** | **1** | **22** | **13** | **5** | **9** | **3** | **22** | **5** | **4** | **5** |
| | Agree | 35 | 40 | 22 | 38 | 50 | 35 | 42 | 44 | 41 | 40 | 39 | 31 |
| | Strongly agree | 48 | 42 | 47 | 31 | 27 | 40 | 35 | 32 | 25 | 38 | 38 | 36 |
| | Completely agree | 13 | 9 | 26 | 6 | 9 | 15 | 9 | 17 | 8 | 15 | 15 | 25 |
| | **Favorable responses** | **96** | **91** | **96** | **75** | **85** | **91** | **86** | **93** | **74** | **92** | **93** | **91** |
| | No opinion | 2 | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 4 | 3 | 3 | 3 |
| 2010/2011 | **Unfavorable responses** | **5** | **8** | **2** | **46** | **10** | **5** | **3** | **3** | **27** | **6** | **7** | **4** |
| | **Favorable responses** | **93** | **90** | **98** | **54** | **88** | **93** | **95** | **96** | **70** | **93** | **92** | **94** |
| | No opinion | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 3 | 1 | 1 | 2 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 3 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | Strongly disagree | 7 | 9 | 3 | 2 | 2 | 3 | 2 | 1 | 0 | 0 |
| | Disagree | 12 | 12 | 13 | 7 | 8 | 6 | 7 | 5 | 0 | 13 |
| | **Unfavorable responses** | **21** | **26** | **19** | **9** | **9** | **9** | **9** | **6** | **0** | **14** |
| | Agree | 38 | 48 | 44 | 41 | 40 | 32 | 33 | 23 | 19 | 44 |
| | Strongly agree | 26 | 16 | 21 | 32 | 36 | 37 | 20 | 29 | 32 | 28 |
| | Completely agree | 11 | 7 | 13 | 15 | 10 | 18 | 9 | 16 | 49 | 12 |
| | **Favorable responses** | **74** | **71** | **77** | **87** | **86** | **86** | **62** | **68** | **99** | **85** |
| | No opinion | 4 | 3 | 4 | 4 | 4 | 4 | 29 | 26 | 1 | 2 |
| 2010/2011 | **Unfavorable responses** | **23** | **30** | **26** | **5** | **16** | **9** | **5** | **6** | **5** | **16** |
| | **Favorable responses** | **75** | **67** | **71** | **93** | **81** | **89** | **76** | **74** | **94** | **82** |
| | No opinion | 2 | 2 | 2 | 2 | 3 | 2 | 19 | 20 | 1 | 2 |

## Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Disagree | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 |
| | **Unfavorable responses** | **2** | **1** | **4** | **4** | **4** | **4** | **4** | **3** |
| | Agree | 18 | 18 | 23 | 26 | 25 | 24 | 24 | 22 |
| | Strongly agree | 34 | 32 | 37 | 37 | 35 | 35 | 36 | 38 |
| | Completely agree | 36 | 39 | 26 | 24 | 27 | 27 | 27 | 26 |
| | **Favorable responses** | **89** | **90** | **87** | **87** | **87** | **86** | **87** | **86** |
| | No opinion | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 11 |
| 2010/2011 | **Unfavorable responses** | **4** | **3** | **5** | **6** | **6** | **6** | **5** | **5** |
| | **Favorable responses** | **84** | **84** | **82** | **81** | **81** | **81** | **82** | **82** |
| | No opinion | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |

# Training in a Health Centre

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 2 | - | 3 | 3 | 2 | 4 | 1 | - | - | 1 | 1 |
| | Strongly disagree | 0 | 3 | - | 3 | 2 | 1 | 1 | 2 | - | - | 1 | 0 |
| | Disagree | 0 | 4 | - | 16 | 9 | 3 | 6 | 7 | - | - | 3 | 1 |
| | **Unfavorable responses** | **1** | **9** | **-** | **22** | **13** | **6** | **11** | **9** | **-** | **-** | **5** | **2** |
| | Agree | 19 | 22 | - | 23 | 28 | 25 | 23 | 28 | - | - | 17 | 14 |
| | Strongly agree | 39 | 37 | - | 28 | 31 | 22 | 32 | 30 | - | - | 31 | 20 |
| | Completely agree | 40 | 32 | - | 26 | 25 | 47 | 33 | 32 | - | - | 47 | 65 |
| | **Favorable responses** | **98** | **91** | **-** | **78** | **84** | **94** | **89** | **91** | **-** | **-** | **95** | **98** |
| | No opinion | 1 | 1 | - | 0 | 3 | 0 | 0 | 0 | - | - | 0 | 0 |
| 2010/2011 | **Unfavorable responses** | **3** | **3** | **-** | **8** | **9** | **6** | **16** | **8** | **-** | **-** | **1** | **0** |
| | **Favorable responses** | **97** | **97** | **-** | **91** | **84** | **92** | **83** | **92** | **-** | **-** | **98** | **100** |
| | No opinion | 1 | 0 | - | 1 | 7 | 2 | 1 | 1 | - | - | 1 | 0 |

# First Aid

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 2 | 0 | 1 | 4 | 0 | 0 | 0 | 2 | - | 1 | 0 |
| | Strongly disagree | 0 | 1 | 0 | 0 | 7 | 0 | 1 | 1 | 4 | - | 1 | 2 |
| | Disagree | 1 | 4 | 2 | 3 | 18 | 3 | 4 | 4 | 14 | - | 4 | 1 |
| | **Unfavorable responses** | **2** | **6** | **2** | **4** | **29** | **3** | **4** | **4** | **20** | **-** | **6** | **3** |
| | Agree | 18 | 26 | 8 | 17 | 21 | 20 | 17 | 15 | 31 | - | 21 | 18 |
| | Strongly agree | 46 | 36 | 33 | 39 | 27 | 39 | 46 | 46 | 27 | - | 36 | 36 |
| | Completely agree | 35 | 32 | 57 | 41 | 23 | 39 | 33 | 35 | 17 | - | 37 | 44 |
| | **Favorable responses** | **98** | **94** | **98** | **96** | **71** | **97** | **96** | **96** | **74** | **-** | **94** | **97** |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | - | 0 | 0 |
| 2010/2011 | **Unfavorable responses** | **11** | **22** | **5** | **21** | **36** | **16** | **26** | **19** | **30** | **-** | **20** | **8** |
| | **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 |

# Option Project I

## Overall Evaluation

| Area | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 1 | 0 | 9 | 0 | 0 | 0 |
| | Disagree | 2 | 4 | 4 | 4 | 17 | 6 | 0 | 0 |
| | **Unfavorable responses** | **2** | **4** | **5** | **4** | **30** | **6** | **0** | **0** |
| | Agree | 17 | 28 | 30 | 23 | 26 | 26 | 18 | 27 |
| | Strongly agree | 44 | 40 | 46 | 37 | 23 | 27 | 33 | 37 |
| | Completely agree | 37 | 26 | 19 | 36 | 18 | 41 | 49 | 36 |
| | **Favorable responses** | **98** | **94** | **95** | **96** | **68** | **93** | **100** | **100** |
| | No opinion | 0 | 2 | 0 | 0 | 2 | 1 | 0 | 0 |
| 2010/2011 | **Unfavorable responses** | **2** | **3** | **3** | **3** | **16** | **6** | **0** | **2** |
| | **Favorable responses** | **98** | **94** | **94** | **97** | **81** | **93** | **100** | **98** |
| | No opinion | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 1 |

# Vertical Domains I

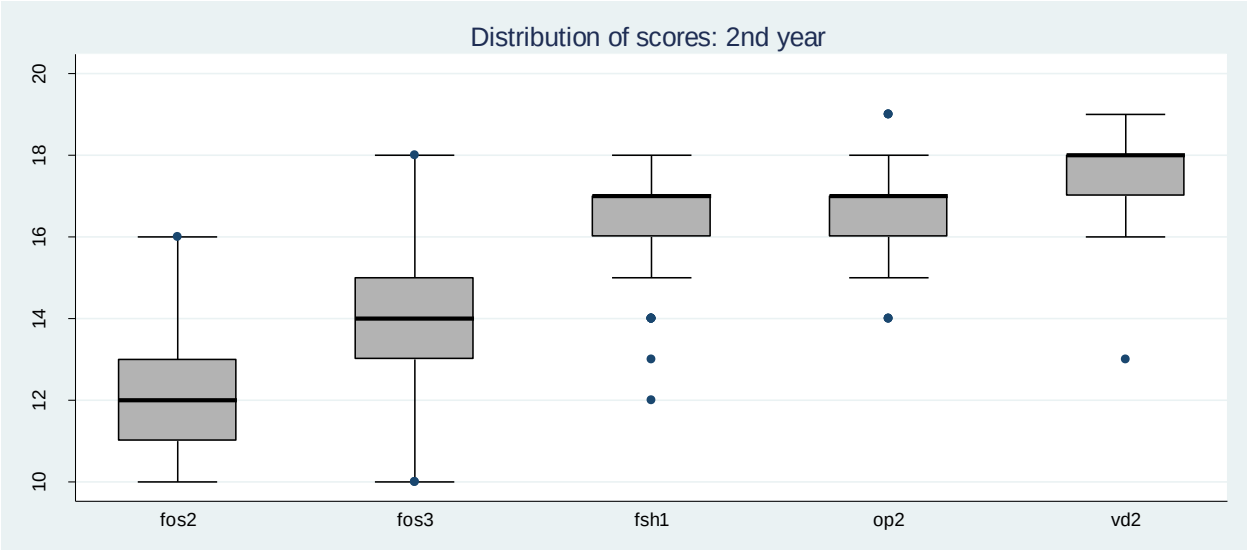
## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 0 | 0 | 1 | 2 | - | 0 | 0 | 1 | - | 1 | 1 |
| | Strongly disagree | 3 | 2 | 2 | 2 | 3 | - | 1 | 1 | 4 | - | 3 | 4 |
| | Disagree | 4 | 5 | 6 | 12 | 3 | - | 5 | 7 | 17 | - | 3 | 7 |
| | **Unfavorable responses** | **8** | **7** | **8** | **15** | **8** | **-** | **6** | **8** | **22** | **-** | **7** | **12** |
| | Agree | 44 | 42 | 38 | 44 | 40 | - | 41 | 32 | 43 | - | 36 | 47 |
| | Strongly agree | 32 | 36 | 40 | 28 | 36 | - | 40 | 43 | 19 | - | 36 | 30 |
| | Completely agree | 16 | 14 | 15 | 14 | 12 | - | 13 | 17 | 10 | - | 21 | 10 |
| | **Favorable responses** | **92** | **92** | **92** | **85** | **88** | **-** | **94** | **92** | **72** | **-** | **93** | **88** |
| | No opinion | 0 | 1 | 0 | 0 | 4 | - | 0 | 0 | 5 | - | 0 | 0 |
| 2010/2011 | **Unfavorable responses** | **3** | **2** | **7** | **9** | **5** | **-** | **5** | **5** | **13** | **-** | **5** | **13** |
| | **Favorable responses** | **96** | **96** | **91** | **89** | **90** | **-** | **93** | **93** | **76** | **-** | **93** | **85** |
| | No opinion | 1 | 3 | 3 | 2 | 5 | - | 2 | 2 | 11 | - | 2 | 2 |

# 2ND YEAR

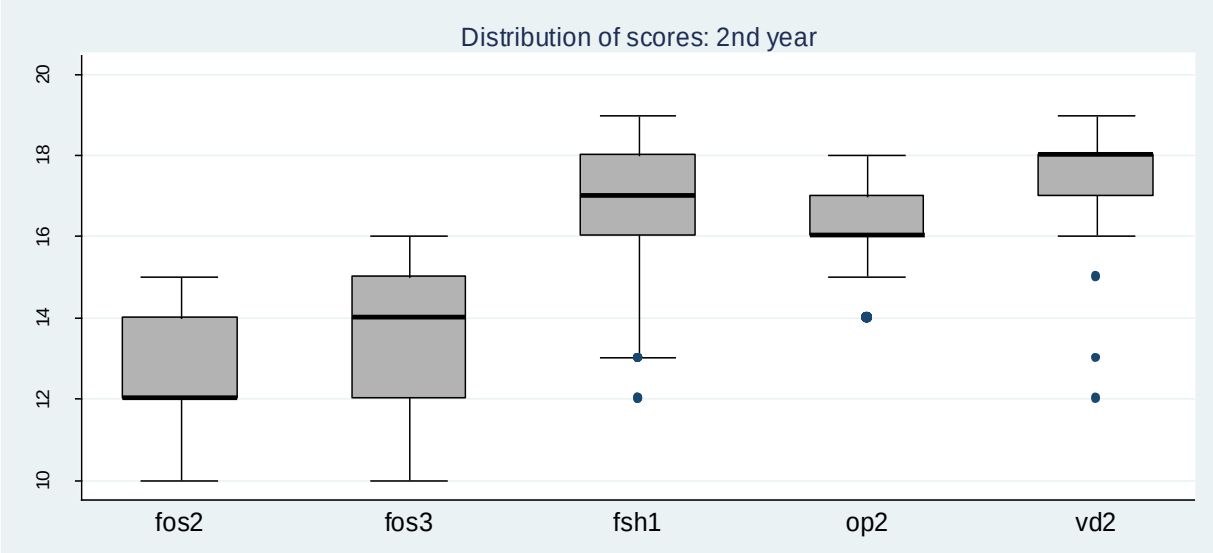
## Distribution of Student Scores(*)

### 2011-2012




| | | | | | |
|---|---|---|---|---|---|
| Failure | 26 (19%) | 14 (10%) | 10 (9%) | 13 (10%) | 9 (7%) |

### 2010-2011




| | | | | | |
|---|---|---|---|---|---|
| Failure | 15 (11%) | 25 (18%) | 12 (10%) | 10 (8%) | 4 (3%) |

Legend
FOS2 – Functional and Organic Systems II
FOS3 – Functional and Organic Systems III
FSH1 – Family, Society and Health I
OP2 – Option Project II
VD2 – 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 2 | 2 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 4 | 1 | 2 | 2 | 2 | 1 | 0 | 0 | 1 |
| | Disagree | 2 | 10 | 2 | 29 | 18 | 2 | 4 | 6 | 10 | 7 | 6 | 5 |
| | **Unfavorable responses** | **2** | **11** | **2** | **35** | **20** | **4** | **6** | **8** | **11** | **9** | **8** | **6** |
| | Agree | 44 | 45 | 26 | 43 | 50 | 42 | 47 | 43 | 51 | 43 | 44 | 37 |
| | Strongly agree | 44 | 37 | 44 | 20 | 25 | 33 | 37 | 34 | 25 | 38 | 34 | 38 |
| | Completely agree | 10 | 6 | 27 | 1 | 4 | 18 | 9 | 14 | 10 | 8 | 11 | 18 |
| | **Favorable responses** | **98** | **88** | **97** | **63** | **79** | **94** | **92** | **91** | **87** | **89** | **89** | **93** |
| | No opinion | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 3 | 2 |
| 2010/2011 | **Unfavorable responses** | **4** | **7** | **0** | **45** | **13** | **4** | **11** | **6** | **11** | **11** | **7** | **4** |
| | **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 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 5 | 5 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 2 |
| | Strongly disagree | 7 | 6 | 8 | 2 | 3 | 2 | 2 | 2 | 7 | 6 |
| | Disagree | 10 | 28 | 19 | 6 | 10 | 8 | 11 | 8 | 19 | 21 |
| | **Unfavorable responses** | **22** | **38** | **29** | **8** | **15** | **10** | **13** | **10** | **27** | **30** |
| | Agree | 48 | 40 | 44 | 44 | 37 | 26 | 26 | 21 | 37 | 44 |
| | Strongly agree | 21 | 13 | 22 | 40 | 33 | 37 | 29 | 29 | 23 | 21 |
| | Completely agree | 6 | 6 | 4 | 6 | 11 | 25 | 7 | 17 | 12 | 4 |
| | **Favorable responses** | **76** | **60** | **70** | **90** | **82** | **89** | **62** | **67** | **71** | **68** |
| | No opinion | 2 | 2 | 2 | 2 | 3 | 2 | 25 | 24 | 2 | 2 |
| 2010/2011 | **Unfavorable responses** | **20** | **31** | **32** | **6** | **14** | **3** | **5** | **2** | **5** | **20** |
| | **Favorable responses** | **80** | **68** | **68** | **94** | **85** | **96** | **85** | **88** | **95** | **79** |
| | No opinion | 0 | 1 | 0 | 0 | 2 | 1 | 11 | 10 | 0 | 1 |

## Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Disagree | 2 | 1 | 4 | 5 | 5 | 5 | 4 | 4 |
| | **Unfavorable responses** | **4** | **2** | **5** | **6** | **7** | **7** | **5** | **6** |
| | Agree | 21 | 18 | 26 | 28 | 28 | 28 | 27 | 27 |
| | Strongly agree | 34 | 23 | 33 | 32 | 31 | 31 | 32 | 31 |
| | Completely agree | 35 | 52 | 30 | 28 | 28 | 28 | 30 | 30 |
| | **Favorable responses** | **90** | **92** | **89** | **88** | **87** | **87** | **89** | **88** |
| | No opinion | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 2010/2011 | **Unfavorable responses** | **4** | **4** | **5** | **7** | **7** | **6** | **6** | **6** |
| | **Favorable responses** | **93** | **93** | **91** | **90** | **89** | **90** | **91** | **90** |
| | No opinion | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 |

# Functional and Organic Systems III

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 3 | 2 | 0 | 0 |
| | Strongly disagree | 1 | 1 | 1 | 3 | 0 | 1 | 0 | 2 | 2 | 1 | 1 | 1 |
| | Disagree | 2 | 6 | 2 | 17 | 9 | 4 | 8 | 4 | 8 | 6 | 4 | 3 |
| | **Unfavorable responses** | **3** | **8** | **3** | **21** | **9** | **5** | **9** | **7** | **12** | **9** | **5** | **4** |
| | Agree | 26 | 32 | 22 | 31 | 34 | 30 | 44 | 35 | 36 | 32 | 31 | 27 |
| | Strongly agree | 52 | 47 | 44 | 38 | 43 | 46 | 40 | 41 | 39 | 44 | 45 | 42 |
| | Completely agree | 19 | 11 | 30 | 8 | 12 | 16 | 5 | 15 | 10 | 14 | 17 | 22 |
| | **Favorable responses** | **97** | **91** | **97** | **77** | **90** | **92** | **89** | **91** | **85** | **90** | **93** | **91** |
| | No opinion | 1 | 2 | 1 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 2 | 4 |
| 2010/2011 | **Unfavorable responses** | **2** | **6** | **2** | **28** | **6** | **5** | **16** | **4** | **20** | **8** | **8** | **3** |
| | **Favorable responses** | **98** | **94** | **98** | **72** | **94** | **95** | **84** | **95** | **80** | **91** | **90** | **95** |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 2 | 2 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 7 | 5 | 1 | 1 | 2 | 1 | 2 | 0 | 1 | 1 |
| | Strongly disagree | 3 | 4 | 2 | 3 | 2 | 2 | 0 | 0 | 1 | 1 |
| | Disagree | 13 | 20 | 11 | 5 | 11 | 6 | 8 | 6 | 3 | 4 |
| | **Unfavorable responses** | **23** | **29** | **14** | **9** | **15** | **9** | **9** | **6** | **4** | **6** |
| | Agree | 34 | 34 | 34 | 40 | 30 | 26 | 32 | 27 | 28 | 41 |
| | Strongly agree | 35 | 28 | 40 | 37 | 37 | 41 | 26 | 29 | 34 | 40 |
| | Completely agree | 5 | 4 | 9 | 11 | 12 | 20 | 12 | 18 | 34 | 13 |
| | **Favorable responses** | **74** | **67** | **84** | **88** | **79** | **87** | **70** | **74** | **95** | **93** |
| | No opinion | 3 | 3 | 3 | 3 | 6 | 4 | 21 | 20 | 1 | 1 |
| 2010/2011 | **Unfavorable responses** | **24** | **27** | **19** | **7** | **7** | **5** | **3** | **2** | **5** | **7** |
| | **Favorable responses** | **76** | **72** | **81** | **93** | **93** | **95** | **88** | **90** | **95** | **93** |
| | No opinion | 0 | 1 | 0 | 0 | 0 | 0 | 9 | 8 | 0 | 0 |

## Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Disagree | 3 | 2 | 3 | 4 | 4 | 4 | 3 | 4 |
| | **Unfavorable responses** | **4** | **3** | **5** | **6** | **5** | **6** | **5** | **5** |
| | Agree | 20 | 17 | 24 | 25 | 26 | 26 | 26 | 25 |
| | Strongly agree | 33 | 25 | 32 | 31 | 30 | 30 | 30 | 31 |
| | Completely agree | 34 | 47 | 30 | 29 | 29 | 29 | 30 | 30 |
| | **Favorable responses** | **87** | **88** | **86** | **85** | **86** | **85** | **86** | **86** |
| | No opinion | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| 2010/2011 | **Unfavorable responses** | **3** | **2** | **5** | **6** | **6** | **6** | **6** | **5** |
| | **Favorable responses** | **94** | **96** | **93** | **92** | **91** | **92** | **92** | **92** |
| | No opinion | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |

# Family, Society and Health I

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 2 | 1 | 0 | 0 | 3 | 2 | 4 | 2 | 3 | 1 | 3 | 2 |
| | Strongly disagree | 0 | 2 | 2 | 3 | 1 | 3 | 4 | 3 | 3 | 3 | 2 | 3 |
| | Disagree | 2 | 1 | 1 | 7 | 11 | 3 | 7 | 2 | 12 | 7 | 7 | 0 |
| | **Unfavorable responses** | **4** | **4** | **3** | **10** | **15** | **7** | **15** | **7** | **18** | **10** | **11** | **5** |
| | Agree | 35 | 37 | 28 | 32 | 36 | 30 | 40 | 34 | 41 | 37 | 43 | 33 |
| | Strongly agree | 41 | 37 | 45 | 40 | 35 | 34 | 34 | 45 | 27 | 34 | 30 | 36 |
| | Completely agree | 20 | 22 | 24 | 16 | 9 | 26 | 11 | 14 | 7 | 18 | 14 | 25 |
| | **Favorable responses** | **96** | **96** | **97** | **88** | **81** | **90** | **85** | **93** | **76** | **89** | **87** | **94** |
| | No opinion | 0 | 0 | 0 | 2 | 5 | 3 | 0 | 1 | 7 | 1 | 2 | 1 |
| 2010/2011 | **Unfavorable responses** | **3** | **4** | **1** | **7** | **3** | **1** | **15** | **5** | **19** | **6** | **8** | **2** |
| | **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 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 1 | 0 | 3 | 1 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 2 | 6 | 3 | 1 | 0 | 1 |
| | Disagree | 3 | 3 | 4 | 10 | 11 | 6 | 1 | 2 |
| | **Unfavorable responses** | **3** | **4** | **6** | **19** | **14** | **7** | **1** | **3** |
| | Agree | 16 | 33 | 30 | 35 | 31 | 14 | 12 | 29 |
| | Strongly agree | 29 | 39 | 38 | 27 | 37 | 35 | 41 | 35 |
| | Completely agree | 51 | 21 | 22 | 19 | 17 | 43 | 47 | 34 |
| | **Favorable responses** | **96** | **93** | **90** | **81** | **85** | **92** | **99** | **97** |
| | No opinion | 1 | 4 | 4 | 1 | 1 | 1 | 0 | 0 |
| 2010/2011 | **Unfavorable responses** | **0** | **1** | **3** | **2** | **19** | **4** | **0** | **0** |
| | **Favorable responses** | **100** | **92** | **94** | **98** | **80** | **95** | **100** | **99** |
| | No opinion | 0 | 7 | 3 | 0 | 1 | 1 | 0 | 1 |

# Vertical Domains II

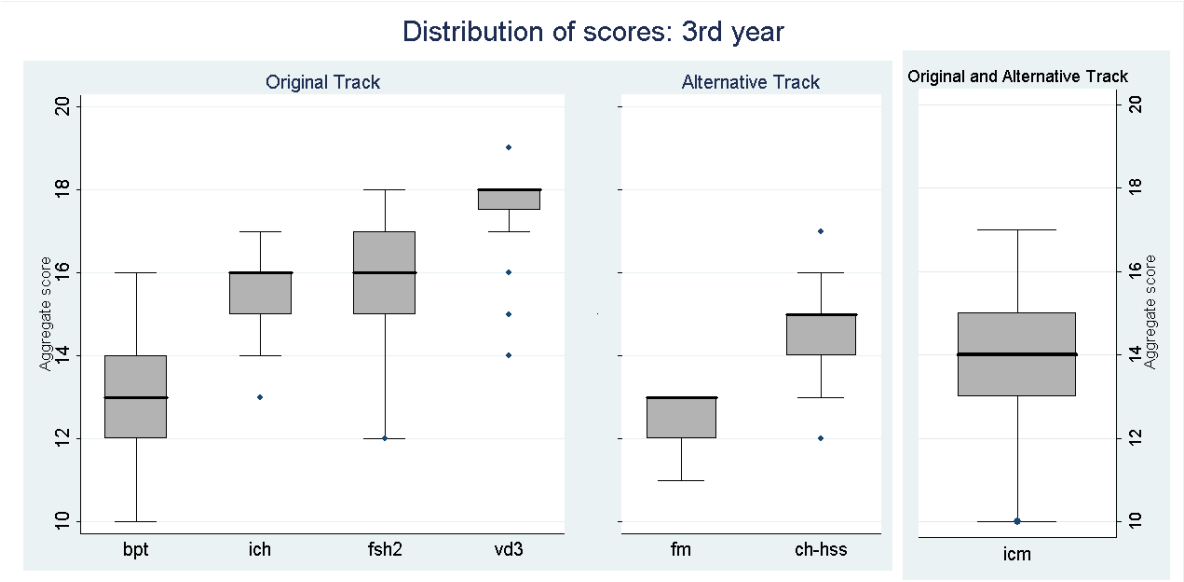
## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 1 | 0 | 0 | 1 | - | 0 | 0 | 1 | - | 0 | 0 |
| | Strongly disagree | 1 | 0 | 1 | 1 | 1 | - | 3 | 1 | 1 | - | 1 | 1 |
| | Disagree | 8 | 5 | 9 | 4 | 5 | - | 9 | 4 | 7 | - | 6 | 15 |
| | **Unfavorable responses** | **10** | **6** | **10** | **5** | **6** | **-** | **12** | **5** | **9** | **-** | **6** | **16** |
| | Agree | 33 | 39 | 41 | 43 | 38 | - | 37 | 43 | 39 | - | 38 | 37 |
| | Strongly agree | 38 | 38 | 31 | 28 | 34 | - | 38 | 38 | 31 | - | 33 | 26 |
| | Completely agree | 19 | 15 | 17 | 24 | 15 | - | 14 | 14 | 16 | - | 23 | 19 |
| | **Favorable responses** | **90** | **91** | **89** | **95** | **86** | **-** | **88** | **94** | **85** | **-** | **94** | **82** |
| | No opinion | 0 | 4 | 1 | 0 | 7 | - | 0 | 1 | 6 | - | 0 | 3 |
| 2010/2011 | **Unfavorable responses** | **4** | **1** | **5** | **10** | **9** | **-** | **4** | **4** | **7** | **-** | **2** | **11** |
| | **Favorable responses** | **94** | **97** | **93** | **88** | **80** | - | **94** | **93** | **83** | - | **96** | **86** |
| | No opinion | 2 | 2 | 2 | 2 | 11 | - | 2 | 3 | 10 | - | 2 | 3 |

