



**MEDICAL DEGREE**

**2008 – A SNAPSHOT**

**ASSESSMENT OF THE ACADEMIC YEAR 2007/08**

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

## Preamble

This *Snapshot* presents a brief summary of the 2007/08 edition of the undergraduate Medical Degree in the School of Health Sciences of the University of Minho. It is a compilation produced by the Medical Education Unit (MEU) as a service to the Presidency of the Medical School as part of the internal processes of quality evaluation to inform improvements. The primary objective is that of increasing the accountability of the Medical Degree before the general public, health care institutions and students, both current and prospective.

The *Snapshot* is a consequence of the voluntary effort of the School of Health Sciences to collect data and provide evidence on the quality of the school's undergraduate medical program. It is sustained by a permanent and systematic process of gathering and organization of data. The *Snapshot* summarizes student academic performance, the results of the student evaluations of the undergraduate program (curricular areas, faculty, clerkships and seminars) and the essential demographic elements of the entering class for 2007-2008. The MEU is responsible for the included comments, which take into consideration the final year reflections of the School's Scientific Council. The *Snapshot* has been developed for inclusion in the full report of the School of Health Sciences (Biennium 2007 and 2008).

The academic year of 2007-2008 had marking events related to the Medical Degree. The entering student class doubled in size in relation to the previous academic year. With the transfer of the school to the new building of the Medical - one of the most expected developments of the year - students could finally learn Medicine in modern academic facilities tailored to the teaching and learning innovations that characterize the delivery of the Minho's curriculum. The year also witnessed the creation of important formative resources: a Clinical Skills Center and a Standardized Patients program. These have been already formally integrated in the 3rd year curricular area "Introduction to clinical medicine".

At the external level, great attention was focused on the performance of the first graduating class in the national "Residency Selection Exam". The entering of Minho's graduates in the first year of internship required the extension of the School's Longitudinal project to the graduate phase of the educational continuum. The School enrolled in the international list of the Medical Schools which are piloting the examination "Foundations of Medicine", developed by the *National Board of Medical Examiners* as a test to assess the medical knowledge of medical students at graduation. The very positive performance of Minho's students was a very important achievement in what concerns benchmarking the innovations in Medical Education developed at the School of Health Sciences of the University of Minho.

This *Snapshot* is 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

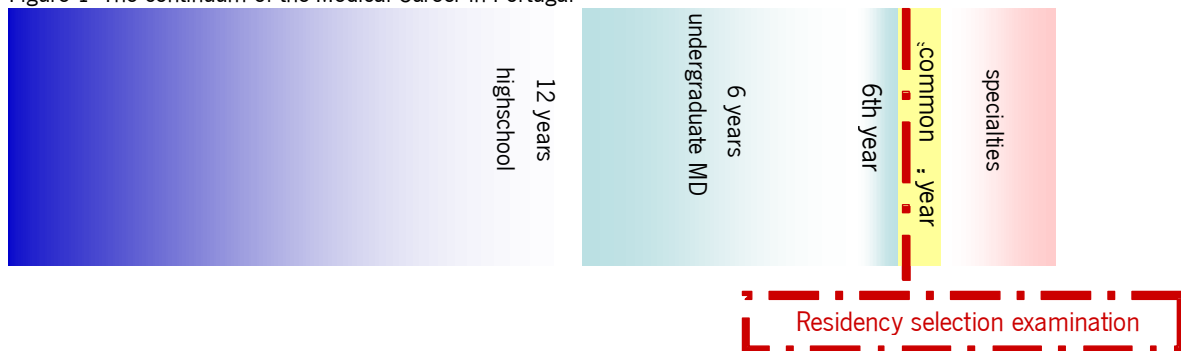
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# 1. RESIDENCY SELECTION EXAMINATION

In November 2007, for the first time a cohort of Minho's graduates took the national "Residency Selection Examination". The examination is administered to all new graduates of Portuguese Medical Schools (refer to figure 1). This written multiple choice exam has huge stakes for students, since percent correct scores are the main criteria to rank graduates for post-graduate residency national selection. Even though residency positions are available for all graduates, the numbers of places for each specialty are finite. As such, scores determine students' priority of choice and, thus, the probability for students of enrolling in the specialty they wish. Despite its consensually recognized poor quality, the implications of the exam recommended the observation of the performance of Minho's students. Unfortunately, indicators of the exams' validity or reliability are not available. One of its most prominent characteristics is the heavy reliance on the memorization of facts and lesser consideration of the understanding of medicine.

Figure 1- The continuum of the Medical Career in Portugal



From its conception, the Medical degree of the ECS-UM adopted an innovative curriculum delivered by interactive teaching approaches that promote active, and self-directed learning, namely the methods "Learning by Modules of Objectives" and "Case-based Learning" used, respectively, in the initial and in the late 3 curricular years. Similar pedagogies have, however, raised concerns on their ability to prepare students for high stakes examinations which rely heavily on the memorization and less on the understanding of facts. The level of performance of Minho's graduates in the "Residency Selection Exam" would provide indicators on how the adopted curriculum and delivery approaches would, in the long term, condition students' professional future.

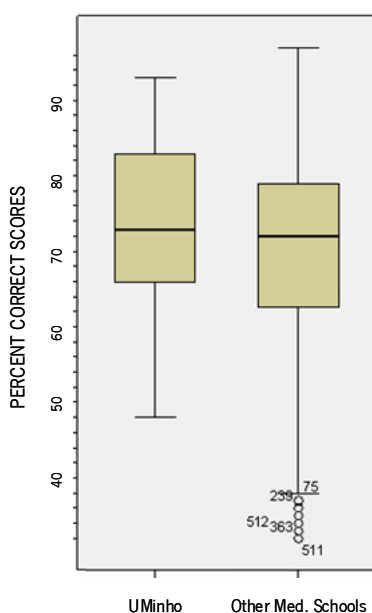
The international literature shows that graduates from Medical Schools renowned for their innovative pedagogies achieve comparable performances to other graduates (see, for example, Schmitt et al.

2009<sup>1</sup>). Therefore, good results for Minho's students would be to show comparable performances to other graduates. The National results are presented in Table 1 and in figure 2.

Table 1- **National and Minho's graduates scores in the Residency selection examination (descriptive statistics)**

Percent Score	Mean	Minimum	Maximum	Standard Deviation
Minho	73	48	93	11
National	70	27	98	13

Figure 2 – **Distribution of national and Minho's graduates scores in the Residency selection examination (source: Administração Central do Sistema de Saúde: <http://www.acss.min-saude.pt/>)**



As shown in Table 1 and Figure 2, the performances of Minho's and national graduates were identical (t-Test results confirm that the differences are not-significant), with Minho's students mean scores being higher in 3 percent points to the national mean.

This result is particular important for the external accountability of the Medical School in one particular aspect. It demonstrates that, overall, studying in Minho did not decrease students' probabilities of performing in the current residency selection exam according to their expectations for entering a specialty of preference. In fact, there was only one of Minho's students scoring below 50% (percent score=48%). Results of the longitudinal study will show how many were successful in entering their residency of choice. Future editions of the examination with future graduates from Minho will test these conclusions.

<sup>1</sup> HG Schmidt, J Cohen-Schotanus, LR Arends (2009), Impact of problem-based, active learning on graduation rates for 10 generations of Dutch medical students, Medical Education 2009: 43: 211–218.

## 2. THE FOUNDATIONS OF MEDICINE EXAMINATION

In 2008, the School of Health Sciences joined the “Foundations of Medicine” international initiative. As a result, the school was able to test whether the internal indicators would be reflected in student performance in an international knowledge test with the appropriate psychometric validity and reliability. The initiative results from an international collaborative research and development program run by the National Board of Medical Examiners (NBME, Philadelphia, USA) office of International Programs with a consortium in which Minho’s Medical School participated along with the Universities of Bologna, Firenze, Ferrara, Milano, Parma and the Catholic University of Rome in Italy and the Catholic University of Leuven in Belgium. The NBME describes the examination in the following way <sup>2</sup>:

*The exam consists of 200 multiple-choice test questions drawn from NBME secure item banks. Approximately 40% of the items cover the basic sciences that are fundamental to clinical practice. The remainder covers the clinical disciplines of medicine, surgery, pediatrics, obstetrics/gynecology, and psychiatry. The examination was provided in Italian translation in Italy. English language versions of the examination were used in Belgium and Portugal. The exam was published in paper-and-pencil format, and administered under secure, proctored conditions (VERBATIM, NBME- source: [www.nbme.org](http://www.nbme.org) ).*

The exam was offered to the medical students of Minho from years 3 to 6 and to the first year graduates. A performance profile was provided to every student who took the examination as an aid in self-assessment. Even though registration for the exam was voluntary and the test was administered in English, 55% of the total population of students took the exam. A global performance profile of Minho’s Medical students in the subject areas covered by the exam is presented in Figure 3. A brief analysis of the results is presented next.

An analysis of the total scores of Minho’s students in the F.O.M. examination by academic year provides relevant information for curriculum evaluation. In fact, from the 3<sup>rd</sup> year onwards, increases in total test scores are observed (mean scores rise approximately 10 percent points from the 3<sup>rd</sup> to the 6<sup>th</sup> year). The observations indicate a persistence of growth in student medical knowledge. Also of interest is the fact that 3<sup>rd</sup> year students were able to answer approximately half of the items in the test. Bearing in mind that the exam items are clinical vignettes, exclusively, the results are suggestive of an effective vertical integration of clinical knowledge in the basic sciences. This is also inferred from an analysis of the

scores on items related to “normal structure and function”, which reveal no obvious longitudinal decline, suggesting that students in the clinical years have retained the knowledge related to the “normal organism” addressed in Phase I of the curriculum.

The steady increase observed in percent correct scores of transversal areas such as clinical pharmacology, diagnosis and principles of management is suggestive of a successful integration of the underlying knowledge in the different curricular areas. Only a fine tuned integration would make such results possible.

Last but not least, the specific contributions of the individual clerkships to student learning are evident in learning gains between successive cohorts, coincident with the moments in the curricula where the specific areas are studied, of which the most evident is the rise of 20 percent points in mean scores in the area of Obstetrics/Gynecology from the 3<sup>rd</sup> to the 4<sup>th</sup> year.

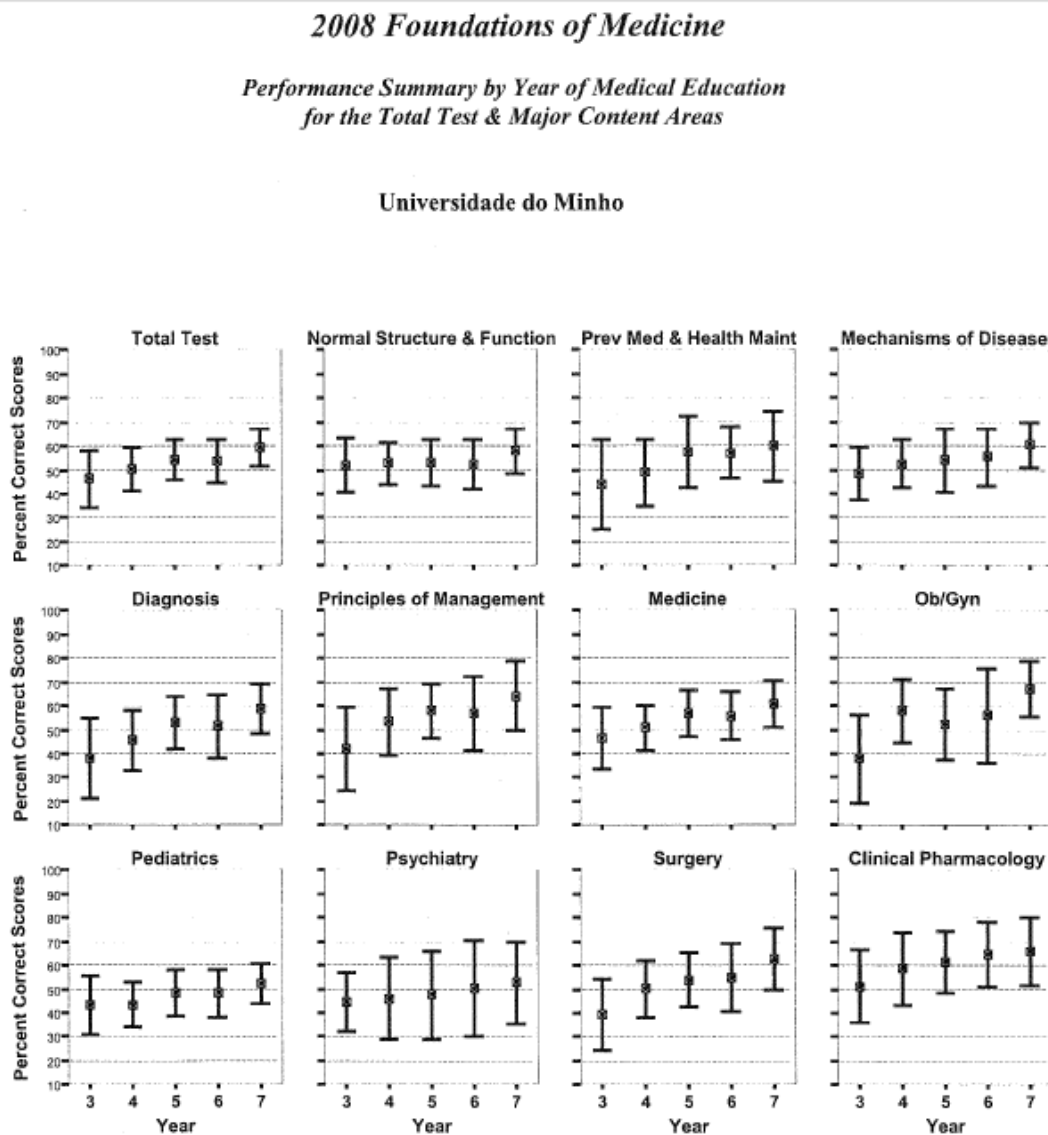


Figure 3 – **Distribution of Minho’s students scores in the Foundations of Medicine Examination.** Center square= mean percent correct scores; Error bars= mean  $\pm$ 1 standar deviation (source: score report received from the *National Board of Medical Examiners*)

<sup>2</sup> <http://www.nbme.org/programs-services/international/index.html>



Through a rigorous standard setting exercise performed by a Committee of delegates from the consortium institutions, it was possible to define standards for satisfactory and excellent performance for the administration of the exam. It is of great significance that 95,3%% of Minho's students have met the minimum standard of competence, including some of the 3<sup>rd</sup> and 4<sup>th</sup> year students. Bearing in mind that the examination was administered in English, with no stakes or study recommendations, and even though one might question the representativeness of such self-selected sample of students, the results provide strong indications that Minho's students are indeed qualified to meet an international standard of competence, measured with a reliable examination.

Overall, the scores of Minho's students in the Foundations of Medicine examination validate the ambitious curricular options of vertical and horizontal integration implemented in Minho. Since the test is administered without any requirements or advice to preparation simultaneously to all students, the performances are very important achievements and a powerful benchmarking instrument of the innovations in Medical Education developed at the School of Health Sciences of the University of Minho.

### 3. THE 2007 ENTERING CLASS: DUPLICATING NUMBERS

In 2007, medical schools in Portugal continued to enlarge their offer of placements for first year students to meet the expectations of the National Government. First-year enrolment through the National Admission Process increased in Minho from 62 to 98, contributing to the national increase over 2007 – the highest enrolment in history. Simultaneously, a new process for enrolment in Medical Schools was created to accommodate graduate students to a maximum of 5% of placements available. A special admission processes, run by Medical Schools, was implemented. The entering class is characterized in finer detail in the Socio-demographic study of the student population. In the end, the increase of students ended up being 62 to 107 (Fig. 4).

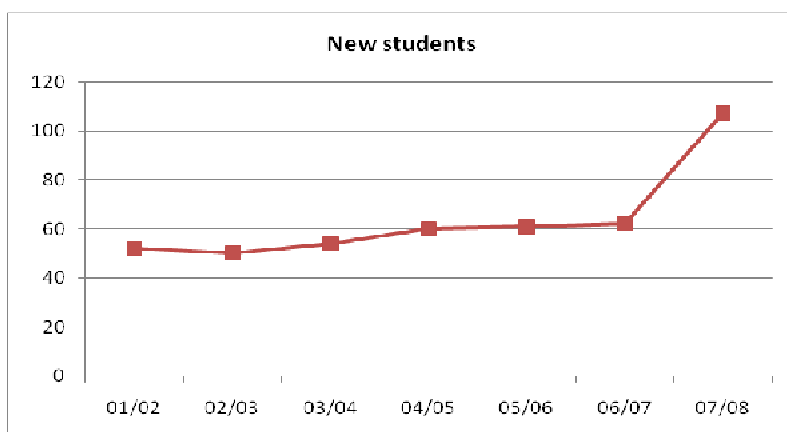


Figure 4 – **Annual medical student intake at the School of Health Science of the University of Minho**

#### **Student academic performance in the 1<sup>st</sup> YEAR**

The distribution of 1<sup>st</sup> year student final aggregate scores in 2007/08 (table 2.) in the various curricular areas was heterogeneous. Compared to the previous edition, where no students failed in 4 out of the 7 areas, this year performances were less positive.

In all areas but Vertical Domains I, at least one student failed – this is observed for the first time in PO1. Failure rates in IMD, MCs and SOFI were the highest ever observed in the Medical School and 21, 16 and 33% of students have to take the course in the following year. The distribution of scores also varied between areas, with the highest marks being achieved in the areas with least credits (similar to previous years; half the class or more achieved an aggregate score >16/20), with the exception of First Aid. On the opposite side, 33% of students will have to repeat Organic and Functional Systems I in the forthcoming year.

