

MEDICAL DEGREE



2010 – A SNAPSHOT

ASSESSMENT OF THE ACADEMIC YEAR 2009/2010

UNIVERSITY OF MINHO
School of Health Sciences
Medical Education Unit

MEDICAL DEGREE COURSE

APPENDIX

AUTOMN 2010 – A SNAPSHOT

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

UNIVERSITY OF MINHO
School of Health Sciences
Medical Education Unit

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INFORMATION REFERRED IN THE MAIN DOCUMENT

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

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

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

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

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

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

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

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

There are specific SET forms used for distinct purposes.

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

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

Items for the Overall Evaluation of Curricular Areas

Area (nuclear items)

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

Items for the Evaluation of Faculty Academic

Faculty

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

Items for the Evaluation of Clinical Tutors/Services

Tutors/Services

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

Items for the Evaluation of Seminars/Speakers

Seminars/Speakers

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

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

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

Items for the Evaluation of Option Projects




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

Scale

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

Legend

- for tutors, faculty and area assessment:

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

RESULTS

Student final academic scores

Student Evaluations of Teaching (SETs)

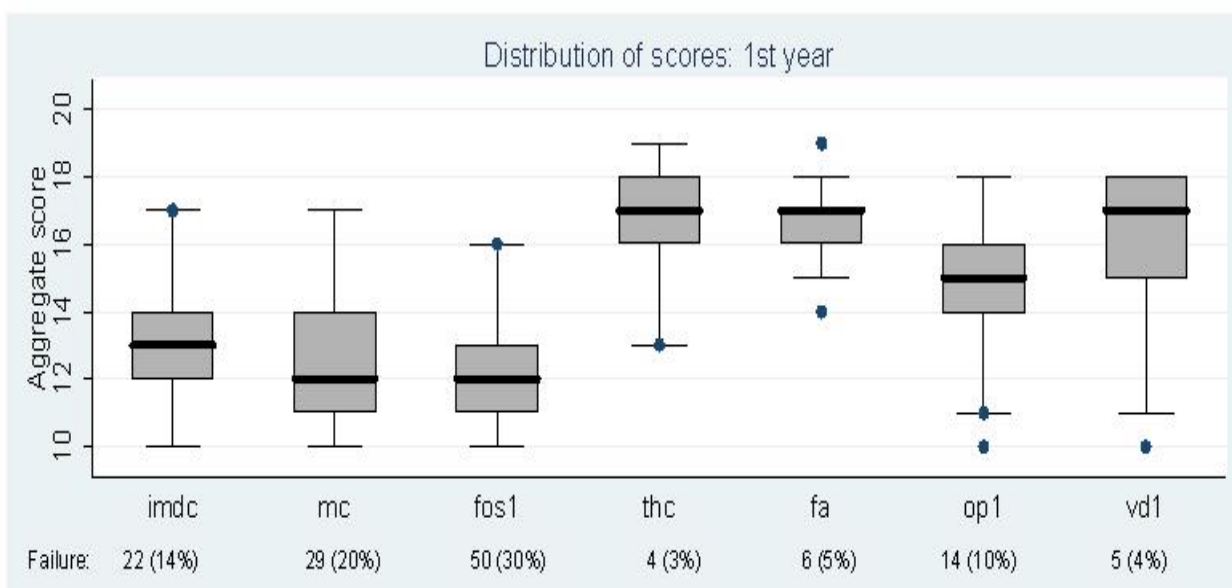
DISTRIBUTION OF STUDENT SCORES: LEGEND

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

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

1ST YEAR

DISTRIBUTION OF STUDENT SCORES (*)



Legend

IMDC – Introduction to the Medical Degree Course

MC – Molecules and Cells

FOS 1 – Functional and Organic Systems I

THC – Training in a Health Centre

FA – First Aid

OP 1 – Option Project I

VD 1 – Vertical Domains I

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

INTRODUCTION TO THE MEDICAL DEGREE COURSE

Overall Evaluations of Curricular Area

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

Evaluation of Academic Faculty

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

MOLECULES AND CELLS

Overall Evaluation of Curricular Area

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

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

Evaluation of Academic Faculty

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

FUNCTIONAL AND ORGANIC SYSTEMS I

Overall Evaluation of Curricular Area

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

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

Evaluation of Academic Faculty

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

TRAINING IN A HEALTH CENTRE

Overall Evaluation of Curricular Area

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

FIRST AID

Overall Evaluation of Curricular Area

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

OPTION PROJECT I

Overall Evaluation of Curricular Area

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

VERTICAL DOMAINS I

Overall Evaluation of Curricular Area

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