# 3RD YEAR

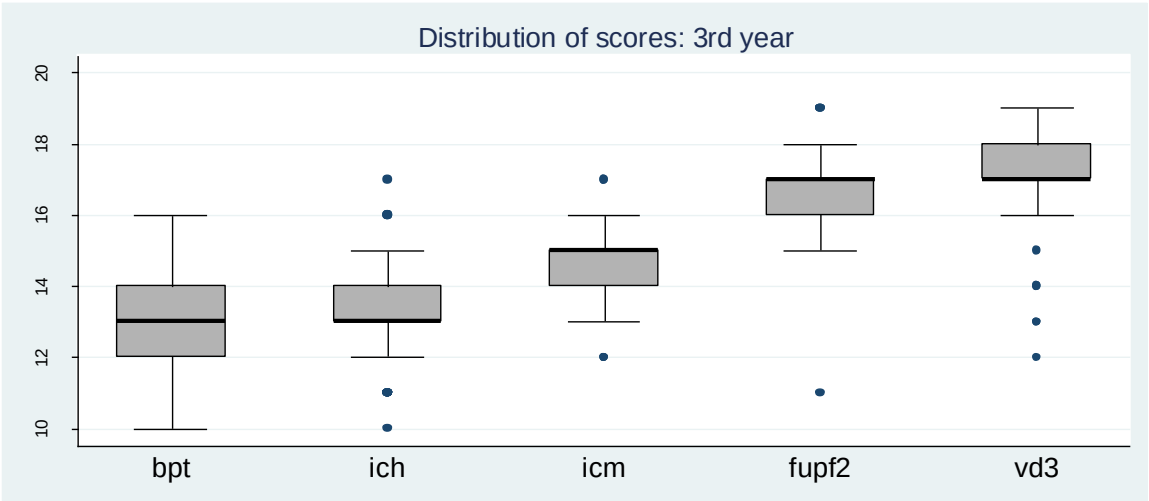
## Distribution of Student Scores(*)

### 2011-2012




| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Failure | 12 (9%) | 10 (8%) | 3 (3%) | 4 (3%) | 9 (45%) | 1 (5%) | 17 (11%) |

### 2010-2011




| | | | | | |
|---|---|---|---|---|---|
| Failure | 18 (15%) | 12 (10%) | 16 (13%) | 3 (2%) | 12 (10%) |

Legend
BPT – Biopathology and Introduction to Therapeutics
FSH2 – Family, Society and Health II
ICH – Introduction to Community Health
ICM – Introduction to Clinical Medicine
VD3 – Vertical Domains III
FM – Foundations of Medicine
CHHSS - Community Health, Human and Social Sciences

(*) 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 1 | 0 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 0 | 1 | 0 | 6 | 2 | 2 | 3 | 3 | 4 | 2 | 3 | 3 |
| | Disagree | 2 | 4 | 3 | 28 | 14 | 4 | 14 | 5 | 7 | 5 | 6 | 0 |
| | **Unfavorable responses** | **3** | **6** | **3** | **38** | **17** | **6** | **17** | **8** | **12** | **7** | **9** | **4** |
| | Agree | 38 | 44 | 19 | 43 | 43 | 34 | 50 | 45 | 43 | 35 | 41 | 27 |
| | Strongly agree | 50 | 40 | 40 | 17 | 34 | 37 | 24 | 32 | 31 | 42 | 40 | 39 |
| | Completely agree | 10 | 10 | 38 | 3 | 6 | 21 | 6 | 14 | 13 | 16 | 9 | 28 |
| | **Favorable responses** | **97** | **94** | **97** | **62** | **83** | **92** | **80** | **91** | **87** | **93** | **91** | **93** |
| | No opinion | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 1 | 1 | 0 | 0 | 4 |
| 2010/2011 | **Unfavorable responses** | **7** | **15** | **4** | **61** | **27** | **10** | **26** | **13** | **14** | **23** | **28** | **10** |
| | **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 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 4 | 4 | 2 | 1 | 2 | 3 | 3 | 1 | 0 | 2 |
| | Strongly disagree | 5 | 8 | 4 | 1 | 2 | 3 | 4 | 2 | 0 | 5 |
| | Disagree | 24 | 20 | 24 | 5 | 11 | 6 | 13 | 3 | 6 | 14 |
| | **Unfavorable responses** | **32** | **32** | **29** | **6** | **15** | **11** | **19** | **6** | **6** | **20** |
| | Agree | 39 | 45 | 42 | 36 | 36 | 39 | 24 | 17 | 24 | 39 |
| | Strongly agree | 21 | 18 | 25 | 46 | 37 | 38 | 22 | 36 | 35 | 30 |
| | Completely agree | 6 | 3 | 4 | 11 | 11 | 12 | 8 | 19 | 36 | 9 |
| | **Favorable responses** | **66** | **66** | **71** | **93** | **83** | **88** | **54** | **72** | **94** | **79** |
| | No opinion | 2 | 2 | 0 | 1 | 2 | 1 | 27 | 22 | 0 | 1 |
| 2010/2011 | **Unfavorable responses** | **42** | **50** | **48** | **15** | **18** | **12** | **36** | **18** | **54** | **30** |
| | **Favorable responses** | **54** | **44** | **51** | **84** | **80** | **87** | **50** | **68** | **44** | **69** |
| | No opinion | 5 | 6 | 1 | 2 | 2 | 1 | 14 | 14 | 2 | 2 |

## Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Disagree | 2 | 3 | 5 | 5 | 4 | 5 | 4 | 4 |
| | **Unfavorable responses** | **2** | **3** | **6** | **6** | **5** | **7** | **6** | **5** |
| | Agree | 12 | 14 | 22 | 24 | 23 | 22 | 21 | 20 |
| | Strongly agree | 30 | 29 | 32 | 32 | 32 | 33 | 33 | 36 |
| | Completely agree | 49 | 46 | 34 | 31 | 33 | 32 | 34 | 32 |
| | **Favorable responses** | **92** | **90** | **88** | **87** | **88** | **86** | **88** | **88** |
| | No opinion | 6 | 7 | 6 | 6 | 7 | 7 | 6 | 6 |
| 2010/2011 | **Unfavorable responses** | **5** | **5** | **9** | **11** | **10** | **12** | **10** | **10** |
| | **Favorable responses** | **94** | **92** | **89** | **87** | **87** | **86** | **88** | **87** |
| | No opinion | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |

# Introduction to Community Health

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 2 | 4 | 6 | 1 | 18 | 18 | 2 | 3 | 6 | 9 | 5 |
| | Strongly disagree | 5 | 6 | 6 | 8 | 6 | 12 | 18 | 14 | 17 | 6 | 14 | 10 |
| | Disagree | 28 | 28 | 25 | 18 | 17 | 19 | 23 | 26 | 36 | 36 | 35 | 21 |
| | **Unfavorable responses** | **33** | **36** | **35** | **33** | **24** | **49** | **60** | **41** | **56** | **48** | **58** | **36** |
| | Agree | 43 | 45 | 43 | 37 | 46 | 35 | 36 | 44 | 32 | 39 | 31 | 49 |
| | Strongly agree | 19 | 16 | 21 | 23 | 15 | 12 | 3 | 10 | 7 | 8 | 7 | 9 |
| | Completely agree | 5 | 3 | 2 | 7 | 3 | 3 | 1 | 3 | 2 | 1 | 1 | 2 |
| | **Favorable responses** | **67** | **64** | **65** | **67** | **63** | **50** | **39** | **57** | **41** | **48** | **39** | **60** |
| | No opinion | 0 | 0 | 0 | 0 | 13 | 1 | 1 | 2 | 3 | 5 | 3 | 5 |
| 2010/2011 | **Unfavorable responses** | **25** | **28** | **25** | **14** | **36** | **36** | **46** | **23** | **43** | **38** | **54** | **26** |
| | **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 |

| Area (method items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 9 | 8 | 2 | 1 | 3 | 4 | 7 | 5 | 0 | 0 |
| | Strongly disagree | 15 | 14 | 5 | 5 | 6 | 6 | 8 | 5 | 3 | 3 |
| | Disagree | 13 | 27 | 14 | 33 | 15 | 28 | 25 | 14 | 13 | 14 |
| | **Unfavorable responses** | **37** | **49** | **20** | **38** | **25** | **38** | **41** | **23** | **15** | **17** |
| | Agree | 42 | 35 | 45 | 47 | 45 | 40 | 17 | 25 | 29 | 46 |
| | Strongly agree | 15 | 13 | 22 | 10 | 23 | 18 | 6 | 15 | 37 | 29 |
| | Completely agree | 4 | 1 | 14 | 3 | 5 | 3 | 2 | 4 | 18 | 8 |
| | **Favorable responses** | **61** | **49** | **80** | **60** | **73** | **60** | **25** | **45** | **85** | **83** |
| | No opinion | 2 | 2 | 0 | 2 | 3 | 2 | 34 | 33 | 0 | 0 |
| 2010/2011 | **Unfavorable responses** | **39** | **47** | **8** | **32** | **24** | **24** | **40** | **28** | **33** | **42** |
| | **Favorable responses** | **56** | **46** | **88** | **65** | **71** | **73** | **25** | **33** | **66** | **55** |
| | No opinion | 5 | 7 | 4 | 3 | 5 | 3 | 35 | 39 | 1 | 2 |

## Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| | Strongly disagree | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 |
| | Disagree | 5 | 5 | 8 | 9 | 9 | 9 | 8 | 8 |
| | **Unfavorable responses** | **7** | **8** | **13** | **15** | **13** | **15** | **13** | **11** |
| | Agree | 24 | 22 | 28 | 29 | 32 | 30 | 30 | 29 |
| | Strongly agree | 20 | 18 | 21 | 19 | 16 | 16 | 18 | 20 |
| | Completely agree | 20 | 22 | 11 | 11 | 11 | 12 | 11 | 11 |
| | **Favorable responses** | **64** | **63** | **60** | **59** | **59** | **58** | **59** | **60** |
| | No opinion | 29 | 29 | 27 | 27 | 28 | 27 | 28 | 29 |
| 2010/2011 | **Unfavorable responses** | **10** | **15** | **19** | **24** | **24** | **26** | **23** | **24** |
| | **Favorable responses** | **84** | **78** | **75** | **71** | **70** | **69** | **72** | **69** |
| | No opinion | 6 | 7 | 5 | 6 | 6 | 5 | 5 | 7 |

# Introduction to Clinical Medicine

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 1 | 0 | 1 | 6 | 2 | 1 | 1 | 1 | 0 | 0 | 0 |
| | Strongly disagree | 2 | 4 | 0 | 2 | 8 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| | Disagree | 2 | 16 | 1 | 10 | 18 | 8 | 6 | 1 | 2 | 4 | 5 | 0 |
| | **Unfavorable responses** | **5** | **22** | **1** | **13** | **32** | **12** | **8** | **4** | **4** | **5** | **7** | **1** |
| | Agree | 27 | 37 | 14 | 31 | 32 | 28 | 33 | 30 | 34 | 29 | 29 | 20 |
| | Strongly agree | 51 | 32 | 36 | 34 | 22 | 35 | 39 | 38 | 41 | 40 | 42 | 31 |
| | Completely agree | 16 | 7 | 47 | 19 | 7 | 22 | 15 | 25 | 17 | 22 | 20 | 46 |
| | **Favorable responses** | **94** | **76** | **97** | **84** | **61** | **84** | **88** | **93** | **93** | **91** | **91** | **98** |
| | No opinion | 2 | 2 | 1 | 2 | 7 | 4 | 4 | 3 | 3 | 4 | 2 | 2 |
| 2010/2011 | **Unfavorable responses** | **4** | **9** | **1** | **15** | **9** | **7** | **17** | **15** | **13** | **11** | **9** | **3** |
| | **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 |

## Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 3 | 0 | 0 |
| | Strongly disagree | 2 | 2 | 2 | 0 | 1 | 2 | 0 | 2 | 2 | 0 |
| | Disagree | 4 | 2 | 4 | 2 | 5 | 6 | 1 | 6 | 5 | 2 |
| | **Unfavorable responses** | **6** | **3** | **6** | **2** | **8** | **11** | **1** | **11** | **6** | **2** |
| | Agree | 17 | 18 | 15 | 19 | 15 | 17 | 13 | 23 | 13 | 13 |
| | Strongly agree | 27 | 35 | 24 | 24 | 17 | 22 | 24 | 20 | 28 | 22 |
| | Completely agree | 50 | 43 | 56 | 55 | 60 | 49 | 62 | 46 | 51 | 63 |
| | **Favorable responses** | **94** | **97** | **94** | **98** | **92** | **89** | **99** | **89** | **93** | **98** |
| | No opinion | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |

## Evaluation of Seminars/Speakers

*not available*

# Family, Society and Health II

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 3 | 2 | 2 | 2 | 3 | 4 | 2 | 2 | 2 | 0 | 1 | 1 |
| | Strongly disagree | 1 | 2 | 3 | 1 | 3 | 2 | 8 | 4 | 2 | 2 | 4 | 1 |
| | Disagree | 9 | 8 | 9 | 10 | 12 | 10 | 13 | 7 | 8 | 8 | 13 | 9 |
| | **Unfavorable responses** | **13** | **12** | **14** | **13** | **18** | **16** | **23** | **13** | **12** | **10** | **18** | **11** |
| | Agree | 35 | 36 | 37 | 36 | 39 | 41 | 35 | 35 | 31 | 41 | 43 | 40 |
| | Strongly agree | 30 | 35 | 31 | 35 | 23 | 23 | 24 | 32 | 31 | 33 | 28 | 33 |
| | Completely agree | 21 | 15 | 16 | 14 | 13 | 19 | 16 | 19 | 23 | 14 | 9 | 14 |
| | **Favorable responses** | **85** | **86** | **84** | **85** | **76** | **82** | **75** | **85** | **85** | **88** | **80** | **87** |
| | No opinion | 2 | 2 | 2 | 2 | 7 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |

# Vertical Domains III

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 0 | 0 | 0 | 1 | - | 1 | 1 | 1 | - | 0 | 0 |
| | Strongly disagree | 1 | 2 | 2 | 0 | 1 | - | 0 | 0 | 1 | - | 0 | 1 |
| | Disagree | 5 | 4 | 6 | 4 | 6 | - | 1 | 1 | 3 | - | 5 | 6 |
| | **Unfavorable responses** | **6** | **6** | **8** | **4** | **7** | **-** | **2** | **2** | **5** | **-** | **5** | **6** |
| | Agree | 28 | 30 | 32 | 30 | 30 | - | 34 | 33 | 31 | - | 29 | 35 |
| | Strongly agree | 35 | 35 | 33 | 37 | 29 | - | 39 | 35 | 32 | - | 36 | 31 |
| | Completely agree | 25 | 26 | 22 | 26 | 21 | - | 23 | 26 | 25 | - | 28 | 25 |
| | **Favorable responses** | **88** | **91** | **87** | **93** | **80** | **-** | **95** | **95** | **88** | **-** | **93** | **91** |
| | No opinion | 5 | 4 | 5 | 4 | 13 | - | 3 | 4 | 7 | - | 3 | 3 |
| 2010/2011 | **Unfavorable responses** | **13** | **15** | **22** | **17** | **18** | **-** | **16** | **11** | **12** | **-** | **15** | **26** |
| | **Favorable responses** | **84** | **81** | **77** | **80** | **73** | **-** | **83** | **86** | **77** | **-** | **83** | **70** |
| | No opinion | 3 | 5 | 1 | 4 | 9 | - | 2 | 3 | 11 | - | 3 | 4 |

# Foundations of Medicine

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 8 | 0 | 31 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 15 | 0 | 0 | 8 | 8 | 15 | 0 | 0 | 0 |
| | Disagree | 23 | 15 | 8 | 15 | 23 | 0 | 23 | 8 | 8 | 15 | 23 | 8 |
| | **Unfavorable responses** | **23** | **23** | **8** | **62** | **23** | **0** | **38** | **15** | **23** | **15** | **23** | **8** |
| | Agree | 31 | 38 | 31 | 31 | 31 | 23 | 38 | 31 | 31 | 31 | 38 | 23 |
| | Strongly agree | 31 | 23 | 31 | 0 | 31 | 31 | 15 | 38 | 23 | 15 | 23 | 23 |
| | Completely agree | 15 | 8 | 31 | 8 | 8 | 38 | 8 | 15 | 15 | 38 | 15 | 46 |
| | **Favorable responses** | **77** | **69** | **92** | **38** | **69** | **92** | **62** | **85** | **69** | **85** | **77** | **92** |
| | No opinion | 0 | 8 | 0 | 0 | 8 | 8 | 0 | 0 | 8 | 0 | 0 | 0 |

## Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 1 | 1 | | 1 | 1 | 1 | 0 |
| | Strongly disagree | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 |
| | Disagree | 1 | 6 | 5 | 5 | 4 | 5 | 7 | 6 |
| | **Unfavorable responses** | **2** | **7** | **7** | **6** | **5** | **6** | **8** | **7** |
| | Agree | 7 | 14 | 20 | 20 | 18 | 20 | 19 | 19 |
| | Strongly agree | 23 | 21 | 24 | 26 | 23 | 22 | 21 | 22 |
| | Completely agree | 66 | 56 | 46 | 44 | 48 | 47 | 47 | 44 |
| | **Favorable responses** | **96** | **90** | **90** | **90** | **89** | **89** | **87** | **85** |
| | No opinion | 2 | 3 | 3 | 4 | 6 | 5 | 5 | 8 |

# Community Health, Human and Social Sciences

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 8 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 17 | 8 | 0 | 0 | 0 | 0 | 8 | 0 |
| | Disagree | 0 | 8 | 0 | 25 | 17 | 8 | 42 | 17 | 8 | 8 | 8 | 0 |
| | **Unfavorable responses** | **0** | **8** | **0** | **25** | **33** | **17** | **50** | **17** | **17** | **8** | **17** | **0** |
| | Agree | 58 | 50 | 42 | 42 | 33 | 33 | 25 | 42 | 33 | 33 | 33 | 17 |
| | Strongly agree | 42 | 33 | 25 | 25 | 33 | 50 | 25 | 33 | 17 | 58 | 50 | 50 |
| | Completely agree | 0 | 8 | 33 | 8 | 0 | 0 | 0 | 8 | 17 | 0 | 0 | 25 |
| | **Favorable responses** | **100** | **92** | **100** | **75** | **67** | **83** | **50** | **83** | **67** | **92** | **83** | **92** |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 0 | 8 |

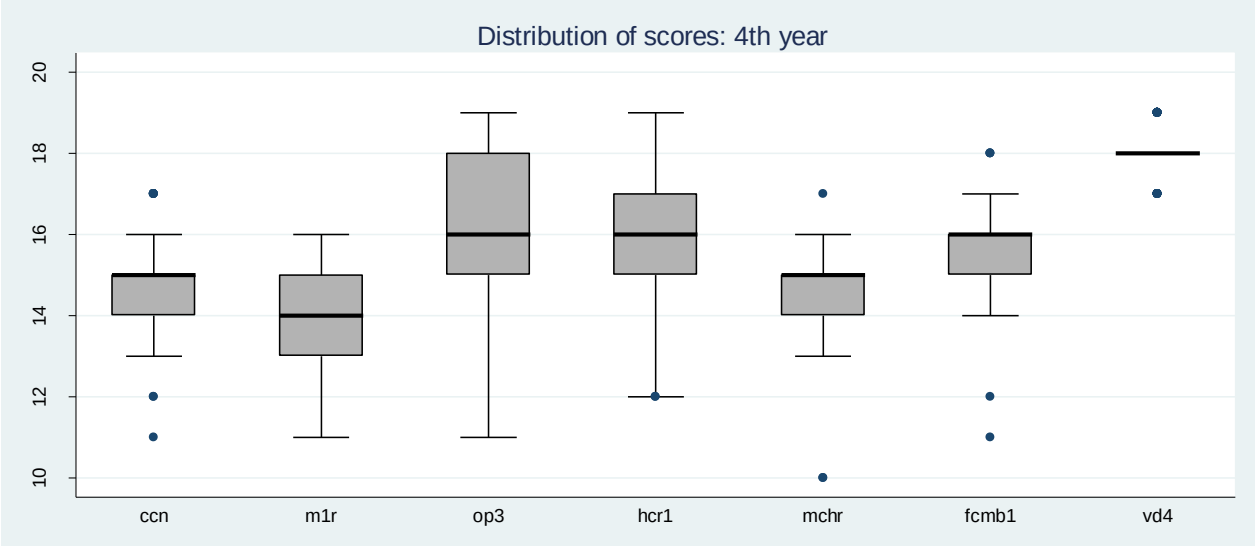
## Evaluation of Academic Faculty

| Faculty | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Disagree | 0 | 4 | 2 | 0 | 2 | 2 | 2 | 2 |
| | **Unfavorable responses** | **0** | **4** | **2** | **0** | **2** | **2** | **2** | **2** |
| | Agree | 4 | 13 | 20 | 28 | 13 | 11 | 22 | 19 |
| | Strongly agree | 33 | 33 | 43 | 33 | 37 | 50 | 37 | 35 |
| | Completely agree | 61 | 48 | 33 | 35 | 44 | 31 | 35 | 35 |
| | **Favorable responses** | **98** | **94** | **96** | **96** | **94** | **93** | **94** | **89** |
| | No opinion | 2 | 2 | 2 | 4 | 4 | 6 | 4 | 9 |

# 4TH YEAR

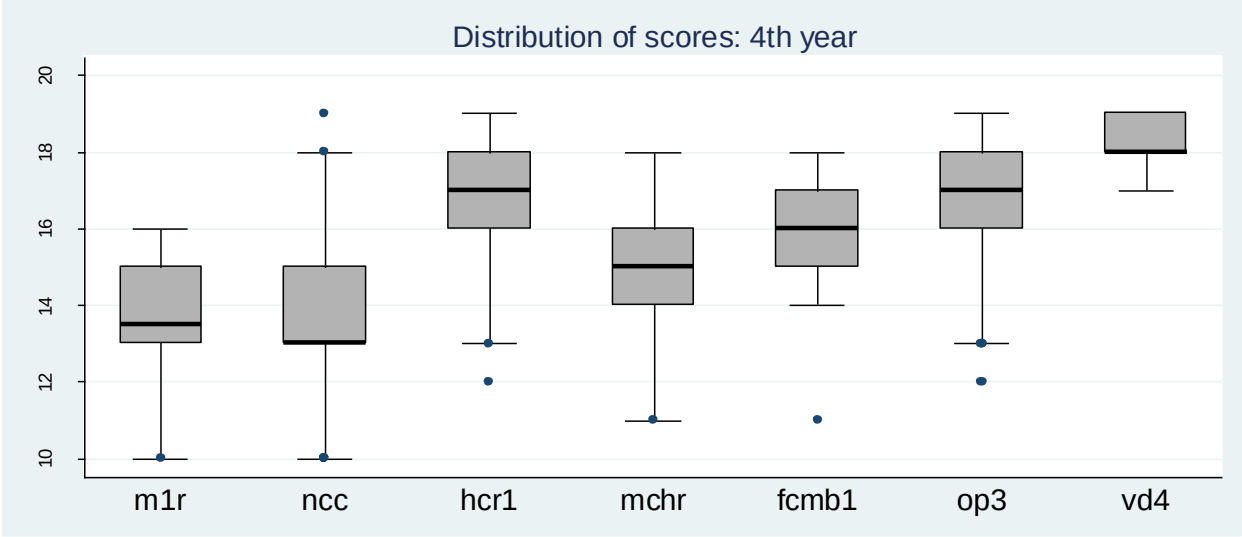
## Distribution of Student Scores(*)

### 2011-2012




| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Failure | 4 (4%) | 2 (2%) | 23 (20%) | 1 (1%) | 7 (6%) | 1 (1%) | 3 (3%) |

### 2010-2011




| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Failure | 8 (10%) | 7 (9%) | 0 | 1 (1%) | 1 (1%) | 9 (11%) | 1 (1%) |

Legend
CCN – Clinical Neurosciences
M1R – Medicine I Residency
OP3 – Option Project III
HCR1 – Health Centers Residency I
MCHR – Maternal and Child Health Residency
FCMB1 – From Clinical to Molecular Biology I
VD4 – 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 1 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 1 | 0 | 5 | 0 | 0 | 6 | 3 | 0 | 1 | 2 | 1 |
| | Disagree | 2 | 6 | 2 | 24 | 5 | 9 | 14 | 7 | 2 | 5 | 8 | 1 |
| | **Unfavorable responses** | **2** | **9** | **2** | **32** | **8** | **10** | **20** | **10** | **2** | **7** | **10** | **2** |
| | Agree | 47 | 45 | 28 | 40 | 39 | 58 | 52 | 52 | 43 | 51 | 46 | 34 |
| | Strongly agree | 33 | 35 | 40 | 25 | 26 | 27 | 25 | 33 | 42 | 37 | 34 | 42 |
| | Completely agree | 17 | 11 | 30 | 3 | 4 | 3 | 2 | 5 | 11 | 4 | 10 | 22 |
| | **Favorable responses** | **98** | **91** | **98** | **68** | **69** | **88** | **78** | **90** | **97** | **92** | **89** | **98** |
| | No opinion | 0 | 0 | 0 | 0 | 24 | 2 | 1 | 0 | 1 | 1 | 1 | 0 |
| 2010/2011 | **Unfavorable responses** | **7** | **28** | **1** | **53** | **59** | **41** | **42** | **25** | **14** | **40** | **35** | **14** |
| | **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 |

## Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 2 | 1 | 2 | 1 | 2 | 4 | 0 | 5 | 3 | 0 |
| | Strongly disagree | 2 | 1 | 3 | 3 | 2 | 3 | 1 | 2 | 3 | 2 |
| | Disagree | 10 | 4 | 3 | 3 | 8 | 12 | 1 | 8 | 6 | 3 |
| | **Unfavorable responses** | **15** | **7** | **8** | **7** | **12** | **19** | **3** | **14** | **11** | **6** |
| | Agree | 19 | 22 | 19 | 19 | 23 | 22 | 15 | 20 | 20 | 20 |
| | Strongly agree | 26 | 31 | 24 | 26 | 25 | 20 | 24 | 22 | 24 | 29 |
| | Completely agree | 38 | 38 | 46 | 44 | 35 | 30 | 52 | 42 | 39 | 44 |
| | **Favorable responses** | **83** | **91** | **89** | **89** | **83** | **72** | **92** | **83** | **83** | **94** |
| | No opinion | 2 | 2 | 3 | 4 | 5 | 10 | 6 | 3 | 6 | 1 |
| 2010/2011 | **Unfavorable responses** | **7** | **6** | **5** | **4** | **9** | **13** | **2** | **11** | **6** | **3** |
| | **Favorable responses** | **92** | **93** | **93** | **93** | **89** | **82** | **96** | **88** | **86** | **95** |
| | No opinion | 1 | 1 | 2 | 3 | 2 | 5 | 3 | 1 | 8 | 2 |

## Evaluation of Seminars/Speakers

*not available*

# Clinical Neurosciences

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Strongly disagree | 0 | 0 | 1 | 2 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| | Disagree | 2 | 8 | 1 | 8 | 13 | 5 | 9 | 8 | 14 | 6 | 7 | 3 |
| | **Unfavorable responses** | **3** | **9** | **3** | **12** | **13** | **7** | **11** | **10** | **15** | **7** | **8** | **4** |
| | Agree | 32 | 31 | 20 | 38 | 48 | 43 | 38 | 39 | 35 | 33 | 36 | 26 |
| | Strongly agree | 41 | 50 | 47 | 36 | 25 | 38 | 40 | 39 | 37 | 47 | 44 | 49 |
| | Completely agree | 23 | 8 | 28 | 13 | 8 | 10 | 8 | 9 | 11 | 10 | 11 | 18 |
| | **Favorable responses** | **96** | **88** | **95** | **87** | **81** | **91** | **87** | **88** | **82** | **89** | **90** | **93** |
| | No opinion | 1 | 3 | 2 | 2 | 6 | 2 | 3 | 3 | 3 | 4 | 2 | 3 |
| 2010/2011 | **Unfavorable responses** | **15** | **25** | **6** | **18** | **41** | **24** | **18** | **9** | **16** | **13** | **24** | **10** |
| | **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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 1 | 1 | 1 | 1 | 2 | 0 | 2 | 1 | 1 |
| | Strongly disagree | 1 | 3 | 1 | 0 | 1 | 3 | 0 | 4 | 1 | 2 |
| | Disagree | 11 | 8 | 3 | 3 | 13 | 11 | 2 | 10 | 10 | 2 |
| | **Unfavorable responses** | **13** | **11** | **4** | **4** | **15** | **15** | **2** | **17** | **12** | **5** |
| | Agree | 19 | 18 | 18 | 20 | 18 | 21 | 11 | 16 | 18 | 17 |
| | Strongly agree | 28 | 27 | 21 | 26 | 24 | 22 | 27 | 23 | 24 | 34 |
| | Completely agree | 40 | 43 | 54 | 48 | 43 | 34 | 59 | 43 | 43 | 43 |
| | **Favorable responses** | **87** | **88** | **94** | **94** | **84** | **77** | **96** | **82** | **85** | **95** |
| | No opinion | 0 | 1 | 2 | 2 | 1 | 8 | 2 | 1 | 3 | 0 |
| 2010/2011 | **Unfavorable responses** | **15** | **6** | **2** | **8** | **11** | **15** | **4** | **8** | **6** | **6** |
| | **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