Table 2- **First year academic achievements of the entering classes of 2007/08 and 2006/07**

Students N (%)	Non attendants	Failures	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± S.D.
	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Introduction to the Medical Degree Course	<b>5(5)</b>	1(2) <b>15(16)</b>	18(29) <b>63(67)</b>	32(51) <b>10(10)</b>	10(16) <b>2(2)</b>	1(2) <b>0(0)</b>	14±2 <b>12±1</b>
Molecules and Cells	<b>2(2)</b>	3(5) <b>14(14)</b>	43(69) <b>62(64)</b>	14(23) <b>18(19)</b>	2(3) <b>1(1)</b>	0(0) <b>0(0)</b>	13±2 <b>12±1</b>
Functional and Organic Systems I	<b>16(15)</b>	3(5) <b>19(18)</b>	46(72) <b>43(41)</b>	13(20) <b>27(25)</b>	2(3) <b>1(1)</b>	0(0) <b>0(0)</b>	13±2 <b>13±2</b>
Training in a Health Centre	<b>4(4)</b>	0(0) <b>1(1)</b>	0(0) <b>2(2)</b>	4(6) <b>1(1)</b>	47(76) <b>28(27)</b>	11(18) <b>67(65)</b>	17±1 <b>18±1</b>
First Aid	<b>6(6)</b>	0(0) <b>3(3)</b>	1(2) <b>14(13)</b>	6(10) <b>44(42)</b>	24(39) <b>37(36)</b>	31(49) <b>0(0)</b>	17±2 <b>15±1</b>
Option Project I	<b>5(6)</b>	0(0) <b>1(1)</b>	1(2) <b>10(10)</b>	8(13) <b>32(32)</b>	25(42) <b>49(49)</b>	26(43) <b>2(2)</b>	17±1 <b>15±2</b>
Vertical Domains I	<b>3(3)</b>	0(0) <b>0(0)</b>	10(16) <b>13(13)</b>	7(11) <b>9(9)</b>	15(24) <b>27(26)</b>	31(49) <b>51(49)</b>	17±2 <b>17±2</b>

**Non-attendants:** students who were below the minimum number of attendance in the requirements

**Failures:** students who were below the cut-scores for minimum standards in the requirements

Overall, results indicate that first year student difficulties were higher than ever before. A finer analysis may provide clues to direct interventions for the future year. The inevitable conclusion is that there has been a negative impact on academic achievements of the doubling of student intake.

### **1<sup>st</sup> year student ratings of the undergraduate program**

Taking into consideration the myriad of dimensions that influence first year student success in higher education, it is difficult to identify general causes for the decline in first year student performances between the recent two editions. Two relevant variables are the quality that students perceive in courses and Faculty, which might be inferred from Student Evaluations of Teaching. Variations in 1<sup>st</sup> year student appreciations of the curricular areas between the last two editions were computed, through the subtraction of percentages of favorable responses. Mean variations were calculated for all areas and for every item in student rating forms for evaluating curricular areas (refer to the appendixes of this snapshot). The results are displayed in Table 3.

The variations clearly indicate a decline in the percentages of student who appreciate the areas favorably. The exceptions, by and large, are Vertical Domains I, Training in a Health Center and Option Projects I, with the latter receiving more positive appreciations than in the previous edition. First Aid is the area with the largest decrease, but Introduction to the Medical Degree, Molecules and Cells and Organic and Functional Systems I have seen significant declines in mean student favorable appreciations (higher than 15%). Nevertheless, the absolute mean scores for the latter two areas are positive or very positive (>70%) for, respectively, 19 and 15 of the 24 items. The main conclusion is

that, in relation to previous academic year, there was a decrease in the favorable responses to the items in 2007-2008.

Table 3 – **Variations in student ratings on the curricular areas: the 12 nuclear items**  
Decreases >15% are coloured in pink (item in the rating form) or red (curricular area)

	1	2	3	4	5	6	7	8	9	10	11	12
Introduction to the Degree	-33	-33	-24	-15	-19	-16	-11	-18	-1	-11	-16	-6
Molecules and Cells	-9	-14	-5	-42	5	-7	-23	-22	-11	-14	-39	-8
Functional & Organic Systems I	-8	-15	-4	-25	-14	-17	-23	-22	-16	-27	-24	-4
First Aid	-18	-30	-15	-15	-28	-16	-38	-31	-11	-	-37	-17
Training in a Health Centre	0	-1	-	10	-22	-10	-9	-7	-	-	-4	-1
Vertical Domains i	0	-2	-4	-3	4	-	2	0	6	-	0	-4
Option Project I	4	18	9	9	4	-5	-1	-2	4	18	9	9
Mean	-11	-13	-7	-15	-8	-12	-16	-16	-5	-8	-18	-5
Mean <sub>3</sub> <sup>(a)</sup>	-21	-21	-11	-27	-9	-13	-19	-21	-9	-17	-26	-6

<sup>(a)</sup> Mean<sub>3</sub> - contemplates the 3 areas with the largest ECTS

Albeit of extreme usefulness, it is not easy to identify the most important cause behind the negative variations. Even though a qualitative approach would be the most appropriate strategy to discover the origin of the issue, tracing the items with the largest negative variations, provides interesting clues. If one considers the 3 areas with the largest ECTS, these were:

1	I understood the learning objectives
2	The contents were administered in accordance with the objectives.
4	The amount of work was adjusted to learning programmed time.
7	The activities were well organized.
8	The available resources were adequate.
10	Globally, I think that the faculty is excellent.
11	Globally, I think that this curricular unit is excellent.

Smaller decreases were observable in items related to personal development (items 3 & 12), evaluation of academic achievements (item 5) and, interestingly, the item which focused on the availability of the necessary supervision. The decreases indicate that, let aside global items (10&11), students seemed to have experienced the biggest difficulties in the understanding of the learning objectives and considered that the areas did not offer the appropriate administration of the contents, amount of work as function of time and resources.

If one confronts students' observations with the variation in access to educational resources, the only significantly decrease in resources provided to students refers to the ratio of computers/student, that decreased from 1/2 to 1/5 in the tutorial rooms. Yet, students now have access to a computer laboratory - that was seldom used - and to previously inexistent study rooms. Opportunities to access the literature have not decreased, since the number of books/student was kept the same and the intranet remained the mode of access to course materials and online information. Interestingly, the resources diminished in the same proportion for students in more advanced years with no evident decreases in answers to the same item in student surveys. New students seem to need more orientation to use the available resources.

In what student ratings of faculty, concerns the first year areas (Table 4) had minor decreases when compared to the previous year. Therefore, the perceived quality and commitment of faculty was one dimension that did not contribute to the negative net variations. This observation spotlights the students themselves and their integration in the medical school as the likely variables that future editions need to attend differently. The appreciations of 1<sup>st</sup> year students may reflect unmet expectations or difficulties in adaptation to the school or to the interactive teaching approaches. The former hypotheses cannot be definitely confirmed with the available empirical information.

Further elements that support this idea relate to the very positive appreciations of the last areas of the academic calendar and the students responses in a study of the academic environment in the Medical School, presented next.

Table 4 – **Variations in student ratings on Faculty**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Introduction to the Medical Degree	<b>-5</b>	<b>-3</b>	<b>-6</b>	<b>-2</b>	<b>-2</b>	<b>-9</b>	<b>-1</b>	<b>-11</b>
Molecules and Cells	<b>-2</b>	<b>-6</b>	<b>-9</b>	<b>-12</b>	<b>-8</b>	<b>-9</b>	<b>-11</b>	<b>-10</b>
Functional & Organic Systems I	<b>-5</b>	<b>-7</b>	<b>-7</b>	<b>-5</b>	<b>-6</b>	<b>-5</b>	<b>-5</b>	<b>-5</b>
Mean	-4	-5,3	-7,3	-6,3	-5,3	-7,7	-5,7	-8,7

In face of the evident negative evolutions, it would be important to access a global indicator of student satisfaction with the educational environment of the Medical School. The Dundee Ready Measurement of Educational Environment<sup>3</sup> was applied at the end of the academic year, as a means to test whether 1st year students felt the environment in the medical school differently, perhaps more negatively, than their 2nd and 3rd year colleagues. Student perceptions of the Educational Environment (EE) were gathered with a translated and back-translated version of DREEM (Dundee Ready Education Environment Measure). DREEM scores<sup>4</sup> were relatively high when compared to international figures. Interestingly, 1st and 2nd year students scored similarly (137,01±15,33 and 139,75±19,51). When associations between DREEM scores and student academic achievements were investigated, it was

found that failing students scored lower but with no statistically significant difference from their 1st year peers ( $126,50 \pm 15,84$  compared to  $141,14 \pm 13,81$ ). In conclusion, at least as it is possible to measure with the DREEM at the end of the academic year, the large class of first year students perceived the School's educational environment at least as positively as the second class, which did not produce the same unsatisfactory signs concerning the teaching and learning experience.

In conclusion, complementary to adaptations for the next academic year that every area will wish to implement, it will be particularly important to pay more attention to students as they start in the medical school. In the following year, introduction to the Medical degree may have a pivotal role in determining improvements for the subsequent areas. Reforms in the delivery of the curriculum were introduced at the start of the 2008/09 academic year. Preliminary encouraging results relate to the fact that at the end of IMD, the percent of failures has decreased for 1st year students, despite further increases in the class size.

<sup>3</sup> Roff S, Mcaleer S, Harden RM, Al-Qahtani M, Ahmed AU, Deza H, Groenen G e Primparyon P. (1997). Development and validation of the Dundee Ready Education Environment Measure (DREEM). *Medical Teacher*, 19: 295–299.

<sup>4</sup> C Melo, A Salgueira, P Oliveira, MJ Costa (2009), Do large increases in student intake impact negatively on the Educational Environment of Medical Schools? A study in Minho, Portugal, AMEE Annual Meeting (accepted).

## 4. THE CLINICAL SKILLS CENTER AND THE STANDARDIZED PATIENT PROGRAM

In January 8<sup>th</sup> 2008, the facilities of a Clinical Skills Center were inaugurated at the ECS-UM. The training of Standardized Patients had been initiated in the Fall of 2007 with the support of a grant from the Gulbenkian Foundation. Clinical Skills Laboratories (CSL) are used internationally to enable medical students to perform basic practical skills in controlled environments. These unique resources are used to complement clinical training during clerkships at the bedside and to develop standardized assessments of a variety of healthcare related skills. Standardized Patients - individuals recruited and carefully trained to portray a real patient – are powerful teaching and assessing tools, by affording medical students with opportunities to learn and to be evaluated on learned skills in simulated clinical environments. The CSL allowed the implementation of extra-curricular clinical activities as well as the introduction of training sessions in the curriculum of Introduction to Clinical Medicine.

The main pedagogic use of CSL for undergraduate medical students is the provision of formative training sessions of different scopes on a voluntary basis. The aim is to provide feedback and, if needed, remediation prior to graduation. The CSL is also expected to promote the growth of student confidence in the practice of clinical medicine. In late June 2008, it made possible to introduce the Objective Structure Clinical Examination (OSCE) to evaluate the clinical proficiency of 3rd year students at the conclusion of the area Introduction to Clinical medicine. The OSCE is now used yearly in clinical skills assessments.

The effectiveness of the CSL has been evaluated through the systematic collection and analysis of answers to a pre and post questionnaire. The questionnaires are self-reports on previous knowledge and practice of gestures and on the degree of confidence in carrying them out. As demonstrated in Figure 5, the level of self-confidence in the performance of the skills increases dramatically for the substantial majority of the encounters, irrespective of student academic year (further details in the appendixes).

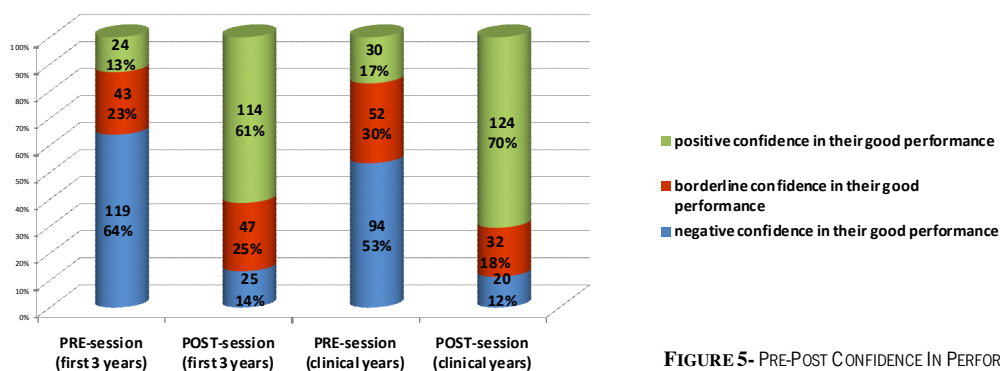


FIGURE 5- PRE-POST CONFIDENCE IN PERFORMANCE AT THE CSL.

## 5. Years 2<sup>nd</sup> through 6<sup>th</sup>: ACADEMIC PERFORMANCE

The academic scores and the pass rates in the remainder curricular areas of the medical program are presented in the appendix. The distributions reveal that the vast majority of students performed very positively in all the curricular areas. A brief summary is presented next.

Mean aggregate scores obtained by students from years 2 through 6 in the end of the academic year were comprehended between 13 and 18/20 points in all the curricular areas. Eighteen areas were successfully concluded by 100% of students in the corresponding class and the highest failure rate amounted to 10% (registered in SOF II). The number of areas with failing students was 11. The number of failing students was equal or less than 3 in all areas but SOFII.

The most frequent aggregate scores were in the top end of the scale - 18-20/20 values - for 9 areas. In 3 areas, the most frequent score can be found in the interval 10 – 13: SOF III, BPT and ICH.

Some general patterns emerge from student results, when they are analyzed as a whole:

1. as observed in 2006-07, the grade distributions which are skewed to higher grades correspond to areas with the smallest ECTS (the exception is Family Society and Health). Coincidentally in these areas either the weights of scores contributed by external faculty are the highest (the cases of Follow up of a Family and of Option Projects) or scores are based on student attendance (Vertical Domains).
2. student achievements in the clerkships from years 3 through 6 indicate previous studies are providing an adequate preparation for the clinical settings,
3. in years 4 and 6, the grade distribution for residencies in Health Centers is always skewed to the right than the ones of the Hospital Residencies;
4. the highest aggregate scores are observed either with From the clinics to Molecular Biology, Vertical Domains and Option Projects;
5. two students did not succeed in completing the last area in the program – Option Project 6 – and therefore did not complete the Integrated Masters Program in Medicine – this reflects the rigor demanded by the Medical School on the research that confers the final Masters Degree.



## 6. 6<sup>th</sup> YEAR PROGRAM: CONSOLIDATION

The academic year 2007-2008 witnessed the second experience of the full six year study plan. The curricular design adopted for the 6<sup>th</sup> year in 2006/07 was maintained. The complete study plan is presented in the following table.

Table 5 - **Study plan**

PHASE	Scientific Area	Curricular Unit	Weeks		Student work			Credits (ECTS)	
			Lective (1)	Evaluation (2)	Tutored	Individual	Total		
I	CSH	Introduction to the Medical Degree	4		65	40	105	4,0	
	CBB	Molecules and Cells	12	1	385	260	645	24,0	
	CBB	Organic and Functional Systems I	12	2	400	270	670	25,0	
	SC	Training in a Health Centre	1		20	5	25	1,0	
	SC	First Aid	1		25		25	1,0	
		Option Project I	4		65	40	105	4,0	
	CSH	Vertical DomainsI	*		25		25	1,0	
		<b>1<sup>st</sup> Year – Totals</b>		<b>40</b>	<b>985</b>	<b>615</b>	<b>1 600</b>	<b>60</b>	
		CBB	Organic and Functional Systems II	14	2	410	270	680	25,5
		CBB	Organic and Functional Systems III	14	2	410	270	680	25,5
		CSH+SC	Familia, Sociedade e Saúde	2		35	20	55	2,0
		CSH+SC	Follow up of a Family I	*		25	30	55	2,0
			Option Project II	4		65	40	105	4,0
		CSH	Vertical Domains II	*		25		25	1,0
		<b>2<sup>nd</sup> Year – Totals</b>		<b>40</b>	<b>970</b>	<b>630</b>	<b>1 600</b>	<b>60</b>	
II	P	Biopathology and Introduction to Therapeutics	23	1	670	450	1 120	42,0	
	SC	Introduction to Community Health	5		70	40	110	4,0	
	C	Introduction to Clinical Medicine	5	1	120	80	200	7,5	
	CSH+SC	Follow up of a Family II	*		20	20	40	1,5	
		Option Project III	4		65	40	105	4,0	
	CSH	Vertical Domains III	*		25		25	1,0	
		<b>3<sup>rd</sup> Year – Totals</b>		<b>40</b>	<b>970</b>	<b>630</b>	<b>1 600</b>	<b>60</b>	
III	SC	Health Centre Residency I	7		170	110	280	10,5	
	C	Medicine Residency I	12	1	290	190	480	18,0	
	C	Mother and Child Residency	11	1	275	180	455	17,0	
	C	Mental Health Residency	4		105	70	175	6,5	
	C+P+CBB	From the Clinic to Molecular Biology I	*		50	30	80	3,0	
		Option Project IV	4		65	40	105	4,0	
	CSH	Vertical Domains IV	*		25		25	1,0	
		<b>4<sup>th</sup> Year – Totals</b>		<b>40</b>	<b>980</b>	<b>620</b>	<b>1 600</b>	<b>60</b>	
		SC	Health Centre Residency II	7		170	110	280	10,5
	C	Surgery Residency	12	1	295	200	495	18,5	
	C	Medicine Residency II	12	1	295	200	495	18,5	
	C	Optional Residencies	3		70	50	120	4,5	
	C+P+CBB	From the Clinic to Molecular Biology II	*		50	30	80	3,0	
		Option Project V	4		65	40	105	4,0	
CSH	Vertical DomainsV	*		25		25	1,0		
	<b>5<sup>th</sup> Year – Totals</b>		<b>40</b>	<b>970</b>	<b>630</b>	<b>1 600</b>	<b>60</b>		
IV	SC	Health Centre Residency III	7		170	110	280	10,5	
	C	Hospital Residencies	26		635	420	1055	39,5	
	C+P+CBB	From the Clinic to Molecular Biology III	*		50	30	80	3	
		Option Project VI	7		110	75	185	7	
		<b>6<sup>th</sup> year – Totals</b>		<b>40</b>	<b>965</b>	<b>635</b>	<b>1 600</b>	<b>60</b>	

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

\* - Organized along the curricular year

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

## 7. Student Profiles in 2007-08: Retrospective Analysis

### 7.1 Candidates

In the academic year 2007-08, the number of applicants for the 95 positions available (National Admission Process) for the UM Medical Degree Course amounted to 1203 (Table 6), corresponding to 13 candidates for each position available. A retrospective analysis of the distribution according to candidate's choice in 2007-08 and the previous curricular years is presented in Table 17.

Table 6 - **Applications in 2007-08 according to preference**

<b>Applicants: n (%)</b>	<b>Choice</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup> to 6<sup>th</sup></b>	<b>Total</b>
Academic Year	<b>2007-08</b>	223 (19%)	196 (16%)	784 (65%)	1203
	<b>2006-07</b>	208 (19%)	239 (22%)	636 (59%)	1083
	<b>2005-06</b>	200 (17%)	182 (16%)	791 (67%)	1173
	<b>2004-05</b>	170 (18%)	152 (16%)	624 (66%)	946
	<b>2003-04</b>	146 (14%)	178 (18%)	685 (68%)	1009
	<b>2002-03</b>	168 (15%)	202 (18%)	746 (67%)	1116
	<b>2001-02</b>	381 (17%)	350 (16%)	1470 (67%)	2201

There were 5 more places available for graduate students in accordance with the ministry directives (5% of positions filled by a special admission process).

### 7.2 Admissions

In the curricular year of 2007-08, 106 students were admitted to the UM Degree in Medicine as follows:

#### **National Admission Process**

- General contingency: **83** (1 placement due to procedure error)
- Students proceeding from autonomous regions (Azores and Madeira): **7** (1 placement due to procedure error)
- Portuguese emigrants and family members residing with them: **3**
- Students on official military service: **1**
- Handicapped students: **3** (1 placement due to procedure error)

#### **Special admission process for graduates: 5**

#### **Special admission regimen: 4**

#### **Special admission process: 0**

#### **Re-admission and transfers: 0**

A comparison between students' choices in 2007-08 and the previous curricular years is presented in the following table.

Table 7 - **Admitted student's distribution according to choice: retrospective analysis**

<b>N of students (%)</b>	<b>Option</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup> to 6<sup>th</sup></b>	<b>Total</b>
Academic Year	<b>2007-08</b>	65 (64%)	8 (8%)	28 (28%)	101
	<b>2006-07<sup>a)</sup></b>	59 (93%) <sup>a)</sup>	3 (5%)	1 (2%)	62
	<b>2005-06</b>	40 (67%)	7 (12%)	13 (21%)	60
	<b>2004-05</b>	53 (88%)	5 (9%)	2 (3%)	60
	<b>2003-04</b>	41 (76%)	3 (5%)	10 (19%)	54
	<b>2002-03</b>	33 (66%)	9 (18%)	8 (16%)	50
	<b>2001-02</b>	19 (37%)	5 (10%)	28 (53%)	50

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

### 7.3 Admission Grades

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

Table 8 - **Admission grades in the curricular year of 2007-08 distributed according to contingencies**

<b>Contingent</b>	<b>N of students</b>	<b>Classification (minimum – maximum)</b>	<b>Partial Average</b>	<b>General Average</b>
General	83	181.0 – 195.8	184.5	180.97
Autonomous Regions	7	148.8 -174.8	161.0	
Emigrants	3	146.3 – 168.3	154.7	
Handicaped	3	160.5 – 167.5	164.2	
Military	1	162.0 – 162.0	162.0	

A comparison between student's grades in 2007-08 and the previous curricular year is presented in the following table.

Table 9 - **Admission grades: retrospective analysis**

<b>Academic year</b>	<b>General Average</b>	<b>General Contingent Average</b>
<b>2007-08</b>	180.9	184.5
<b>2006-07</b>	183.8	186.4
<b>2005-06</b>	184.9	187.6
<b>2004-05</b>	185.3	188.9
<b>2003-04</b>	182.5	187.4
<b>2002-03</b>	185.7	188.4
<b>2001-02</b>	185.6	187.4

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

### 7.4. Gender

In what concerns gender, 65% of the admitted students were females. Their ages are between 17 and 35 years old (mean = 18.9).

## Final word

The 2007-08 Snapshot of the Medical Degree of the School of Health Sciences of the University of Minho gives account of the new challenges and exciting developments that took place in the academic year. The School now has to learn how to accommodate a bigger population of incoming students with apparently different academic expectations. This is simultaneously a pedagogic, organizational and accountability challenge. At the same time, new infrastructures expanded the possibilities of interventions and an external benchmarking now exists. Minho's graduates and how they care for their patients will be spotlighted in the forthcoming biennium, and the next important period in the educational apprenticeship of ECS-UM.

Braga, December 2008

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Manuel João Costa (PhD)  
School of Health Sciences  
Coordinator of the Medical Education Unit

# **MEDICAL DEGREE COURSE**

## **APPENDIX**

**AUTOMN 2008 – A SNAPSHOT**

**ASSESSMENT OF THE ACADEMIC YEAR 2007/08 AT THE ENTRANCE OF  
2008/09**

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

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## **INFORMATION REFERRED IN THE MAIN DOCUMENT**

This appendix is informative. It lists the achievements of students in the curricular areas academic of the Medical Degree offered by the School of Health Sciences of the University of Minho and the results of the internal process of quality of evaluation, conducted with the participation of students, in the recent academic year.

The appendix contains the data referred in the main document “Assessment of the academic year 2007/08 at the entrance of 2008/09”.

## THE COGNITIVE PROGRAM OF THE 3<sup>RD</sup> YEAR RESIDENCIES (EDITION 2007/08)

Date	Area	Theme	Chairperson(s)	Presenter(s)
28/04	Internal Medicine	<b>Introdução</b> 1. Apresentação do programa 2. Medicina Clínica 3. Método Clínico	Prof. Nuno Sousa	Prof. Nuno Sousa Dr. Abel Rua Dr. Jorge Cotter
		<b>Acolhimento dos alunos nos Hospitais</b> 1. Comportamento e código ético do estudante de Medicina no Hospital – documento a elaborar pela Comissão Ética 2. Proclamação do Compromisso Ético 3. O Hospital e a vivência hospitalar - Director Clínico 4. Visita ao hospital	Prof. Óscar Candeias  Prof. Cerqueira Gomes	
<b>I – A Arte da entrevista</b> I-1. A entrevista clínica		Prof. Damião Cunha	Dr. José António Mariz	
I-2. Os antecedentes clínicos I-3. O registo da história clínica I-4. As respostas do doente		Prof. Óscar Candeias	Dr. Narciso Oliveira Dr. Jorge Cotter Prof. Rui Mota-Cardoso	
<b>II – A Ciência e a Técnica do exame físico</b> II-1. O exame físico. Objectivos II-2. Aspecto geral do doente		Prof. Damião Cunha Prof. Óscar Candeias	Prof. Damião Cunha Prof. Óscar Candeias	
Treino – Exame físico Doentes Estandardizados		Prof. Damião Cunha Prof. Óscar Candeias	Prof. Damião Cunha Prof. Óscar Candeias	
Exame Físico do Tórax		Prof. Damião Cunha Prof. Óscar Candeias	Prof. Damião Cunha Prof. Óscar Candeias	
Exame Físico do Tórax		Prof. Damião Cunha Prof. Óscar Candeias	Prof. Damião Cunha Prof. Óscar Candeias	
II-3. Cabeça e pescoço		Dr. Fausto Fernandes Dr. Luís Gonçalves	Dr. Fausto Fernandes Dr. Luís Gonçalves	
II-4. A pele		Dr. Sousa Basto	Dr. Sousa Basto	
Doentes Estandardizados		Dr. José António Mariz	Dr. José António Mariz	
II-5. Mama II-6. Abdómen		Prof. Óscar Candeias	Dr. Carlos Santos Dra. Sandra Martins	
Doentes Estandardizados		Dr. José António Mariz	Dr. José António Mariz	
07/05		Residência Hospitalar		
08/05		II-7. Sistema Nervoso	Prof. João Cerqueira	Prof. João Cerqueira
09/05		Residência Hospitalar		
12/05		II-8. Semiologia do Sistema Locomotor	Prof. Óscar Candeias	Prof. Espregueira Mendes
12/05		Residência Hospitalar		
12/05		II-9. Exame físico venoso e arterial	Prof. Óscar Candeias	Dr. António Assunção
19/05		Residência Hospitalar		
19/05		Doentes Estandardizados	Dr. José António Mariz	Dr. José António Mariz
20/05		Residência Hospitalar		
20/05		<b>III - O Processo Clínico</b> III-1. Aspecto médico-legais III-2. Organizar e registar o exame físico III-3. O seguimento do doente III-4. Organização, modelos, registos	Dr. Rodrigues Dias	Dr. Rodrigues Dias Dr. Narciso Oliveira
23/05		Residência Hospitalar		
23/05	<b>IV- Manifestações clínicas da doença</b> IV-1. Dor	Prof. Mário Cerqueira Gomes	Dr. Juan Garcia	
26/05	Residência Hospitalar			
27/05	Residência Hospitalar			
27/05	IV-2. Semiologia Gastroenterológica	Dr. Jorge Cotter	Dr. José Cotter	
28/05	Residência Hospitalar			
28/05	IV-3. Semiologia Ginecológica	Prof. Nuno Sousa	Dr. Pedro Cabrita	
29/05	Residência Hospitalar			
29/05	IV-4. Alterações na temperatura Corporal IV-5. Alterações nas funções circulatória e respiratória	Dr. Abel Rua	Dr. Abel Rua Dr. João Cunha	

## THE COGNITIVE PROGRAM OF THE 3<sup>RD</sup> YEAR RESIDENCIES (EDITION 2007/08)

(CONTINUED FROM THE PREVIOUS PAGE)

Date	Area	Theme	Chairperson(s)	Presenter(s)	
30/05	Internal Medicine	Residência Hospitalar			
		IV-6. Azotemia e anormalidades urinárias IV-7. Insuficiência renal aguda	Dr. Jorge Cotter	Dr. Jorge Cotter	
		IV-8. Disfunção do Sistema Nervoso	Prof. Nuno Sousa	Dr. Ricardo Taipa	
02/06		Residência Hospitalar			
		IV-9. Icterícia e hepatomegalia. Ascite. IV-10. Esplenomegalia. Adenomegalias IV-11. Anemias	Prof. Óscar Candeias	Dr. Manuel Pizarro	
		Residência Hospitalar			
03/06		Residência Hospitalar			
04/06		Residência Hospitalar			
		V-3. Lista de problemas V-4. O plano terapêutico dinâmico V-5. O diagnóstico orientado por problemas	Prof. Óscar Candeias	Prof. Paulo Bettencourt	
		Residência Hospitalar			
05/06		<b>VI – Decisão clínica</b>	Prof. Mário Cerqueira Gomes	Dr. Luís Figueiredo Dra. Cláudia Bulhões	
06/06		Apresentação de Casos Clínicos	HSM	HSM	
	Apresentação de Casos Clínicos	CHAA-G	CHAA-G		
09/06	Tutorias				
	Doentes Estandarizados	Dr. José António Mariz	Dr. José António Mariz		
11/06	Tutorias				
	Doentes Estandarizados	Dr. José António Mariz	Dr. José António Mariz		
12/06	Tutorias				
	Doentes Estandarizados	Dr. José António Mariz	Dr. José António Mariz		



## THE COGNITIVE PROGRAM OF THE 4<sup>TH</sup> YEAR RESIDENCIES (EDITION 2007/08)

Medicine Residency I

Date	Area	Theme	Chairperson(s)	Presenter(s)	
17/09	Pneumology	RX do Tórax	Prof. Óscar Candeias	Dr. Tiago Pereira	
		Pneumonia da Comunidade	Prof. Óscar Candeias	Dr. Pedro Cunha	
		Espirometria	Prof. Óscar Candeias	Dr. João Cunha	
		DPOC	Prof. Óscar Candeias	Dr. Jorge Almeida Dra. Sara Fonseca	
18/09		Asma	Prof. Óscar Candeias	Dr. João Cunha	
		Como dar Más Notícias	Prof. Óscar Candeias	Dra. Clara Simões	
		Derrames Pleurais Doenças da Pleura	Prof. Óscar Candeias	Dr. Pedro Cunha	
		Patologia Pulmonar	Prof. Óscar Candeias	Dra. Conceição Souto Moura	
19/09		Embolia Pulmonar	Prof. Óscar Candeias	Dr. António Oliveira e Silva	
		Edema Pulmonar não Cardíaco	Prof. Óscar Candeias	Dr. José Eduardo Oliveira	
20/09	Cardiology	Terapêutica Cardiovascular	Prof. Damião Cunha	Prof. Manuel Vaz da Silva	
		Introdução Factores de risco Cardiovascular	Prof. Damião Cunha	Prof. Cerqueira Gomes Prof. Jorge Polónia	
		Mecanismos de Insuficiência Cardíaca Congestiva	Prof. Damião Cunha	Dr. Sérgio Nabais	
		Clínica Terapêutica	Prof. Damião Cunha	Dr. Pedro Azevedo	
21/09		Doença Valvular Mitral	Prof. Damião Cunha	Dra. Isabel Quelhas	
		Doença Valvular Aórtica	Prof. Damião Cunha	Dr. António Lourenço	
24/09		Hipertensão	Prof. Damião Cunha	Dr. Jorge Cotter	
		Angor Estável	Prof. Damião Cunha	Dra. Filipa Almeida Dra. Olga Azevedo	
		Síndromes Isquémicas Agudas	Prof. Damião Cunha	Dr. João Costa	
25/09		Gastroenterology	Exames complementares em Gastroenterologia	Dr. José Cotter	Dr. José Cotter
	Hepatites víricas		Dr. José Cotter	Dr. José Cotter	
	Avaliação laboratorial e imagiológica da patologia hepato-biliar		Prof. Guilherme Macedo	Prof. Guilherme Macedo	
	Prevenção oncológica		Prof. Guilherme Macedo	Dr. Pedro Pereira Dra. Carla Rolanda	
27/09	Terapêutica em Gastroenterologia		Prof. Guilherme Macedo	Prof. Guilherme Macedo	
	Doença inflamatória intestinal		Prof. Guilherme Macedo	Dra. Raquel Gonçalves	
	Doença de refluxo gastroesofágico		Dr. José Cotter	Dr. José Cotter	
	Patologia do intestino delgado		Dr. José Cotter	Dra. M <sup>a</sup> João Moreira	
28/09	Endocrinology		Diabetes - complicações agudas	Prof. Nuno Sousa Dra. Elisa Torres	Dra. Elisa Torres Dra. Olga Azevedo
			Diabetes - complicações crónicas	Prof. Nuno Sousa Dra. Elisa Torres	Dra. Elisa Torres Dra. Olga Azevedo
		Patologia dos eixos hipotálamo-hipófise- glândulas periféricas	Prof. Nuno Sousa Dra. Olinda Marques	Dra. Olinda Marques Dr. Rui Almeida Dr. Filipe Mota	
		Patologia tiroideia	Prof. Nuno Sousa Dra. Olinda Marques	Dra. Maria Lopes Pereira Dr. Pedro Koch Dra. Catarina Matos	
02/10	Pneumology	Adaptação Psicossocial com Implicação Respiratória Abordagem Psicossocial do Tabagismo	Prof. Óscar Candeias	Dra. Rute Sampaio Dra. Fernanda Afonso	
04/10		Infecções nosocomiais – Pneumonia Hospitalar Hemoptises Neoplasias do Pulmão	Prof. Óscar Candeias	Dr. Manuel Pizarro Dra. Maria Manuel Figueiredo	
09/10		Insuficiência Respiratória Respiração Assistida Doenças Intersticiais do Pulmão	Prof. Óscar Candeias	Dr. Jorge Almeida Dra. Sara Fonseca Dra. Paula Dias Dra. Lurdes Ferreira	
11/10		Terapêutica em Pneumologia	Prof. Óscar Candeias	Prof. António Sarmiento	

## THE COGNITIVE PROGRAM OF THE 4<sup>TH</sup> YEAR RESIDENCIES (EDITION 2007/08)

(CONTINUED FROM THE PREVIOUS PAGE)

Date	Area	Theme	Chairperson(s)	Presenter(s)
16/10	Cardiology	Arritmias	Prof. Damião Cunha	Dra. Adília Rebelo
8/10		Miocardiópatias	Prof. Damião Cunha	Prof. Damião Cunha
		Casos Clínicos (Doença Coronária)		Dra. Olga Azevedo Dra. Filipa Almeida
23/10		Doenças do Pericárdio	Prof. Damião Cunha	Prof. Damião Cunha
		Casos Clínicos (Doença Valvular)		Dra. Isabel Quelhas Dra. Olga Azevedo Dra. Filipa Almeida
25/10		Casos Clínicos (Hipertensão Arterial)	Prof. Damião Cunha	Dr. Jorge Cotter
		Casos Clínicos (Hipertensão Arterial)		Prof. Jorge Polónia
30/10		Casos Clínicos (Doença Coronária)	Prof. Damião Cunha	Dra. Olga Azevedo Dr. João Costa
		Casos Clínicos (Insuficiência Cardíaca Congestiva)		Dr. Sérgio Nabais Dr. Pedro Azevedo
08/11		Gastroenterology	Patologia Hepatobiliar: do colangiocito à ampola	Prof. Guilherme Macedo
13/11	Abordagem clínica do doente com cirrose		Prof. Guilherme Macedo	Prof. Guilherme Macedo Dr. Costa Maia
15/11	Hemorragia digestiva		Dr. José Cotter	Dr. José Cotter
16/11	Domínios Verticais			
20/11	Patologia funcional digestiva		Dr. José Cotter	Dr. António Curado
23/11	Endocrinology	Eixos Endócrinos e Tiróide – Casos	Prof. Nuno Sousa Dra. Olinda Marques	Dra. Olinda Marques Dr. Rui Almeida Dr. Filipe Mota Dra. Maria Lopes Pereira Dr. Pedro Koch Dra. Catarina Matos
27/11		Diabetes	Prof. Nuno Sousa Dra. Elisa Torres	Dra. Elisa Torres Dra. Natália Oliveira

## THE COGNITIVE PROGRAM OF THE 4<sup>TH</sup> YEAR RESIDENCIES (EDITION 2007/08)

Mental Health Residency

Date	Area	Theme	Chairperson(s)	Presenter(s)
09/01	Psychiatry	Semiologia	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte
		Psicofármacos	Profa. Fátima Baltazar	Dr. Carlos Capela
10/01		Etiologia	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte
11/01		Tratamento	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte
16/01		Perturbações do Humor Doença Bipolar	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Dr. Alberto Bessa Peixoto
17/01		Perturbações de Ansiedade	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Dr. Alberto Bessa Peixoto
18/01		Perturbações de Pânico e Obsessivo- Compulsiva Perturbações do Apetite	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Prof. Rui Mota Cardoso Dra. Margarida Figueiredo
19/01		Psicopatias	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte
23/01		Psicoses Esquizofrenias	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto
24/01		Psicoses Orgânicas Alcoolismo	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Prof. Rui Mota Cardoso Dr. Aníbal R. da Fonte
25/01		Toxicodependências	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Dra. Isabel Prado e Castro Dr. Aníbal R. da Fonte
30/01		Pedopsiquiatria	Prof. Rui Mota Cardoso Dr. Alberto Bessa Peixoto Dr. Aníbal R. da Fonte	Dra. Luísa Morais Dra. Virgínia Rocha