*not available*

# Health Centers Residency I

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 4 | 6 | 3 | 4 | 4 | 3 | 7 | 4 | 7 | 6 | 13 | 4 |
| | Strongly disagree | 3 | 4 | 1 | 0 | 6 | 1 | 7 | 3 | 0 | 1 | 4 | 6 |
| | Disagree | 10 | 10 | 18 | 6 | 10 | 8 | 24 | 15 | 13 | 19 | 25 | 14 |
| | **Unfavorable responses** | **17** | **19** | **22** | **10** | **19** | **13** | **38** | **22** | **19** | **26** | **42** | **24** |
| | Agree | 49 | 49 | 40 | 39 | 32 | 43 | 33 | 47 | 42 | 49 | 39 | 43 |
| | Strongly agree | 25 | 25 | 29 | 33 | 17 | 28 | 25 | 24 | 21 | 17 | 15 | 24 |
| | Completely agree | 10 | 6 | 7 | 17 | 7 | 15 | 4 | 4 | 7 | 4 | 3 | 6 |
| | **Favorable responses** | **83** | **79** | **76** | **89** | **56** | **86** | **63** | **75** | **69** | **69** | **57** | **72** |
| | No opinion | 0 | 1 | 1 | 1 | 25 | 1 | 0 | 3 | 11 | 4 | 1 | 4 |
| 2010/2011 | **Unfavorable responses** | **7** | **15** | **12** | **10** | **13** | **19** | **18** | **12** | **12** | **22** | **27** | **14** |
| | **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 |

## Evaluation of Clinical Tutors/Services

*not available*

## Evaluation of Seminars/Speakers

*not available*

# Maternal and Child Health Residency

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 2 | 3 | 1 |
| | Strongly disagree | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 |
| | Disagree | 4 | 8 | 6 | 18 | 14 | 5 | 12 | 8 | 19 | 10 | 12 | 8 |
| | **Unfavorable responses** | **6** | **11** | **8** | **22** | **17** | **8** | **16** | **11** | **24** | **13** | **17** | **11** |
| | Agree | 41 | 41 | 31 | 41 | 46 | 41 | 42 | 45 | 40 | 41 | 42 | 37 |
| | Strongly agree | 38 | 39 | 40 | 27 | 24 | 34 | 33 | 32 | 24 | 34 | 30 | 35 |
| | Completely agree | 14 | 7 | 20 | 9 | 6 | 15 | 7 | 10 | 8 | 9 | 9 | 13 |
| | **Favorable responses** | **93** | **88** | **91** | **76** | **76** | **90** | **82** | **87** | **72** | **84** | **81** | **85** |
| | No opinion | 1 | 1 | 1 | 1 | 7 | 2 | 2 | 2 | 4 | 3 | 3 | 4 |
| 2010/2011 | **Unfavorable responses** | **1** | **8** | **3** | **16** | **14** | **17** | **15** | **8** | **14** | **14** | **12** | **7** |
| | **Favorable responses** | **97** | **92** | **96** | **82** | **78** | **83** | **84** | **89** | **84** | **81** | **84** | **89** |
| | No opinion | 1 | 0 | 1 | 1 | 8 | 0 | 1 | 3 | 3 | 5 | 4 | 4 |

## Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 4 | 3 | 3 | 3 | 4 | 5 | 1 | 6 | 4 | 2 |
| | Strongly disagree | 2 | 1 | 2 | 1 | 3 | 2 | 1 | 3 | 1 | 1 |
| | Disagree | 9 | 6 | 5 | 4 | 9 | 10 | 2 | 6 | 6 | 3 |
| | **Unfavorable responses** | **16** | **10** | **10** | **8** | **16** | **17** | **4** | **15** | **11** | **6** |
| | Agree | 27 | 20 | 16 | 17 | 19 | 19 | 13 | 17 | 18 | 18 |
| | Strongly agree | 25 | 26 | 19 | 23 | 22 | 20 | 25 | 22 | 23 | 26 |
| | Completely agree | 29 | 40 | 51 | 47 | 37 | 37 | 52 | 43 | 42 | 47 |
| | **Favorable responses** | **81** | **86** | **86** | **87** | **78** | **76** | **90** | **82** | **82** | **91** |
| | No opinion | 3 | 4 | 4 | 4 | 6 | 7 | 6 | 3 | 6 | 3 |
| 2010/2011 | **Unfavorable responses** | **13** | **15** | **13** | **12** | **16** | **18** | **4** | **17** | **13** | **7** |
| | **Favorable responses** | **87** | **85** | **87** | **88** | **83** | **81** | **93** | **82** | **83** | **92** |
| | No opinion | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 1 | 5 | 0 |

## Evaluation of Seminars/Speakers

*not available*

# From Clinical to Molecular Biology I

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 17 | 17 | 22 | 12 | 22 | 12 | 17 | 13 | 17 | 12 | 28 | 22 |
| | Strongly disagree | 5 | 5 | 8 | 5 | 7 | 2 | 3 | 2 | 2 | 0 | 12 | 10 |
| | Disagree | 17 | 10 | 10 | 3 | 15 | 7 | 8 | 7 | 18 | 10 | 18 | 22 |
| | **Unfavorable responses** | **38** | **32** | **40** | **20** | **43** | **20** | **28** | **22** | **37** | **22** | **58** | **53** |
| | Agree | 38 | 47 | 40 | 35 | 25 | 35 | 38 | 42 | 32 | 35 | 27 | 23 |
| | Strongly agree | 8 | 10 | 12 | 18 | 13 | 23 | 25 | 18 | 8 | 23 | 7 | 10 |
| | Completely agree | 8 | 3 | 3 | 22 | 0 | 2 | 5 | 10 | 5 | 7 | 0 | 0 |
| | **Favorable responses** | **55** | **60** | **55** | **75** | **38** | **60** | **68** | **70** | **45** | **65** | **33** | **33** |
| | No opinion | 7 | 8 | 5 | 5 | 18 | 20 | 3 | 8 | 18 | 13 | 8 | 13 |
| 2010/2011 | **Unfavorable responses** | **36** | **33** | **43** | **21** | **29** | **40** | **21** | **30** | **44** | **27** | **51** | **41** |
| | **Favorable responses** | **62** | **61** | **56** | **78** | **65** | **49** | **76** | **66** | **53** | **67** | **45** | **54** |
| | No opinion | 1 | 5 | 1 | 1 | 5 | 11 | 3 | 4 | 3 | 7 | 4 | 5 |

# Option Projects III

## Overall Evaluation

| Area | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| | Completely disagree | 2 | 2 | 2 | 2 | 10 | 0 | 0 | 0 |
| | Strongly disagree | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Disagree | 0 | 4 | 4 | 0 | 20 | 0 | 0 | 0 |
| | **Unfavorable responses** | **4** | **6** | **6** | **2** | **29** | **0** | **0** | **0** |
| 2011/2012 | Agree | 23 | 25 | 25 | 23 | 27 | 18 | 16 | 25 |
| | Strongly agree | 28 | 30 | 28 | 34 | 16 | 25 | 35 | 27 |
| | Completely agree | 36 | 19 | 19 | 30 | 16 | 47 | 39 | 35 |
| | **Favorable responses** | **87** | **74** | **72** | **87** | **59** | **90** | **90** | **88** |
| | No opinion | 9 | 21 | 23 | 11 | 12 | 10 | 10 | 12 |
| | **Unfavorable responses** | **1** | **5** | **4** | **1** | **28** | **14** | **0** | **6** |
| 2010/2011 | **Favorable responses** | **97** | **77** | **84** | **96** | **69** | **81** | **98** | **91** |
| | No opinion | 1 | 18 | 12 | 3 | 3 | 5 | 2 | 3 |

# Vertical Domains IV

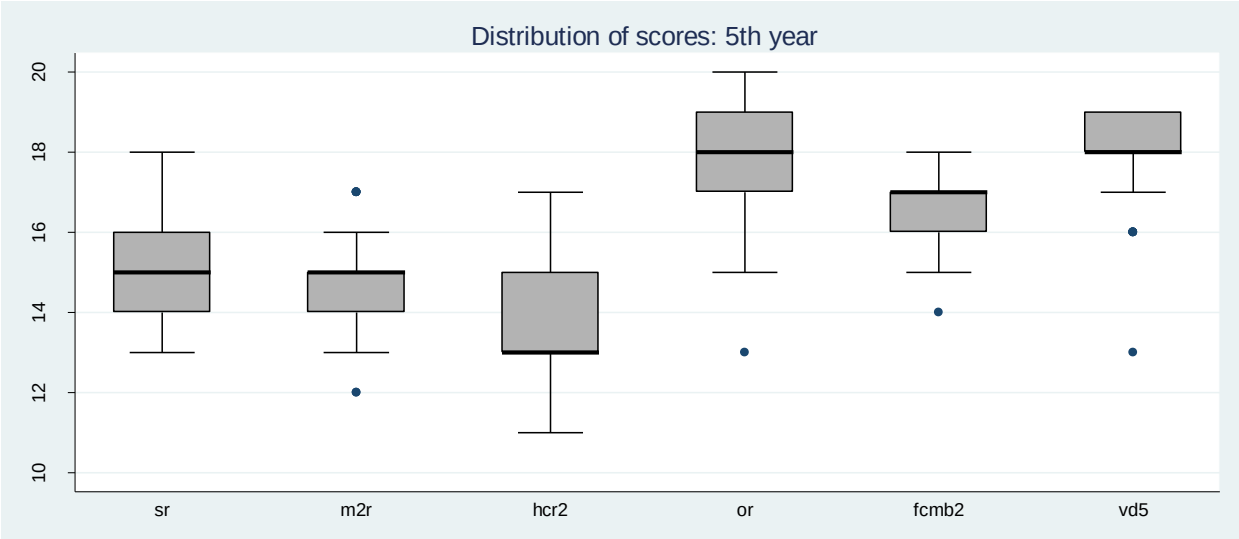
## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 6 | 2 | 4 | 2 | 2 | - | 2 | 2 | 4 | - | 6 | 6 |
| | Strongly disagree | 0 | 4 | 2 | 0 | 2 | - | 2 | 0 | 0 | - | 0 | 6 |
| | Disagree | 9 | 9 | 15 | 2 | 8 | - | 0 | 0 | 11 | - | 6 | 17 |
| | **Unfavorable responses** | **15** | **15** | **21** | **4** | **11** | **-** | **4** | **2** | **15** | **-** | **11** | **28** |
| | Agree | 43 | 40 | 40 | 47 | 53 | - | 47 | 45 | 43 | - | 42 | 43 |
| | Strongly agree | 15 | 21 | 17 | 25 | 9 | - | 23 | 28 | 17 | - | 26 | 13 |
| | Completely agree | 13 | 4 | 8 | 13 | 6 | - | 13 | 11 | 4 | - | 8 | 2 |
| | **Favorable responses** | **72** | **64** | **64** | **85** | **68** | **-** | **83** | **85** | **64** | **-** | **75** | **58** |
| | No opinion | 13 | 21 | 15 | 11 | 21 | - | 13 | 13 | 21 | - | 13 | 13 |
| 2010/2011 | **Unfavorable responses** | **26** | **24** | **25** | **22** | **29** | **-** | **24** | **28** | **21** | **-** | **21** | **36** |
| | **Favorable responses** | **73** | **73** | **74** | **77** | **61** | **-** | **74** | **68** | **71** | **-** | **77** | **59** |
| | No opinion | 1 | 3 | 1 | 1 | 9 | - | 1 | 4 | 8 | - | 1 | 5 |

# 5TH YEAR

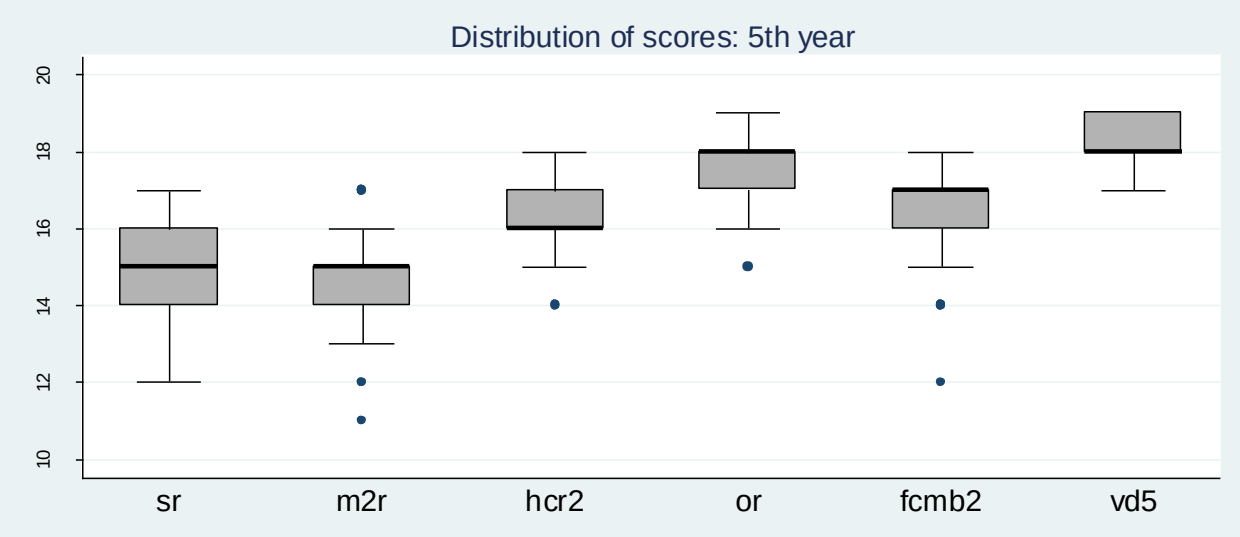
## Distribution of Student Scores(*)

### 2011-2012




| | | | | | | |
|---|---|---|---|---|---|---|
| Failure | 1 (1%) | 2 (2%) | 3 (4%) | 4 (5%) | 3 (4%) | 6 (7%) |

### 2010-2011




| | | | | | | |
|---|---|---|---|---|---|---|
| Failure | 0 | 0 | 0 | 1 (1%) | 0 | 0 |

Legend
SR – Surgery Residency
M2R – Medicine II Residency
HCR2 – Health Centers Residency II
OR – Optional Residencies
FCMB2 – From Clinical to Molecular Biology II
VD5 – 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 5 | 6 | 2 | 2 | 5 | 0 | 0 | 0 |
| | Disagree | 0 | 5 | 3 | 19 | 9 | 5 | 14 | 8 | 8 | 16 | 8 | 2 |
| | **Unfavorable responses** | **0** | **5** | **3** | **19** | **14** | **11** | **16** | **9** | **13** | **17** | **9** | **2** |
| | Agree | 29 | 33 | 26 | 27 | 35 | 40 | 36 | 37 | 33 | 31 | 31 | 32 |
| | Strongly agree | 48 | 44 | 38 | 25 | 32 | 34 | 31 | 37 | 38 | 30 | 34 | 42 |
| | Completely agree | 20 | 14 | 29 | 25 | 11 | 11 | 14 | 14 | 14 | 14 | 17 | 19 |
| | **Favorable responses** | **97** | **91** | **94** | **78** | **78** | **85** | **81** | **88** | **84** | **75** | **83** | **94** |
| | No opinion | 3 | 5 | 3 | 3 | 8 | 5 | 3 | 3 | 3 | 8 | 8 | 5 |
| 2010/2011 | **Unfavorable responses** | **2** | **6** | **2** | **4** | **19** | **8** | **19** | **8** | **8** | **6** | **10** | **6** |
| | **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 |

## Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | Strongly disagree | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 2 | 1 | 1 |
| | Disagree | 5 | 3 | 3 | 3 | 5 | 5 | 3 | 6 | 5 | 4 |
| | **Unfavorable responses** | **9** | **6** | **6** | **5** | **7** | **8** | **6** | **9** | **8** | **7** |
| | Agree | 16 | 15 | 15 | 15 | 15 | 16 | 13 | 13 | 11 | 12 |
| | Strongly agree | 30 | 31 | 27 | 30 | 30 | 30 | 29 | 28 | 29 | 34 |
| | Completely agree | 44 | 46 | 48 | 46 | 44 | 42 | 50 | 46 | 45 | 44 |
| | **Favorable responses** | **89** | **92** | **91** | **91** | **89** | **88** | **91** | **87** | **85** | **90** |
| | No opinion | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 6 | 4 |
| 2010/2011 | **Unfavorable responses** | **7** | **4** | **4** | **3** | **9** | **8** | **1** | **6** | **4** | **3** |
| | **Favorable responses** | **93** | **96** | **96** | **97** | **91** | **91** | **99** | **94** | **95** | **97** |
| | No opinion | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 1 | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 3 | 4 | 6 | 9 | 0 | 1 | 4 | 0 | 1 |
| | Disagree | 3 | 10 | 3 | 25 | 15 | 12 | 15 | 12 | 9 | 15 | 18 | 3 |
| | **Unfavorable responses** | **3** | **10** | **3** | **28** | **19** | **19** | **25** | **12** | **12** | **19** | **18** | **4** |
| | Agree | 28 | 38 | 25 | 35 | 44 | 41 | 37 | 38 | 32 | 37 | 43 | 38 |
| | Strongly agree | 43 | 37 | 50 | 21 | 21 | 26 | 28 | 35 | 41 | 26 | 24 | 38 |
| | Completely agree | 25 | 13 | 21 | 15 | 9 | 9 | 9 | 12 | 13 | 7 | 9 | 15 |
| | **Favorable responses** | **96** | **88** | **96** | **71** | **74** | **76** | **74** | **85** | **87** | **71** | **75** | **91** |
| | No opinion | 1 | 1 | 1 | 1 | 7 | 4 | 1 | 3 | 1 | 10 | 7 | 4 |
| 2010/2011 | **Unfavorable responses** | **2** | **2** | **2** | **20** | **10** | **12** | **8** | **4** | **10** | **10** | **4** | **0** |
| | **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 |

## Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 3 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 3 |
| | Strongly disagree | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| | Disagree | 5 | 4 | 2 | 3 | 5 | 8 | 1 | 7 | 4 | 4 |
| | **Unfavorable responses** | **10** | **7** | **5** | **6** | **8** | **12** | **4** | **11** | **8** | **10** |
| | Agree | 18 | 22 | 19 | 23 | 20 | 21 | 17 | 19 | 20 | 21 |
| | Strongly agree | 32 | 31 | 31 | 31 | 32 | 28 | 32 | 28 | 28 | 31 |
| | Completely agree | 39 | 39 | 43 | 39 | 39 | 36 | 45 | 39 | 38 | 37 |
| | **Favorable responses** | **89** | **92** | **94** | **93** | **91** | **85** | **94** | **87** | **86** | **88** |
| | No opinion | 2 | 1 | 1 | 1 | 1 | 3 | 2 | 2 | 6 | 2 |
| 2010/2011 | **Unfavorable responses** | **15** | **6** | **7** | **8** | **13** | **17** | **4** | **12** | **10** | **10** |
| | **Favorable responses** | **83** | **93** | **92** | **90** | **83** | **77** | **93** | **87** | **87** | **89** |
| | No opinion | 1 | 1 | 1 | 1 | 3 | 7 | 3 | 1 | 3 | 1 |

## Evaluation of Seminars/Speakers

*not available*

# Health Centers Residency II

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 10 | 10 | 5 | 10 | 27 | 13 | 16 | 13 | 8 | 16 | 21 | 10 |
| | Strongly disagree | 6 | 16 | 10 | 3 | 22 | 8 | 13 | 13 | 10 | 13 | 8 | 6 |
| | Disagree | 13 | 38 | 6 | 11 | 32 | 22 | 32 | 22 | 8 | 19 | 25 | 14 |
| | **Unfavorable responses** | **29** | **63** | **21** | **24** | **81** | **43** | **60** | **48** | **25** | **48** | **54** | **30** |
| | Agree | 41 | 21 | 35 | 41 | 8 | 37 | 22 | 29 | 38 | 32 | 24 | 41 |
| | Strongly agree | 22 | 10 | 29 | 25 | 5 | 11 | 11 | 13 | 21 | 8 | 10 | 10 |
| | Completely agree | 8 | 6 | 14 | 10 | 5 | 10 | 6 | 8 | 13 | 8 | 8 | 16 |
| | **Favorable responses** | **71** | **37** | **78** | **76** | **17** | **57** | **40** | **49** | **71** | **48** | **41** | **67** |
| | No opinion | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 3 | 3 | 5 | 5 | 3 |
| 2010/2011 | **Unfavorable responses** | **14** | **27** | **9** | **4** | **22** | **20** | **35** | **14** | **12** | **18** | **22** | **12** |
| | **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 |

## Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 2 | 0 | 2 | 2 | 4 | 0 | 0 | 0 | 2 |
| | Strongly disagree | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| | Disagree | 2 | 4 | 2 | 0 | 4 | 2 | 0 | 2 | 4 | 2 |
| | **Unfavorable responses** | **4** | **6** | **2** | **2** | **6** | **6** | **0** | **2** | **4** | **6** |
| | Agree | 8 | 20 | 14 | 22 | 12 | 20 | 24 | 16 | 20 | 12 |
| | Strongly agree | 20 | 22 | 26 | 22 | 24 | 14 | 20 | 20 | 18 | 20 |
| | Completely agree | 66 | 50 | 56 | 51 | 55 | 57 | 53 | 60 | 52 | 57 |
| | **Favorable responses** | **94** | **92** | **96** | **96** | **92** | **92** | **98** | **96** | **90** | **90** |
| | No opinion | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 6 | 4 |
| 2010/2011 | **Unfavorable responses** | **13** | **16** | **16** | **17** | **12** | **16** | **8** | **16** | **14** | **13** |
| | **Favorable responses** | **86** | **84** | **84** | **81** | **70** | **73** | **86** | **84** | **83** | **85** |
| | No opinion | 1 | 0 | 0 | 2 | 18 | 11 | 7 | 0 | 2 | 1 |

## Evaluation of Seminars/Speakers

*not available*

# Optional Residencies

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 0 | 0 | 0 |
| | Disagree | 2 | 2 | 4 | 2 | 4 | 2 |
| | **Unfavorable responses** | **2** | **2** | **4** | **2** | **4** | **2** |
| | Agree | 17 | 15 | 15 | 28 | 15 | 18 |
| | Strongly agree | 36 | 38 | 35 | 30 | 26 | 24 |
| | Completely agree | 43 | 43 | 39 | 38 | 50 | 53 |
| | **Favorable responses** | **96** | **96** | **89** | **96** | **91** | **96** |
| | No opinion | 2 | 2 | 7 | 2 | 4 | 2 |

# From Clinical to Molecular Biology II

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 3 | 5 | 6 | 5 | 6 | 2 | 3 | 3 | 3 | 2 | 6 | 6 |
| | Strongly disagree | 5 | 8 | 8 | 3 | 11 | 11 | 8 | 5 | 8 | 6 | 13 | 8 |
| | Disagree | 16 | 18 | 19 | 15 | 16 | 16 | 15 | 16 | 16 | 23 | 31 | 24 |
| | **Unfavorable responses** | **24** | **31** | **34** | **23** | **34** | **29** | **26** | **24** | **27** | **31** | **50** | **39** |
| | Agree | 47 | 44 | 40 | 37 | 39 | 44 | 48 | 45 | 44 | 44 | 34 | 37 |
| | Strongly agree | 18 | 18 | 18 | 24 | 15 | 18 | 21 | 19 | 18 | 11 | 8 | 13 |
| | Completely agree | 11 | 8 | 8 | 16 | 6 | 8 | 5 | 8 | 8 | 6 | 3 | 5 |
| | **Favorable responses** | **76** | **69** | **66** | **77** | **60** | **69** | **74** | **73** | **69** | **61** | **45** | **55** |
| | No opinion | 0 | 0 | 0 | 0 | 6 | 2 | 0 | 3 | 3 | 8 | 5 | 6 |
| 2010/2011 | **Unfavorable responses** | **47** | **51** | **58** | **29** | **52** | **44** | **52** | **29** | **33** | **46** | **73** | **63** |
| | **Favorable responses** | **51** | **43** | **35** | **65** | **27** | **38** | **42** | **56** | **52** | **40** | **25** | **33** |
| | No opinion | 2 | 6 | 6 | 6 | 21 | 19 | 6 | 15 | 15 | 15 | 2 | 4 |

# Vertical Domains V

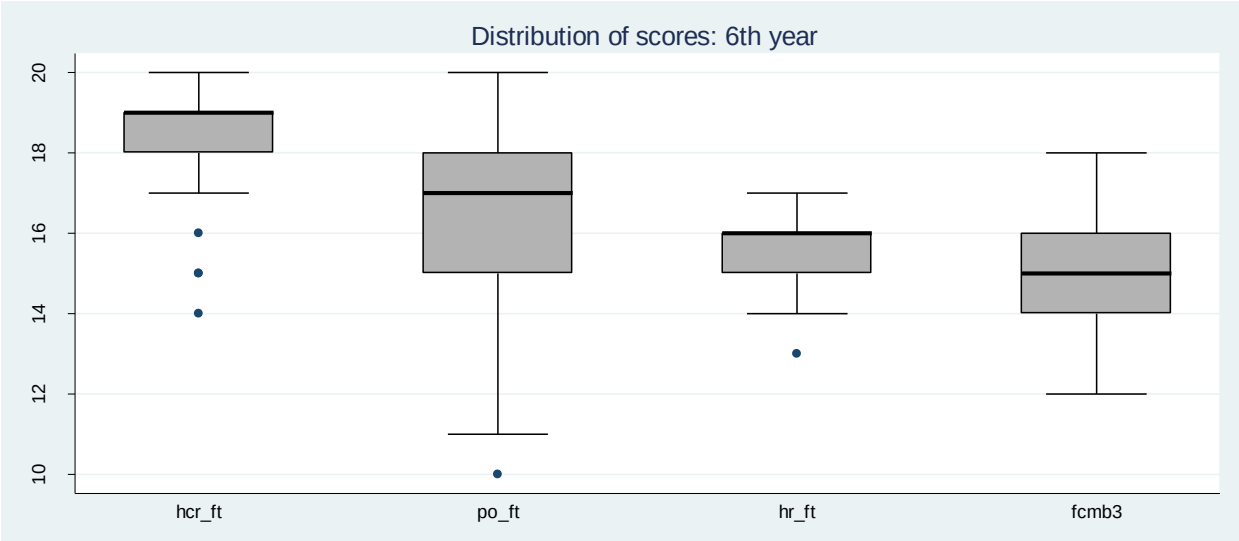
## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 2 | 5 | 2 | - | 5 | 2 | 2 | - | 2 | 7 |
| | Strongly disagree | 5 | 7 | 5 | 2 | 7 | - | 5 | 7 | 0 | - | 2 | 2 |
| | Disagree | 0 | 7 | 2 | 2 | 2 | - | 5 | 2 | 5 | - | 2 | 9 |
| | **Unfavorable responses** | **5** | **14** | **9** | **10** | **12** | **-** | **14** | **12** | **7** | **-** | **7** | **19** |
| | Agree | 35 | 26 | 37 | 24 | 28 | - | 35 | 31 | 32 | - | 30 | 26 |
| | Strongly agree | 40 | 40 | 33 | 37 | 30 | - | 35 | 33 | 29 | - | 33 | 37 |
| | Completely agree | 19 | 17 | 19 | 27 | 23 | - | 14 | 19 | 24 | - | 28 | 14 |
| | **Favorable responses** | **93** | **83** | **88** | **88** | **81** | **-** | **84** | **83** | **85** | **-** | **91** | **77** |
| | No opinion | 2 | 2 | 2 | 2 | 7 | - | 2 | 5 | 7 | - | 2 | 5 |
| 2010/2011 | **Unfavorable responses** | **24** | **24** | **24** | **20** | **33** | **-** | **24** | **14** | **18** | **-** | **20** | **27** |
| | **Favorable responses** | **75** | **73** | **70** | **76** | **43** | **-** | **73** | **82** | **63** | **-** | **76** | **67** |
| | No opinion | 2 | 4 | 6 | 4 | 24 | - | 4 | 4 | 20 | - | 4 | 6 |

# 6TH YEAR

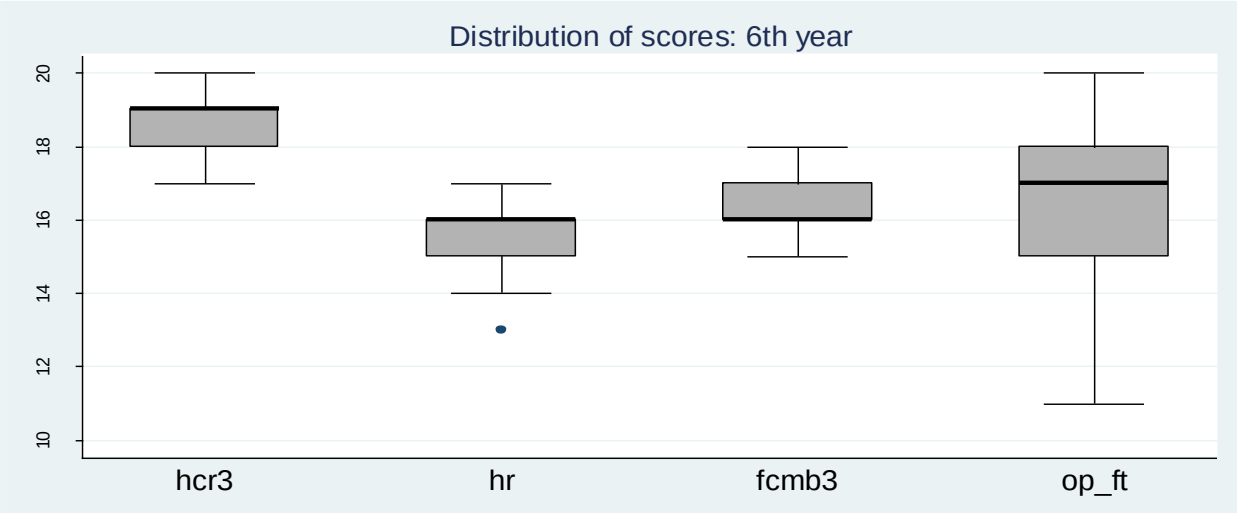
## Distribution of Student Scores(*)

### 2011-2012




| | | | | |
|---|---|---|---|---|
| Failure | 0 | 0 | 2 (3%) | 0 |

### 2010-2011




| | | | | |
|---|---|---|---|---|
| Failure | 0 | 1 (2%) | 0 | 0 |

Legend
HCR_FT – Health Centers Residency - Final Training
PO_FT – Option Projects - Final Training
HR_FT – Hospital Residencies - Final Training
FCMB3 – From Clinical to Molecular Biology III

(*) 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| | Strongly disagree | 0 | 5 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 2 |
| | Disagree | 2 | 2 | 2 | 2 | 14 | 7 | 5 | 5 | 0 | 0 | 5 | 5 |
| | **Unfavorable responses** | **2** | **7** | **2** | **2** | **18** | **7** | **7** | **5** | **0** | **5** | **7** | **7** |
| | Agree | 18 | 20 | 9 | 11 | 14 | 25 | 23 | 25 | 20 | 23 | 11 | 11 |
| | Strongly agree | 32 | 41 | 43 | 41 | 39 | 30 | 43 | 34 | 41 | 39 | 45 | 41 |
| | Completely agree | 45 | 27 | 43 | 39 | 27 | 34 | 20 | 27 | 36 | 20 | 34 | 39 |
| | **Favorable responses** | **95** | **89** | **95** | **91** | **80** | **89** | **86** | **86** | **98** | **82** | **91** | **91** |
| | No opinion | 2 | 5 | 2 | 7 | 2 | 5 | 7 | 9 | 2 | 14 | 2 | 2 |
| 2010/2011 | **Unfavorable responses** | **6** | **10** | **4** | **4** | **9** | **6** | **8** | **8** | **4** | **8** | **6** | **4** |
| | **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 |

## Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 5 | 2 | 2 | 0 | 5 | 2 | 0 | 2 | 2 | 2 |
| | Strongly disagree | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Disagree | 2 | 2 | 2 | 5 | 0 | 0 | 2 | 7 | 5 | 2 |
| | **Unfavorable responses** | **7** | **5** | **5** | **7** | **5** | **2** | **2** | **9** | **7** | **5** |
| | Agree | 7 | 5 | 2 | 5 | 5 | 9 | 2 | 5 | 7 | 0 |
| | Strongly agree | 26 | 30 | 28 | 28 | 28 | 28 | 28 | 23 | 21 | 23 |
| | Completely agree | 60 | 60 | 65 | 60 | 63 | 60 | 63 | 63 | 65 | 72 |
| | **Favorable responses** | **93** | **95** | **95** | **93** | **95** | **98** | **93** | **91** | **93** | **95** |
| | No opinion | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 |
| 2010/2011 | **Unfavorable responses** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| | **Favorable responses** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **98** | **100** |
| | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Strongly disagree | 0 | 0 | 0 | 3 | 3 | 0 | 3 | 3 | 0 | 0 | 0 | 0 |
| | Disagree | 3 | 13 | 0 | 0 | 9 | 6 | 19 | 3 | 0 | 0 | 6 | 0 |
| | **Unfavorable responses** | **3** | **13** | **0** | **3** | **16** | **9** | **22** | **6** | **0** | **0** | **6** | **0** |
| | Agree | 19 | 25 | 16 | 28 | 34 | 41 | 47 | 31 | 22 | 38 | 19 | 19 |
| | Strongly agree | 34 | 41 | 41 | 25 | 25 | 22 | 16 | 25 | 31 | 16 | 38 | 25 |
| | Completely agree | 44 | 22 | 44 | 44 | 19 | 25 | 13 | 31 | 47 | 22 | 31 | 53 |
| | **Favorable responses** | **97** | **88** | **100** | **97** | **78** | **88** | **75** | **88** | **100** | **75** | **88** | **97** |
| | No opinion | 0 | 0 | 0 | 0 | 6 | 3 | 3 | 6 | 0 | 25 | 6 | 3 |
| 2010/2011 | **Unfavorable responses** | **5** | **11** | **0** | **5** | **11** | **8** | **8** | **0** | **0** | **11** | **3** | **3** |
| | **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 |

## Evaluation of Clinical Tutors/Services

| Tutors/Services | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 2 | 1 | 0 | 2 | 2 | 0 | 3 | 0 | 1 |
| | Strongly disagree | 2 | 3 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 1 |
| | Disagree | 6 | 5 | 4 | 5 | 6 | 10 | 4 | 9 | 6 | 4 |
| | **Unfavorable responses** | **9** | **10** | **5** | **5** | **8** | **12** | **4** | **15** | **6** | **7** |
| | Agree | 18 | 20 | 17 | 15 | 19 | 18 | 13 | 17 | 20 | 18 |
| | Strongly agree | 23 | 27 | 23 | 27 | 24 | 25 | 25 | 23 | 24 | 28 |
| | Completely agree | 50 | 44 | 51 | 47 | 44 | 39 | 51 | 45 | 44 | 46 |
| | **Favorable responses** | **91** | **90** | **91** | **89** | **87** | **82** | **89** | **84** | **88** | **93** |
| | No opinion | 0 | 0 | 4 | 5 | 5 | 6 | 6 | 1 | 6 | 0 |
| 2010/2011 | **Unfavorable responses** | **18** | **6** | **3** | **3** | **9** | **12** | **3** | **9** | **3** | **3** |
| | **Favorable responses** | **82** | **94** | **94** | **97** | **91** | **85** | **97** | **91** | **94** | **97** |
| | No opinion | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 3 | 0 |

## Evaluation of Seminars/Speakers

*not available*

# From Clinical to Molecular Biology III

## Overall Evaluation

| Area (nuclear items) | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 19 | 13 | 27 | 13 | 29 | 10 | 13 | 13 | 13 | 8 | 44 | 33 |
| | Strongly disagree | 13 | 21 | 19 | 8 | 13 | 6 | 6 | 6 | 13 | 6 | 10 | 21 |
| | Disagree | 15 | 31 | 17 | 21 | 27 | 15 | 19 | 2 | 15 | 8 | 29 | 21 |
| | **Unfavorable responses** | **46** | **65** | **63** | **42** | **69** | **31** | **38** | **21** | **40** | **23** | **83** | **75** |
| | Agree | 25 | 23 | 27 | 35 | 19 | 40 | 44 | 35 | 29 | 44 | 17 | 19 |
| | Strongly disagree | 15 | 4 | 10 | 8 | 6 | 4 | 6 | 15 | 10 | 21 | 0 | 4 |
| | Completely agree | 15 | 4 | 0 | 13 | 0 | 10 | 6 | 23 | 6 | 4 | 0 | 0 |
| | **Favorable responses** | **54** | **31** | **38** | **56** | **25** | **54** | **56** | **73** | **46** | **69** | **17** | **23** |
| | No opinion | 0 | 4 | 0 | 2 | 6 | 15 | 6 | 6 | 15 | 8 | 0 | 2 |
| 2010/2011 | **Unfavorable responses** | **41** | **41** | **54** | **51** | **41** | **41** | **31** | **38** | **34** | **33** | **54** | **49** |
| | **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 |

# Option Projects - Final Training

## Overall Evaluation

| Area | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 2011/2012 | Completely disagree | 0 | 2 | 5 | 0 | 40 | 5 | 0 | 0 |
| | Strongly disagree | 2 | 0 | 0 | 0 | 21 | 5 | 0 | 5 |
| | Disagree | 2 | 10 | 10 | 2 | 2 | 24 | 0 | 7 |
| | **Unfavorable responses** | **5** | **12** | **14** | **2** | **64** | **34** | **0** | **12** |
| | Agree | 10 | 12 | 17 | 24 | 10 | 17 | 20 | 24 |
| | Strongly agree | 43 | 37 | 36 | 24 | 12 | 20 | 43 | 32 |
| | Completely agree | 43 | 29 | 26 | 50 | 14 | 24 | 38 | 29 |
| | **Favorable responses** | **95** | **78** | **79** | **98** | **36** | **61** | **100** | **85** |
| | No opinion | 0 | 10 | 7 | 0 | 0 | 5 | 0 | 2 |
| 2010/2011 | **Unfavorable responses** | **0** | **0** | **2** | **9** | **48** | **31** | **4** | **9** |
| | **Favorable responses** | **100** | **92** | **92** | **89** | **50** | **65** | **94** | **89** |
| | No opinion | 0 | 8 | 6 | 2 | 2 | 4 | 2 | 2 |

**MASTER IN MEDICINE**

University of Minho
School of Health Sciences

# Students Admitted/Registered

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## 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. The document compares the new class of 2011/2012 incoming students with all students from previous years, offering a perspective on the evolution of the sociodemography of Minho's students. The data were collected by Medical Education Unit at the moment of students' admission, as part of the Longitudinal Study of the School of Health Sciences.

## ORGANIZATION

The document presents tables with descriptive statistics (number and percentage) for individual socio-demographic variables. The tables also present the numbers and sampling rates for individual classes, 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.
Table 1 shows the total numbers to consider (for students with valid license plate) in the calculation of the percentage of collection of variables (excluding Table 2 and Table 3).
In order to compare students who entered medical school in the academic year 2011/2012 with all students who entered the school years earlier, and since no significant differences were found between the various classes[1], students a single group was formed with students who entered medical school between the academic years 2001/2002 and 2010/2011.

This document presents descriptive statistics for the original track and the alternative track[2].

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

[1] See document "MASTER in Medicine: STUDENTS ADMITTED/REGISTERED: DESCRIPTION: JUNE\2011

[2] Starting 2011/2012 years 1, 2 and 3 of the Medical degree of the School of Health Sciences (corresponding to the degree in Basic Sciences of the Medicine) are organized in 2 distinct Study Plans: (1) Original Track: for students who had not been admitted to the track of Medicine through the Graduate Entry Process to the track of Medicine for graduates; (2) Alternative Track: for the students who had been admitted to the track of Medicine the Special Admission Process to the track of Medicine for graduates (Decreto-Lei n.º 40/2007 de 20 de Fevereiro).

Table 1: Reference numbers for sampling

| TRACK | Forms of Admission | Admission academic years | | |
|---|---|---|---|---|
| | | 2001/2011 | 2011/2012 | Total |
| Original | NAP: general contingent | 702 | 110 | 812 |
| | NAP: islands contingent | 49 | 6 | 55 |
| | NAP: handicapped contingent | 16 | 2 | 18 |
| | NAP: emigrants contingent | 17 | 2 | 19 |
| | NAP: military contingent | 3 | 1 | 4 |
| | Total National admission process | 787 | 121 | 908 |
| | SAR: athletes | 14 | 0 | 14 |
| | SAR: diplomats | 2 | 0 | 2 |
| | SAR: Portuguese Speaking African Countries | 1 | 2 | 3 |
| | SAR: Timor | 0 | 1 | 1 |
| | SAP: graduates | 26 | 0 | 26 |
| | Transfers | 5 | 1* | 5 |
| | Extraordinary Legislation | 2 | 0 | 2 |
| | Total of other processes of admission | 50 | 4 | 54 |
| | Total | 837 | 124 | 961 |
| Alternative | SAP: graduates | ** | 20 | 20 |

* Contingent “Readmission”, is included in the group of students 2001/2010; ** Non-existent track until 2011/2012.

# RESULTS

## A. ORIGINAL AND ALTERNATIVE

### A.1. ADMITTED STUDENTS

Table 2: Admitted students: registrations

| | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2001/2011 | | 2011/2012 | | Total | |
| | N | % | N | % | N | % |
| Did not register | 4 | 0,5% | 1 | 0,7% | 5 | 0,5% |
| Registered but applied for transfer during the 1st year | 5 | 0,5% | 0 | 0% | 5 | 0,5% |
| Registered but changed degrees in another phase of the NAP | 7 | 0,8% | 0 | 0% | 7 | 0,7% |
| Registered but canceled registration | 2 | 0,2% | 0 | 0% | 2 | 0,3% |
| **Total of invalid registrations** | 18 | 2% | 1 | 0,7% | 19 | 2% |
| **Total of valid registrations** | 837 | 98% | 145* | 99,3% | 982 | 98% |
| Sampling | 855 | 100% | 146 | 100% | 1001 | 100% |

* Includes Readmission 2011/2012

## A.2. REGISTERED STUDENTS

Table 3: Admission Process

| | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2001/2011 | | 2011/2012 | | Total | |
| | N | % | N | % | % | N |
| NAP: general contingent | 702 | 84% | 110 | 76% | 812 | 83% |
| NAP: islands contingent | 49 | 6% | 6 | 4% | 55 | 6% |
| NAP: handicapped contingent | 16 | 2% | 2 | 1% | 18 | 2% |
| NAP: emigrants contingent | 17 | 2% | 2 | 1% | 19 | 2% |
| NAP: military contingent | 3 | 0% | 1 | 1% | 4 | 0% |
| **Total National Admission Process** | 787 | 94% | 121 | 84% | 908 | 93% |
| SAR: athletes | 14 | 2% | 0 | 0% | 14 | 1% |
| SAR: diplomats | 2 | 0% | 0 | 0% | 2 | 0% |
| SAR: Portuguese Speaking African Countries | 1 | 0% | 2 | 1% | 3 | 0% |
| SAR: Timor | 0 | 0% | 1 | 1% | 1 | 0% |
| SAP: graduates | 26 | 3% | 20 | 14% | 46 | 5% |
| Transfers | 5 | 1% | 1* | 0% | 6* | 1% |
| Extraordinary legislation | 2 | 0% | 0 | 0% | 2 | 0% |
| **Total of other processes of admission** | 50 | 6% | 24 | 16% | 74 | 7% |
| Sampling | 837 | 100% | 145* | 100% | 982* | 100% |

* Includes Readmission 2011/2012

## B. ORIGINAL TRACK

### B.1. NATIONAL ADMISSION PROCESS

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 | % |
| 2001/2011 | 560 | 71% | 88 | 11% | 121 | 15% | 18 | 2% | 787 | 100% |
| 2011/2012 | 74 | 61% | 12 | 10% | 33 | 27% | 2 | 2% | 121 | 100% |
| Total | 634 | 70% | 100 | 11% | 154 | 17% | 20 | 2% | 908 | 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 | % |
| 2001/2011 | 518 | 74% | 65 | 9% | 115 | 16% | 4 | 1% | 702 | 100% |
| 2011/2012 | 69 | 63% | 8 | 7% | 33 | 30% | 0 | 0% | 110 | 100% |
| Total | 587 | 72% | 73 | 9% | 148 | 18% | 4 | 0% | 812 | 100% |

Figure 1: Students' option for SHS/UM: all contingents: 2001 to 2011

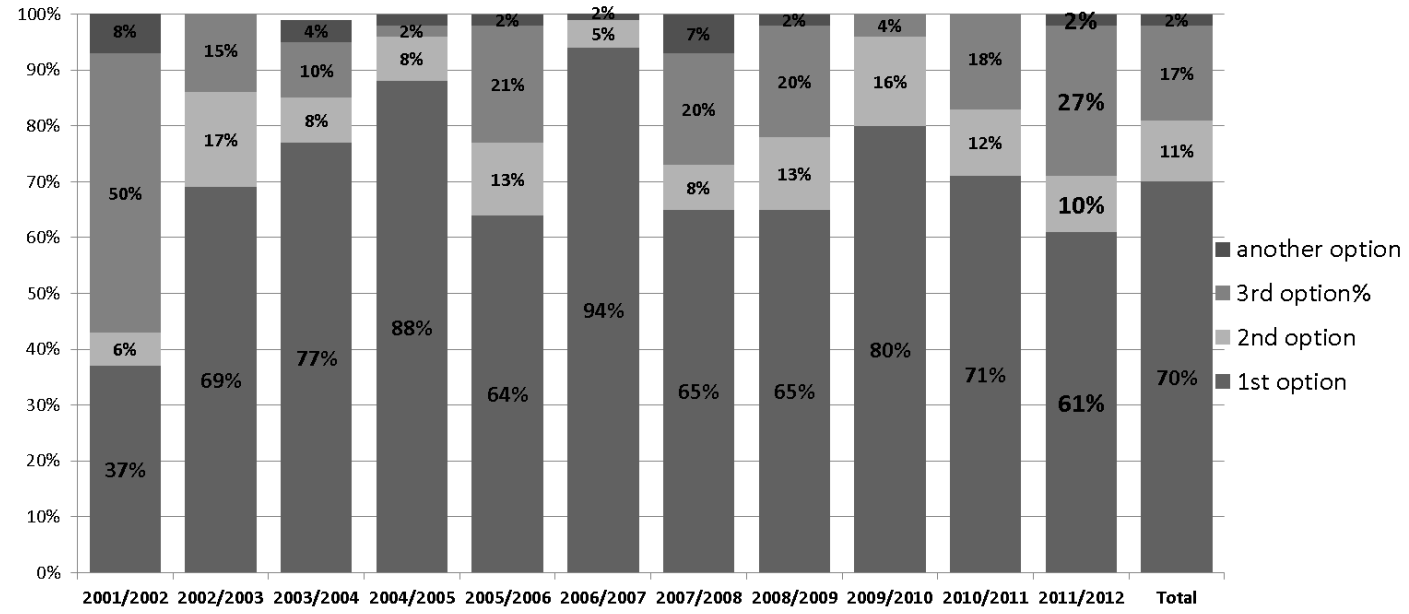


Figure 2: Students' option for SHS/UM: general contingent: 2001 to 2011

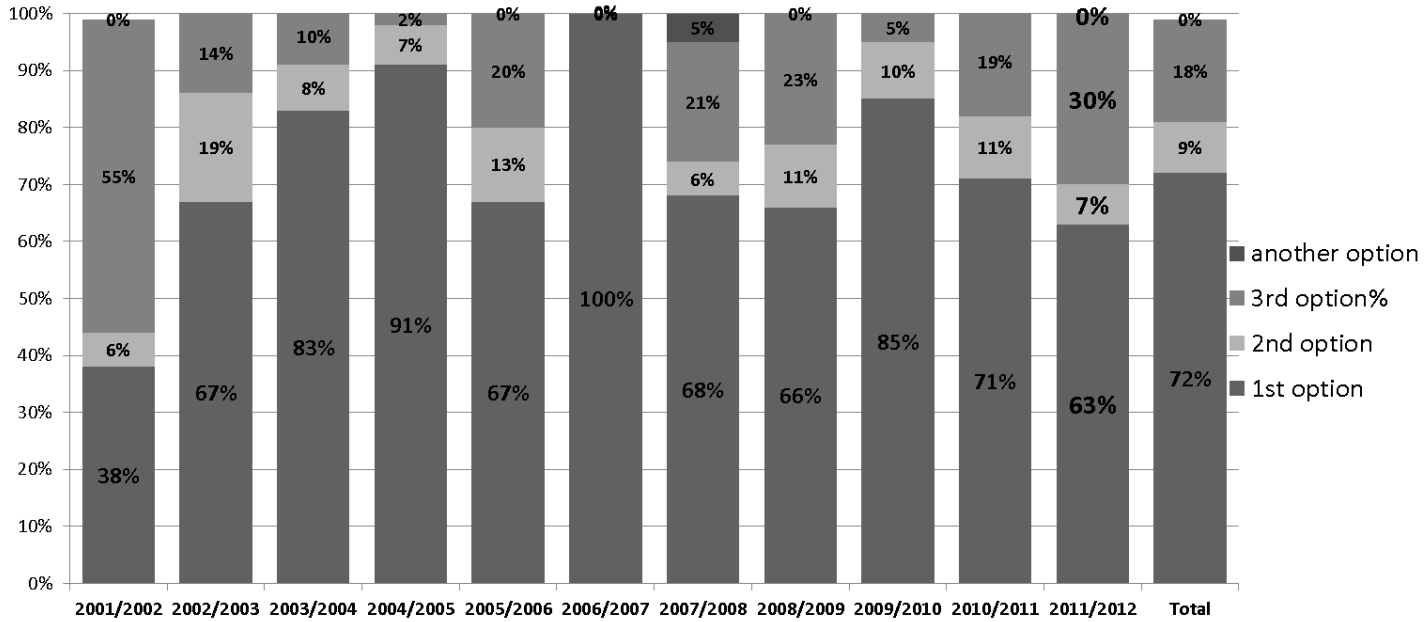

Table 6: Grade point average: all contingents

| Academic Year of Admission | Mean | Standard deviation | Minimum | Maximum | Sampling | |
|---|---|---|---|---|---|---|
| | | | | | N | % |
| 2001/2011 | 183,73 | 8,59 | 140,20 | 197,30 | 787 | 100% |
| 2011/2012 | 184,91 | 6,28 | 156,30 | 194,70 | 121 | 100% |
| Total | 183,88 | 8,32 | 140,20 | 197,30 | 908 | 100% |

Table 7: Grade point average: general contingent

| Academic Year of Admission | Mean | Standard deviation | Minimum | Maximum | Sampling | |
|---|---|---|---|---|---|---|
| | | | | | N | % |
| 2001/2011 | 186,20 | 3,30 | 181,00 | 197,30 | 702 | 100% |
| 2011/2012 | 186,66 | 2,20 | 184,50 | 194,70 | 110 | 100% |
| Total | 186,27 | 3,18 | 181,00 | 197,30 | 812 | 100% |

Figure 3: Grade point average: general contingent vs other contingents

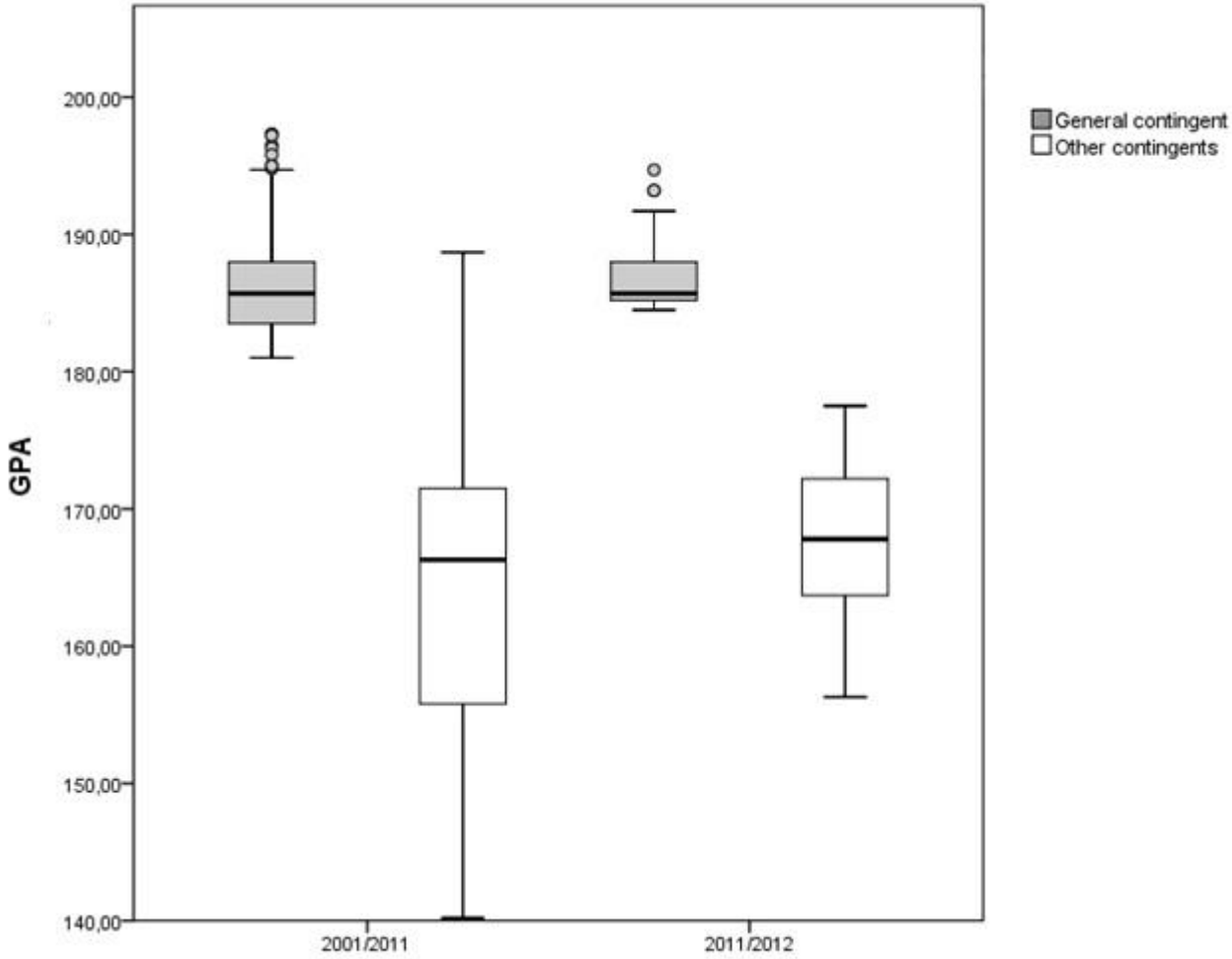

Table 8: Type of secondary school where the student completed the 12th year: all contingents

| Academic Year of Admission | public | | private | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2001/2011 | 331 | 73% | 120 | 27% | 451 | 57% |
| 2011/2012 | 67 | 57% | 50 | 43% | 117 | 97% |
| Total | 398 | 70% | 170 | 30% | 568 | 63% |