## THE COGNITIVE PROGRAM OF THE 4<sup>TH</sup> YEAR RESIDENCIES (EDITION 2007/08)

Health Centre Residency I

Date	Area	Theme	Chairperson(s)	Presenter(s)	
06/02	Public Health	Introdução às Residências em Centros de Saúde <ul style="list-style-type: none"> <li>• Apresentação da equipa docente</li> <li>• Questões organizacionais e práticas</li> </ul>	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa	
		Urgências e emergências em Saúde Pública	Dr. Mário Freitas	Dr. Mário Freitas Dra. Joana Marques	
07/02		Saúde Pública e Ambiente	Dr. Mário Freitas	Dr. Mário Freitas Dr. Paulo Martins Dr. Pedro Machado Dr. Nuno Ribeiro	
		Programas de Saúde Pública	Dr. Mário Freitas	Dr. Mário Freitas Dr. João Manuel Cruz Dr. Nuno Borges	
08/02		Visita de Estudo à ETA/ETAR			
		Visita de Estudo à BRAVAL			
11/02		Uso de Software Estatístico como Ferramenta de Apoio à Investigação Epidemiológica	Dr. Mário Freitas	Dr. Pedro Oliveira	
		A Promoção da Saúde no Local de Trabalho <ul style="list-style-type: none"> <li>• Higiene e Segurança no Trabalho Definição de ambiente saudável no local de trabalho. Grupos de risco.</li> <li>• Formas de intervenção no local de trabalho. A situação portuguesa no contexto da Europa Comunitária.</li> <li>• A promoção da saúde no local de trabalho – aproveitamento do enquadramento legal existente. “Stress” e trabalho. Ergonomia.</li> <li>• Tabaco ambiental. Consequências do tabagismo para a saúde.</li> <li>• Tabagismo passivo e activo.</li> <li>• Perspectiva social e económica do tabagismo. Prevenção do tabagismo.</li> </ul> Legislação anti-tabágica em Portugal e na União Europeia.	Dr. Mário Freitas	Dr. Mário Freitas Dr. António Teixeira Pinto	
12/02		Revisão sistemática	Dr. Mário Freitas	Dr. Jaime Correia de Sousa	
		Introdução às Metodologias de Investigação	Dr. Mário Freitas	Dr. Yonah Yaphe	
13/02		Toxinfecção Alimentar Colectiva e Abordagem Epidemiológica	Dr. Mário Freitas	Dr. Mário Freitas	
		O papel da Promoção e Educação para a Saúde <ul style="list-style-type: none"> <li>• Alvos das acções de educação para a saúde.</li> <li>• Definição de grupos.</li> <li>• A saúde dos jovens.</li> <li>• Definição de diferentes períodos na abordagem escolar.</li> <li>• Violência e acidentes.</li> <li>• O conceito de Escolas Promotoras de Saúde.</li> <li>• A Escola como ambiente saudável.</li> <li>• A prevenção primordial.</li> </ul>	Dr. Mário Freitas	Dr. Mário Freitas Dra. Ana Tato Aguiar	
14/02	Elaboração de um Protocolo de Investigação	Dr. Mário Freitas	Dr. Mário Freitas Dra. Joana Marques		
	Oficina de Aptidões <ul style="list-style-type: none"> <li>• Cartas de condução</li> <li>• Inquéritos epidemiológicos</li> <li>• Doenças profissionais</li> </ul>	Dr. Mário Freitas	Dr. Mário Freitas Dr. Amaro Domingues Dra. Joana Marques		
15/02		Visita de Estudo a Fábrica de Alimentos			

## THE COGNITIVE PROGRAM OF THE 4<sup>TH</sup> YEAR RESIDENCIES (EDITION 2007/08)

(CONTINUED FROM THE PREVIOUS PAGE)

Date	Area	Theme	Chairperson(s)	Presenter(s)
20/02	General and Family Medicine	Princípios da MGF e Aprender em MGF • Contexto da aprendizagem	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa
		Laboratório de Aptidões • Introdução às oficinas de aptidões • Identificação de necessidades de aprendizagem	Dr. Jaime Correia de Sousa	Dra. Cláudia Bulhões Dr. Jaime Correia de Sousa Dr. Jean-Pierre Gonçalves Dr. Luís Figueiredo Dra. Margarida Lima Dra. Paula Silva Dra. Susana Moreira Dra. Teresa Nunes Dr. Yonah Yaphe
O MF e a sua posição no sistema de saúde • Origens da Medicina Geral e Familiar		Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa	
Laboratório de Aptidões • Introdução às oficinas de aptidões • Identificação de necessidades de aprendizagem		Dr. Jaime Correia de Sousa	Dra. Cláudia Bulhões Dr. Jaime Correia de Sousa Dr. Jean-Pierre Gonçalves Dr. Luís Figueiredo Dra. Margarida Lima Dra. Paula Silva Dra. Susana Moreira Dra. Teresa Nunes Dr. Yonah Yaphe	
22/02		Consulta centrada no paciente • Conteúdo e processo da consulta	Dra. Margarida Lima	Dra. Margarida Lima Dr. Yonah Yaphe
		Consultas simuladas	Dra. Margarida Lima	Dra. Cláudia Bulhões Dra. Margarida Lima Dr. Yonah Yaphe
27/02		As doenças crónicas mais prevalentes na comunidade Estratégias de gestão da doença crónica	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa
		Introdução ao sistema de informação em Cuidados de Saúde Primários O Registo Médico Orientado para Problemas Introdução à ICPC-2	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa
28/02		Técnicas de entrevista Introdução à consulta: fases e tarefas	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa
		As doenças e os problemas de saúde mais comuns em Medicina Geral e Familiar. Caracterização da prática da MGF Quem consulta o médico, porquê, com quê?	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa
13/03		Consultas em situações especiais • Visitas Domiciliárias em MGF • O Idoso	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa
		Histórias Clínicas	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa
14/03		Avaliação Familiar		
		Histórias Clínicas	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa
28/03	Apresentação de Trabalhos			

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### Mother and Child Residency

Date	Area	Theme	Chairperson(s)	Presenter(s)
31/03	Gynaecology / Obstetrics	Apresentação da área curricular	Prof. Jorge Correia Pinto	Prof. Jorge Correia Pinto
		Infecção em Ginecologia	Dr. Pedro Cabrita	Dra. Teresa Ramos Dra. Cátia Abreu
		Endometriose	Dr. Pedro Cabrita	Dra. Teresa Ramos Dra. Cátia Abreu
		Pavimento pélvico	Dra. Fernanda Tavares	Dra. Manuela Mesquita
		Infertilidade	Dra. Sofia Dantas	Dra. Sofia Dantas
		Planeamento familiar	Dra. Fernanda Tavares	Dra. Ana Amaral
		Menopausa	Dra. Fernanda Tavares	Dra. Cláudia Guerra
01/04		Oncologia e rastreio oncológico	Dra. Fernanda Tavares	Dr. Pedro Vieira de Castro
		Vacinas e HPV	Dra. Fernanda Tavares	Dra. Cláudia Guerra
		Introdução à senologia	Dr. Pedro Cabrita	Dr. Arlindo Ferreira
		Princípio da Vida e diagnóstico de gravidez	Dra. Sofia Dantas	Dra. Isabel Reis
02/04		Problemas clínicos comuns na gravidez	Dra. Sofia Dantas	Dr. Horácio Azevedo
		Vigilância da gravidez normal	Dra. Sofia Dantas	Dr. Rui Miguelote
		Parto Vaginal	Dra. Sofia Dantas	Dra. Vera Costa
		Parto por Cesariana	Dra. Sofia Dantas	Dr. Pedro Oliveira
03/04		Agentes extrínsecos com potencial teratogénico	Dra. Sofia Dantas	Dra. Elsa Pereira
		Patologia infecciosa na gravidez	Dra. Lucinda Antunes	Dr. Cardoso Ricardo Dr. Luís Carvalho Dra. Carla Monteiro
		Puerpério	Dra. Sofia Dantas	Dr. Rui Miguelote
		Terminação da gravidez	Dra. Lucinda Antunes	Dra. Luísa Cardoso Dra. Cátia Correia
		Parto pré-termo	Dra. Lucinda Antunes	Dra. Paula Pinheiro Dra. Belisa Vides
		Hemorragias obstétricas	Dra. Lucinda Antunes	Dra. Paula Pinheiro Dra. Belisa Vides Dr. Domingos Ribeiro Dr. Luís Castro
04/04		Problemas do crescimento fetal	Dra. Lucinda Antunes	Dr. Domingos Ribeiro Dr. Luís Castro
		Patologia da gravidez (Diabetes, Hidrúpsia fetal isoimune e doença hipertensiva)	Prof. Jorge Correia Pinto	Prof. João Bernardes
		Ética em obstetrícia	Prof. Jorge Correia Pinto	Prof. João Bernardes
		Diagnóstico pré-natal	Dra. Lucinda Antunes	Dra. Alexandra Cadilhe
07/04		Gravidez múltipla	Dra. Lucinda Antunes	Dra. Alexandra Cadilhe
		Hemorragia Genital Anormal	Dr. Pedro Cabrita	Dra. Cátia Abreu Dr. Diogo Cunha
14/04		Amenorreia	Dra. Sofia Dantas	Dr. Pedro Oliveira
28/04	Hemorragia obstétrica	Dra. Lucinda Antunes	Dra. Paula Pinheiro	
	Diagnóstico pré-natal	Dra. Lucinda Antunes	Dr. Matos Cruz	
06/05	Paediatrics	Exame físico do Recém-nascido de Termo e Pré-termo	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Albina Silva
		Prematuridade	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Agostinha Costa
		Patologia Neonatal	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Albina Silva
		Malformações congénitas	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Joana Neves
		Cardiologia Neonatal	Prof. Jorge Correia Pinto	Prof. <sup>a</sup> M <sup>a</sup> João Batista
07/05		Cirurgia Neonatal	Prof. Jorge Correia Pinto	Prof. Jorge Correia Pinto
		Consulta de Saúde Infantil	Dr. Pedro Freitas Dra. Almerinda Pereira	Dr. José Luís Fonseca
		Alimentação e Nutrição Infantil	Dr. Pedro Freitas Dra. Almerinda Pereira	Dr. José Luís Fonseca
		Programa Nacional de Vacinação Novas Vacinas	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Isabel Cunha
		Doenças dermatológicas mais comuns	Prof. Jorge Correia Pinto	Dra. Ana Paula Vieira

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Date	Area	Theme	Chairperson(s)	Presenter(s)
07/05	Paediatrics	Prevenção dos acidentes na Criança e Adolescente	Prof. Jorge Correia Pinto	Dra. Sofia Martins
		Cardiologia Pediátrica	Prof. Jorge Correia Pinto	Prof. <sup>a</sup> M <sup>a</sup> João Batista
08/05		Convulsões	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Ana Paula Fernandes
		Farmacologia de medicamentos comuns em Pediatria	Dr. Pedro Freitas Dra. Almerinda Pereira	Dr. Matos Marques
		Entrevista Clínica e Exame Físico do Adolescente	Prof. Jorge Correia Pinto	Dra. Teresa Pontes
		Crescimento e Puberdade	Prof. Jorge Correia Pinto	Dra. Ana Antunes
		O Comportamento do Adolescente / Riscos	Prof. Jorge Correia Pinto	Dra. Sofia Martins
09/05		Patologia respiratória crónica (asma, rinite)	Dr. Pedro Freitas Dra. Almerinda Pereira	Dr. Águeda Matos Dr. Alberto Costa
		Infecções Respiratórias Altas	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Augusta Gonçalves Dra. Ariana Afonso
		Infecções Respiratórias Baixas	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Carla Moreira
		Anemias	Prof. Jorge Correia Pinto	Dra. Íris Maia Dra. Júlia Galhardo Dra. Sandra Costa
		Doenças exantemáticas	Prof. Jorge Correia Pinto	Dra. Carla Moreira
		Meningites	Prof. Jorge Correia Pinto	Dra. Ana Luísa Lobo
12/05		Desenvolvimento psico-motor normal	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. M <sup>a</sup> José Costeira
		Perturbações do desenvolvimento	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Carla Sá
		Sinais de alerta	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Gabriela M. Pereira
		Intervenções nas perturbações do desenvolvimento	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. M <sup>a</sup> José Costeira Dra. Carla Sá Dra. Gabriela M. Pereira
		Reumatologia Pediátrica	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Patrícia Pinto
		Patologia cirúrgica comum em Pediatria	Prof. Jorge Correia Pinto	Prof. Jorge Correia Pinto
		Fluidoterapia na criança	Prof. Jorge Correia Pinto	Dra. Bernardete Fernandes Dra. Ana Paula Fernandes
13/05		Gastroenterite Aguda e Desidratação	Dr. Pedro Freitas Dra. Almerinda Pereira	Dra. Armandina Silva Dra. Ângela Dias
		Diarreia Crónica e Má Absorção	Dr. Pedro Freitas Dra. Almerinda Pereira	Prof. <sup>a</sup> Henedina Antunes
		Refluxo gastro-esofágico	Dr. Pedro Freitas Dra. Almerinda Pereira	Prof. <sup>a</sup> Henedina Antunes
		Proteinúria, Síndrome Nefrótico	Prof. Jorge Correia Pinto	Dra. Cláudia Tavares
		Malformações Nefrourológicas	Prof. Jorge Correia Pinto	Dra. Cristina Ferreira
		Hematúria, Síndrome Nefrítico	Prof. Jorge Correia Pinto	Dr. Matos Marques
		Infecção Urinária	Prof. Jorge Correia Pinto	Dra. Helena Silva Dra. Susana Nunes
		Oncologia em Pediatria	Prof. Jorge Correia Pinto	Dra. M <sup>a</sup> João Gil da Costa
19/05		A Criança com Dificuldade Respiratória	Prof. Jorge Correia Pinto	Dra. Augusta Gonçalves Dra. Vânia Machado Dra. Júlia Galhardo Dr. Miguel Costa
26/05		A Criança com Febre	Prof. Jorge Correia Pinto	Dra. Susana Carvalho Dra. Eduarda Abreu Dra. Bernarda Sampaio
02/06	A Criança com Má Progressão Estaturponderal	Prof. Jorge Correia Pinto	Dra. Carla Meireles Dra. Eduarda Abreu Dra. Dária Rezende	
09/06	A Criança com Desequilíbrio Hidro-electrolítico e Ácido-base	Prof. Jorge Correia Pinto	Dr. Augusto Ribeiro	
16/06	A Criança em Portugal e no Mundo	Prof. Jorge Correia Pinto	Prof. <sup>a</sup> M <sup>a</sup> do Céu Machado	

## THE COGNITIVE PROGRAM OF THE 5<sup>TH</sup> YEAR RESIDENCIES (EDITION 2007/08)

### Surgery Residency

Date	Area	Theme	Chairperson(s)	Presenter(s)
17/09	Neurosurgery	TCE's	Dr. Rui Almeida	Dr. Lino Mascarenhas
		Tumores intracranianos	Dr. Rui Almeida	Dr. Rui Almeida
18/09	Neurosurgery	Hemorragias subaracnoideias e parenquimatosas	Dr. Carlos Alegria	Dr. Ernesto Carvalho
		Ciáticas e Compressões medulares	Dr. Carlos Alegria	Dr. José António Costa
	Surgery	Patologia benigna anorectal	Dr. Mesquita Rodrigues	Dr. Mesquita Rodrigues Dra. Sandra Martins
		Tumores do estroma gastrointestinal (GIST)	Dr. Mesquita Rodrigues	Dr. Mesquita Rodrigues Dra. Sandra Martins
19/09	Orthopaedics	Semiologia ortopédica	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Prof. Espregueira-Mendes
		Princípios gerais do tratamento, fisiopatologia e complicações das fracturas. Regras das imobilizações.	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Prof. Espregueira-Mendes
		Fracturas, luxações e lesões nervosas do membro inferior	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Frederico Teixeira Dra. Helena Vaz
		Fracturas, luxações e lesões nervosas do membro superior	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Paulo Coutinho Dr. Ramiro Fidalgo
20/09		Ombro	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Carlos Vilela Dr. Joaquim Ribeiro
		Cotovelo	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Paulo Coutinho Dr. Pedro Silva
		Punho e Mão	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Frederico Teixeira Dra. Juvenália Ribeiro
		Bacia e Anca	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Tiago Basto Dr. Joaquim Ribeiro
21/09		Ortopedia infantil e do adolescente	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Eurico Bandeira Dr. Álvaro Gil Dr. Bartoli Tinoco
		Pé	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Manuel Vieira da Silva
		Tumores ósseos	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Pedro Cardoso
		Infecções ósseas e articulares Tornozelo	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Joel Reis Dr. Joaquim Ribeiro Dr. Nuno Sevivas
24/09	Ear, Nose and Throat	Patologia Cervical I	Dr. Tiago Godinho	Dr. Luís Dias
		Patologia das Glândulas Salivares	Dr. Tiago Godinho	Dr. Matos Gonçalves
		Patologia do ouvido	Dr. Fausto Fernandes	Dr. Fausto Fernandes
25/09		Patologia da voz	Dr. Fausto Fernandes Dr. Tiago Godinho	Dr. Tiago Godinho
		Patologia Cervical II	Dr. Fausto Fernandes Dr. Tiago Godinho	Dr. Luís Dias Dr. Fausto Fernandes
		Patologia da Orofaringe Patologia do Nariz e Seios Perinasais	Dr. Fausto Fernandes	Dr. Fausto Fernandes
26/09	Urology	Semiologia Urológica I – Dor	Dr. Miguel Mendes Dr. Américo dos Santos	Dr. Mário Oliveira
		Semiologia Urológica II – Hematúria, Oligúria, Anúria	Dr. Miguel Mendes Dr. Américo dos Santos	Dr. Vitor Hugo Nogueira



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Date	Area	Theme	Chairperson(s)	Presenter(s)
27/09	Ophthalmology	Referenciação em oftalmologia Avaliação clínico-patológica das vias ópticas Movimentos oculares Prevenção em oftalmologia	Dr. Luís Gonçalves	Dr. Luís Gonçalves
		Diminuição súbita de acuidade visual Diminuição progressiva de acuidade visual Olho vermelho	Dr. Vitor Soares	Dr. Fernando Silva Dra. Carla Ferreira Dra. Natacha Perdomo
28/09	Surgery	Patologia da parede abdominal	Dr. Mesquita Rodrigues	Dr. Pedro Koch
		Queimaduras	Dr. Mesquita Rodrigues	Dr. Joaquim Moreira da Costa
		Mama	Dr. Carlos Santos	Dr. Lima Terroso
03/10	Neurosurgery	Imagem em Neurocirurgia Hidrocefalias Casos Clínicos	Dr. Carlos Alegria	Dr. Jaime Rocha Dr. José Manuel Valle Dr. Afonso A. Pinto
09/10	Urology	Saúde do homem	Dr. Carlos Guimarães	Dr. Carlos Guimarães
11/10		Emergências Urológicas (incluindo traumatismos) Oncologia Urológica	Dr. Miguel Mendes	Dr. António Pedro Carvalho Dr. Jorge Ribeiro
17/10	Orthopaedics	Joelho (Exame clínico, lesões meniscais, ligamentares e artrose)	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Prof. Espregueira-Mendes Dr. João Lourenço Dr. Alberto Monteiro
		Traumatologia desportiva	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Prof. Espregueira-Mendes
18/10	Orthopaedics	Imagem do aparelho locomotor	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Cláudio Laguna Dr. Adolfo Pinto Leite
		Artrite e osteoporose	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Prof. Carlos Vaz
		Princípios da reabilitação do Sistema Locomotor	Prof. Espregueira-Mendes Dr. Manuel Vieira da Silva	Dr. Jaime Milheiro
24/10	General Surgery	Nutrição Artificial (Aula no HSM)	Dr. Mesquita Rodrigues	Dr. Pedro Leão Dr. Narciso Oliveira Dra. Sandra Martins
26/10		Insuficiência venosa crónica e doença venosa trombótica Insuficiência arterial e urgências arteriais	Dr. Carlos Santos	Dr. António Assunção
30/10		Tiróide e glândulas endócrinas	Dr. Carlos Santos	Prof. Teixeira Gomes
02/11		Esófago	Dr. Carlos Santos	Dr. Mário Nora Dr. Rui F. Almeida Dra. Marta Guimarães
06/11		Estômago e duodeno	Dr. Carlos Santos	Dr. Carlos Alpoim Dr. José Neves
08/11		Oclusão intestinal baixa – patologia tumoral e inflamatória	Dr. Mesquita Rodrigues	Dr. Mesquita Rodrigues Dra. Sandra Martins
13/11		Fígado e vias biliares	Dr. Mesquita Rodrigues	Dr. Joaquim Falcão Dra. Sónia Vilaça
15/11		Politraumatizado – traumatismo torácico e abdominal	Dr. Mesquita Rodrigues	Dr. Fernando Ferreira
20/11		Pâncreas	Dr. Mesquita Rodrigues	Dr. Joaquim Falcão Dra. Sónia Vilaça
22/11		Patologia do pavimento pélvico; obstipação; incontinência	Dr. Mesquita Rodrigues	Dr. Costa Pereira Dra. Sandra Martins
23/11		Dor abdominal. Peritoneu e patologia apendicular	Dr. Carlos Santos	Dr. Gil Gonçalves Dr. Jorge Costa