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 | % |
| 2001/2011 | 300 | 74% | 106 | 26% | 406 | 58% |
| 2011/2012 | 60 | 56% | 47 | 44% | 107 | 97% |
| Total | 360 | 70% | 153 | 30% | 513 | 63% |

## B.2. ALL ADMISSION PROCESSES: REGISTERED STUDENTS

Table 10: Students' Gender

| Academic Year of Admission | female | | male | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2001/2011 | 547 | 65% | 290 | 35% | 837 | 100% |
| 2011/2012 | 82 | 66% | 42 | 34% | 124 | 100% |
| Total | 629 | 65% | 332 | 35% | 961 | 100% |

Table 11: Students' age

| | Academic Year of Admission | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2001/2011 | | | | | | 2011/2012 | | | | | | Total | | | | | |
| | N | % | M | DP | Min | Max | N | % | M | DP | Min | Max | N | % | M | DP | Min | Max |
| NAP | 782 | 94% | 18,28 | 1,22 | 16,00 | 35,00 | 118 | 98% | 18,01 | ,79 | 16,00 | 22,00 | 900 | 94% | 18,28 | 1,22 | 16,00 | 35,00 |
| SAR | 17 | 2% | 18,00 | ,87 | 17,00 | 21,00 | 3 | 2% | 18,67 | ,58 | 18,00 | 19,00 | 20 | 2% | 18,00 | ,87 | 17,00 | 21,00 |
| SAP: graduated | 24 | 3% | 28,08 | 3,23 | 24,00 | 40,00 | 0 | - | - | - | - | - | 24 | 3% | 28,08 | 3,23 | 24,00 | 40,00 |
| Transfers | 5 | 1% | 25,00 | 4,18 | 20,00 | 29,00 | 0 | - | - | - | - | - | 5 | 1% | 25,00 | 4,18 | 20,00 | 29,00 |
| Extraordinary legislation | 2 | 0% | 18,00 | ,00 | 18,00 | 18,00 | 0 | - | - | - | - | - | 2 | 0% | 18,00 | ,00 | 18,00 | 18,00 |
| Sampling | 830 | 99% | 18,60 | 2,18 | 16,00 | 40,00 | 121 | 98% | 18,02 | ,79 | 16,00 | 22,00 | 951 | 99% | 18,60 | 2,18 | 16,00 | 40,00 |

Table 12: Students' nationality

| | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2001/2011 | | 2011/2012 | | Total | |
| | N | % | N | % | % | N |
| Canadian | 4 | 1% | 0 | 0% | 4 | 0% |
| French | 0 | 0% | 0 | 0% | 0 | 0% |
| Brazilian | 0 | 0% | 0 | 0% | 0 | 0% |
| American | 0 | 0% | 0 | 0% | 0 | 0% |
| Russian | 1 | 0% | 0 | 0% | 1 | 0% |
| Cape Verdean | 1 | 0% | 1 | 1% | 2 | 0% |
| Timorese | 0 | 0% | 1 | 1% | 1 | 0% |
| Santomean | 0 | 0% | 1 | 1% | 1 | 0% |
| Venezuelan | 0 | 0% | 0 | 0% | 0 | 0% |
| **All other Nationalities** | 6 | 1% | 3 | 2% | 9 | 1% |
| **Portuguese** | 683 | 99% | 119 | 98% | 802 | 99% |
| Sampling | 689 | 82% | 122 | 98% | 811 | 84% |

Table 13: District of origin

| Academic Year of Admission | Braga | | Porto | | Others | | Sampling | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | | N | % | N |
| 2001/2011 | 506 | 61% | 155 | 19% | 174 | 21% | 835 | 99% |
| 2011/2012 | 70 | 57% | 32 | 26% | 20 | 17% | 122 | 98% |
| Total | 576 | 60% | 187 | 20% | 194 | 20% | 956 | 99% |

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 | % |
| 2001/2011 | 406 | 51% | 384 | 49% | 790 | 94% |
| 2011/2012 | 60 | 52% | 56 | 48% | 116 | 94% |
| Total | 466 | 51% | 440 | 49% | 906 | 94% |

Table 15: Students' registration in higher education: 1st time

| Academic Year of Admission | no | | yes | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | | N | % |
| 2001/2011 | 251 | 31% | 567 | 69% | 818 | 98% |
| 2011/2012 | 21 | 17% | 100 | 83% | 121 | 98% |
| Total | 272 | 29% | 667 | 71% | 939 | 98% |

Table 16: Factors that influenced students' decision to choose the medical degree (1st factor to 4th factor)

| | | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|---|
| | | 2001/2011 | | 2011/2012 | | Total | |
| | | N | % | N | % | % | N |
| To have the required classifications | 1st factor | 48 | 6% | 7 | 6% | 55 | 6% |
| | Total | 437 | 52% | 95 | 77% | 532 | 55% |
| The track match my educational/ professional/vocational interests | 1st factor | 674 | 81% | 102 | 82% | 776 | 81% |
| | Total | 777 | 93% | 118 | 95% | 895 | 93% |
| Family tradition | 1st factor | 14 | 2% | 1 | 1% | 15 | 2% |
| | Total | 67 | 8% | 11 | 9% | 78 | 8% |
| Friends influence | 1st factor | 17 | 2% | 1 | 1% | 18 | 2% |
| | Total | 230 | 27% | 28 | 23% | 258 | 27% |
| Parents and/or relatives influence | 1st factor | 14 | 2% | 6 | 5% | 20 | 2% |
| | Total | 452 | 54% | 92 | 74% | 544 | 57% |
| Former or actual students information | 1st factor | 10 | 1% | 1 | 1% | 11 | 1% |
| | Total | 273 | 33% | 65 | 52% | 338 | 35% |
| Dissatisfaction with the previous/current professional activity | 1st factor | 0 | 0% | 0 | 0% | 0 | 0% |
| | Total | 0 | 0% | 0 | 0% | 0 | 0% |
| Aspiration for a stable professional future | 1st factor | 0 | 0% | 0 | 0% | 0 | 0% |
| | Total | 0 | 0% | 0 | 0% | 0 | 0% |
| Other | 1st factor | 48 | 6% | 7 | 6% | 55 | 6% |
| | Total | 437 | 52% | 95 | 77% | 532 | 55% |
| Sampling | | 817 | 98% | 122 | 99% | 939 | 98% |

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

Table 17: Factors that influenced students' decision to choose SHS/UM (1st factor to 4th factor)

| | | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|---|
| | | 2001/2011 | | 2011/2012 | | Total | |
| | | N | % | N | % | % | N |
| Geographical proximity | 1st factor | 338 | 40% | 68 | 55% | 406 | 42% |
| | Total | 656 | 78% | 102 | 82% | 758 | 79% |
| Geographical proximity of relatives | 1st factor | 19 | 2% | 2 | 2% | 21 | 2% |
| | Total | 65 | 8% | 11 | 9% | 76 | 8% |
| Economic resources owned | 1st factor | 30 | 4% | 1 | 1% | 31 | 3% |
| | Total | 140 | 17% | 17 | 14% | 157 | 16% |
| Grade point average in the previous year | 1st factor | 38 | 5% | 6 | 5% | 44 | 5% |
| | Total | 163 | 19% | 25 | 20% | 188 | 20% |
| Extracurricular academic life | 1st factor | 28 | 3% | 0 | 0% | 28 | 3% |
| | Total | 134 | 16% | 9 | 7% | 143 | 15% |
| Quality of learning/teaching process | 1st factor | 208 | 25% | 21 | 17% | 229 | 24% |
| | Total | 576 | 69% | 84 | 68% | 660 | 69% |
| Prestige of the degree | 1st factor | 72 | 9% | 11 | 9% | 83 | 9% |
| | Total | 380 | 45% | 83 | 67% | 463 | 48% |
| I liked the curriculum of the degree | 1st factor | 68 | 8% | 2 | 2% | 70 | 7% |
| | Total | 295 | 35% | 26 | 21% | 321 | 33% |
| I liked the learning/teaching methods | 1st factor | 80 | 10% | 8 | 6% | 88 | 9% |
| | Total | 326 | 39% | 41 | 33% | 367 | 38% |
| Friends influence | 1st factor | 16 | 2% | 0 | 0% | 16 | 2% |
| | Total | 114 | 14% | 13 | 10% | 127 | 13% |
| Parents and/or relatives influence | 1st factor | 29 | 3% | 0 | 0% | 29 | 3% |
| | Total | 197 | 24% | 27 | 22% | 224 | 23% |
| Former or actual students information | 1st factor | 14 | 2% | 0 | 0% | 14 | 1% |
| | Total | 121 | 14% | 17 | 14% | 138 | 14% |
| Method of selection | 1st factor | 0 | 0% | 0 | 0% | 0 | 0% |
| | Total | 0 | 0% | 0 | 0% | 0 | 0% |
| Track duration | 1st factor | 0 | 0% | 0 | 0% | 0 | 0% |
| | Total | 0 | 0% | 0 | 0% | 0 | 0% |
| Other | 1st factor | 15 | 2% | 2 | 2% | 17 | 2% |
| | Total | 30 | 4% | 2 | 2% | 32 | 3% |
| Sampling | | 817 | 98% | 122 | 99% | 939 | 98% |

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

Table 18: The student says he is familiar with the SHS/UM medical curriculum

| Academic Year of Admission | no | | yes | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2001/2011 | 299 | 38% | 491 | 62% | 790 | 94% |
| 2011/2012 | 48 | 40% | 73 | 60% | 121 | 98% |
| Total | 347 | 38% | 564 | 62% | 911 | 95% |

Table 19: Next academic year: the student intends to stay in the medical degree

| Academic Year of Admission | no | | yes | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2001/2011 | 7 | 1% | 777 | 99% | 784 | 94% |
| 2011/2012 | 1 | 1% | 120 | 99% | 121 | 98% |
| Total | 8 | 1% | 897 | 99% | 905 | 94% |

Table 20: Next academic year: the student intends to stay in the same university

| Academic Year of Admission | no | | yes | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2001/2011 | 21 | 3% | 750 | 97% | 771 | 92% |
| 2011/2012 | 10 | 8% | 108 | 92% | 118 | 95% |
| Total | 31 | 3% | 858 | 97% | 889 | 93% |

Table 21: Difficulties/problems anticipated by students

| | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2001/2011 | | 2011/2012 | | Total | |
| | N | % | N | % | % | N |
| Difficulties/problems: economic | 148 | 18% | 23 | 19% | 171 | 18% |
| Difficulties/problems: learning / performance | 246 | 29% | 37 | 30% | 283 | 29% |
| Difficulties/problems: time management | 636 | 76% | 92 | 74% | 728 | 76% |
| Difficulties/problems: money management | 115 | 14% | 17 | 14% | 132 | 14% |
| Difficulties/problems: relationship with colleagues | 59 | 7% | 11 | 9% | 70 | 7% |
| Difficulties/problems: relationship with teachers | 17 | 2% | 2 | 2% | 19 | 2% |
| Difficulties/problems: relationship with family/boyfriend/girlfriend | 103 | 12% | 20 | 16% | 123 | 13% |
| Difficulties/problems: of health (headaches, tiredness, nourishment...) | 141 | 17% | 22 | 18% | 163 | 17% |
| Difficulties/problems: psychological (isolation, anxiety, depression...) | 175 | 21% | 29 | 23% | 204 | 21% |
| Difficulties/problems: daily routine organization (nourishment, hygiene...) | 127 | 15% | 29 | 23% | 156 | 16% |
| Difficulties/problems: other | 14 | 2% | 1 | 1% | 15 | 2% |

Table 22: Students' educational background on admission

| | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2001/2011 | | 2011/2012 | | Total | |
| | N | % | N | % | % | N |
| Secondary school | 786 | 96% | 121 | 100% | 907 | 96% |
| higher education - bachelor | 3 | 0% | 0 | 0% | 3 | 0% |
| higher education – "licenciatura" | 22 | 3% | 0 | 0% | 22 | 2% |
| Postgraduate - Master | 4 | 0% | 0 | 0% | 4 | 0% |
| Postgraduate - PhD | 4 | 0% | 0 | 0% | 4 | 0% |
| Sampling | 819 | 98% | 121 | 98% | 940 | 98% |

Table 23: Students' employment status on admission

| I intend to maintain that professional situation, | | Without professional activity | | Part-time worker | | Full-time worker | | Sampling | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| 2001/2011 | In the first 3 years | 499 | 94% | 18 | 86% | 9 | 64% | 526 | 63% |
| | In the last 3 years | 465 | 88% | 8 | 50% | 4 | 31% | 477 | 57% |
| 2011/2012 | In the first 3 years | 84 | 93% | 4 | 100% | 0 | 0% | 88 | 71% |
| | In the last 3 years | 75 | 84% | 4 | 100% | 0 | 0% | 79 | 64% |
| Total | In the first 3 years | 583 | 94% | 22 | 88% | 9 | 64% | 614 | 64% |
| | In the last 3 years | 540 | 88% | 12 | 60% | 4 | 31% | 556 | 58% |

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Table 24: Student's father educational background

| | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2001/2011 | | 2011/2012 | | Total | |
| | N | % | N | % | N | % |
| No qualifications | 0 | 0% | 0 | 0% | 0 | 0% |
| 1st cycle of basic education | 124 | 15% | 5 | 4% | 129 | 14% |
| 2nd cycle of basic education | 62 | 8% | 14 | 12% | 76 | 8% |
| 3rd cycle of basic education | 125 | 15% | 15 | 12% | 140 | 15% |
| High school | 175 | 22% | 35 | 29% | 210 | 23% |
| higher education - bachelor | 54 | 7% | 4 | 3% | 58 | 6% |
| higher education – "licenciatura" | 221 | 27% | 37 | 31% | 258 | 28% |
| Postgraduate - Master | 40 | 5% | 8 | 7% | 48 | 5% |
| Postgraduate - PhD | 11 | 1% | 3 | 2% | 14 | 2% |
| Sampling | 812 | 97% | 121 | 98% | 933 | 97% |

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Table 25: Student's father professional category

| | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2001/2011 | | 2011/2012 | | Total | |
| | N | % | N | % | N | % |
| Senior public administration, etc. | 107 | 14% | 15 | 13% | 122 | 14% |
| Experts in intellectual and scientific professions | 252 | 32% | 44 | 38% | 296 | 33% |
| Technicians | 74 | 9% | 7 | 6% | 81 | 9% |
| Administrative staff and similar | 58 | 7% | 10 | 9% | 68 | 8% |
| Service workers and salesmen | 117 | 15% | 15 | 13% | 132 | 15% |
| Farmers and skilled workers in agriculture and fishing | 7 | 1% | 1 | 1% | 8 | 1% |
| Workers, craftsmen and related workers | 75 | 10% | 12 | 10% | 87 | 10% |
| Plant and machine operators and assembly workers | 20 | 3% | 5 | 4% | 25 | 3% |
| Military | 24 | 3% | 2 | 2% | 26 | 3% |
| Undifferentiated workers | 50 | 6% | 5 | 4% | 55 | 6% |
| Sampling | 784 | 93% | 116 | 94% | 900 | 94% |

Table 26: Student's mother educational background

| | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2001/2011 | | 2011/2012 | | Total | |
| | N | % | N | % | N | % |
| No qualifications | 0 | 0% | 0 | 0% | 0 | 0% |
| 1st cycle of basic education | 110 | 13% | 5 | 4% | 115 | 12% |
| 2nd cycle of basic education | 65 | 8% | 7 | 6% | 72 | 8% |
| 3rd cycle of basic education | 102 | 12% | 12 | 10% | 114 | 12% |
| High school | 139 | 17% | 26 | 21% | 165 | 18% |
| Higher education - bachelor | 88 | 11% | 5 | 4% | 93 | 10% |
| Higher education – "licenciatura" | 261 | 32% | 60 | 49% | 321 | 34% |
| Postgraduate - Master | 42 | 5% | 4 | 3% | 46 | 5% |
| Postgraduate - PhD | 10 | 1% | 3 | 2% | 13 | 1% |
| Sampling | 817 | 98% | 122 | 98% | 939 | 98% |

Table 27: Student's mother professional category

| | Academic Year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2001/2011 | | 2011/2012 | | Total | |
| | N | % | N | % | N | % |
| Senior public administration, etc. | 52 | 7% | 6 | 5% | 58 | 7% |
| Experts in intellectual and scientific professions | 337 | 45% | 62 | 56% | 399 | 47% |
| Technicians | 47 | 6% | 6 | 5% | 53 | 6% |
| Administrative staff and similar | 108 | 15% | 10 | 9% | 118 | 14% |
| Service workers and salesmen | 70 | 9% | 13 | 12% | 83 | 10% |
| Farmers and skilled workers in agriculture and fishing | 10 | 1% | 0 | 0% | 10 | 1% |
| Workers, craftsmen and related workers | 49 | 7% | 9 | 8% | 58 | 7% |
| Plant and machine operators and assembly workers | 3 | 0% | 2 | 2% | 5 | 1% |
| Military | 0 | 0% | 0 | 0% | 0 | 0% |
| Undifferentiated workers | 67 | 9% | 3 | 3% | 70 | 8% |
| Sampling | 743 | 89% | 111 | 90% | 854 | 89% |

## C. ALTERNATIVE TRACK

### 3.1. REGISTERED STUDENTS:

Table 28: Admission Process

| | Academic Year of Admission | | | |
|---|---|---|---|---|
| | 2011/2012 | | Sampling | |
| | N | % | % | N |
| SAP: graduates | 20 | 100% | 20 | 100% |

Table 29: Information about previous degrees

| Academic Year of Admission | Number of curricular years of previous degree | | | | | Number of years it took to complete the previous degree | | | | | Note of previous track final grade | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | Min. | Max. | Mean | N | % | Min. | Max. | Mean | N | % | Min. | Max. | Mean |
| 2011/2012 | 20 | 100% | 4 | 6 | 4.4 | 20 | 100% | 4 | 6 | 4.5 | 20 | 100% | 14 | 17 | 15.0 |
| Sampling | 20 | 100% | 4 | 6 | 4.4 | 20 | 100% | 4 | 6 | 4.5 | 20 | 100% | 14 | 17 | 15.0 |

Table 30: My previous degree was my # option

| Academic Year of Admission | 1st Option | | 2nd Option | | 3rd Option | | Another Option | | Sampling | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| 2011/2012 | 8 | 40% | 9 | 45% | 0 | 0% | 3 | 15% | 20 | 100% |

Table 31: Medical Degree: When admitted to the previous degree, Medicine was my # option

| Academic Year of Admission | No | | Yes | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2011/2012 | 12 | 60% | 8 | 40% | 20 | 100% |

Table 32: Students' option for SHS/UM: The SHS/UM was my # option

| Academic Year of Admission | 1st Option | | 2nd Option | | 3rd Option | | Another Option | | Sampling | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| 2011/2012 | 12 | 63% | 0 | 0% | 1 | 5% | 6 | 32% | 19 | 95% |

Table 33: Present year: The student applied to other medical degrees

| Academic Year of Admission | No | | Yes | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2011/2012 | 10 | 50% | 10 | 50% | 20 | 100% |

Table 34: Factors that influenced students' decision to choose the medical degree (1st factor to 4th factor)

| | | Academic Year of Admission 2011/2012 | |
|---|---|---|---|
| | | N | % |
| To have the required classifications | 1st factor | 0 | 0% |
| | Total | 0 | 0% |
| The track match my educational/ professional/vocational interests | 1st factor | 18 | 90% |
| | Total | 20 | 100% |
| Family tradition | 1st factor | 0 | 0% |
| | Total | 1 | 5% |
| Friends influence | 1st factor | 1 | 5% |
| | Total | 2 | 10% |
| Parents and/or relatives influence | 1st factor | 0 | 0% |
| | Total | 8 | 40% |
| Former or actual students information | 1st factor | 0 | 0% |
| | Total | 12 | 60% |
| Dissatisfaction with the previous/current professional activity | 1st factor | 0 | 0% |
| | Total | 15 | 75% |
| Aspiration for a stable professional future | 1st factor | 1 | 5% |
| | Total | 18 | 90% |
| Other | 1st factor | 0 | 0% |
| | Total | 3 | 15% |
| Sampling | | 20 | 100% |

Table 35: Factors that influenced students' decision to choose SHS/UM (1st factor to 4th factor)

| | | Academic Year of Admission 2011/2012 | |
|---|---|---|---|
| | | N | % |
| Geographical proximity | 1st factor | 4 | 20% |
| | Total | 12 | 60% |
| Geographical proximity of relatives | 1st factor | 0 | 0% |
| | Total | 2 | 10% |
| Economic resources owned | 1st factor | 0 | 0% |
| | Total | 2 | 10% |
| Grade point average in the previous year | 1st factor | 0 | 0% |
| | Total | 0 | 0% |
| Extracurricular academic life | 1st factor | 0 | 0% |
| | Total | 0 | 0% |
| Quality of learning/teaching process | 1st factor | 5 | 25% |
| | Total | 14 | 70% |
| Prestige of the degree | 1st factor | 1 | 5% |
| | Total | 10 | 50% |
| I liked the curriculum of the degree | 1st factor | 1 | 5% |
| | Total | 7 | 35% |
| I liked the learning/teaching methods | 1st factor | 3 | 15% |
| | Total | 13 | 65% |
| Friends influence | 1st factor | 0 | 0% |
| | Total | 2 | 10% |
| Parents and/or relatives influence | 1st factor | 0 | 0% |
| | Total | 0 | 0% |
| Former or actual students information | 1st factor | 0 | 0% |
| | Total | 3 | 15% |
| Method of selection | 1st factor | 6 | 30% |
| | Total | 12 | 60% |
| Track duration | 1st factor | 0 | 0% |
| | Total | 1 | 5% |
| Other | 1st factor | 0 | 0% |
| | Total | 0 | 0% |
| Sampling | | 20 | 100% |

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

Table 36: The student says he is familiar with the SHS/UM medical curriculum

| Academic Year of Admission | No | | Yes | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2011/2012 | 7 | 35% | 13 | 65% | 20 | 100% |

Table 37: Next academic year: the student intends to stay in the medical degree

| Academic Year of Admission | No | | Yes | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2011/2012 | 0 | 0% | 20 | 100% | 20 | 100% |

Table 38: Next academic year: the student intends to stay in the same university

| Academic Year of Admission | No | | Yes | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2011/2012 | 0 | 0% | 19 | 100% | 19 | 95% |

Table 39: 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 | % |
| 2011/2012 | 13 | 65% | 7 | 35% | 20 | 100% |

Table 40: Difficulties/problems anticipated by students

| | Academic Year of Admission | |
|---|---|---|
| | 2011/2012 | |
| | N | % |
| Difficulties/problems: economic | 8 | 40% |
| Difficulties/problems: learning / performance | 4 | 20% |
| Difficulties/problems: time management | 15 | 75% |
| Difficulties/problems: money management | 4 | 20% |
| Difficulties/problems: relationship with colleagues | 0 | 0% |
| Difficulties/problems: relationship with teachers | 0 | 0% |
| Difficulties/problems: relationship with family/boyfriend/girlfriend | 6 | 30% |
| Difficulties/problems: of health (headaches, tiredness, nourishment...) | 2 | 10% |
| Difficulties/problems: psychological (isolation, anxiety, depression...) | 2 | 10% |
| Difficulties/problems: daily routine organization (nourishment, hygiene...) | 3 | 15% |
| Difficulties/problems: other | 1 | 5% |
| Sampling | 20 | 100% |

Table 41: Students' Gender

| Academic Year of Admission | female | | male | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2011/2012 | 13 | 65% | 7 | 35% | 20 | 100% |

Table 42: Students' nationality

| | Academic year of Admission | |
|---|---|---|
| | 2011/2012 | |
| | nationality | |
| | N | % |
| Canadian | 0 | 0% |
| French | 0 | 0% |
| Brazilian | 0 | 0% |
| American | 0 | 0% |
| Russian | 0 | 0% |
| Cape Verdean | 0 | 0% |
| Timorese | 0 | 0% |
| Santomean | 0 | 0% |
| Venezuelan | 1 | 5% |
| **All other Nationalities** | 1 | 5% |
| **Portuguese** | 19 | 95% |
| Sampling | 20 | 100% |

Table 43: Students' age

| | Academic year of Admission | | | | | |
|---|---|---|---|---|---|---|
| | 2011/2012 | | | | | |
| | N | % | M | DP | Mín | Máx |
| SAP: graduates | 20 | 100% | 28,20 | 4,81 | 23,00 | 37,00 |
| Sampling | 20 | 100% | 28,20 | 4,81 | 23,00 | 37,00 |

Table 44: District of origin

| Academic year of Admission | Braga | | Porto | | Bragança | | Viana do Castelo | | Vila Real | | Castelo Branco | | Madeira | | Sampling | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 2011/2012 | 9 | 45% | 4 | 20% | 1 | 5% | 2 | 10% | 2 | 10% | 1 | 5% | 1 | 5% | 20 | 100% |

Table 45: Type of secondary school where the student completed the 12th year: all contingents

| Academic year of Admission | Public | | Private | | Sampling | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 2011/2012 | 19 | 95% | 1 | 5% | 20 | 100% |

Table 46: Students' educational background on admission

| | Academic year of Admission | |
|---|---|---|
| | 2011/2012 | |
| | N | % |
| higher education – "licenciatura" | 13 | 65% |
| Postgraduate - Master | 3 | 15% |
| Postgraduate - PhD | 4 | 20% |
| Sampling | 20 | 100% |

Table 47: Previous Track

| | Academic year of Admission | |
|---|---|---|
| | 2011/2012 | |
| | N | % |
| Clinical analysis | 1 | 5 |
| Pathology, cytology and tanatological Anatomy graduated | 1 | 5 |
| Biology | 1 | 5 |
| Microbial Biology and genetics | 1 | 5 |
| Biochemistry | 1 | 5 |
| CardioPulmonology | 1 | 5 |
| Nursing | 5 | 25 |
| Biological Engineering | 2 | 10 |
| Pharmacy | 1 | 5 |
| Physics and chemistry | 1 | 5 |
| Dental Medicine | 1 | 5 |
| Integrated Master in Industrial Electronics Engineering | 1 | 5 |
| Chemistry | 1 | 5 |
| Radiology | 2 | 10 |
| Sampling | 20 | 100 |

Table 48: Students' employment status on admission

| Academic year of Admission | without occupation | | part-time worker | | full-time worker | | Sampling | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| 2011/2012 | 7 | 100% | 4 | 20% | 6 | 30% | 17 | 85% |

MASTER IN MEDICINE

University of Minho
School of Health Sciences

# The Longitudinal Study of the School of Health Sciences

# ELECSUM Last Page: The Longitudinal Study of the School of Health Sciences

Unidade de Educação Médica, ICVS/3B's, Escola de Ciências da Saúde, Universidade do Minho
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## Available data by class entry year


## ELECSUM data

(per participant)

**Before Medical School**
- Demographics
- GPA science

**During Medical School** — 1st Year
- Admission surveys
- Socio-demographic Survey
- Non-cognitive survey
- Jefferson scale of physician empathy - student version
- NEOFFI Survey
- Course grades
- GPA

2nd Year
- Course grades
- GPA

3rd Year
- Course grades
- GPA
- Graduation Degree survey
- Jefferson scale of physician empathy - student version

4th Year
- Course grades
- GPA
- Jefferson scale of physician empathy - student version

5th Year
- Course Grade
- GPA

6th Year
- Course grades
- GPA
- Graduation Master Survey
- Jefferson scale of physician empathy - student version

**After Medical School** — PGY-1
- Residency specialty
- Residency Institution
- Geographic Location
- Proficiency rating scale

Career
- Residency Institution
- Geographic Location
- Non-cognitive survey
- LLL Survey
- Jefferson scale of physician empathy - physician version

**Reason for initiating the study:** The Longitudinal Study of School of Heath Sciences (ECS) of University of Minho (ELECSUM) was initiated in 2001, based on the premise that medical schools accountability, is a right/duty of Institutions that graduate healthcare professionals.