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### Medicine Residency II

Date	Area	Theme	Chairperson(s)	Presenter(s)
07/01	Neurology	Temas de semiologia neurológica Cefaleias. Alterações da fala. O doente inconsciente	Dr. Ramalho Fontes Prof. João Cerqueira	Dr. Ramalho Fontes
		Doenças cerebrovasculares	Dr. Ramalho Fontes Prof. João Cerqueira	Dra. Carla Ferreira
		Demências	Dr. Ramalho Fontes Prof. João Cerqueira	Dr. Ramalho Fontes
		Doenças do movimento	Dr. Ramalho Fontes Prof. João Cerqueira	Dra. Lurdes Rodrigues
08/01	Neurology	Epilepsia	Dr. Ramalho Fontes Prof. João Cerqueira	Dra. Esmeralda Lourenço
		Esclerose múltipla	Dr. Ramalho Fontes Prof. João Cerqueira	Prof. João Cerqueira
		Doenças neuromusculares	Dr. Ramalho Fontes Prof. João Cerqueira	Dr. Ricardo Maré
		Infecções do SNC	Prof. Rui Sarmiento e Castro	Prof. Rui Sarmiento e Castro
09/01	Infectiology	Sepsis	Prof. Rui Sarmiento e Castro	Prof. António Sarmiento
		Pneumonia	Prof. Rui Sarmiento e Castro	Prof. António Sarmiento
10/01		SIDA I	Prof. Rui Sarmiento e Castro	Prof. Rui Sarmiento e Castro
		SIDA II	Prof. Rui Sarmiento e Castro	Prof. Rui Sarmiento e Castro
10/01		Hepatite vírica	Prof. Rui Sarmiento e Castro	Prof. Rui Sarmiento e Castro
		Tuberculose/Influenza	Prof. Rui Sarmiento e Castro	Prof. Rui Sarmiento e Castro
11/01	Nephrology	Alterações hidroelectrolíticas	Dr. Jorge Cotter	Dr. Jorge Cotter
		Alterações hidroelectrolíticas	Dr. Jorge Cotter	Dr. Jorge Cotter
		Alterações ácido-básicas	Dr. Jorge Cotter	Dr. Pedro Cunha
		Glomerulonefrites e síndrome nefrótico	Dr. Jorge Cotter	Dr. Pedro Cunha
14/01	Haemato-oncology	Anemias carenciais Anemias hemolíticas	Prof. Óscar Candeias	Dr. António Marques
		Anemias aplásticas Anemia das doenças crónicas	Prof. Óscar Candeias	Dr. António Marques
		Síndromas hemorrágicos Hemoterapia	Prof. Óscar Candeias	Dra. Ana Paula Barbosa
		Síndromas trombóticos Terapêutica	Prof. Óscar Candeias	Dra. Ana Paula Barbosa
15/01	Haemato-oncology	Oncologia: — Oncogénese — Etiologia — Epidemiologia — Prevenção	Prof. Óscar Candeias	Dra. Teresa Macedo
		Oncologia: — Diagnóstico — Metastização — Estadiamento — Marcadores — Prognóstico (factores)	Prof. Óscar Candeias	Dra. Júlia Amorim
		Oncologia: Terapêutica — Local, regional, sistémica — Curativa / Paliativa — Terapêutica de suporte	Prof. Óscar Candeias	Dra. Teresa Macedo
		Urgências oncológicas Qualidade de vida	Prof. Óscar Candeias	Dra. Teresa Macedo
16/01	Dermatology	O problema dos "sinais" (principal motivo de consulta em Dermatologia)	Dr. Sousa Basto	Dr. Sousa Basto
		Cancro cutâneo (pré-canceroses, carcinoma baso e espino-celular e melanoma maligno)	Dr. Sousa Basto	Dr. Sousa Basto
		A acne	Dr. Sousa Basto	Dr. Sousa Basto

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17/01	Dermatology	Psoríase e eczemas	Dr. Sousa Basto	Dr. Sousa Basto
		Dermatoses infecciosas (vírus, piодermite e micoses cutâneas superficiais)	Dr. Sousa Basto	Dr. Sousa Basto
18/01	Connective tissues + Rheumatology	Semiologia Reumatológica	Dr. Abel Rua	Dra. Sandra Patrícia Pinto
		Vasculites	Dr. Abel Rua	Dra. Sandra Patrícia Pinto
		Síndrome anti-fosfolipídico Granulomatose de Wegener Churg-Strauss	Dr. Abel Rua	Dra. Sandra Patrícia Pinto
		Reumatismos infantis	Dr. Abel Rua	Dra. Sandra Patrícia Pinto
		Osteoporose. Osteomalácia Hiperparatiroidismo	Dr. Abel Rua	Dra. Sandra Patrícia Pinto
22/01	Infectiology	DST, Patologia Viajante, Infecçiology clássica I	Prof. Rui Sarmento e Castro	Dra. Helena Coelho Dra. Ana Paula Tavares Prof. Rui Sarmento e Castro
24/01		Infecçiology clássica II -Casos clínicos	Prof. Rui Sarmento e Castro	Dr. Tiago Teixeira Dra. Josefina Mendez Prof. Rui Sarmento e Castro
25/01		SIDA/Hepatite/Tuberculose – Casos clínicos	Prof. Rui Sarmento e Castro	Dr. Tiago Teixeira Dra. Josefina Mendez Dra. Ana Horta Prof. Rui Sarmento e Castro
30/01	Neurology	Défices motores: Caso 1: Mulher com hemiparésia Caso 2: Homem com paraparésia	Prof. João Cerqueira	Prof. João Cerqueira
31/01		Alterações da consciência Caso 1: Mulher confusa Caso 2: Homem prostrado	Prof. João Cerqueira	Prof. João Cerqueira
12/02	Haemato-oncology	Linfomas Leucemia Linfóide Crónica	Prof. Óscar Candeias	Dr. Herlander Marques
13/02		Leucemias Agudas Transplante de Células Estaminais	Prof. Óscar Candeias	Dr. Fernando Príncipe
15/02		Mieloma Leucemia Mielóide Crónica	Prof. Óscar Candeias	Dr. Fernando Príncipe
19/02		Síndrome Mielodisplásico Outras Doenças Mieloproliferativas	Prof. Óscar Candeias	Dra. Isabel Castro
29/02	Connective tissues + Rheumatology	Lúpus Eritematoso Sistémico Artrite Reumatóide Dermatose/Poliomiosite Síndrome Sjorgren	Dr. Abel Rua	Dr. Juan Garcia Dr. Narciso Oliveira
04/03	Dermatology	Cancro cutâneo	Dr. Sousa Basto	Dra. Celeste Brito
06/03		Dermatoses eritemato-descamativas	Dr. Sousa Basto	Dra. Teresa Pereira
11/03	Nephrology	Insuficiência renal crónica	Dr. Jorge Cotter	Prof. Manuel Pestana
13/03	Connective tissues + Rheumatology	Arterite Temporal Polimialgia Reumática Púrpura Henoch-Schonlein Esclerodermia Síndrome de Bechet	Dr. Abel Rua	Dr. Abel Rua Dr. Guilherme Gomes
14/03	Nephrology	Infecções do rim e das vias urinárias	Dr. Jorge Cotter	Dra. Helena Sarmento

## THE COGNITIVE PROGRAM OF THE 5<sup>TH</sup> YEAR RESIDENCIES (EDITION 2007/08)

### Health Centres Residencies II

Date	Area	Theme	Chairperson(s)	Presenter(s)
05/05	Public Health	Consulta de Saúde do Viajante	Dr. Mário Freitas	Dr. Amaro Domingues
		Vistorias de licenciamento ou sanitárias a Estabelecimentos de restauração e de bebidas A nova Lei 37/2007 Os Veículos de transporte e/ou venda de produtos alimentares	Dr. Mário Freitas	Dr. Mário Freitas
06/05	General and Family Medicine	Diagnóstico em situações indiferenciadas O doente com problemas clinicamente não explicáveis	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa
		Laboratório de Aptidões: Aptidões de Consulta (alunos de Guimarães)	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa Dra. Margarida Lima Dr. Helder Lanhas Dr. Nuno Borges
08/05	General and Family Medicine	Do sintoma à decisão: 5 histórias clínicas — Investigação — Teoria — Apresentação	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa Dra. Margarida Lima
		Laboratório de Aptidões: Aptidões de Consulta (alunos de Braga)	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa Dra. Margarida Lima Dr. Helder Lanhas Dr. Nuno Borges
09/05	Public Health	Notificar doenças profissionais e treinar a determinação do grau de incapacidade, utilizando a Tabela Nacional de Incapacidades	Dr. Mário Freitas	Dr. Amaro Domingues
		Unidades privadas de saúde O Armazenamento de Resíduos Perigosos Hospitalares (Graus III e IV) As Escolas e a Educação para a Saúde	Dr. Mário Freitas	Dr. Mário Freitas
19/05	General and Family Medicine	Saúde e Nutrição	Dr. Nuno Borges	Dr. Nuno Borges
		Nutrição e Doença Crónica	Dr. Nuno Borges	Dr. Nuno Borges
20/05	General and Family Medicine	Problemas de Saúde e Doenças Agudas Comuns 5 histórias clínicas — Investigação — Teoria — Apresentação	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa Dra. Margarida Lima
		Laboratório de Aptidões: Gestos Clínicos (alunos de Guimarães)	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa Dra. Margarida Lima
21/05	General and Family Medicine	Laboratório de Aptidões: Gestos Clínicos (alunos de Braga)	Dr. Jaime Correia de Sousa	Dr. Jaime Correia de Sousa Dra. Margarida Lima

## THE COGNITIVE PROGRAM OF THE 6<sup>TH</sup> YEAR RESIDENCIES (EDITION 2007/08)

Date	Theme	Chairperson(s)	Presenter(s)
17/09	Apresentação "Do Prado ao Prato na perspectiva da Saúde Pública"	Dr. Mário Freitas	Dr. Mário Freitas Dr. João Manuel Cruz
21/09	Educação para a Saúde na Prática Médica	Dr. Mário Freitas	Dr. Mário Freitas
	Grand-round 1 (Internal Medicine)	Dra. Glória Alves	Dr. Filipe Gonçalves
28/09	Consulta do Viajante (Casos Clínicos)	Dr. Mário Freitas	Dr. Mário Freitas
	Grand-round 2 (Internal Medicine)	Dr. Abel Rua	Dr. Narciso Oliveira Dra. Carla Melo
12/10	Revisão na Literatura baseada na evidência	Prof. Jaime Correia de Sousa	Dra. Raquel Braga Prof. Jaime Correia de Sousa
19/10	MGF 3 - Saúde e nutrição (Saúde e nutrição – abordagem individual, no contexto da família e da comunidade)	Prof. Jaime Correia de Sousa	Dra. Margarida Lima Dra. Sandra Lourenço
	Grand-round 3 (Pediatrics)	Dr. Pedro Freitas	Dra. Ana Catarina Magalhães
26/10	Clínica Médico-Legal 1	Prof. Nuno Sousa	Prof. Antonieta Dias
	Grand-round 4 (Internal Medicine)	Dr. Jorge Cotter	Dra. Sara Freitas
02/11	Clínica Médico-Legal 2	Prof. Nuno Sousa	Prof. Antonieta Dias
	Grand-round 5 (Surgery)	Dr. Carlos Santos	Dr. João Reis
09/11	Clínica Médico-Legal 3	Prof. Nuno Sousa	Prof. Antonieta Dias
	Grand-round 6 (Obstetrics)	Dra. Sofia Dantas	Dra. Elsa Pereira
16/11	Obesidade	Prof. Mário Cerqueira-Gomes	Profa. Luciana Couto
	Grand-round 7 (Internal Medicine)	Dr. Abel Rua	Dra. Sofia Esperança Dra. Isabel Trindade Dra. Frederica Coimbra
23/11	Economia da Saúde 1	Prof. Damião Cunha	Dr. Alcindo Maciel
	Grand-round 8 (Surgery)	Dr. Mesquita Rodrigues	Dra. Sandra Martins
30/11	Imagiologia	Prof. Damião Cunha	Dr. Durval Campos Costa Dr. Damião Cunha
	Grand-round 9 (Internal Medicine)	Dr. Jorge Cotter	Dra. Diana Leite
07/12	Política de Saúde	Prof. Nuno Sousa	Dr. Manuel Pizarro
	Grand-round 10 (Gynecology)	Dr. Pedro Cabrita	Pedro Cabrita Cátia Abreu
14/12	Controvérsias sobre rastreio oncológico (Cancro do cólon e útero)	Prof. Damião Cunha Prof. Jaime Correia de Sousa	Dr. Carlos Martins Dr. Mesquita Rodrigues Prof. Rui Medeiros
	Grand-round 11 (Pediatrics)	Dra. Almerinda Pereira	Dra. Nicole Silva Dra. Helena Silva
11/01	Prescrição racional (Prescrição racional. Estratégias de prescrição em doenças crónicas e prevenção de dependências) Terapêutica no âmbito hospitalar	Dr. Abel Rua Prof. Jaime Correia de Sousa	Prof. Jaime Correia de Sousa Dra. Cristina Ângela
	Grand-round 12 (Internal Medicine)	Dr. Abel Rua	Dr. Narciso Oliveira Dra. Sofia Caridade
18/01	Emergências médicas 1 – Tromboembolismo Pulmonar – Coma – Sepsis e Choque Séptico – Edema Agudo do Pulmão e Choque Cardiogénico	Dr. Jorge Cotter Dr. Pedro Cunha	Dra. Estefânia Bustabad Dra. Sara Freitas Dra. Olinda Caetano Dra. Margarida Rocha
	Grand-round 13 (Mental Health)	Dr. Alberto Bessa-Peixoto	Dra. Sónia Azenha
25/01	Emergências médicas 2 – Hemorragia Digestiva e Choque Hipovolémico – Acidente Vascular Cerebral – Síndromes Coronárias Agudas – Cetoacidose Diabética – Agudização de DPOC	Dr. Jorge Cotter Dr. Pedro Cunha	Dr. Filipe Gonçalves Dra. Cristina Ramalho Dr. Carlos Fernandes Dr. Diana Leite Dr. Paulo Ferreira
	Grand-round 14 (General and Family Medicine)	Prof. Jaime Correia de Sousa Dr. Mário Freitas	Dr. Paulo Martins

## THE COGNITIVE PROGRAM OF THE 6<sup>TH</sup> YEAR RESIDENCIES (EDITION 2007/08)

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Date	Theme	Chairperson(s)	Presenter(s)
01/02	Gestão/Criação de um serviço hospitalar	Dr. Fausto Fernandes	Dr. Fausto Fernandes Dr. Joaquim Barbosa
	Grand-round 15 (Internal Medicine)	Dr. Jorge Cotter	Dra. Olinda Caetano
08/02	Doença latrogénica medicamentosa	Prof. A. Megre Sarmento	Profª Fátima Baltazar Dr. Carlos Capela
	Grand-round 16 (Surgery)	Dr. Carlos Santos	Dr. João Lima Reis
15/02	Espondiloartropatias	Dr. Abel Rua	Dra. Sandra Patrícia Pinto
	Grand-round 17 (Internal Medicine)	Dr. Abel Rua	Dra. Marta Azevedo Dra. Maria João Regadas
22/02	Grand-round 18 (Pediatrics)	Dr. Pedro Freitas	Dra. Cristiana Couto
29/02	Climatério (THS)	Dr. Luís Laranjeiro	Dra. Susana Oliveira
	Grand-round 19 (Obstetrics)	Dra. Lucinda Alves	Dra. Paula Pinheiro
07/03	Cuidados anestésicos. Pré-, peri- e pós-operatórios	Prof. Nuno Sousa	Prof. José Miguel Pêgo
	Grand-round 20 (Internal Medicine)	Dr. Jorge Cotter	Dra. Estefânia Bustabad
14/03	Cuidados Intensivos	Prof. Rui Mota-Cardoso	Dr. António Carneiro
	Grand-round 21 (Mental Health)	Dr. Alberto Bessa-Peixoto	Dr. Sousa Cepa Dra. Virgínia Rocha
28/03	Doente toxicodependente (Factores de risco para os comportamentos aditivos mais comuns. Princípios de modificação do comportamento)	Prof. Rui Mota-Cardoso	Dra. Isabel Prado e Castro
	Grand-round 22 (Public Health)	Dr. Mário Freitas	Dr. Amaro Domingues
04/04	Cuidados Paliativos	Prof. Rui Mota-Cardoso	Dra. Edna Gonçalves
	Grand-round 23 (Internal Medicine)	Dr. Abel Rua	Dr. Alberto Leite Dr. Narciso Oliveira
11/04	Gestão de incerteza, risco e erro médico	Prof. Jaime Correia de Sousa	Prof. José Fragata
	Grand-round 24 (Surgery)	Dr. Mesquita Rodrigues	Dr. Mesquita Rodrigues
18/04	Questões Éticas 1	Prof. Jaime Correia de Sousa	Dr. José Sampaio Duarte Dr. Rosalvo Almeida
	Grand-round 25 (Internal Medicine)	Dr. Jorge Cotter	Dra. Margarida Rocha
02/05	Questões Éticas 2	Prof. Jaime Correia de Sousa	Dr. José Sampaio Duarte Dr. Rosalvo Almeida
	Grand-round 26 (Pediatrics)	Dr. Almerinda Pereira	Dra. Íris Maia Dra. Júlia Galhardo
09/05	Direito Médico 1	Prof. Joaquim Pinto-Machado	Dr. Gonçalo Correia da Silva
	Grand-round 27 (Gynecology)	Dr. Fernanda Tavares	Dr. Horácio Azevedo
23/05	Direito Médico 2	Prof. Joaquim Pinto-Machado	Dr. Gonçalo Correia da Silva
	Grand-round 28 (General and Family Medicine)	Prof. Jaime Correia de Sousa	Dra. Susana Oliveira
01/08	Medicina: Que futuro?	Prof. Nuno Sousa	Prof. Nuno Sousa