**History:** ELECSUM was implemented with the purpose of tracking every medical students of ECS throughout their academic life and entire professional careers.
ELECSUM data of each participant are constantly updated from publicly available information and from other information gathered by direct contact with the students of ECS since beginning of the school (2001). ELECSUM allowed the design of one of the most complete and extensive database of medical education in Portugal.

**Goals**

**Service to**
- Faculty (e.g., answering to inquiries)
- Academic and Scientific committees (e.g., providing data to analyze admissions trends, to evaluate programs, or to examine success/failure factors in students' performance)
- Administration of school (e.g., providing data for the annual report, or accreditation)
- Students (e.g., guiding academic and career development)

**Research**
- Address medical education related questions for publication and presentation at professional meetings

**ELECSUM in Numbers**
**(Last update: November, 2011)**
- Contained approximately 43800 pieces of data
- Tracked 1017 students of which 316 graduates
- Corresponding to 923 variables
- Garnered data from 165 postgraduate training hospitals
- Inspired 14 peer-reviewed publications in international journals and conference proceedings

**Adaptation of Instruments**

The ELECSUM has adapted the following instruments for measuring educational outcomes:
- Jefferson scale of physician empathy - student version[1]
- Jefferson scale of physician empathy - physician version[2]
- Non-cognitive scale[3]
- NEOFFI – 60 item[4]
- Jefferson Scale of Physician Lifelong Learning[5]

**Human Resources**

Project Research Associate: Ana Salgueira
Miguel Portela
Patrício Costa

Research Scholarship: Elsa Gonçalves (Actual)
Irina Kislaya (Former)
Ana Filipa Correia (Former)
António Rocha (Former)
Eunice Magalhães (Former)
Teresa Castanho (Former)

**Support**
Fundação para a Ciência e Tecnologia,
Ministério da Ciência, Tecnologia e Ensino Superior.

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**MASTER IN MEDICINE**

University of Minho
School of Health Sciences

# Master's Graduation Survey Summary Report 2010/2011

SEPTEMBRE 2012

**Summary report: Graduation Questionnaire**

**Medical Education Unit, School of Health Sciences**

The summary report of Graduation Questionnaire summarizes information on the perceptions of the medical graduates of the school of Health Sciences of the University of Minho on the quality of their training..

## Background

The Graduation Questionnaire (GQ) is an institutional survey administered by the School of Health Sciences (SHS) of the University of Minho (UM). The questionnaire was created in 2006/2007 by the SHS Medical Education Unit (MEU) of the as a tool to capture retrospectively the perceptions of the graduates on their training. It is useful for program evaluation and to identify aspects of the undergraduate medical 6 year training program that might be altered to enhance the experience of medical students.

This report displays five years of comparable GQ data (2006/2007 to 2010/2011). There were two GQ versions in tis period.

The first version was administered to the initial 2 graduate cohorts included questions related with the satisfaction with the study plan, teaching and non-academic staff, and the infrastructure at SHS. The revised version was administered to the graduation classes of 2009, 201, 2011 and is currently in use, includes additional questions related to the specialty preference and career expectations. For the purpose of producing the current report, the responses to the two GQ versions were combined.

## Methodology

The 2010/2011 data were obtained from a total 173 graduates and represent 70% of 246 graduates up to date by the SHS.. According to the MEU records, these individuals include: 47 graduates of 2006/2007, 31 of 2007/2008, 48 of 2008/2009, 24 of 2009/2010 and 22 of 2010/2011.

The QGM is administered to all sixth year students of the Masters in Medicine of SHS/UM on paper, in the exam day of the final course, along with an envelope addressed to the person in charge of MEU to allow return by post.

## Thanks

## Abbreviations

FM –Family medicine

PH – Public Health

IM – Internal Medicine

PSY – Psychiatry

PED – Pediatrics

OB&GY – Obstetrics and Gynecology

GS – General Surgery

OPT - Ophthalmology

GS – Graduation Score

## Index

Socio-demographic data

- Career plans
- Career preferences
- Location
- Specialty preference

Satisfaction

- Training components
- SHS
- Course evaluation process
- UM

**Total responses:**

| | 2007 | 2008 | 2009 | 2010 | 2011 | Total |
|---|---|---|---|---|---|---|
| N | 46 | 31 | 47 | 24 | 23 | 171 |
| % | 92 | 79.5 | 90.4 | 40.7 | 37.1 | 65.3 |

**Gender:**

| | 2007 % | 2008 % | 2009 % | 2010 % | 2011 % |
|---|---|---|---|---|---|
| Female | 71.7 | 58.1 | 59.6 | 75 | 69.6 |
| Male | 28.3 | 41.9 | 40.4 | 25 | 30.4 |
| | 100 | 100 | 100 | 100 | 100 |
| Number of responses | 46 | 31 | 47 | 24 | 23 |

**How old were you, approximately, when you decided that you wanted to be a doctor?**

| | 2007 % | 2008 % | 2009 % | 2010 % | 2011 % |
|---|---|---|---|---|---|
| < 6 | 6.5 | 9.7 | - | 8.3 | 9.1 |
| 6 – 10 | 23.9 | 9.7 | 24.4 | 4.2 | - |
| 11 – 15 | 19.6 | 45.2 | 35.5 | 33.3 | 50 |
| 16 - 19 | 47.8 | 35.5 | 37.8 | 50 | 40.9 |
| > 19 | 2.2 | - | 2.2 | 4.2 | - |
| | 100 | 100 | 100 | 100 | 100 |
| Number of responses | 46 | 31 | 47 | 24 | 23 |

**Before your decision to become a doctor was final, your level of certainty in relation to this option was:**

| | 2007 % | 2008 % | 2009 % | 2010 % | 2011 % |
|---|---|---|---|---|---|
| Low | 41.3 | 51.6 | 54.4 | 37.5 | 43.5 |
| Moderate | 52.2 | 35.5 | 45.6 | 50 | 34.8 |
| High | 6.5 | 12.9 | - | 12.5 | 21.7 |
| | 100 | 100 | 100 | 100 | 100 |
| Number of responses | 46 | 31 | 47 | 24 | 23 |

**When you graduate, what would be your preferred type of community for practice?**

| | 2007 % | 2008 % | 2009 % | 2010 % | 2011 % |
|---|---|---|---|---|---|
| Large city | 17.4 | 16.1 | 17 | 8.33 | 26.1 |
| City of moderate size | 69.6 | 77.4 | 74.5 | 75 | 52.2 |
| Small town | 8.7 | 3.2 | 8.5 | 12.5 | 17.4 |
| Village or rural area | 4.3 | 3.2 | - | 4.1 | 4.3 |
| | 100 | 100 | 100 | 100 | 100 |
| Number of responses | 46 | 31 | 45 | 24 | 22 |

**When you graduate, what would be your preferred geographic area for practice in Portugal?**

| | 2007 % | 2008 % | 2009 % | 2010 % | 2011 % |
|---|---|---|---|---|---|
| North Coast | 80.4 | 87.1 | 80.8 | 75 | 91.3 |
| Center Coast | 8.7 | - | 4.3 | 4.2 | - |
| South Coast | 2.2 | - | - | 4.2 | - |
| Interior, North | 6.5 | 6.5 | 8.5 | 4.2 | - |
| Interior, Center | - | - | - | 4.2 | - |
| Interior, South | - | - | - | 4.2 | - |
| Autonomous Regions | - | 6.5 | 6.4 | 4.2 | 4.4 |
| No, I intend to go to another country | 2.2 | - | - | - | 4.4 |
| | 100 | 100 | 100 | 100 | 100 |
| Number of responses | 46 | 31 | 46 | 24 | 22 |

**Please indicate the amount of professional time (relative) you intend to devote to the following activities, when you become a specialist.**

| | None of my time | Some of my time | Most of my time | Average | Number of responses |
|---|---|---|---|---|---|
| Medical research laboratory in nature | | | | | |
| 2007 | 55.6 | 44.4 | | 1.4 | 45 |
| 2008 | 74.2 | 25.8 | - | 1.3 | 31 |
| 2009 | 73.9 | 23.9 | 2.2 | 1.3 | 46 |
| 2010 | 75 | 25 | - | 1.2 | 24 |
| 2011 | 73.9 | 21.7 | 4.4 | 1.3 | 23 |
| Nature clinical medical research | | | | | |
| 2007 | 6.7 | 86.7 | 6.7 | 2 | 45 |
| 2008 | 3.2 | 93.6 | 3.2 | 2 | 31 |
| 2009 | 2.2 | 95.6 | 2.2 | 2 | 46 |
| 2010 | 8.3 | 79.2 | 12.5 | 2 | 24 |
| 2011 | 8.7 | 91.3 | - | 1.9 | 23 |

| | None of my time | Some of my time | Most of my time | Average | Number of responses |
|---|---|---|---|---|---|
| Clinical practice | | | | | |
| 2007 | 10.9 | - | 89.1 | 2.9 | 46 |
| 2008 | 3.2 | - | 96.8 | 3 | 31 |
| 2009 | 2.2 | - | 97.8 | 3 | 46 |
| 2010 | 4.2 | - | 95.8 | 2.9 | 24 |
| 2011 | 17.4 | - | 82.6 | 2.8 | 23 |
| Teaching | | | | | |
| 2007 | 26.1 | 71.7 | 2.2 | 1.8 | 46 |
| 2008 | 16.1 | 83.9 | - | 1.8 | 31 |
| 2009 | 41.3 | 58.7 | - | 1.6 | 46 |
| 2010 | 37.5 | 62.5 | - | 1.6 | 24 |
| 2011 | 26.1 | 69.6 | 4.3 | 1.8 | 23 |
| Administration of an organization | | | | | |
| 2007 | 75.6 | 24.4 | - | 1.2 | 45 |
| 2008 | 67.7 | 32.3 | - | 1.3 | 31 |
| 2009 | 65.2 | 32.6 | 2.2 | 1.4 | 46 |
| 2010 | 70.8 | 29.2 | - | 1.3 | 24 |
| 2011 | 43.5 | 56.5 | - | 1.6 | 23 |

**When you become a specialist, in which of the following types of activity would you like to work?**

| | None of my time | Some of my time | Most of my time | Average | Number of responses | None of my time |
|---|---|---|---|---|---|---|
| Social care: Preferably alone | | | | | | |
| 2007 | 33.3 | 42.8 | 21.4 | 2.4 | 0.9 | 42 |
| 2008 | 16.7 | 63.3 | 16.7 | 3.3 | 1.1 | 30 |
| 2009 | 19.6 | 43.5 | 32.6 | 4.3 | 1.2 | 46 |
| 2010 | 12.5 | 37.5 | 41.7 | 8.3 | 1.5 | 24 |
| 2011 | 18.2 | 40.9 | 40.9 | - | 1.2 | 22 |
| Social care: housed in a small team | | | | | | |
| 2007 | - | 2.2 | 19.6 | 78.3 | 2.8 | 46 |
| 2008 | 3.3 | - | 53.3 | 43.3 | 2.4 | 30 |
| 2009 | 2.2 | 4.3 | 41.3 | 52.2 | 2.4 | 46 |
| 2010 | - | - | 29.2 | 70.8 | 2.7 | 24 |
| 2011 | 4.4 | 4.4 | 30.4 | 60.8 | 2.5 | 23 |
| Social care: housed in a great team | | | | | | |
| 2007 | - | 18.6 | 53.5 | 27.9 | 2.1 | 43 |
| 2008 | - | 14.1 | 58.1 | 27.8 | 2.1 | 31 |
| 2009 | 8.9 | 17.8 | 57.8 | 15.6 | 1.8 | 45 |
| 2010 | 8.7 | 34.8 | 47.8 | 8.7 | 1.6 | 23 |
| 2011 | 8.7 | 8.7 | 43.5 | 39.1 | 2.1 | 23 |

| | None of my time | Some of my time | Most of my time | Average | Number of responses | None of my time |
|---|---|---|---|---|---|---|
| Population-public health | | | | | | |
| 2007 | 29.6 | 36.4 | 29.5 | 4.5 | 1.1 | 44 |
| 2008 | 23.3 | 36.7 | 36.7 | 3.3 | 1.2 | 30 |
| 2009 | 41.3 | 43.5 | 13 | 2.2 | 0.8 | 46 |
| 2010 | 37.5 | 27.2 | 25 | 8.3 | 1 | 24 |
| 2011 | 39.1 | 34.8 | 21.7 | 4.3 | 0.9 | 23 |
| Armed Forces | | | | | | |
| 2007 | 65.9 | 27.3 | 6.8 | - | 0.4 | 44 |
| 2008 | 60 | 33.3 | 6.7 | - | 0.4 | 30 |
| 2009 | 65.2 | 19.6 | 10.9 | 4.3 | 0.5 | 46 |
| 2010 | 70.8 | 25 | 4.2 | - | 0.3 | 24 |
| 2011 | 52.2 | 26.1 | 17.4 | 4.3 | 0.7 | 23 |
| Forensic Medicine | | | | | | |
| 2007 | 47.7 | 40.9 | 11.4 | - | 0.6 | 44 |
| 2008 | 63.3 | 23.3 | 13.3 | - | 0.5 | 30 |
| 2009 | 51.1 | 26.7 | 22.2 | - | 0.7 | 45 |
| 2010 | 62.5 | 8.3 | 25 | 4.2 | 0.7 | 24 |
| 2011 | 52.2 | 26.1 | 21.7 | - | 0.7 | 23 |
| Volunteering/non-governmental organizations | | | | | | |
| 2007 | 6.7 | 15.6 | 62.2 | 16.5 | 1.9 | 45 |
| 2008 | 3.3 | 23.3 | 50 | 23.3 | 1.9 | 30 |
| 2009 | 9.1 | 11.4 | 61.4 | 18.2 | 1.9 | 44 |
| 2010 | 4.2 | 8.3 | 58.3 | 29.2 | 2.1 | 24 |
| 2011 | 4.5 | 18.2 | 50 | 27.3 | 2 | 22 |
| Outro | | | | | | |
| 2007 | 100 | - | - | - | 0 | 2 |
| 2008 | 100 | - | - | - | 0 | 3 |
| 2009 | 72.7 | - | 9.1 | 18.2 | 0.7 | 11 |
| 2010 | - | - | - | - | - | 0 |
| 2011 | 66.7 | 16.7 | - | 16.7 | 0.7 | 6 |

**Please indicate the amount of time you expect to spend caring for patients in the following contexts:**

| | **I have not decided yet** | **No, or almost no time** (less than 1 day a week) | **Some time** (1 to 3 days per week) | **Most of the time** (4 or more days a week) | **Average** | **Number of responses** |
|---|---|---|---|---|---|---|
| Public Hospital | | | | | | |
| 2007 | 6.5 | - | 21.7 | 71.7 | 2.6 | 46 |
| 2008 | 29 | 3.2 | 6.5 | 61.3 | 2 | 31 |
| 2009 | 10.9 | 4.3 | 23.9 | 60.9 | 2.3 | 46 |
| 2010 | 29.2 | - | 20.8 | 50 | 1.9 | 24 |
| 2011 | 30.4 | - | 8.7 | 60.9 | 2 | 23 |

| | **I have not decided yet** | **No, or almost no time** (less than 1 day a week) | **Some time** (1 to 3 days per week) | **Most of the time** (4 or more days a week) | **Average** | **Number of responses** |
|---|---|---|---|---|---|---|
| Health Center | | | | | | |
| 2007 | 31.1 | 37.8 | 17.8 | 13.3 | 1.1 | 45 |
| 2008 | 48.4 | 19.4 | 3.2 | 29 | 1.1 | 31 |
| 2009 | 28.9 | 26.7 | 15.6 | 28.9 | 1.4 | 45 |
| 2010 | 33.3 | 25 | 8.3 | 33.3 | 1.4 | 24 |
| 2011 | 47.8 | 34.8 | 4.4 | 13 | 0.8 | 23 |
| Large Private Hospital or Clinic | | | | | | |
| 2007 | 26.7 | 17.8 | 53.3 | 2.2 | 1.3 | 45 |
| 2008 | 56.6 | 19.4 | 29 | - | 0.8 | 31 |
| 2009 | 19.6 | 19.6 | 52.2 | 8.7 | 1.5 | 46 |
| 2010 | 41.7 | 16.7 | 37.5 | 4.2 | 1 | 24 |
| 2011 | 21.7 | 26.1 | 52.2 | - | 1.3 | 23 |
| Small Private Clinic | | | | | | |
| 2007 | 33.3 | 17.8 | 46.7 | 2.2 | 1.2 | 45 |
| 2008 | 35.5 | 32.3 | 32.3 | - | 1 | 31 |
| 2009 | 23.9 | 32.6 | 41.3 | 2.2 | 1.2 | 46 |
| 2010 | 33.3 | 33.3 | 25 | 8.3 | 1.1 | 24 |
| 2011 | 39.1 | 17.4 | 39.1 | 4.4 | 1.1 | 23 |

**The decision to pursue a speciality is complex. We understand that at this stage most students have not yet made a final decision. Even so, we would like to know what kind of career you would imagine for yourself 10 years from now. Please base your choices in the descriptions. The examples given serve as general guidance, but may vary from doctor to doctor.**

**1.** Perform Diagnostics or specialized technical procedures. Preferential contact with peers and colleagues. Main practice in hospitals. Example: Radiology, Pathology.

**2.** Perform specialized techniques or therapeutic procedures that require motor ability. Main practice in hospitals, with some practice in consultation. Examples: Orthopedic Surgery, Neurosurgery, Ophthalmology.

**3.** Provide episodic care or long term, to a specific set of medical problems, which can include instrumentation and technical interventions. Mixture of ambulatory practice in hospitals. Example: Cardiology, Gastroenterology, Psychiatry, Dermatology, Internal Medicine.

**4.** Provide initial assessments of health or disease, education and preventive intervention and global care to a variety of medical problems. Main practice in outpatient context. Example: General and Family Medicine, Pediatrics.

| | 1st Choice | 2nd Choice | 3rd Choice | 4th Choice | Average | Number of responses |
|---|---|---|---|---|---|---|
| 1 (Example: Radiology, Pathology) | | | | | | |
| 2007 | - | 9.1 | 20.74 | 70.5 | 3.6 | 44 |
| 2008 | - | - | 35.5 | 64.5 | 3.6 | 31 |
| 2009 | 4.3 | 6.5 | 4.4 | 84.8 | 3.7 | 46 |
| 2010 | - | - | 16.7 | 83.3 | 3.8 | 24 |
| 2011 | 4.3 | - | 8.7 | 87 | 3.8 | 23 |
| 2 (Example: Orthopedic Surgery, Neurosurgery) | | | | | | |
| 2007 | 22.7 | 18.2 | 47.7 | 11.4 | 2.5 | 44 |
| 2008 | 29 | 16.1 | 32.3 | 22.6 | 2.5 | 31 |
| 2009 | 32.6 | 19.6 | 41.3 | 6.5 | 2.2 | 46 |
| 2010 | 29.2 | 4.2 | 50 | 16.7 | 2.5 | 24 |
| 2011 | 13 | 21.7 | 56.5 | 8.7 | 2.6 | 23 |
| 3 (Example: Cardiology, Psychiatry, Internal Medicine) | | | | | | |
| 2007 | 60.9 | 32.6 | 4.3 | 2.2 | 1.5 | 46 |
| 2008 | 38.7 | 54.8 | 6.5 | - | 1.7 | 31 |
| 2009 | 34.8 | 50 | 13 | 2.2 | 1.8 | 46 |
| 2010 | 33.3 | 54.2 | 12.5 | - | 1.8 | 24 |
| 2011 | 39.2 | 47.8 | 13 | - | 1.7 | 23 |
| 4 (Example: General and Family Medicine, Pediatrics) | | | | | | |
| 2007 | 17.8 | 40 | 28.9 | 13.3 | 2.4 | 45 |
| 2008 | 32.3 | 29 | 25.8 | 12.9 | 2.2 | 31 |
| 2009 | 26.1 | 23.9 | 41.3 | 6.5 | 2.3 | 46 |
| 2010 | 37.5 | 41.7 | 20.8 | - | 1.8 | 24 |
| 2011 | 43.5 | 30.4 | 21.7 | 4.3 | 1.9 | 23 |

**What specialty do you consider to choose in the future?**

**1st Choice**

| | Total | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|---|---|
| Pathological Anatomy | - | - | - | - | - | - |
| Anesthesiology | 3.5 | 2.2 | - | 2.2 | - | 13 |
| Angiology and Vascular Surgery | 0.9 | 2.2 | - | 2.2 | - | - |
| Cardiology | 4.4 | 6.7 | 6.5 | 8.7 | - | - |
| Pediatric Cardiology | - | - | - | - | - | - |
| Cardiothoracic Surgery | - | - | - | - | - | - |
| General Surgery | 6.3 | 6.7 | 9.7 | 6.5 | - | 8.7 |
| Maxillofacial Surgery | - | - | - | - | - | - |
| Pediatric Surgery | - | - | - | - | - | - |
| Plastic and Reconstructive and aesthetic surgery | 2.6 | - | 6.5 | 6.5 | - | - |
| Dermato-Venereology | 3.5 | 2.2 | - | 2.2 | 4.2 | 8.7 |
| Infectious Diseases | - | - | - | - | - | - |
| Endocrinology and Nutrition | 2.3 | - | 3.2 | 4.3 | 4.2 | - |

| | Total | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|---|---|
| Stomatology | 0.8 | - | - | - | 4.2 | - |
| Gastro-Enterology | 1.7 | 2.2 | - | 2.2 | 4.2 | - |
| Medical Genetics | - | - | - | - | - | - |
| Gynaecology/Obstetrics | 9.1 | 8.9 | 6.5 | 8.7 | 12.5 | 8.7 |
| Imunoalergologia | - | - | - | - | - | - |
| Imunohemoterapia | - | - | - | - | - | - |
| Clinical Pharmacology | - | - | - | - | - | - |
| Clinical Hematology | - | - | - | - | - | - |
| Sports Medicine | - | - | - | - | - | - |
| Occupational medicine | - | - | - | - | - | - |
| Physical medicine and rehabilitation | 0.4 | 2.2 | - | - | - | - |
| General and family medicine | 22.1 | 8.9 | 29 | 17.4 | 33.3 | 21.7 |
| Internal Medicine | 4.1 | 4.4 | 9.7 | 2.2 | 4.2 | - |
| Forensic Medicine | - | - | - | - | - | - |
| Nuclear Medicine | - | - | - | - | - | - |
| Tropical Medicine | - | - | - | - | - | - |
| Nephrology | - | - | - | - | - | - |
| Neurosurgery | 0.4 | - | - | 2.2 | - | - |
| Neurology | 1.1 | - | 3.2 | 2.2 | - | - |
| Neuroradiology | - | - | - | - | - | - |
| Ophthalmology | 2.6 | 6.7 | - | 2.2 | - | 4.3 |
| Medical Oncology | 0.4 | 2.2 | - | - | - | - |
| Orthopedics | 3.4 | 2.2 | - | 6.5 | 8.3 | - |
| Otolaryngology | 0.4 | 2.2 | - | - | - | - |
| Clinical Pathology | - | - | - | - | - | - |
| Pediatrics | 5.2 | 6.7 | - | 2.2 | 4.2 | 13 |
| Pulmonology | 0.4 | 2.2 | - | - | - | - |
| Psychiatry | 1.8 | 6.7 | - | 2.2 | - | - |
| Childhood and adolescence Psychiatry | 0.4 | - | - | 2.2 | - | - |
| Diagnostic Radiology | - | - | - | - | - | - |
| Radiotherapy | - | - | - | - | - | - |
| Rheumatology | - | - | - | - | - | - |
| Public Health | - | - | - | - | - | - |
| Urology | 3.8 | - | - | 2.2 | 12.5 | 4.3 |
| Other specialty | - | - | - | - | - | - |
| I haven't decided | 17.3 | 24.4 | 25.8 | 15.2 | 8.3 | 13 |
| | | | | | | |
| Number of responses | | 45 | 31 | 46 | 24 | 23 |

**Please select up to 4 of the factors that most influenced the choice of the specialties mentioned previously: data only available for 2010/2011)**

| | 1st Factor | 2nd Factor | 3rd Factor | 4 Factor | Average | Number of responses |
|---|---|---|---|---|---|---|
| Specialty fitness to my individual characteristics | 61.9 | 9.5 | 19.1 | 9.5 | 1.8 | 21 |
| Type of specialty training institution (Hospital/Health Centre/National Institute of Legal Medicine/public health Delegation) | - | - | - | 100 | 4 | 1 |
| Prestige of specialty training institution | - | - | 100 | - | 3 | 1 |
| Perspective of availability of time for my personal life | - | 40 | 40 | 20 | 2.8 | 10 |
| Perspective of emergency do not | - | 50 | - | 50 | 3 | 2 |
| Perspective of future income | - | 25 | 25 | 50 | 3.2 | 4 |
| Duration of specialty | - | - | - | 100 | 4 | 1 |
| Specialty focused on contact with patients | 12.5 | 62.5 | 12.5 | 12.5 | 2.3 | 8 |
| Specialty focused on technology | - | - | - | - | - | - |
| Better ranking and performance in curricular areas/modules | - | - | - | - | - | - |
| Awareness of own competence in a specific clinical area | 25 | 37.5 | - | 37.5 | 2.5 | 8 |
| Positive experience of working in clinical residencies and training | 10 | 10 | 60 | 20 | 2.9 | 10 |
| Previous experience of a project option in that area/specialty | - | 25 | 25 | 50 | 3.2 | 4 |
| Professional prestige associated with specialty | - | - | - | - | - | - |
| Possibility to work with a wide variety of clinical situations/patients | 15.4 | 38.5 | 30.8 | 15.4 | 2.5 | 13 |
| National medical need in a particular specialty | - | - | 50 | 50 | 3.5 | 2 |
| Positive interaction with professors, tutors and supervisors | - | - | - | - | - | - |
| Specialty content | 57.1 | - | - | 42.9 | 2.3 | 7 |

**Please indicate your overall satisfaction level for each of the years the curriculum Course of Medicine of the University of Minho:**