## OPTION PROJECT I – LIST OF PROJECTS (EDITION 2007/08)

Name Student	Subject	Address
Alexandra Meira Gonçalves	Síndrome de má absorção: doença celíaca	Hospital de Crianças Maria Pia
Ana Cláudia Pereira	A tuberculose na sociedade actual: compreender para agir	Centro de Diagnóstico Pneumológico de Braga
Ana Filipa Abelha Pereira	Tratamento termal: Um tratamento alternativo?	Termas das Caldas de S. Jorge
Ana Filipa Gonçalves Pereira	De volta à vida	Centro de Solidariedade de Braga - Projecto Homem
Ana Luísa Afonso Azevedo	Prevenção da doença pneumocócica invasiva e gastroenterite por rotavírus - aconselhamento de vacinação num consultório privado	Clínica de Santa Tecla
Ana Luísa Barbosa e Poças	Stress pós traumático de guerra	Associação Portuguesa de Veteranos de Guerra
Ana Luísa Moreira dos Santos	CASSA a saúde	Médicos do Mundo
Ana Margarida Vieira	Exame clínico do recém-nascido saudável	Centro Hospitalar do Alto Minho
Ana Maria Meneses	Cirurgia meniscal por artroscopia	Hospital da Misericórdia
Ana Patrícia Baldaia	Um outro olhar sobre o mundo	CRI oriental do Porto
Ana Patrícia Sousa Gomes	Viver a diferença	Centro Nossa Senhora do Perpétuo Socorro
Ana Raquel Almeida Dias	Principais repercussões orgânicas de intoxicação por <i>Paraquato</i> - Estudo de caso	Universidade do Porto - Faculdade de Desporto - Laboratório de Bioquímica
Ana Sofia da Cunha Marinho	A fórmula certa	Hospital de S. Marcos
Ana Sofia Gonçalves Lopes	Pequenas, grandes vidas!	Centro Social Padre David Oliveira Martins - Ruilhe
Ana Vanessa Silva	Falemos de cancro de mama e qualidade de vida	Clínica da Mama - Instituto Português de Oncologia Francisco Gentil
Anaísa Iria Guimarães da Silva	Humanização do parto	Hospital de S. João
Andreina de Sousa Fernandes	ACAPO na integração da pessoa com deficiência visual	Associação de Cegos e Ambliopes de Portugal (ACAPO), Braga
Armanda Sofia Oliveira	Conflito femoro-acetabular	Hospital de S. Marcos
Arnaldo Magalhães Sousa	O sorriso por trás da máscara	Universidade Católica Portuguesa - Instituto de Bioética
Bárbara Lucinda Badim	Fundação Gomes da Cunha - Acção e Reinserção Social	Fundação Gomes da Cunha
Bruno José Ribeiro Macedo	Cirurgia plástica e estética na perspectiva do utente	Hospital da Prelada
Carla Fernandes Martins	É preciso ser surdo para entender...	Associação de Surdos do Porto
Carla Sofia da Silva Sousa	Neurologia: Doenças Vasculares Cerebrais	Hospital de S. João
Catarina Isabel da Rocha Vieira	Adaptação à asma na infância	Hospital de S. João
Clara Cabral Vilares	Gestos que valem mais do que mil palavras	Associação de Surdos do Porto
Cláudia João Lemos	Estudo preliminar sobre a possível relação entre o ciclo celular e o relógio molecular de segmentação	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Cláudia Sofia Fernandes Teixeira	Gastroenterologia: Um mundo a descoberto nos HUC	Hospitais da Universidade de Coimbra
Cláudia Sofia Gouveia Rodrigues	Como ajudar uma criança com cancro a sorrir!	Associação de Pais e Amigos de Crianças com Cancro - Núcleo Reg. da Madeira
Dalila Amélia Amorim da Costa	Crianças em risco: Uma realidade tão próxima, porém tão distante!	Hospital de S. Marcos
Daniel da Rocha Freitas	Funcionamento da Associação e a qualidade de vida dos jovens inseridos	Associação de Andebol de Braga
Daniel Magalhães Cerqueira	Stress pós traumático de guerra - Uma realidade escondida	Hospital de S. Marcos
Daniela Almeida Lascasas	Espiritismo e Medicina - Qual a relação?	Associação de Divulgadores de Espiritismo - ADEP
David Manuel Garcia Araújo	Quando o cancro bate à porta: Reacção da criança e família à doença oncológica pediátrica	Instituto Português de Oncologia Francisco Gentil
Diana Delfina Santos Costa	Terapia de Reiki	Hospital de S. João
Diogo Abel Pinto	Plantas medicinais e aromáticas	Núcleo Florestal do Alto e Baixo Minho

**OPTION PROJECT I – LIST OF PROJECTS (EDITION 2007/08)**

(CONTINUED FROM THE PREVIOUS PAGE)

<b>Name Student</b>	<b>Subject</b>	<b>Address</b>
Eduardo Jubran Moreira	Integração da criança com necessidades educativas especiais na sociedade	Cooperativa para a Educação e Reabilitação de Cidadãos Inadaptados de Gaia
Fábio Gomes Monteiro da Silva	Conversas sobre suicídio, morte e religião	Hospital de S. Marcos
Fátima Marques Ramalhosa	Casinha, colina, um lugar que ilumina...	Associação Migalha de Amor
Fernanda Isabel Vilela	Sorrir é o melhor remédio	Operação Nariz Vermelho
Filipa Manuel Oliveira	INEM: a vida num segundo - Uma experiência de vida	Instituto Nacional de Emergência Médica
Filipa Peixoto Rebelo	Lar da terceira idade: Uma segunda família?	Santa Casa da Misericórdia de Ponta Delgada
Hugo Filipe Afonso	Avaliação do digestoma da metacaspase no modelo de levedura da doença de Parkinson	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Hugo Miguel Moreira	Doença pulmonar obstrutiva crónica - Um problema de saúde pública	Hospital de S. Marcos
Isabel Barbosa Machado	O impacto do nascimento de um bebé prematura na família	Maternidade Júlio Dinis
Isabel Maria Loução de Amorim	Grávidas infectadas com HIV - Acompanhamento, terapêutica e atitudes das grávidas	Hospital de S. João
Joana Campelos Ribeiro	Nascer prematuro	Centro Hospitalar do Alto Ave
Joana Isabel Granado	A experiência da finitude à transcendência - a capelanía no contexto hospitalar como a "alma" do serviço	Hospital de S. João
Joana Sofia Gomes Pestana	Trabalhar com o coração	Centro de Reabilitação Psicopedagógica da Sagrada Família - Funchal
João António Fraga	ACAPO - Reabilitação e integração da pessoa com deficiência visual	Associação dos Cegos e Amblíopes de Portugal - Delegação de Braga
João Filipe Fernandes	A asma e o exercício	Faculdade de Medicina – Univ. do Porto
João Filipe Pinheiro Amorim	O internamento pediátrico	Hospital D. Estefânia
João Firmino Machado	A interpretação dos sonhos: uma visão psicanalista	Serviço de Psicologia - Faculdade de Medicina - Universidade do Porto
João Guilherme Almeida	Um olhar sobre a cirurgia plástica no Hospital da Prelada	Hospital da Prelada
João Homem Almeida	Rotavírus - Avaliação das diferenças da prescrição num consultório privado com um Centro de Saúde de Braga	Clínica de Santa Tecla
João Luis Ribeiro	Diabetes Mellitus e sua incidência na população	Hospital de S. Marcos
João Pedro Abreu da Silva	Dores do que são? Medicina encontrou um coração	Instituto Português de Oncologia Francisco Gentil
Joaquim Carlos Lima	Primeira passagem por um Serviço de Ortopedia	Centro Hospitalar do Médio Ave
Joel Filipe Baptista Pinto	Terceira (C) IDADE	Médicos do Mundo
José Pedro Guimarães	... Aproximar	Cruz Vermelha Portuguesa - Projecto Aproximar
José Pedro Águeda	Piscina como terapia	Camara Municipal de Gondomar
Katia Magalhães Ladeira	Neuroncologia no IPO	Instituto Português de Oncologia Francisco Gentil
Leonor de Macedo Bivar	Parto emotivo	Hospital de S. João
Liliana Patrícia Oliveira	A criança no internamento - as duas faces da moeda	Hospital de S. Marcos
Luis Carlos da Silva Costa	AMI - Uma porta contra a indiferença	Centro Porta Amiga do Porto
Luis Filipe Pinto	Tratamentos termais e seus benefícios	Termas das Caldas da Saúde
Luis Manuel Jesus	O poder da água	Termas de Chaves
Luis Pedro da Silva Mendes	Trabalho de voluntariado: Juventude da Cruz Vermelha Portuguesa	Juventude da Cruz Vermelha Portuguesa
Maria Beatriz Cosme	O Serviço de Urgência do Hospital da Horta	Hospital da Horta
Mariana Isabel da Cruz	Pequenas, grandes vidas!	Centro Social Padre David Oliveira Martins - Ruilhe
Mariana Santos Novais	Lar de protecção	Lar de Santa Estefânia
Mariana Lopes Estevam	Ruas sem abrigo	Médicos do Mundo



**OPTION PROJECT I – LIST OF PROJECTS (EDITION 2007/08)****(CONTINUED FROM THE PREVIOUS PAGE)**

<b>Name Student</b>	<b>Subject</b>	<b>Address</b>
Marta Sofia Ribeiro da Silva	De veia a veia	Instituto Português do Sangue - Centro Regional de Coimbra
Melody Nathalie dos Santos	Intervenção precoce	Associação Portuguesa de Pais e Amigos do Cidadão Deficiente Mental
Miguel Afonso Carneiro	Amamenta: Sim ou não?	Centro Hospitalar do Alto Ave
Miguel Borges Silva	Os ratos gostam de apostar?	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Nádia Martins Sepúlveda	Rir para curar - O papel do riso na Medicina	Operação Nariz Vermelho
Paulo Alexandre Azevedo	Farmácia hospitalar, um contraforte entre os pilares da economia hospitalar e a saúde dos doentes	Hospitais da Universidade de Coimbra
Raquel Maria Gomes	Reprodução medicamente assistida - conjunto de técnicas que podem ultrapassar a infertilidade	Hospital de S. João
Rita Isabel Oliveira	GNR: A saúde militar	Centro Clínico da GNR
Sara Filipa Bernardo	Caracterização do Serviço de Obstetrícia	Hospital de S. Marcos
Sara Virgínia Laureano Alves	Fototerapia em dermatologia	Hospital de S. Marcos
Sibila Silva Amaral	Música nos hospitais: O som da esperança	Assoc. Música nos Hospitais/ HG Santo António
Sílvia Carolina Tostões	Os serviços públicos e o cidadão deficiente mental	Associação Portuguesa de Pais e Amigos do Cidadão Deficiente Mental
Sofia Margarida Araújo Xavier	Relação pais/filhos na adolescência	Centro Hospitalar do Porto EPE
Stéphane Olivier Alves Ferreira	A relação médico-paciente na perspectiva da abordagem da doença e o papel dos pais como mediadores- Síndrome de Opitz - Frias	Hospital de Crianças Maria Pia
Tatiana Rute Pereira	Curar com um sorriso: por um novo amanhã	Associação A Casa do Caminho
Tatiana Sofia Queirós	Padrão de expressão dos FGFR's durante o desenvolvimento de embriões de galinha	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Vanessa Sofia Moreira	Sorrir é cura à dor... basta levar amor! Adaptações à realidade da doença oncológica na infância	Instituto Português de Oncologia Francisco Gentil
Vânia Emanuela Lages	"Diferenças"... faz a diferença?	Diferenças
Vasco José Fontainhas	Serviço de Urgência e infeções hospitalares adquiridas	Hospital de Santa Maria Maior
Vera Filipa Trocado	Pequenas, grandes vidas!	Centro Social Padre David Oliveira Martins - Ruilhe
Vera Lúcia Montes	A saúde por detrás das grades	Estabelecimento Prisional do Porto
Vera Mónica Peixoto	A esquizofrenia e a possível relação com o consumo de cannabis	Casa de Saúde S. João de Deus

## OPTION PROJECT II – LIST OF PROJECTS (EDITION 2007/08)

Name Student	Subject	Address
Albino Monteiro Martins	Abordagem clínica e cirúrgica dos miomas uterinos	Centro Hospitalar do Alto Ave
Alina Pinto Seixas	Serviço de Urgência: Corrida contra o tempo	Hospital de Santa Maria
Ana Filipa Vieira Vilaça	A Individualidade dos Gémeos	Maternidade Bissaya-Barreto
Ana Margarida Ramada Oliveira	Devolver um sorriso: Projecto de cooperação Portugal/Palop Hospital D. Estefânia e Hospital Santa Maria	Hospital D. Estefânia
Ana Maria Carvalho Ribeiro	Prevenindo a Bronquiolite	Hospital de S. Marcos
Ana Marlene Barros	Aproximar	Projecto Aproximar - Cruz Vermelha Portuguesa
Ana Paulina Freitas	Centro Infantil João de Deus - Crianças de todas as cores	Centro Infantil João de Deus
Ana Sofia Velho Rua	Obstetrícia no Hospital de S. Marcos	Hospital de S. Marcos
André Filipe Fernandes	Cirurgia de Ambulatório - Um benefício para a população e para a Instituição	Hospital Sta. Maria Maior
Andreia Filipa Ramoa	A espera de uma vida	Centro de Saúde Carandá e Hospital de S. Marcos
Andreia Barbosa Ribeiro	Desvendando a Neuropediatria	Hospital D. Estefânia
Andreia Afonso Moura	Anestesiologia: Medicina Perioperatória	Hospital de S. Marcos
António Pedro Cunha	Dispositivos Cardíacos: Tecnologia ao serviço da vida	Centro Hospitalar do Alto Ave
Bárbara Carvalho Ribeiro	Patologia na gravidez	Hospital de S. Marcos
Bruno Barbosa Melo	Consultas de Pediatria	Consultório particular
Carla Sofia Rodrigues	O papel do CNTF no desenvolvimento pulmonar fetal	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Carlos Novera Teixeira	Realmente perto de quem realmente precisa	Associação de Pais e Amigos da Freguesia de Cunha
Carlos Diogo Carvalho	Síndrome de Apneia obstrutiva do sono	Hospital de S. Marcos
Catarina Soares Frias	Massagem infantil	S. Miguel Park Hotel
Cecília de Sá Barros	Engenharia de tecidos - Criando substitutos biológicos	Grupo de iNvestigação 3B's - Universidade do Minho
Daniela Silva Brandão	Lar no entardecer da vida	Casa do Povo de Ribeira do Neiva
Diana Faria de Oliveira	Cancro do colo do útero e HPV: Diagnóstico e informação	Hospital de S. Marcos
Dinis José Afonso	Epilepsia	Hospital de S. Marcos
Dinis Nunes de Sousa	Prematuros e a Doença da Membrana Hialina	Centro Hospitalar do Alto Ave
Filipe José Medeiros	Dia-a-dia no Serviço de Medicina Interna do Hospital da Horta	Hospital da Horta
Flávio Gomes Guimarães	Dor oncológica pediátrica	Instituto Portugues de Oncologia
Guilherme Salavisa Moura	Cardiologia no Hospital de S. Marcos	Hospital de S. Marcos
Inês Sofia Gonçalves	Kova M. - Djunta Mo	Associação Cultural Moinho da Juventude - Alto da Cova da Moura
Joana Barroso Moreira	Actores dos próprios sonhos: Desordem comportamental do sono REM	Instituto do Sono - Centro Clínico e Investigação
Joana do Vale Lages	Uma mão contra a exclusão	Programa para a Prevenção e Eliminação da exploração do trabalho infantil
Joana Cristina Castanheira	Aplicação da tomografia de coerência óptica para análise morfológica embrionária <i>in vivo</i>	Departamento de Física da Faculdade de Ciências da Universidade do Porto

## OPTION PROJECT II – LIST OF PROJECTS (EDITION 2007/08)

(CONTINUED FROM THE PREVIOUS PAGE)

<b>Name Student</b>	<b>Subject</b>	<b>Address</b>
Joana Lima Araújo	Morte por compressão extrínseca do pescoço	Delegação do Norte do Instituto Nacional de Medicina Legal
João Carlos Salvador	Aplicação prática das Bases Neuroanatômicas na Neurocirurgia	Centro Hospitalar Lisboa Norte - Hospital de Santa Maria
João Carlos Costa	Implicações no comportamento emocional de um modelo de corticoterapia pré-natal - correlação morfológica	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
João David Parreira	Insuficiência cardíaca e factores precipitantes	Hospital de Santo Espírito
João Nuno Torres	A demência frontotemporal no contexto das patologias demenciais	Hospital de S. Marcos
João Pedro Antunes	A atitude humana perante a morte	
Joel Ponte Monteiro	Fibrilação auricular	Cardiobraga
José António Araújo	Ruptura do LCA, desde o diagnóstico à recuperação	Clínica Saúde Atlântica e Hospital de Santa Maria
José Miguel Lopes	LCA - Avaliação da laxidez auricular	Clínica Saúde Atlântica
Judite Teixeira de Sousa	O Homem Biónico	Hospital Universitário de Coimbra
Liliana Vasconcelos Costa	Maternidade Bissaya Barreto e apoio a crianças em risco	Maternidade Bissaya-Barreto
Luis Filipe Ferreira	Aplicação da tomografia de coerência óptica para análise morfológica embrionária in vivo	Departamento de Física da Faculdade de Ciências da Universidade do Porto
Maria do Carmo Ferreira	O perigo mora perto: Acidentes domésticos em idade pediátrica	Centro Hospitalar do Alto Ave
Maria Inês Pereira	A esquizofrenia na infância e adolescência	Hospital de S. Marcos
Maria João Koch	Patologia cirúrgica da glândula Tiróide	Hospital de S. Marcos
Maria João Fernandes	Caminhando pelo HDE: À descoberta dos serviços de Nefrologia, Neurologia e Endocrinologia	Hospital D. Estefânia
Nelson Gama	Cirurgia Geral	Hospital de Santa Maria Maior
Patrícia Araújo da Silva	Evolução da ferida operatória após cirurgia abdominal	Hospital de S. Marcos
Pedro Coelho Mota	INEM, o outro lado da emergência médica	Instituto Nacional de Emergência Médica - Delegação do Norte
Pedro José Costa	A autópsia em situações de submersão	Instituto Nacional de Medicina Legal - Delegação do Norte
Raquel Filipa Costa	Anestesiologia: Medicina Perioperatória	Hospital de S. Marcos
Ricardo Vieira Silva	Distúrbio do Sono: Apneia Obstrutiva	Instituto do Sono - Centro Clínico e Investigação
Rosália da Silva Coutada	Tempo é cérebro: Percurso de um doente com AVC	Hospital de S. Marcos
Sara da Mota Alves	Tenho uma doença incurável... deixo-me morrer, ou tenho uma palavra a dizer?	Hospital da Luz
Saúl Ramos Costa	Alterações morfo-comportamentais em ratos submetidos à administração de dexametasona no período pré-natal: implicações no circuito mesolímbico	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Susana Leal Rebelo	Nascer prematuro	Hospital de S. Marcos
Tony Ramos Soares	Devolver um sorriso: Projecto de cooperação Portugal/PALOP - Hospital D. Estefânia e Hospital Santa Maria	Hospital D. Estefânia

### OPTION PROJECT III – LIST OF PROJECTS (EDITION 2007/08)

Name Student	Subject	Address
Alberto Luís Pereira Fontão	Síncope Neurocardiogénica e Teste de Tilt	Hospital de S. João
Alexandra Natália Mesquita	Construindo Sorrisos - Cirurgia de Implantes Zigomáticos	Clitrofa - Centro Médico, Dentário e Cirúrgico, Lda.
Ana Alexandra Pinheiro	O papel da PCI primária no STEMI	Hospital de S. Marcos
Ana Carolina Santos	Beleza com Saúde	Clínica Dr. Fernando Póvoas
Ana Catarina Ferreira Leite	Curva da Vida	Hospital de S. João
Ana Cristina Silva	Adesão e formação de biofilmes como factores de virulência de <i>Candida tropicalis</i>	Universidade do Minho - Dep. Engenharia Biológica
Ana Luísa Pinto	Musico-terapia: quatro mãos, duas mentes, uma música	Apoio XXI
Ana Luísa Vieira	Relato - Klinika Poloznictwa I Ginekologii: à descoberta da Obstetrícia	Hospital Universitário de Szczecin
Ana Rita Loureiro	Uma viagem cirúrgica pela Polónia - O papel da Endarterectomia na Estenose da artéria carótida	Hospital Universitário de Szczecin
Ana Sofia Xavier Pires	Geriatría, um olhar sobre os mais velhos	Centro Hospitalar de Trás-os-Montes e Alto Douro
Andreia Cristina Lopes	Como dorme a nossa comunidade escolar profissional?	Escola Profissional de Braga
Andreia Filipa Soares	À descoberta da neurocirurgia na Eslovénia	Hospital Clínico Central Universitário de Ljubljana
Andreia Raquel Silva	Serviços de Saúde em Meio Prisional	Estabelecimento Prisional de Santa Cruz do Bispo
Ângela Filipa Alves	A face oculta da SIDA	Hospital Joaquim Urbano
Bruno Daniel Santos	A técnica cirúrgica de Nuss na correcção do <i>Pectus Excavatum</i>	Hospital de S. João
Carla Sofia Pereira	Avaliação da vigilância pré-natal na área de influência do CHAA- Unidade de Guimarães	Centro Hospitalar do Alto Ave
Carla Sofia Soares	O bebé prematuro	Maternidade Júlio Dinis
Carlos Alberto Martins	Tabagismo	Centro de Saúde de Maximinos
Carlos Filipe do Vale Branco	Citocinas e Comportamento Depressivo: o papel da citocina anti-inflamatória IL-10	Escola de Ciências da Saúde
Carlos José Bilreiro	Cirurgia Cardiorábrica no Hospital Central do Funchal	Hospital Central do Funchal
Catarina Castro Amaral	Que culpa tenho eu?	Centro Clínico de Ljubljana
Catarina Filipa Ferreira	Os pais e o bebé na Maternidade Bissaya Barreto	Maternidade Bissaya Barreto
Cátia Liliana Ferreira	O papel da Cirurgia Plástica na Transexualidade	Hospital de Santa Maria
Célia Márcia Soares	Caracterização da Expressão de Transportadores de Monocarboxilatos (MCTs) em Tumores Cerebrais Humanos	Instituto de Ciências da Vida e da Saúde - ECS
Diana Mónica Vieira	Cirurgia Oncológica	Instituto Português de Oncologia Francisco Gentil
Diana Sofia Matos	Diagnóstico por Imagem	Hospital Particular de Viana do Castelo
Diogo de Oliva Malheiro	O Serviço de Apoio Domiciliário e a sua importância para a Comunidade	Serviço de Apoio Domiciliário - Bairro do Outeiro
Eduardo Nuno Neves	O tratamento cirúrgico do Hallux valgus	Hospital de S. João
Elisabete Neto Pereira	Termas e Saúde	Empresa das Termas Caldas da Saúde, SA
Eva Filipa Padrão	Autismo - Um mundo diferente	Escola Básica 2,3 de Gualtar
Filipa Isabel Pinto	Cirurgia Oncológica	Instituto Português de Oncologia Francisco Gentil

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(CONTINUED FROM THE PREVIOUS PAGE)

Name Student	Subject	Address
Filipa Tavares Pontes	Curva da Vida	Hospital de S. João
Filipe de Lima Quintas	Deformidades da coluna vertebral - Escoliose idiopática juvenil e do adolescente	Hospital de S. João
Helena da Silva Martins	Transplantação de medula óssea	Instituto Português de Oncologia Francisco Gentil
Helena Isabel Ferreira	A face oculta da SIDA	Hospital Joaquim Urbano
Helena Sofia Ribeiro	Preparação para a Parentalidade	Clinica de Santa Tecla/Unidade Saúde Familiar Carandá
Inês Maria Esteves	A OMS Europeia e as Doenças Não Transmissíveis	O.M.S. - Gabinete Regional Europeu
Jacinta Maria Campos	Os mistérios da Apneia Obstrutiva do sono na criança - impacto psicossocial	Centro Hospitalar do Alto Ave
Joana Margarida Oliveira	A minha gravidez chegou ao termo. E agora?	Clipóvoa - Hospital Privado
Joana Patrícia Barros	Até que ponto é possível reduzir custos na Saúde? Abordagem dos custos farmacêuticos	
Joana Silva Parente	Glaucoma	Hospital de S. Marcos
João Carlos Carvalho	Ilizarov, porque Nobel?	Centro Hospitalar do Médio Ave
Mafalda Pimenta de Castro	Histerectomia em terras de Deusas!	Papageorgiou General Hospital
Márcio Samuel Rodrigues	Síncope Neurocardiogénica e Teste de Tilt	Hospital de S. João
Maria do Sameiro Almeida	Desenvolvimento de uma resposta imunológica protectora no nódulo linfático durante uma infecção com <i>Mycobacterium ulcerans</i>	Instituto de Ciências da Vida e Saúde - ECS
Marlene Alexandra Rodrigues	Os mistérios da Apneia Obstrutiva do sono na criança - impacto psicossocial	Centro Hospitalar do Alto Ave
Marta Filipa Martins	A minha gravidez chegou ao termo. E agora?	Clipóvoa - Hospital Privado
Paulo Filipe Dinis	Interrupção Voluntária da Gravidez (IVG)	
Pedro de Sousa Passos	Patologia Rino-sinusal	Centro Hospitalar do Alto Minho
Pedro Manuel Coutinho	A técnica cirúrgica de Nuss na correcção do <i>Pectus Excavatum</i>	Hospital de S. João
Ricardo Resendes Simões	Medicina Geral e Familiar S.A.P.	Centro Saúde Ribeira Grande e US Fenais da Ajuda
Rita Rosália Costa	Medicina Forense e abusos infantis	Instituto Nacional de Medicina Legal IP
Sílvia de Oliveira Camões	Bioética - A Ciência da Sobrevivência	Instituto de Bioética - Universidade Católica do Porto
Tânia Sofia Fernandes	Gabinete promotor de saúde escolar	EB 2, 3 Dr. Francisco Sanches
Teresa Mariana Pinto	A minha experiência na <i>WHO European Ministerial Conference on Health Systems, Health Systems, Health and Wealth</i>	World Health Organizations Regional Office for Europe
Tiago Miguel Gonçalves	Estimulando as Profundezas do Cérebro	University Medical Center Groningen (UMCG)

## OPTION PROJECT IV – LIST OF PROJECTS (EDITION 2007/08)

Name Student	Subject	Address
Adriana Maria Miranda	Doença valvular aórtica	Centro Hospitalar do Alto Ave
Alexandra Sofia Miranda	Análise do Polimorfismo T-1237C no gene TLR9 em tumores cerebrais	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Ana Filipa Pereira	Reabilitação pediátrica: Paralisia obstétrica do plexo braquial	Hospital de S. Marcos
Ana Gabriela Ribeiro	Um mundo à minha maneira - Uma história de perturbação da personalidade Borderline	Hospital de S. Marcos
Ana Isabel Cunha	Transplante Hepático	Hospital Geral de Santo António
Ana Maria Monteiro	Os meninos azuis	Hospital de S. João
Ana Rita Alves	Depois da tempestade... vem a tempestade? A perturbação do stress pós-traumático	Hospital de S. João
Ana Rita Cambão	Cuidados paliativos em Oncologia Ginecológica	Centro Hospitalar do Alto Minho
Artur Matos da Costa	A cirurgia às cataratas: um estado de arte	Hospital da Misericórdia de Vila Verde
Carla Marisa Ferreira	Alcoolismo feminino: consequências biopsicossociais na descendência	Hospital de S. Marcos - Braga
Carla Sofia Pereira	Métodos de avaliação familiar	Unidade de Saúde do Carandá
Carlos Alberto Meneses	Aneurismas: Diagnóstico e Tratamento	Hospital Geral de Santo António
Cátia Isabel Esteves	Cuidar do recém nascido: conhecimentos e atitudes dos pais	Centro Hospitalar do Alto Ave
Cláudio Branco	Citocinas e comportamento depressivo: o papel da citocina anti-inflamatória IL-10	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Cristina Alves Dias	Estimulação cognitiva na demência	Casa de Saúde do Bom Jesus
Dânia Isabel Ferreira	Projecto de promoção da saúde numa Escola Básica do 1.º ciclo	Escola Básica do 1.º ciclo de Garapôa - Celeirós
Desirée Alexandra Farinha	Perturbações do Puerpério	Departamento de Psicologia da Universidade do Minho
Dina Novais Fernandes	Cirurgia à Catarata: a abordagem cirúrgica e o retorno de uma boa visão	Centro Hospitalar do Alto Ave
Elisa Fernandes Lopes	Saúde Mental nos cuidados de saúde primários	Unidade de Saúde de Maximinos
Fábio André Amaral	Circuncisão, 5000 anos a cortar	Hospital de S. João
Fátima Brás Costa	Cessaçãõ tabágica	Unidade de Saúde de Maximinos
Isabel Flor Martins	INEM - Um estágio na capital	Instituto Nacional de Emergência Médica
Isabel Gama Simões	Interface Pedopsiquiatria Pediatria	Hospital de S. Marcos
Isabel Maria Nuno	Óstomias como tratamento cirúrgico	Centro Hospitalar do Alto Ave
Joana Palmira Magalhães	Reconstrução após Mastectomia	Instituto Português de Oncologia
Joana Sofia Abreu	A criança com perturbação do desenvolvimento	Jardim de Infância Quinta das Fontes - Braga
Joana Vieira Simões	Electroconvulsivoterapia: Indicações, mecanismos de acção, administração e efeitos laterais	Casa de Saúde do Bom Jesus
João Fernando Machado	Terapia Conjugal	Hospital de S. Marcos
João Tiago Serra	Cirurgia II do Hospital de Santa Maria - Um centro de referência nacional para cirurgia tiroideia	Hospital de Santa Maria
José Alberto Lemos	Hematoma Subdural: do diagnóstico às opções terapêuticas	Hospital Geral de Santo António
José Pedro Silva	Associação entre o polimorfismo EGF+61 e risco para cancro da mama	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde

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<b>Name Student</b>	<b>Subject</b>	<b>Address</b>
Luís Filipe Carriço	Acupuntura tradicional chinesa	FitoSalus Acupuntura
Luís Filipe Malheiro	É uma doença portuguesa, com certeza! - Um estudo seroepidemiológico de uma população infectada por vírus da imunodeficiência humana do tipo 2.	Hospital Joaquim Urbano
Luís Miguel Sousa	A peste negra: da história à biologia molecular	Escola de Ciências da Saúde - Universidade do Minho
Manuel Alexandre Ferreira	A visão da cirurgia na doença de Parkinson	Hospital de S. João
Margarida do Carmo Dias	Estudo da interação de biofilmes de Staphylococcus epidermidis com macrófagos de rato	Instituto de Ciências Biomédicas Abel Salazar - Universidade do Porto
Margarida Vieira Mendes	Crianças em risco e famílias disfuncionais	Centro de Saúde de S. Vicente
Maria Cecília Oliveira	Perturbação obsessivo-compulsiva	Hospital de S. Marcos
Mariana Filipa Alves	Associação entre o polimorfismo EGF+61 e risco para cancro da mama	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Marisa Lage Loureiro	Cirurgia Bariátrica ( Uma esperança para a obesidade)	Hospital Geral de Santo António
Marta Raquel Oliveira	A N400 no Síndrome de Williams - um estudo de potenciais evocados	Universidade do Minho - Departamento de Psicologia
Nuno Martins da Costa	Hidrocefalia	Hospital de S. João
Nuno Miguel Esteves	EmerGENTE - Um olhar alargado sobre aquilo que torna possível a emergência em Portugal	Instituto Nacional de Emergência Médica
Patrícia de Sousa Mendes	Disfunção eréctil - Vivências na consulta de Sexologia	Hospital de Santa Maria
Paula Fernandes Mendes	Controvérsias na viabilidade humana e paralisia cerebral	Centro Hospitalar do Alto Ave
Paulo Oliveira da Mota	Um aperto no coração	Hospital de S. João
Ricardo Gil Faria	Perturbação de conversão - da histeria à actualidade	Hospital de S. Marcos
Rita Ferraz Caldas	Razões que o coração desconhece ou Síndrome de Brugada	Hospital Geral de Santo António
Rosa Costa Ferreira	O outro lado da sexualidade	APPDA - Norte - Vila Nova de Gaia
Sara Leite Campos	Toxicod dependência na gravidez	Maternidade Dr. Alfredo da Costa
Sónia Macedo Duarte	Circuncisão, 5000 anos a cortar	Hospital de S. João
Sónia Meira de Azevedo	Infecção neonatal por Streptococcus do grupo B	Centro Hospitalar do Alto Minho
Vera Adriana Fernandes	Prematuro! E depois? Seguimento do Recém Nascido prematuro no CHAA	Centro Hospitalar do Alto Ave
Vera Lúcia Marques	Sob pressão - Uma abordagem geral sobre a Medicina Hiperbática	Hospital Pedro Hispano
Vitor Bruno Cardoso	Violência e criminalidade nas perturbações da personalidade	Hospital de S. Marcos
Vitor Filipe Pimenta	Do lado de lá da margem: o projecto VAMP nas ruas do Porto	Liga Portuguesa de Profilaxia Social - Porto
Zita da Costa Ferraz	D & G - Diabetes e Gravidez	Hospital de S. Teotónio

## OPTION PROJECT V – LIST OF PROJECTS (EDITION 2007/08)

Name Student	Subject	Address
Adelaide Marlene Abreu	Ao ritmo do coração - Taquicardias ventriculares	Centro Hospitalar do Alto Ave - Guimarães
Alirio Miranda	Guillain Barré - Uma experiência com acompanhamento de doentes em Medicina Física e de Reabilitação	Hospital de S. Marcos
Ana Catarina Marques	Perfil genético do HPV na União Europeia: Impacto na vacinação	Instituto Português de Oncologia Francisco Gentil
Ana Inês Marques	Activação diferencial de macrófagos e células dendríticas por duas estirpes de Mycobacterium tuberculosis e por BCG	Instituto de Ciências da Vida e da Saúde - Escola de Ciências da Saúde
Ana Isabel G. Moutinho	Desnutrição associada à doença	Centro Hospitalar do Alto Ave - Guimarães
Ana Isabel Oliveira	Patologia degenerativa da coluna vertebral	Hospital de S. Marcos
André Fernandes Pinto	Visão através das cataratas	Hospital de Sto. Espírito - Angra do Heroísmo - Açores
André Rodrigues	Domínio de Microbiologia e Infecção	Instituto de Ciências da Vida e da Saúde - Escola de Ciências da Saúde
Ângela Coelho	Infecção do timo por Pycobacterium avium: estudo sobre os potenciais efeitos na diferenciação de novos linfócitos T	Instituto de Ciências da Vida e da Saúde - Escola de Ciências da Saúde
Babila Carvalho	Desnutrição associada à doença	Centro Hospitalar do Alto Ave - Guimarães
Bárbara Cabral Pimentel	Radiologia: A imagem na prática clínica	Clínica Médica da Praia da Vitória - Açores
Bruno Serra	Tratamento da Epilepsia: A perspectiva neurocirúrgica	Hospital Geral de Santo António
Carla Garcez	Anestesia em Pediatria	Hospital Distrital da Figueira da Foz
Carlos Dias Afonso	Body packing - Os correios da droga	Hospital de Sto. Espírito - Angra do Heroísmo - Açores
Cláudio Branco	Hemorragias do tracto digestivo superior	Centro Hospitalar do Barlavento Algarvio - EPE
Dália Fernandes	Patologia degenerativa da coluna vertebral	Hospital de S. Marcos
Daniel Gomes Miranda	Abordagem à via aérea	Hospital de S. Marcos
Eduardo Ferreira	Regulação da expressão do gene da IL-10 em fagócitos estimulados através de Toll-like receptors	Instituto de Ciências da Vida e da Saúde - Escola de Ciências da Saúde
Francisca Costa	Perfil genético do HPV na União Europeia: Impacto na vacinação	Instituto Português de Oncologia Francisco Gentil
Henrique Sottomayor	Doença de Hirschsprung	Hospital de S. João - Porto
Irene Medeiros	Infecção do timo por Pycobacterium avium: estudo sobre os potenciais efeitos na diferenciação de novos linfócitos T	Instituto de Ciências da Vida e da Saúde - Escola de Ciências da Saúde
Isabel Santos	O sono e os movimentos periódicos do sono	Instituto do Sono - Centro Clínico e Investigação - Porto
Isabel Silva	Activação diferencial de macrófagos e células dendríticas por duas estirpes de Mycobacterium tuberculosis e por BCG	Instituto de Ciências da Vida e da Saúde - Escola de Ciências da Saúde
Jaime Pamplona	Body packing - Os correios da droga	Hospital de Sto. Espírito - Angra do Heroísmo - Açores
Joana Catarina Silva	O papel dos transportadores dos monocarboxilatos MCT1, MCT4 e da chaperona CD147 em carcinoma da próstata	Instituto de Ciências da Vida e da Saúde - Escola de Ciências da Saúde
Joana Isabel Dias	Anestesia Loco-Regional	Hospital Distrital da Figueira da Foz
Joana Sofia Ferreira	Anestésicos gerais intravenosos	Hospital de S. Marcos
Joana Vanessa Ferreira	Enfarte do miocárdio com supradesnivelamento de ST	Centro Hospitalar do Alto Ave - Guimarães
João Nelson Teixeira	Angiologia e Cirurgia Vasculiar	Hospital de Sto. Espírito - Angra do Heroísmo - Açores