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied | Average | Number of responses |
|---|---|---|---|---|---|---|
| 1st Year | | | | | | |
| Total | 2.3 | 15.8 | 57.1 | 24 | 3 | 170 |
| 2007 | 2.2 | 8.7 | 60.9 | 28.3 | 3.1 | 46 |
| 2008 | 3.2 | 6.4 | 51.6 | 38.7 | 3.2 | 31 |
| 2009 | 2.1 | 21.3 | 55.3 | 21.3 | 3 | 47 |
| 2010 | 4.2 | 33.3 | 54.2 | 8.3 | 2.7 | 24 |
| 2011 | - | 9.1 | 63.6 | 23.3 | 3.2 | 22 |
| 2nd year | | | | | | |
| Total | 1.3 | 14.1 | 56 | 28.6 | 3.1 | 170 |
| 2007 | 2.2 | 4.3 | 50 | 43.5 | 3.3 | 46 |
| 2008 | - | 9.7 | 58.1 | 32.3 | 3.2 | 31 |
| 2009 | - | 12.8 | 63.8 | 23.4 | 3.1 | 47 |
| 2010 | 4.2 | 20.8 | 58.3 | 16.7 | 2.9 | 24 |
| 2011 | - | 22.7 | 50 | 27.3 | 3 | 22 |
| 3rd year | | | | | | |
| Total | 3.2 | 11 | 42.9 | 43 | 3.3 | 170 |
| 2007 | 2.2 | 10.9 | 39.1 | 47.8 | 3.3 | 46 |
| 2008 | - | 6.4 | 48.4 | 45.2 | 3.4 | 31 |
| 2009 | - | 10.6 | 44.7 | 44.7 | 3.3 | 47 |
| 2010 | - | 4.2 | 45.8 | 50 | 3.5 | 24 |
| 2011 | 13.6 | 22.7 | 36.4 | 27.3 | 2.8 | 22 |
| 4th year | | | | | | |
| Total | 1.3 | 9.9 | 58.5 | 30.3 | 3.2 | 170 |
| 2007 | 2.2 | 6.5 | 41.3 | 50 | 3.4 | 46 |
| 2008 | - | 6.7 | 70 | 23.3 | 3.2 | 30 |
| 2009 | - | 19.2 | 57.4 | 23.4 | 3 | 47 |
| 2010 | 4.2 | 8.3 | 54.2 | 33.3 | 3.2 | 24 |
| 2011 | - | 8.7 | 69.6 | 21.7 | 3.1 | 23 |
| 5th year | | | | | | |
| Total | 0.9 | 6.4 | 58.1 | 34.6 | 3.2 | 171 |
| 2007 | 2.2 | 4.4 | 30.4 | 63 | 3.5 | 46 |
| 2008 | - | 12.9 | 71 | 16.1 | 3 | 31 |
| 2009 | 2.1 | 10.6 | 74.5 | 12.8 | 3 | 47 |
| 2010 | - | 4.2 | 58.3 | 37.5 | 3.3 | 24 |
| 2011 | - | - | 56.5 | 43.5 | 3.4 | 23 |
| 6th year | | | | | | |
| Total | 3 | 17.3 | 42.8 | 36.9 | 3.1 | 171 |
| 2007 | 2.2 | 13 | 23.9 | 60.9 | 3.4 | 46 |
| 2008 | - | 41.9 | 45.2 | 12.9 | 2.7 | 31 |
| 2009 | 12.8 | 23.4 | 51.1 | 12.8 | 2.6 | 47 |
| 2010 | - | 8.3 | 45.8 | 45.8 | 3.4 | 24 |
| 2011 | - | - | 47.8 | 52.2 | 3.5 | 23 |

**Please indicate your level of preparation on the following fundamental scientific disciplines:**

| | Poor | Reasonable | Good | Excellent | Does not apply | Average | Number of responses |
|---|---|---|---|---|---|---|---|
| Anatomy | | | | | | | |
| Total | 4.3 | 27.4 | 55.5 | 12.7 | - | 2.8 | 47 |
| 2010 | - | 37.5 | 45.8 | 16.7 | - | 2.8 | 24 |
| 2011 | 8.7 | 17.4 | 65.2 | 8.7 | - | 2.7 | 23 |
| Physiology | | | | | | | |
| Total | 2.1 | 16.7 | 53.4 | 12.7 | - | 2.9 | 47 |
| 2010 | 4.2 | 29.2 | 24.2 | 12.5 | - | 2.7 | 24 |
| 2011 | - | 4.3 | 82.6 | 13 | - | 3.1 | 23 |
| Histology | | | | | | | |
| Total | 10.8 | 42.4 | 38.2 | 8.5 | - | 2.5 | 47 |
| 2010 | 4.2 | 45.8 | 41.7 | 8.3 | - | 2.5 | 24 |
| 2011 | 17.4 | 39.1 | 34.8 | 8.7 | - | 2.4 | 23 |
| Biochemistry | | | | | | | |
| Total | 10.6 | 53 | 32.1 | 4.3 | - | 2.3 | 47 |
| 2010 | 12.5 | 62.5 | 20.8 | 4.2 | - | 2.2 | 24 |
| 2011 | 8.7 | 43.5 | 43.5 | 4.3 | - | 2.4 | 23 |
| Genetics | | | | | | | |
| Total | 19.1 | 53.1 | 23.5 | 4.3 | - | 2.1 | 47 |
| 2010 | 20.8 | 58.3 | 16.7 | 4.2 | - | 2 | 24 |
| 2011 | 17.4 | 47.8 | 30.4 | 4.3 | - | 2.2 | 23 |
| Embryology | | | | | | | |
| Total | 32.6 | 47.9 | 19.6 | - | - | 1.9 | 46 |
| 2010 | 21.7 | 60.9 | 17.4 | - | - | 2 | 23 |
| 2011 | 43.5 | 34.8 | 21.7 | - | - | 1.8 | 23 |
| Pathology | | | | | | | |
| Total | 2.1 | 30.2 | 46.4 | 21.3 | - | 2.9 | 47 |
| 2010 | - | 12.5 | 66.7 | 20.8 | - | 3.1 | 24 |
| 2011 | 4.3 | 47.9 | 26.1 | 21.7 | - | 2.6 | 23 |
| Pharmacology | | | | | | | |
| Total | 25.6 | 36.1 | 25.6 | 12.7 | - | 2.3 | 47 |
| 2010 | 20.8 | 41.7 | 25 | 12.5 | - | 2.3 | 24 |
| 2011 | 30.4 | 30.4 | 26.1 | 13 | - | 2.2 | 23 |
| Statistics | | | | | | | |
| Total | 48.9 | 36.2 | 12.9 | 2.1 | - | 1.7 | 47 |
| 2010 | 50 | 37.5 | 8.3 | 4.2 | - | 1.7 | 24 |
| 2011 | 47.8 | 34.8 | 17.4 | - | - | 1.7 | 23 |
| Public Health | | | | | | | |
| Total | 2.1 | 31.7 | 57.6 | 8.6 | - | 2.7 | 47 |
| 2010 | - | 41.7 | 54.2 | 4.2 | - | 2.6 | 24 |
| 2011 | 4.3 | 21.7 | 60.9 | 13 | - | 2.8 | 23 |

| | Poor | Reasonable | Good | Excellent | Does not apply | Average | Number of responses |
|---|---|---|---|---|---|---|---|
| Neoplasms | | | | | | | |
| Total | - | 28.3 | 56.5 | 15.2 | - | 2.9 | 46 |
| 2010 | - | 26.1 | 56.5 | 17.4 | - | 2.9 | 23 |
| 2011 | - | 30.4 | 56.5 | 13 | - | 2.8 | 23 |
| Cellular and Molecular Biology | | | | | | | |
| Total | 10.5 | 36.4 | 42.6 | 10.6 | - | 2.6 | 47 |
| 2010 | 16.7 | 29.2 | 41.7 | 12.5 | - | 2.5 | 24 |
| 2011 | 4.3 | 43.5 | 43.5 | 8.7 | - | 2.6 | 23 |
| Immunology | | | | | | | |
| Total | 8.5 | 36.4 | 44.5 | 21.2 | - | 2.6 | 47 |
| 2010 | 8.3 | 29.2 | 50 | 12.5 | - | 2.7 | 24 |
| 2011 | 8.7 | 43.5 | 39.1 | 8.7 | - | 2.5 | 23 |
| Microbiology | | | | | | | |
| Total | 12.9 | 35.8 | 38.2 | 13 | - | 2.4 | 47 |
| 2010 | 4.2 | 50 | 41.7 | 4.2 | - | 2.5 | 24 |
| 2011 | 21.7 | 21.7 | 34.8 | 21.7 | - | 2.3 | 23 |
| Psychology | | | | | | | |
| Total | 23.4 | 29.6 | 32 | 12.9 | 2.1 | 2.4 | 47 |
| 2010 | 25 | 37.5 | 29.2 | 4.2 | 4.2 | 2.2 | 24 |
| 2011 | 21.7 | 21.7 | 34.8 | 21.7 | - | 2.6 | 23 |
| Community Health | | | | | | | |
| Total | 2.1 | 25.3 | 55.4 | 17.1 | - | 2.9 | 47 |
| 2010 | 4.2 | 33.3 | 50 | 12.5 | - | 2.7 | 24 |
| 2011 | - | 17.4 | 60.9 | 21.7 | - | 3 | 23 |
| History of medicine | | | | | | | |
| Total | 52.9 | 32 | 15.1 | - | - | 1.7 | 47 |
| 2010 | 66.7 | 29.2 | 4.2 | - | - | 1.4 | 24 |
| 2011 | 39.1 | 34.8 | 26.1 | - | - | 1.9 | 23 |
| Epidemiology | | | | | | | |
| Total | | | | | | | |
| 2010 | 33.3 | 37.5 | 29.2 | - | - | 2 | 24 |
| 2011 | 13 | 34.8 | 43.5 | 8.7 | - | 2.5 | 23 |
| Bioethics and Medical Ethics | | | | | | | |
| Total | 25.2 | 29.7 | 42.7 | 2.2 | - | 2.2 | 47 |
| 2010 | 41.7 | 33.3 | 25 | - | - | 1.8 | 24 |
| 2011 | 8.7 | 26.1 | 60.4 | 4.4 | - | 2.6 | 23 |
| Family medicine | | | | | | | |
| Total | - | 4.1 | 42.4 | 53.5 | - | 3.5 | 47 |
| 2010 | - | 8.3 | 50 | 41.7 | - | 3.3 | 24 |
| 2011 | - | - | 34.8 | 65.2 | - | 3.6 | 23 |

**Please indicate your level of preparation to start residency training considering the following aspects:**

| | Disagree Strongly | Disagree | Neutral | I Agree | Strongly Agree | Average | Number of responses |
|---|---|---|---|---|---|---|---|
| I have the clinical skills necessary to start the residency training | | | | | | | |
| Total | - | - | 8.6 | 66.3 | 25.2 | 4.2 | 47 |
| 2010 | - | - | 4.2 | 54.2 | 41.7 | 4.4 | 24 |
| 2011 | - | - | 13 | 78.3 | 8.7 | 4 | 23 |
| I master the fundamental mechanisms of disease, clinical indicators and the principles of diagnosis and monitoring for common pathologies | | | | | | | |
| Total | - | - | 2.1 | 74.7 | 23.3 | 4.2 | 47 |
| 2010 | - | - | 4.2 | 66.7 | 29.2 | 4.2 | 24 |
| 2011 | - | - | - | 82.6 | 17.4 | 4.2 | 23 |
| I have the necessary communication skills to interact with patients and health professionals. | | | | | | | |
| Total | - | - | 2.1 | 46.5 | 51.3 | 4.5 | 47 |
| 2010 | - | - | - | 62.5 | 37.5 | 4.4 | 24 |
| 2011 | - | - | 4.3 | 30.4 | 65.2 | 4.6 | 23 |
| I have basic skills in clinical decision making | | | | | | | |
| Total | - | 4.1 | 21.4 | 59.5 | 15 | 3.9 | 47 |
| 2010 | - | 8.3 | 12.5 | 66.7 | 12.5 | 3.8 | 24 |
| 2011 | - | - | 30.4 | 52.2 | 17.4 | 3.9 | 23 |
| I have the understanding of the fundamental issues of social sciences in medicine (e.g., ethics, humanism, professionalism) | | | | | | | |
| Total | - | - | 8.5 | 55.1 | 36.4 | 4.3 | 47 |
| 2010 | - | - | 8.3 | 66.7 | 25 | 4.2 | 24 |
| 2011 | - | - | 8.7 | 43.5 | 47.8 | 4.4 | 23 |

**Please indicate your level of satisfaction regarding the following aspects:**

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied | Average | Number of responses |
|---|---|---|---|---|---|---|
| Support in the integration in SHS | | | | | | |
| Total | 4.2 | 17.6 | 65.3 | 12.7 | 2.8 | 168 |
| 2007 | - | 13.9 | 65.1 | 20.9 | 3 | 43 |
| 2008 | - | 19.3 | 67.7 | 12.9 | 2.9 | 31 |
| 2009 | 17 | 34 | 48.9 | - | 2.3 | 47 |
| 2010 | 4.2 | 16.7 | 66.7 | 12.5 | 2.9 | 24 |
| 2011 | - | 4.3 | 78.3 | 17.4 | 3.1 | 23 |
| Support in the adaptation to teaching/learning methodologies | | | | | | |
| Total | 3.8 | 24.5 | 59.6 | 14.4 | 2.8 | 168 |
| 2007 | - | 16.3 | 53.5 | 30.2 | 3.1 | 43 |
| 2008 | - | 25.8 | 58.1 | 16.1 | 2.9 | 31 |
| 2009 | 10.6 | 38.3 | 58.3 | 4.2 | 2.4 | 24 |
| 2010 | 4.2 | 33.3 | 58.3 | 4.2 | 2.6 | 24 |
| 2011 | 4.3 | 8.7 | 69.6 | 17.4 | 3 | 23 |
| Active involvement of students in learning | | | | | | |
| Total | - | 3.2 | 65.2 | 31.6 | 3.3 | 171 |
| 2007 | - | - | 45.6 | 54.4 | 3.5 | 46 |
| 2008 | - | 3.2 | 61.3 | 35.5 | 3.3 | 31 |
| 2009 | - | 8.5 | 70.2 | 21.3 | 3.1 | 47 |
| 2010 | - | - | 75 | 25 | 3.2 | 24 |
| 2011 | - | 4.3 | 73.9 | 21.7 | 3.2 | 23 |
| Responsibilization of students / self-directed learning | | | | | | |
| Total | - | 11.4 | 58.9 | 30 | 3.2 | 168 |
| 2007 | - | 4.6 | 53.5 | 41.9 | 3.4 | 43 |
| 2008 | - | 12.9 | 58.1 | 29 | 3.2 | 31 |
| 2009 | - | 17 | 63.8 | 19.2 | 3 | 47 |
| 2010 | - | 12.5 | 66.7 | 20.8 | 3.1 | 24 |
| 2011 | - | 8.7 | 52.2 | 39.1 | 3.3 | 23 |
| Opportunities to work individually and in small groups | | | | | | |
| Total | - | 4.3 | 66.2 | 30.4 | 3.2 | 171 |
| 2007 | - | 4.3 | 56.5 | 39.1 | 3.3 | 46 |
| 2008 | - | - | 71 | 29 | 3.3 | 31 |
| 2009 | - | 8.5 | 62.5 | 33.3 | 3.1 | 47 |
| 2010 | - | 4.2 | 62.5 | 33.3 | 3.3 | 24 |
| 2011 | - | 4.3 | 78.3 | 17.4 | 3.1 | 23 |
| Motivation for research and/or for involvement in research | | | | | | |
| Total | 4 | 19 | 49.3 | 27.6 | 3 | 170 |
| 2007 | - | 15.2 | 34.8 | 50 | 3.3 | 46 |
| 2008 | 3.3 | 13.3 | 53.3 | 30 | 3.1 | 30 |
| 2009 | 4.3 | 28.3 | 43.5 | 23.9 | 2.9 | 46 |
| 2010 | 12.5 | 16.7 | 54.2 | 16.7 | 2.7 | 24 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2011 | - | 21.7 | 60.9 | 17.4 | 3 | 23 |

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied | Average | Number of responses |
|---|---|---|---|---|---|---|
| Opportunities to perform research | | | | | | |
| Total | 0.8 | 7.6 | 56.4 | 35.1 | 3.3 | 167 |
| 2007 | - | 9.3 | 39.5 | 51.2 | 3.4 | 43 |
| 2008 | - | 3.3 | 63.3 | 33.3 | 3.3 | 30 |
| 2009 | - | - | 63.8 | 36.2 | 3.4 | 47 |
| 2010 | 4.2 | 12.5 | 50 | 33.3 | 3.1 | 24 |
| 2011 | - | 13 | 65.2 | 21.7 | 3.1 | 23 |
| Opportunities to contact the ICVS | | | | | | |
| Total | 1.9 | 9.5 | 56.7 | 31.8 | 3.2 | 168 |
| 2007 | - | 6.5 | 43.5 | 50 | 3.4 | 46 |
| 2008 | 3.4 | - | 62.1 | 34.5 | 3.3 | 29 |
| 2009 | 2.1 | 6.4 | 59.6 | 31.9 | 3.2 | 47 |
| 2010 | 4.2 | 20.8 | 45.8 | 29.2 | 3 | 24 |
| 2011 | - | 13.6 | 72.7 | 13.6 | 3 | 22 |

**Please indicate your level of satisfaction with the quality of the curriculum for:**

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied | Average | Number of responses |
|---|---|---|---|---|---|---|
| Research and critical use of biomedical and clinical information | | | | | | |
| Total | - | 6.4 | 59.1 | 34.5 | 3.3 | 171 |
| 2007 | - | 4.3 | 45.5 | 50 | 3.4 | 46 |
| 2008 | - | 6.4 | 61.3 | 32.3 | 3.3 | 31 |
| 2009 | - | 12.8 | 70.2 | 17 | 3 | 47 |
| 2010 | - | 8.3 | 70.8 | 20.8 | 3.1 | 24 |
| 2011 | - | - | 47.8 | 52.2 | 3.5 | 23 |
| Diverse and flexible curriculum, with options | | | | | | |
| Total | 1.3 | 14.3 | 52.6 | 31.8 | 3.1 | 171 |
| 2007 | - | 2.2 | 43.5 | 54.33 | 3.5 | 46 |
| 2008 | - | 9.7 | 64.5 | 25.8 | 3.2 | 31 |
| 2009 | 6.4 | 21.3 | 53.2 | 19.1 | 2.8 | 47 |
| 2010 | - | 16.7 | 58.3 | 25 | 3.1 | 24 |
| 2011 | - | 21.7 | 43.5 | 34.8 | 3.1 | 23 |
| Integration of various scientific disciplines in curricular areas | | | | | | |
| Total | - | 0.4 | 61.6 | 38 | 3.4 | 171 |
| 2007 | - | - | 37 | 63 | 3.6 | 46 |
| 2008 | - | - | 58 | 42 | 3.4 | 31 |
| 2009 | - | 2.1 | 68.1 | 29.8 | 3.3 | 47 |
| 2010 | - | - | 66.7 | 33.3 | 3.3 | 24 |
| 2011 | - | - | 78.3 | 21.7 | 3.2 | 23 |

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied | Average | Number of responses |
|---|---|---|---|---|---|---|
| Articulation of Biomedical and Clinical Sciences across the curriculum | | | | | | |
| Total | 0.4 | 4.5 | 63.7 | 31.3 | 3.2 | 171 |
| 2007 | - | - | 54.3 | 45.7 | 3.4 | 46 |
| 2008 | - | 3.2 | 71 | 25.8 | 3.2 | 31 |
| 2009 | 2.1 | 6.4 | 70.2 | 21.2 | 3.1 | 47 |
| 2010 | - | 4.2 | 66.7 | 29.2 | 3.2 | 24 |
| 2011 | - | 8.7 | 56.5 | 34.8 | 3.3 | 23 |
| Contribution of laboratory activities for learning | | | | | | |
| Total | - | 19.6 | 62.9 | 17.4 | 3 | 171 |
| 2007 | - | 4.3 | 54.3 | 41.3 | 3.4 | 46 |
| 2008 | - | 12.9 | 71 | 16.1 | 3 | 31 |
| 2009 | - | 21.3 | 70.2 | 8.5 | 2.9 | 47 |
| 2010 | - | 33.3 | 58.3 | 8.3 | 2.7 | 24 |
| 2011 | - | 26.1 | 60.9 | 13 | 2.9 | 23 |
| Model of Clinical Clerkships | | | | | | |
| Total | 1.1 | 14.8 | 62.6 | 19.9 | 3 | 167 |
| 2007 | - | 4.6 | 70 | 25.6 | 3.2 | 43 |
| 2008 | 3.2 | 22.6 | 61.3 | 12.9 | 2.8 | 31 |
| 2009 | 2.2 | 13 | 65.2 | 19.6 | 3 | 46 |
| 2010 | - | 20.8 | 58.3 | 20.8 | 3 | 24 |
| 2011 | - | 13 | 58.3 | 20.8 | 3.1 | 23 |
| Orientation of the curriculum to the country's public health profile | | | | | | |
| Total | 0.4 | 13.2 | 71.2 | 15.1 | 3 | 171 |
| 2007 | - | 4.3 | 78.3 | 17.4 | 3.1 | 46 |
| 2008 | - | 6.4 | 67.7 | 25.8 | 3.2 | 31 |
| 2009 | 2.1 | 25.5 | 61.7 | 10.6 | 2.8 | 47 |
| 2010 | - | 12.5 | 83.3 | 4.2 | 2.9 | 24 |
| 2011 | - | 17.4 | 65.2 | 17.4 | 3 | 23 |
| Curriculum guidance for the central role of health | | | | | | |
| Total | - | 3.7 | 68.4 | 28 | 3.2 | 171 |
| 2007 | - | - | 52.2 | 47.8 | 3.5 | 46 |
| 2008 | - | 3.2 | 71 | 25.8 | 3.2 | 31 |
| 2009 | - | 2.1 | 74.5 | 23.4 | 3.2 | 47 |
| 2010 | - | - | 87.5 | 12.5 | 3.1 | 24 |
| 2011 | - | 13 | 56.5 | 30.4 | 3.2 | 23 |

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied | Average | Number of responses |
|---|---|---|---|---|---|---|
| Multidimensional assessment of knowledge/skills (understanding, application, implementation, communication and behavior) | | | | | | |
| Total | - | 5.1 | 70.4 | 24.6 | 3.2 | 170 |
| 2007 | - | 2.2 | 55.6 | 42.2 | 3.4 | 45 |
| 2008 | - | 6.4 | 71 | 22.6 | 3.2 | 31 |
| 2009 | - | 12.8 | 72.3 | 14.9 | 3 | 47 |
| 2010 | - | 4.2 | 83.3 | 12.5 | 3.1 | 24 |
| 2011 | - | - | 69.6 | 30.4 | 3.3 | 23 |
| Opportunity to contact the patients and the community | | | | | | |
| Total | - | 1.9 | 41.7 | 56.4 | 3.4 | 171 |
| 2007 | - | - | 32.6 | 67.4 | 3.7 | 46 |
| 2008 | - | 3.2 | 48.4 | 48.4 | 3.4 | 31 |
| 2009 | - | 2.1 | 42.5 | 55.3 | 3.5 | 47 |
| 2010 | - | - | 45.8 | 54.2 | 3 | 24 |
| 2011 | - | 4.3 | 39.1 | 56.5 | 3.5 | 23 |
| Promotion of interprofissional relationships (e.g. nurse/doctor) | | | | | | |
| Total | 2.4 | 18.6 | 58.4 | 20.6 | 3 | 171 |
| 2007 | - | 6.5 | 60.9 | 32.6 | 3.3 | 46 |
| 2008 | 3.2 | 29 | 54.8 | 12.9 | 2.8 | 31 |
| 2009 | 4.3 | 19.1 | 61.7 | 14.8 | 2.9 | 47 |
| 2010 | - | 20.8 | 62.5 | 16.7 | 2.9 | 24 |
| 2011 | 4.3 | 17.4 | 52.2 | 26.1 | 3 | 23 |
| Emphasis on ethical and professional behaviour | | | | | | |
| Total | 2.8 | 6.6 | 54.7 | 31.4 | 3.2 | 171 |
| 2007 | - | - | 37 | 63 | 3.6 | 46 |
| 2008 | 3.2 | 16.1 | 51.6 | 29 | 3.1 | 31 |
| 2009 | 2.1 | 4.3 | 70.2 | 23.4 | 3.1 | 47 |
| 2010 | 4.2 | 12.5 | 62.5 | 20.8 | 3 | 24 |
| 2011 | 4.3 | - | 52.2 | 20.8 | 3.3 | 23 |
| Medical practice in different scenarios | | | | | | |
| Total | - | 6.8 | 44.6 | 48.6 | 3.4 | 171 |
| 2007 | - | - | 23.9 | 76.1 | 3.8 | 46 |
| 2008 | - | - | 54.9 | 45.2 | 3.4 | 31 |
| 2009 | - | 4.3 | 55.3 | 40.4 | 3.4 | 47 |
| 2010 | - | 12.5 | 54.2 | 33.3 | 3.2 | 24 |
| 2011 | - | 17.4 | 34.8 | 47.8 | 3.3 | 23 |

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied | Average | Number of responses |
|---|---|---|---|---|---|---|
| Emphasis on psychosocial factors in health and disease | | | | | | |
| Total | 0.8 | 4.3 | 63.7 | 31.2 | 3.3 | 171 |
| 2007 | - | 4.3 | 54.3 | 41.3 | 3.4 | 46 |
| 2008 | - | 6.4 | 64.5 | 29 | 3.2 | 31 |
| 2009 | - | 2.1 | 76.6 | 21.3 | 3.2 | 47 |
| 2010 | 4.2 | 4.2 | 70.8 | 20.8 | 3.1 | 24 |
| 2011 | - | 4.3 | 52.2 | 43.5 | 3.4 | 23 |
| Health promotion and disease prevention | | | | | | |
| Total | - | 1.3 | 55.9 | 42.7 | 3.4 | 171 |
| 2007 | - | 2.2 | 45.6 | 52.2 | 3.5 | 46 |
| 2008 | - | - | 58.1 | 41.9 | 3.4 | 31 |
| 2009 | - | - | 70.2 | 29.8 | 3.3 | 47 |
| 2010 | - | - | 66.7 | 33.3 | 3.3 | 24 |
| 2011 | - | 4.3 | 39.1 | 56.5 | 3.5 | 23 |
| Humanistic aspects of medicine | | | | | | |
| Total | 1.7 | 7 | 52.8 | 38.6 | 3.3 | 171 |
| 2007 | - | - | 37 | 63 | 3.6 | 46 |
| 2008 | - | 9.7 | 67.7 | 22.6 | 3.1 | 31 |
| 2009 | - | 8.5 | 57.5 | 34 | 3.2 | 47 |
| 2010 | 4.2 | 16.7 | 62.5 | 16.7 | 2.9 | 24 |
| 2011 | 4.3 | - | 39.1 | 56.5 | 3.5 | 23 |
| Economics of health care | | | | | | |
| Total | 6 | 20.3 | 63.6 | 10 | 2.8 | 171 |
| 2007 | - | 8.7 | 76.1 | 15.2 | 3.1 | 46 |
| 2008 | 3.2 | 22.6 | 61.3 | 12.9 | 2.8 | 31 |
| 2009 | 4.3 | 23.4 | 63.8 | 8.5 | 2.8 | 47 |
| 2010 | 4.2 | 33.3 | 62.5 | - | 2.6 | 24 |
| 2011 | 18.2 | 13.6 | 54.5 | 13.6 | 2.6 | 2 |
| Research methods/statistics | | | | | | |
| Total | 23.7 | 39.6 | 32.1 | 3.9 | 2.2 | 171 |
| 2007 | 8.7 | 45.6 | 39.1 | 6.5 | 2.4 | 46 |
| 2008 | 41.9 | 35.5 | 19.3 | 3.2 | 1.8 | 31 |
| 2009 | 34 | 49 | 17 | - | 1.8 | 47 |
| 2010 | 25 | 33.3 | 41.7 | - | 2.2 | 24 |
| 2011 | 8.7 | 34.8 | 43.5 | 13 | 2.6 | 23 |
| Technology and Informatics | | | | | | |
| Total | 5.6 | 29.9 | 56.8 | 9.5 | 2.7 | 171 |
| 2007 | 2.2 | 23.9 | 58.7 | 15.2 | 2.9 | 46 |
| 2008 | - | 29 | 64.5 | 6.4 | 2.8 | 31 |
| 2009 | 17.4 | 37.5 | 50 | 4.2 | 2.5 | 46 |
| 2010 | 8.3 | 37.5 | 50 | 4.2 | 2.5 | 24 |
| 2011 | - | 21.7 | 60.9 | 17.4 | 3 | 23 |

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied | Average | Number of responses |
|---|---|---|---|---|---|---|
| Geriatric Medicine | | | | | | |
| Total | 7.3 | 36.7 | 48.8 | 7.1 | 2.5 | 171 |
| 2007 | 2.2 | 39.1 | 52.1 | 6.5 | 2.6 | 46 |
| 2008 | 6.4 | 41.9 | 48.4 | 3.2 | 2.5 | 31 |
| 2009 | 6.5 | 30.4 | 58.7 | 4.3 | 2.6 | 46 |
| 2010 | 12.5 | 37.5 | 45.8 | 4.2 | 2.4 | 24 |
| 2011 | 8.7 | 34.8 | 39.1 | 17.4 | 2.6 | 23 |
| Nutrition | | | | | | |
| Total | 9.2 | 34.2 | 49.2 | 7.5 | 2.6 | 171 |
| 2007 | 4.3 | 65.2 | 28.3 | 2.2 | 2.3 | 46 |
| 2006 | 9.7 | 35.5 | 51.6 | 3.2 | 2.5 | 31 |
| 2009 | 23.4 | 36.2 | 38.3 | 2.1 | 2.2 | 47 |
| 2010 | 4.2 | 16.7 | 66.7 | 12.5 | 2.9 | 24 |
| 2011 | 4.3 | 17.4 | 60.9 | 17.4 | 2.9 | 23 |
| HIV/AIDS | | | | | | |
| Total | - | 6.4 | 63.7 | 29.9 | 3.2 | 171 |
| 2007 | - | 6.5 | 54.3 | 39.1 | 3.3 | 46 |
| 2008 | - | - | 83.9 | 16.1 | 3.2 | 31 |
| 2009 | - | 4.3 | 69.6 | 26.1 | 3.2 | 46 |
| 2010 | - | 12.5 | 58.3 | 29.2 | 3.2 | 24 |
| 2011 | - | 8.7 | 52.2 | 39.1 | 3.3 | 23 |
| Public Health | | | | | | |
| Total | 0.8 | 4.5 | 68.5 | 26.3 | 3.2 | 171 |
| 2007 | - | 2.2 | 69.6 | 28.3 | 3.3 | 46 |
| 2008 | - | 3.2 | 64.5 | 32.3 | 3.3 | 31 |
| 2009 | - | 17 | 68.1 | 14.9 | 3 | 47 |
| 2010 | 4.2 | - | 79.2 | 16.7 | 3.1 | 24 |
| 2011 | - | - | 60.9 | 39.1 | 3.4 | 23 |
| Care of the chronically ill | | | | | | |
| Total | 0.9 | 10.8 | 67.7 | 20.6 | 3.1 | 171 |
| 2007 | 4.3 | 21.7 | 54.3 | 19.6 | 2.9 | 46 |
| 2008 | - | 19.4 | 74.2 | 6.4 | 2.9 | 31 |
| 2009 | - | 8.5 | 74.5 | 17 | 3.1 | 47 |
| 2010 | - | 4.2 | 79.2 | 16.7 | 3.1 | 24 |
| 2011 | - | - | 56.5 | 43.5 | 3.4 | 23 |

**In General, it is my perception that the first 3 years of training at the SHS prepared me for later training:**

| | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|---|
| **1 (Very Badly)** | - | - | - | - | - |
| **2** | - | - | - | - | - |
| **3** | - | - | - | - | - |
| **4** | 2.3 | - | 8.5 | - | 13.6 |
| **5** | 9.1 | 9.7 | 2.1 | 8.3 | - |
| **6** | 6.8 | 12.9 | 8.5 | 25 | 9.1 |
| **7** | 29.6 | 22.6 | 34 | 33.3 | 36.4 |
| **8** | 25 | 35.5 | 34 | 20.8 | 22.7 |
| **9** | 18.2 | 6.5 | 10.6 | 12.5 | 13.6 |
| **10 (Extremely Well)** | 9.1 | 12.9 | 2.1 | - | 4.5 |
| **Average** | 7.6 | 7.5 | 7.2 | 7 | 7.1 |
| Number of responses | 44 | 31 | 47 | 24 | 22 |

**In General, it is my perception that the training at the SHS prepared me to medical practice:**

| | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|---|
| **1 (Very Badly)** | - | - | - | - | - |
| **2** | - | - | - | - | - |
| **3** | - | - | - | - | - |
| **4** | - | - | - | - | - |
| **5** | - | 3.2 | 2.1 | 4.2 | 8.7 |
| **6** | 2.2 | 3.2 | 10.6 | 8.3 | 4.3 |
| **7** | 15.2 | 22.6 | 19.1 | 20.8 | 8.7 |
| **8** | 32.6 | 51.6 | 36.2 | 45.8 | 39.1 |
| **9** | 34.8 | 19.3 | 23.4 | 12.5 | 26.1 |
| **10 (Extremely Well)** | 15.22 | - | 8.5 | 8.3 | 13 |
| **Average** | 8.4 | 7.8 | 7.9 | 7.8 | 8 |
| Number of responses | 46 | 31 | 47 | 24 | 13 |

**MASTER'S GRADUATION QUESTIONNAIRE**
**6th Year – 2011/2012**
**Version 3**

Dear student,

We appreciate your continuous collaboration with the Longitudinal study of School of Health Sciences of the University of Minho. We hope that this collaboration will continue for a long time and lead to the development of new projects.

At graduation as a medical doctor, please fill in the following questionnaire with information relating to your experience in the school of health sciences.

Thanks and see you soon.

Please identify your questionnaire. The identification is important to relate your responses along the Longitudinal study. All information collected is confidential and WILL NOT BE part of your academic record.

Please read each of the questions carefully before answering and respond according to the instructions.

**All data collected are the responsibility of the Medical education unit that ensures its confidentiality.**

## Identification

**Name:** _____

**Means Number:** _____ **Id number:** _____

**CONSENT**

I authorize the MEU TO use the data collected with Graduation Questionnaire within the Longitudinal study of School of Health Sciences of the University of Minho (description of the Longitudinal study on the last page of the questionnaire)

Date: ___/___/_____ Signature: _____

Once again, thank you for collaborating with the Longitudinal study. If you have any questions regarding this survey, or suggestions for improvement, please contact the responsible (Manuel João Costa, Prof. SHS auxiliary/ Email: mmcosta@ecsaude.uminho.pt) or the researcher associated with the Project (Ana Paula Salgueira, Superior technical SHS/ Email: meded@ecsaude.uminho.pt) Tel.: +351 253604805. Fax: +351 253604889.

**5. How old were you, approximately, when you decided that you wanted to be a doctor?**

Fill the space with human-readable letter

**_____ years old.**

**6. Before your decision to become a doctor was final, your level of certainty in relation to this option was:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

**Low** ❑1 **Moderate** ❑2 **High** ❑3

**When you graduate, what would be your preferred type of community for practice?**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | |
|---|---|---|
| **7.** | Large city (ex.: Lisboa, Porto) | ❑1 |
| **8.** | City of moderate size (ex.: Braga, Aveiro) | ❑2 |
| **9.** | Small town (ex.: Penafiel, Torres Novas) | ❑3 |
| **10.** | Village or rural area (Ex.: Prado, Aljezur) | ❑4 |

**When you graduate, what would be your preferred geographic area for practice in Portugal?**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | |
|---|---|---|
| **11.** | North Coast | ❑1 |
| **12.** | Center Coast | ❑2 |
| **13.** | South Coast | ❑3 |
| **14.** | Interior, North | ❑4 |
| **15.** | Inside, Center | ❑5 |
| **16.** | Interior, South | ❑6 |
| **17.** | Autonomous Regions | ❑7 |
| **18.** | No, I intend to go to another country | ❑8 |

**Please indicate the amount of professional time (relative) you intend to devote to the following activities, when you become a specialist.**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | None of my time | Some of my time | Most of my time |
|---|---|---|---|---|
| **19.** | Medical research laboratory in nature | ❑1 | ❑2 | ❑3 |
| **20.** | Nature clinical medical research | ❑1 | ❑2 | ❑3 |
| **21.** | Clinical practice | ❑1 | ❑2 | ❑3 |
| **22.** | Teaching | ❑1 | ❑2 | ❑3 |
| **23.** | Administration of an organization | ❑1 | ❑2 | ❑3 |

**When you become a specialist, in which of the following types of activity would you like to work?**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | No interest | Little interest | Some interest | Much interest |
|---|---|---|---|---|---|
| | Social care | | | | |
| **24.** | Preferably alone | ❑0 | ❑1 | ❑2 | ❑3 |
| **25.** | Housed in a small team | ❑0 | ❑1 | ❑2 | ❑3 |
| **26.** | Housed in a great team | ❑0 | ❑1 | ❑2 | ❑3 |
| **27.** | Population/public health | ❑0 | ❑1 | ❑2 | ❑3 |
| **28.** | Armed Forces | ❑0 | ❑1 | ❑2 | ❑3 |
| **29.** | Forensic Medicine | ❑0 | ❑1 | ❑2 | ❑3 |
| **30.** | Volunteering/non-governmental organizations | ❑0 | ❑1 | ❑2 | ❑3 |
| **31.** | Another | ❑0 | ❑1 | ❑2 | ❑3 |

_____

**Please indicate the amount of time you expect to spend caring for patients in the following contexts:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | **I haven't decided** | **No, or almost no time** (less than 1 day a week) | **Some time** (1 to 3 days per week) | **Most of the time** (4 or more days a week) |
|---|---|---|---|---|---|
| **32.** | Public Hospital | ❑0 | ❑1 | ❑2 | ❑3 |
| **33.** | Health Center | ❑0 | ❑1 | ❑2 | ❑3 |
| **34.** | Large Private Hospital or Clinic | ❑0 | ❑1 | ❑2 | ❑3 |
| **35.** | Small Private Clinic | ❑0 | ❑1 | ❑2 | ❑3 |

**The following questions are related to income. When replying, assume that the Euro keeps its current value. Even if they do not meet current income, please make your best estimate. Our interest is not in your level of information about income, but in its awareness about the different specialty.**

**Please sort the following specialty according to the monthly income (before taxes) that you estimate for each of them:**

Number your choices from 1 = lowest income; You can repeat numbers; fill the space with human-readable letter

| | | **€** |
|---|---|---|
| **36.** | General Surgery | _____ |
| **37.** | General and family medicine | _____ |
| **38.** | Internal Medicine | _____ |
| **39.** | Obstetrics/Gynecology | _____ |
| **40.** | Ophthalmology | _____ |
| **41.** | Pediatrics | _____ |
| **42.** | Psychiatry | _____ |
| **43.** | Public Health | _____ |

**The decision to pursue a speciality is complex. We understand that at this stage most students have not yet made a final decision. Even so, we would like to know what kind of career you would imagine for yourself 10 years from now. Please base your choices in the descriptions. The examples given serve as general guidance, but may vary from doctor to doctor**

Number your choices of 1 = 1st choice 4 = 4th choice; do not repeat numbers; fill the space with human-readable letter

| | | |
|---|---|---|
| **44.** | ____ choice | Perform Diagnostics or specialized technical procedures. Preferential contact with peers and colleagues. Main practice in hospitals. Example: Radiology, Pathology. |
| **45.** | ___ choice | Perform specialized techniques or therapeutic procedures that require motor ability. Main practice in hospitals, with some practice in consultation. Examples: Orthopedic Surgery, Neurosurgery, Ophthalmology. |
| **46.** | ____ choice | Provide episodic care or long term, to a specific set of medical problems, which can include instrumentation and technical interventions. Mixture of ambulatory practice in hospitals. Example: Cardiology, Gastroenterology, Psychiatry, Dermatology, Internal Medicine. |
| **47.** | ____ choice | Provide initial assessments of health or disease, education and preventive intervention and global care to a variety of medical problems. Main practice in outpatient context. Example: Family Medicine, Pediatrics. |

**What specialty do you consider to choose in the future?**

In the list of specialty that lies below, each one is associated with a number. Write legibly, the numbers that correspond to your choices. If the field you want is not discriminated against, write 99 and the specialty name then. If you have not yet decided, write 999. The specialty list is on the following page.

**48.** 1st choice _____
**49.** 2nd choice _____
**50.** 3rd choice _____

**Specialty list:**

1. Pathological Anatomy
2. Anesthesiology
3. Angiology and Vascular Surgery
4. Cardiology
5. Pediatric Cardiology
6. Cardiothoracic Surgery
7. General Surgery
8. Maxillofacial Surgery
9. Pediatric Surgery
10. Plastic and Reconstructive and aesthetic surgery
11. Dermato-Venereology
12. Infectious Diseases
13. Endocrinology and Nutrition
14. Stomatology
15. Gastro-Enterology
16. Medical Genetics
17. Gynaecology/Obstetrics
18. Imunoalergology
19. Imunohemoteraphy
20. Clinical Pharmacology
21. Clinical Hematology
22. Sports Medicine
23. Occupational medicine
24. Physical medicine and rehabilitation
25. General and family medicine
26. Internal Medicine
27. Forensic Medicine
28. Nuclear Medicine
29. Tropical Medicine
30. Nephrology
31. Neurosurgery
32. Neurology
33. Interventional Neuroradiology
34. Ophthalmology
35. Medical Oncology
36. Orthopedics
37. Otolaryngology
38. Clinical Pathology
39. Pediatrics
40. Pulmonology
41. Psychiatry
42. Childhood and adolescence Psychiatry
43. Diagnostic Radiology
44. Radiotherapy
45. Rheumatology
46. Public Health
47. Urology

99. another specialty

999. I haven't decided

**Please select up to 4 of the factors that most influenced the specialty choice mentioned previously:**

NUMBER YOUR CHOICES OF 1 = 1 FACTOR, 4 = FOURTH FACTOR; DO NOT REPEAT NUMBERS; FILL THE SPACE WITH HUMAN-READABLE LETTER

____º factor Specialty fitness to my individual characteristics

____º factor Type of specialty training institution (Hospital/Health Centre/National Institute of Legal Medicine/public health Delegation)

____º factor Prestige of specialty training institution

____º factor Perspective of availability of time for my personal life

____º factor Perspective of emergency do not

____º factor Perspective of future income

____º factor Duration of specialty

____º factor Specialty focused on contact with patients

____º factor Specialty focused on technology

____º factor Better ranking and performance in curricular areas/modules

____º factor Awareness of own competence in a specific clinical area

____º factor Positive experience of working in clinical residencies and training

____º factor Previous experience of a project option in that area/specialty

____º factor Professional prestige associated with specialty

____º factor Possibility to work with a wide variety of clinical situations/patients

____º factor National medical need in a particular specialty

____º factor Positive interaction with professors, tutors and supervisors

____º factor Specialty content

____º factor Other (specify) __ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

**Please indicate your overall satisfaction level for each of the years the curriculum Course of Medicine of the University of Minho:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|---|---|---|---|---|---|
| **66.** | 1st Year | ❑1 | ❑2 | ❑3 | ❑4 |
| **67.** | 2nd year | ❑1 | ❑2 | ❑3 | ❑4 |
| **68.** | 3rd year | ❑1 | ❑2 | ❑3 | ❑4 |
| **69.** | 4th year | ❑1 | ❑2 | ❑3 | ❑4 |
| **70.** | 5th year | ❑1 | ❑2 | ❑3 | ❑4 |
| **71.** | 6th year | ❑1 | ❑2 | ❑3 | ❑4 |

**Please indicate your level of preparation on the following fundamental scientific disciplines:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | Poor | Reasonable | Good | Excellent | Does not apply |
|---|---|---|---|---|---|---|
| **72.** | Anatomy | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **73.** | Physiology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **74.** | Histology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **75.** | Biochemistry | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **76.** | Genetics | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **77.** | Embryology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **78.** | Pathology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **79.** | Pharmacology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **80.** | Statistics | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **81.** | Public Health | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **82.** | Neoplasms | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **83.** | Cellular and Molecular Biology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **84.** | Immunology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **85.** | Microbiology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **86.** | Psychology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **87.** | Community Health | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **88.** | History of medicine | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **89.** | Epidemiology | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **90.** | Bioethics and Medical Ethics | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **91.** | General and family medicine | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |

**Please indicate your level of preparation to start clinical residences considering the following aspects:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | **Disagree Strongly** | **Disagree** | **Neutral** | **I Agree** | **Strongly Agree** |
|---|---|---|---|---|---|---|
| **92.** | I have the clinical skills necessary to start the clinical residencies | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **93.** | I master fundamental mechanisms of disease, clinical indicators and the principles of diagnosis and monitoring for common pathologies | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **94.** | I have the necessary communication skills to interact with patients and health professionals. | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **95.** | Have basic skills in clinical decision making | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |
| **96.** | I have the understanding of the fundamental issues of social sciences in medicine (e.g., ethics, humanism, professionalism) | ❑1 | ❑2 | ❑3 | ❑4 | ❑5 |

**Please indicate your level of satisfaction with regard to the following aspects:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | **Very Dissatisfied** | **Dissatisfied** | **Satisfied** | **Very Satisfied** |
|---|---|---|---|---|---|
| **97.** | Support in integrating in ECS | ❑1 | ❑2 | ❑3 | ❑4 |
| **98.** | On adaptation to teaching methodologies/learning course | ❑1 | ❑2 | ❑3 | ❑4 |
| **99.** | Students ' active involvement in learning | ❑1 | ❑2 | ❑3 | ❑4 |
| **100.** | Accountability of the students through the process of self-learning | ❑1 | ❑2 | ❑3 | ❑4 |
| **101.** | Opportunities to work individually and in small groups | ❑1 | ❑2 | ❑3 | ❑4 |

| | | | | | |
|---|---|---|---|---|---|
| **102.** | Motivation for interest and/or research practice | ❑1 | ❑2 | ❑3 | ❑4 |
| **103.** | Opportunities to perform research | ❑1 | ❑2 | ❑3 | ❑4 |
| **104.** | Opportunities for contact with the ICVS | ❑1 | ❑2 | ❑3 | ❑4 |

**Please indicate your level of satisfaction with the quality of the curriculum for:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|---|---|---|---|---|---|
| **105.** | Research and critical use of biomedical and clinical information | ❑1 | ❑2 | ❑3 | ❑4 |
| **106.** | Diverse and flexible curriculum, with options | ❑1 | ❑2 | ❑3 | ❑4 |
| **107.** | Integration of various scientific disciplines in curricular areas | ❑1 | ❑2 | ❑3 | ❑4 |
| **108.** | Biomedical Sciences articulation with the clinic throughout the course | ❑1 | ❑2 | ❑3 | ❑4 |
| **109.** | Contribution of laboratory activities for learning | ❑1 | ❑2 | ❑3 | ❑4 |
| **110.** | Model of Clinical Residencies | ❑1 | ❑2 | ❑3 | ❑4 |
| **111.** | Curriculum guidance for the country's health profile | ❑1 | ❑2 | ❑3 | ❑4 |
| **112.** | Curriculum guidance for the central role of health | ❑1 | ❑2 | ❑3 | ❑4 |
| **113.** | Multidimensional assessment of knowledge/skills (understanding, application, implementation, communication and behavior) | ❑1 | ❑2 | ❑3 | ❑4 |
| **114.** | Opportunity to contact with the patients and the community | ❑1 | ❑2 | ❑3 | ❑4 |
| **115.** | Promotion of interbranch relations (e.g. doctor-nurse) | ❑1 | ❑2 | ❑3 | ❑4 |
| **116.** | An emphasis on ethical and professional behaviour | ❑1 | ❑2 | ❑3 | ❑4 |
| **117.** | Medical practice in different scenarios | ❑1 | ❑2 | ❑3 | ❑4 |
| **118.** | Emphasis on psychosocial factors in health and disease | ❑1 | ❑2 | ❑3 | ❑4 |
| **119.** | Health promotion and disease prevention | ❑1 | ❑2 | ❑3 | ❑4 |
| **120.** | Humanistic aspects of medicine | ❑1 | ❑2 | ❑3 | ❑4 |
| **121.** | Economics of health care | ❑1 | ❑2 | ❑3 | ❑4 |
| **122.** | Research methods/statistics | ❑1 | ❑2 | ❑3 | ❑4 |
| **123.** | Technology and Informatics | ❑1 | ❑2 | ❑3 | ❑4 |
| **124.** | Geriatric Medicine | ❑1 | ❑2 | ❑3 | ❑4 |
| **125.** | Nutrition | ❑1 | ❑2 | ❑3 | ❑4 |
| **126.** | HIV/AIDS | ❑1 | ❑2 | ❑3 | ❑4 |

| | | | | | |
|---|---|---|---|---|---|
| **127.** | Public Health | ❑1 | ❑2 | ❑3 | ❑4 |
| **128.** | Care of the chronically ill | ❑1 | ❑2 | ❑3 | ❑4 |

**Please indicate your level of satisfaction with the training level of professional skills:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

**Very Dissatisfied ❑ 1** **Dissatisfied ❑2** **Satisfied ❑3** **Very Satisfied ❑4**

| | | **Simulated Context (Clinical skills lab)** | | | | **Hospitals/Health center** | | | |
|---|---|---|---|---|---|---|---|---|---|
| **129.** | Collection of medical history | ❑1 | ❑2 | ❑3 | ❑4 | ❑1 | ❑2 | ❑3 | ❑4 |
| **130.** | Physical Examination | ❑1 | ❑2 | ❑3 | ❑4 | ❑1 | ❑2 | ❑3 | ❑4 |
| **131.** | Request for information/diagnostic Tests | ❑1 | ❑2 | ❑3 | ❑4 | ❑1 | ❑2 | ❑3 | ❑4 |
| **132.** | Development of differential diagnosis | ❑1 | ❑2 | ❑3 | ❑4 | ❑1 | ❑2 | ❑3 | ❑4 |
| **133.** | Return of patient Feedback | ❑1 | ❑2 | ❑3 | ❑4 | ❑1 | ❑2 | ❑3 | ❑4 |
| **134.** | Prescription and patient education | ❑1 | ❑2 | ❑3 | ❑4 | ❑1 | ❑2 | ❑3 | ❑4 |
| **135.** | Empathy | ❑1 | ❑2 | ❑3 | ❑4 | ❑1 | ❑2 | ❑3 | ❑4 |

**Please indicate your level of satisfaction regarding curricular areas and assessment of teachers by students:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | **Very Dissatisfied** | **Dissatisfied** | **Satisfied** | **Very Satisfied** |
|---|---|---|---|---|---|
| | Time of delivery of questionnaires | | | | |
| **136.** | – In non-clinical science | ❑1 | ❑2 | ❑3 | ❑4 |
| **137.** | – In the clinical areas | ❑1 | ❑2 | ❑3 | ❑4 |
| | Frequency of evaluation | | | | |
| **138.** | – In non-clinical science | ❑1 | ❑2 | ❑3 | ❑4 |
| **139.** | – In the clinical areas | ❑1 | ❑2 | ❑3 | ❑4 |

| | | | | | |
|---|---|---|---|---|---|
| | Items evaluated | | | | |
| **140.** | – In non-clinical science | ❑1 | ❑2 | ❑3 | ❑4 |
| **141.** | – In the clinical areas | ❑1 | ❑2 | ❑3 | ❑4 |
| | Feedback on the results | | | | |
| **142.** | – In non-clinical science | ❑1 | ❑2 | ❑3 | ❑4 |
| **143.** | – In the clinical areas | ❑1 | ❑2 | ❑3 | ❑4 |
| | Feedback on the consequences | ❑1 | ❑2 | ❑3 | ❑4 |
| **144.** | – In non-clinical science | ❑1 | ❑2 | ❑3 | ❑4 |
| **145.** | – In the clinical areas | ❑1 | ❑2 | ❑3 | ❑4 |

**Please indicate your level of satisfaction regarding their interaction with:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | **Very Dissatisfied** | **Dissatisfied** | **Satisfied** | **Very Satisfied** |
|---|---|---|---|---|---|
| | Teachers | | | | |
| **146.** | – Biomedical curricular areas (MCs, Martin, BPT) | ❑1 | ❑2 | ❑3 | ❑4 |
| | – Cross curricular areas (AF, DVs) | | | | |
| **147.** | – In non-clinical science | ❑1 | ❑2 | ❑3 | ❑4 |
| **148.** | – In the clinical areas | ❑1 | ❑2 | ❑3 | ❑4 |
| **149.** | Tutors in clinical residencies | ❑1 | ❑2 | ❑3 | ❑4 |
| | The staff at ECS | | | | |
| **150.** | – In the first 3 years | ❑1 | ❑2 | ❑3 | ❑4 |
| **151.** | – In the last 3 years | ❑1 | ❑2 | ❑3 | ❑4 |
| **152.** | Other pupils of the course of Medicine | | | | |
| **153.** | – In the first 3 years | ❑1 | ❑2 | ❑3 | ❑4 |
| **154.** | – In the last 3 years | ❑1 | ❑2 | ❑3 | ❑4 |
| **155.** | Students of other courses | | | | |
| **156.** | – In the first 3 years | ❑1 | ❑2 | ❑3 | ❑4 |
| **157.** | – In the last 3 years | ❑1 | ❑2 | ❑3 | ❑4 |

**In General, it is my perception that the first 3 years of training at the SHS prepared me for later training:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| Very badly | | | | | | | | | Extremely well |
|---|---|---|---|---|---|---|---|---|---|
| ❑1 | ❑2 | ❑3 | ❑4 | ❑5 | ❑6 | ❑7 | ❑8 | ❑9 | ❑10 |

**In General, it is my perception that the training at the SHS prepared me to medical practice:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| Very badly | | | | | | | | | Extremely well |
|---|---|---|---|---|---|---|---|---|---|
| ❑1 | ❑2 | ❑3 | ❑4 | ❑5 | ❑6 | ❑7 | ❑8 | ❑9 | ❑10 |

**Enjoy the next space to express your opinion on other topics of your training that you consider relevant.**

Fill the space with human-readable letter

**Please indicate your level of satisfaction regarding the following services and facilities of the school of Health Sciences:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | No opinion (never used) | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|---|---|---|---|---|---|---|
| **158.** | The school library of Health Sciences | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **159.** | Medical Education Unit | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **160.** | Security | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **161.** | Information technology and electronic communication | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **162.** | Secretariat of ECS | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **163.** | Support for extra-curricular activities | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **164.** | Self-study rooms | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **165.** | Teaching laboratories | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **166.** | Other classrooms | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |

**Please indicate your level of satisfaction regarding the following services and infrastructures of the University of Minho:**

Please tick only one option; check the option chosen for each item with a ☒ ; in case of mistake, fill in the square ■ and mark with a ☒ the correct option.

| | | No opinion (never used) | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|---|---|---|---|---|---|---|
| **167.** | General library of the University of Minho | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **168.** | Food services (cafeteria/bar) | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **169.** | Academic Services | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **170.** | Social action services | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **171.** | Computer resources | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **172.** | Halls Of Residence | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |
| **173.** | Extra curricular activities facilities | ❑0 | ❑1 | ❑2 | ❑3 | ❑4 |

**Please comment your experience in the Master's in Medicine of SHS of University of Minho. Specialy the strengths and weaknesses of the curriculum scientific areas listed below. Your suggestions will help to improve the medical training of current and future students.**

Fill the space with human-readable letter

**Support of ECS at junior high school/upper transition**

| | |
|---|---|
| Strengths: | |
| Weak points: | |

**Biological and Biomedical Sciences:**

| | |
|---|---|
| Strengths: | |
| Weak points: | |

**Please comment your experience in the Master's in Medicine of SHS of University of Minho. Specialy the strengths and weaknesses of the curriculum scientific areas listed below. Your suggestions will help to improve the medical training of current and future students.** (continuation)

Fill the space with human-readable letter

**Social Sciences and Humanities:**

| | |
|---|---|
| Strengths: | |
| Weak points: | |

**Pathology:**

| | |
|---|---|
| Strengths: | |
| Weak points: | |

**Please comment your experience in the Master's in Medicine of SHS of University of Minho. Specialy the strengths and weaknesses of the curriculum scientific areas listed below. Your suggestions will help to improve the medical training of current and future students.** (continuation)

Fill the space with human-readable letter

**Community Health:**

| | |
|---|---|
| Strengths: | |
| Weak points: | |

**Thank you for participating.**

*Adaptation of "Graduation Questionnaire", from Center for Research in Medical Education and Health Care do Jefferson Medical College