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<b>Name Student</b>	<b>Subject</b>	<b>Address</b>
Jorge Carvalho	Hemorragias do tracto digestivo superior	Centro Hospitalar do Barlavento Algarvio – EPE
José Pedro Abreu	Tratamento da Epilepsia: A perspectiva neurocirúrgica	Hospital Geral de Santo António
Juliana Carvalho	Fracturas do Terço Médio da Face	Hospital de S. Marcos
Juliana Martins	Artroplastia da anca no tratamento das fracturas do colo do fémur	Hospital Distrital da Figueira da Foz
Lara Machado	Psiquiatria de ligação	Hospital Geral de Sto. António Porto
Leandro Ribeiro	As marcas da guerra - Perturbação do stress pós-traumático	Hospital de S. Marcos - Braga
Lúcia Vasconcelos Maria	Anestesia e Comorbilidade	Hospital Distrital da Figueira da Foz
Luís Miguel Santos	Fracturas Mandibulares	Hospital de S. Marcos
Marina Isabel Rodrigues	Desnutrição associada à doença	Centro Hospitalar do Alto Ave - Guimarães
Mónica Sousa	Intervenções paliativas cirúrgicas e não cirúrgicas	Hospital Central do Funchal - Madeira
Nuno André Barros	"Advanced Trauma Life Support" na emergência pré-hospitalar	Instituto Nacional de Emergência Médica
Nuno Lamas	Laryngeal expression of Macrophage Migration Inhibitory Factor (MIF) in na animal model Neurogenic Laryngitis	Instituto de Ciências da Vida e da Saúde - Escola de Ciências da Saúde
Pedro Azevedo	Parto pré-termo	Centro Hospitalar do Alto Ave
Rafael Sousa	O papel da IL-17 na actividade bactericida do macrófago infectado por micobactérias	Instituto de Ciências da Vida e da Saúde - Escola de Ciências da Saúde
Rute de Paula Martins	Um olhar sobre as actuais técnicas de ICP	Royal Brompton & Harefield NHS Trust
Rute Pacheco Alves	Doença de Crohn - A propósito de um caso clínico	Hospital de Sto. Espírito - Angra do Heroísmo - Açores
Sérgio Davide Teixeira	Tratamento da Epilepsia: A perspectiva neurocirúrgica	Hospital Geral de Santo António
Sérgio Ernesto Mucamba	Bexiga neurogênica	Hospital de S. Marcos - Braga
Thais Nomi	Tratamento cirúrgico das fracturas intertrocantéricas	Hospital Distrital da Figueira da Foz
Viviana Azevedo	No mundo da Urologia Andropausa: Mito ou realidade?	Hospital Pedro Hispano

## OPTION PROJECT VI – LIST OF PROJECTS (EDITION 2007/08)

Name Student	Subject	Address
Alexandra Helena Malheiro	Electroestimulação medular no tratamento da dor crónica - Situação na Região Autónoma da Madeira	Hospital Central do Funchal
Ana Daniela Marques	Foco na Unidade de Estudo e Tratamento da Dor no Instituto Português de Oncologia Francisco Gentil - Porto	Instituto Português de Oncologia Francisco Gentil - Porto
Ana Filomena Martins	Abordagem cirúrgica da paralisia facial	Hospital de S. Marcos - Braga
Ana Raquel Gonçalves	Avaliação do impacto da lei n.º 30/2007 nos utentes da Unidade de Saúde Familiar de Gualtar - Braga	Centro de Saúde - Braga
Ana Sofia Marinho	A adesão das médicas de família do Centro de Saúde de Braga à realização dos rastreios do cancro da mama e do cancro do colo do útero	Centro de Saúde - Braga
Ana Sofia Cardoso	Universidade do Minho: Uma Universidade promotora de saúde? Hábitos e estilos de vida dos estudantes universitários	Universidade do Minho
André Jorge Melo	Gravidez na adolescência: Um grupo de risco?	Hospital Divino Espírito Santo
António Pedro Fonte	O que se pode melhorar nos cuidados da Paralisia Cerebral?	Centro Hospitalar do Alto Ave / Associação Portuguesa de Paralisia Cerebral-Guimarães
Artur Jorge Vieira	Relação entre laringite crónica induzida e carcinogénese laríngea	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Carla Antunes de Oliveira	NOTES em Gastrenterologia	Hospital de S. Marcos / Escola de Ciências da Saúde - Braga
Carla Marina Gonçalves	Sessões de educação sexual: que resultados?	Escola EB 2,3/S de Infias - Vizela
Carla Sofia Peixoto	A qualidade de vida dos pacientes com lombalgia	Hospital de S. Marcos - Braga
Cindy Serra Tribuna	What are the correlates of cancer pain interference?	Cancer Pain Clinic Princess Margaret Hospital - Toronto - Canadá
Cláudia Patrícia Bento	Hipertensão arterial como factor discriminador do motivo de internamento e gravidade da doença aguda, num serviço de medicina interna de um Hospital distrital	Centro Hospitalar do Alto Ave - Guimarães
Cláudia Raquel Melo	Ambiente educativo na Escola de Ciências da Saúde da Universidade do Minho - Percepções dos alunos dos três primeiros anos curriculares	Escola de Ciências da Saúde
Cristina Raquel Oliveira	O uso dos cuidados de saúde pelos alunos da Universidade do Minho	Escola de Ciências da Saúde
Daniel Filipe Soares	Valor preditivo intra-hospitalar da proteína C reactiva determinada nas três primeiras horas após primeiro evento de acidente vascular cerebral isquémico	Hospital de S. Marcos
Daniela Ribeiro de Freitas	Caracterização epidemiológica do serviço de urgência de Psiquiatria do Hospital de S. Marcos - Braga	Hospital de S. Marcos
Emanuel Carvalho Dias	O papel da angiotensina II no desenvolvimento pulmonar fetal	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Fernando Jorge Leal	Síndrome de Guillain-Barré no Hospital de S. Marcos - estudo retrospectivo	Hospital de S. Marcos
Frederic da Cunha Ramalho	Prevalência de tromboembolismos venosos em doentes com neoplasias gastrointestinais	Hospital de S. Marcos
Inês Magalhães Dias	Electroconvulsoterapia na Casa de Saúde do Bom Jesus	Casa de Saúde do Bom Jesus
Isaac Leandro Braga	Qualidade de vida após tratamento do cancro da próstata: Um estudo exploratório	Hospital de S. Marcos
Joana Macedo Lopes	Cateterismo cardíaco diagnóstico: perfil epidemiológico	Hospital de S. Marcos
Joana Chaves Carvalho	Factores preditivos de resposta virulógica sustentada na Hepatite C crónica: das guidelines à prática clínica	Hospital Joaquim Urbano

## OPTION PROJECT VI – LIST OF PROJECTS (EDITION 2007/08)

(CONTINUED FROM THE PREVIOUS PAGE)

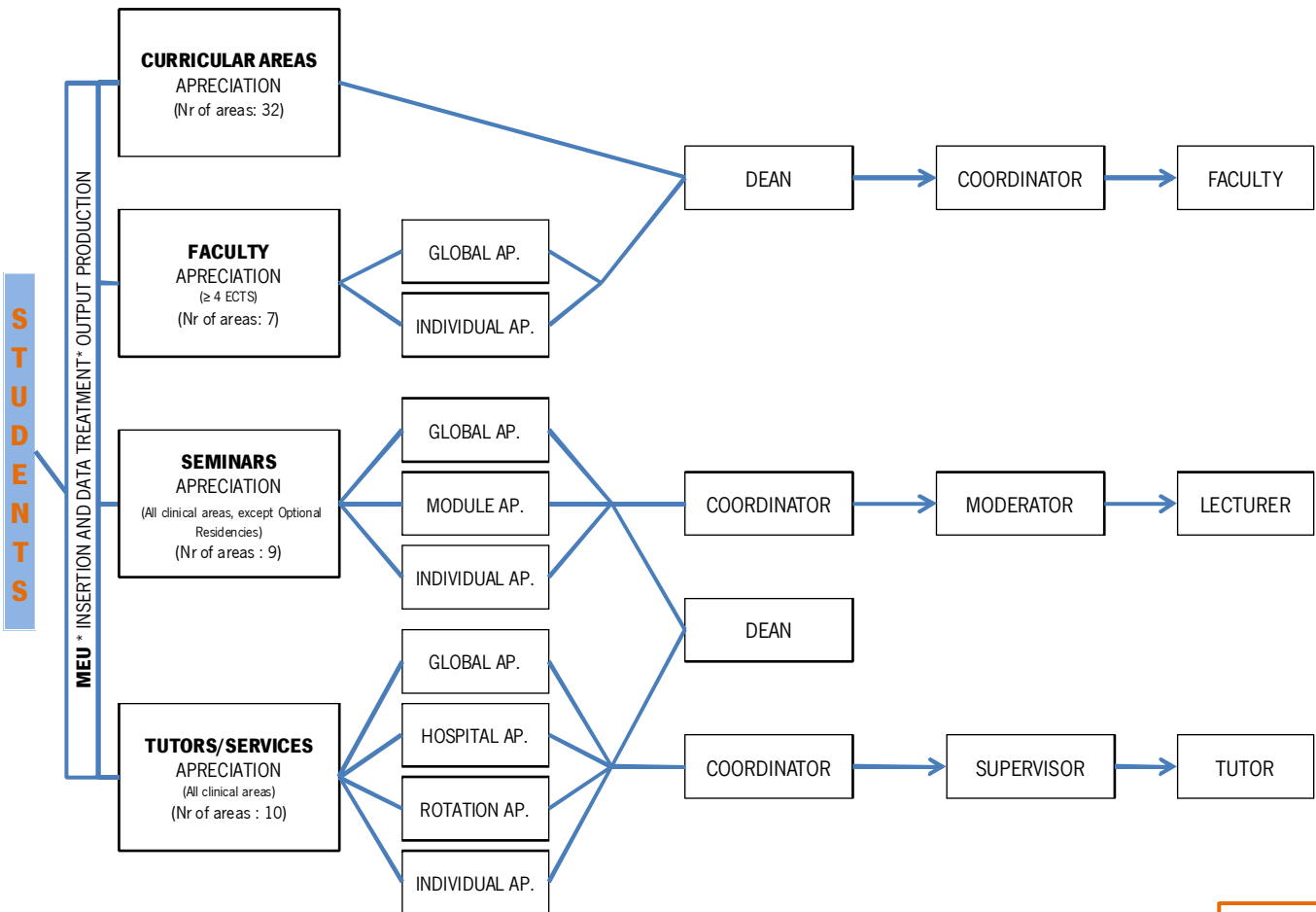
Name Student	Subject	Address
Joana de Oliveira Miranda	Prevalência da obesidade infantil no concelho de Braga e factores de risco associados	Escola de Ciências da Saúde
Joaquim Tinoco Ferreira	O internamento em Psiquiatria: um estudo descritivo do ano de 2007 do Departamento de Psiquiatria e Saúde Mental do Hospital de S. Marcos	Hospital de S. Marcos - Braga
Luís Pedro Ferreira	Plasticidade neuronal no <i>Nucleus Accumbens</i> num modelo animal de depressão: efeitos do stress crónico e da administração de diferentes classes de antidepressivos	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde
Mafalda Maria Sousela	Um perfil do indivíduo que tenta o suicídio. Estudo de 302 pacientes da consulta externa da Unidade de Comportamentos Suicidários do Hospital de S. Marcos	Hospital de S. Marcos - Braga
Maria da Conceição Alves	Cefaleias numa população pediátrica portuguesa em contexto de urgência	Centro Hospitalar do Alto Ave
Maria Luísa Loureiro	Obesidade, factor de risco para complicações perioperatórias na colecistectomia por via laparoscópica programada? Estudo retrospectivo de 2003 a 2007	Hospital Central do Funchal
Mariana Malheiro Rodrigues	Estudo estatístico acerca da actividade cirúrgica da patologia da tiroide do serviço de Cirurgia 3 do Hospital Central do Funchal nos últimos 5 anos	Hospital Central do Funchal
Marisa Rocha de Carvalho	Quais os benefícios da suplementação em vitamina D nos lactentes?	Centro de Saúde da Senhora da Hora
Marta Soares Nunes	Universidade do Minho: Uma Universidade promotora de saúde? Hábitos e estilos de vida dos estudantes universitários	Universidade do Minho
Nuno Miguel Losa	Valor prognóstico do índice Anisocitose (RDW) nos síndromes coronários agudos	Hospital de S. Marcos - Braga
Pedro Almeida Silva	O vírus <i>Influenza</i> em Portugal	Instituto Nacional de Saúde Dr. Ricardo Jorge
Rita Sá Maciel	Doença de Lyme: um olhar sobre uma doença emergente	Saúde Pública no Porto
Sandrina Lima da Costa	Doença de Alzheimer: do diagnóstico ao tratamento	Hospital de S. Marcos - Braga
Sílvio Luís Carvalho	O cirurgião canhoto - uma revisão da literatura	Hospital Central do Funchal
Tânia Ramos Pereira	Estudo retrospectivo do 1.º ano de tratamento em programas de manutenção de metadona e Buprenorfina no CRI Braga - um contributo para a compreensão da heroíno dependência	Centro de Atendimento a Toxicodependentes de Braga
Teresa Isabel Torres	Pneumonia adquirida na comunidade - Estudo num Serviço de Medicina Interna	Hospital de S. Marcos - Braga
Vítor Hugo Pereira	Estudos <i>in vitro</i> e <i>in vivo</i> dos efeitos da Nanopartículas CMC / PAMAM em células do Sistema Nervoso Central	Instituto de Ciências da Vida e Saúde - Escola de Ciências da Saúde

## Item list: student evaluations of teaching



Universidade do Minho

### STUDENTS' APRECIATION OF CURRICULAR AREAS FLUXOGRAMA



MEU/2008

## Student ratings of Curricular Areas (applied to the majority of the curricular areas)

*Area (nuclear items)*

1	I understood the learning objectives
2	The contents were delivered in accordance with the objectives.
3	I have gained/developed abilities that I consider useful.
4	The workload was appropriate considering to learning programmed time.
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 adequate to approach this area.
10	Globally, I consider the faculty 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

*Faculty*

1	The instructor is knowledgeable in the concepts and phenomena implied in the learning objectives
2	The instructor arrives on time
3	Provides aid in the identification, analysis and understanding of the learning objectives
4	Orients the development of learning
5	Stimulates and fosters critical thinking
6	Motivates towards the fulfilment of learning objectives
7	Helps in the synthesis and integration of knowledge
8	Overall, I rate this instructor as excellent.

## Items for the evaluation of the application of the teaching and learning methodology in years 1-3 (applied in the areas which make use of the methodology of teaching and learning by modules of objectives)

Phase 1	1	Contributed to clarify the objectives
	2	Allowed the reactivation of 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 teachers were available
Phase 5	9	Enough time was provided to complete the exams.
	10	The exams reflected the objectives of the area.

## Items for the evaluation of Seminars

### *Seminars*

1	The lecture was interesting
2	The contents were approached with clarity
3	Slide presentations were well organized and structured
4	Theories and concepts were linked to practice
5	The lecturer(s) approached recent developments in the area
6	I felt encouraged to participate
7	I understood and assimilated the seminar's contents
8	The recommended bibliography was useful
9	The seminar integrated in the area's/module's objectives
10	I rate this seminar as excellent

## Items for the evaluation of Clinical tutors

### *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

## Specific items

### *Area (specific items)*

#### **Introduction to the Medical Course**

1	In what the curricular area may concern: I would have fulfilled this curricular area even if it wasn't compulsory
2	In what the laboratory classes may concern: the available time for these activities was sufficient
3	In what the may computer activities may concern: the available time for these activities was sufficient
4	In what the may computer activities may concern: the use of computer programs helped my learning of the remaining contents in this area
5	In what the statistic classes may concern: the sessions were well organised
6	In what the statistic classes may concern: the available time for these activities was sufficient
7	In what the statistic classes may concern: the use of statistic tools helped my learning of the remaining contents in this area
8	In what group work may concern: my group was able to organise itself in an effective way in order to complete the activities

#### **First Aid**

1	A sufficient number of activities were available in order to practice my skills
2	I feel prepared to do first aid in case of need
3	In what the monitor may concern: he fulfilled the schedules
4	In what the monitor may concern: he motivated us to achieve the goals
5	In what the monitor may concern: he is an excellent monitor

## Specific items

(continued from previous page)




<b>Training in Health Centres</b>	
1	In what the tutor may concern: he was available to answer my items and clarify my doubts
2	In what the tutor may concern: I felt accompanied and supervised
3	In what the activities in the health centre may concern: they were relevant to the area's objectives
4	In what the activities in the health centre may concern: the available time was enough
5	In what the group work may concern: it was relevant to the curricular area's objectives
6	In what the group work may concern: my group managed to organise itself in an effective way
7	In what the individual work may concern: it was relevant to the curricular area's objectives
8	In what the individual work may concern: its elaboration was important to my learning
<b>Introduction to Clinical Medicine</b>	
1	My grades reflect my performance in this area
2	I voluntarily read extra materials
3	The reading tasks required a reasonable amount of time and effort
4	the writing tasks (p.e. clinical histories) required a reasonable amount of time and effort
5	The purpose of the writing tasks (p.e. clinical histories) was clear
6	I've developed a much clearer perception of my future professional identity
7	I've improved my perception of the professional's difficulties under this context
8	I'm more aware of my skills/competencies
9	The available time for the activities was enough
<b>Molecules and Cells, Introduction to Community Health, Biopathology and Introduction to Therapeutics and Organic and Functional Systems I, II and III</b>	
1	Relatively to Phase 2, the activities were relevant to the area's objectives
2	Relatively to Phase 2, the activities developed my practical skills
<b>Follow-up of a Family I and II</b>	
1	In what the curricular area may concern: the workshops and the visit's objectives were interconnected
2	In what the curricular area may concern: I feel more prepared, more competent, with more communication skills for the contact with the patients
3	In what the tutor may concern: he was available to answer to my items and clarify my doubts
4	In what the tutor may concern: I felt accompanied and supervised
5	In what the family visits may concern: they were relevant to the area's objectives
6	In what the family visits may concern: they were in sufficient number
7	In what the workshops may concern: they were relevant to the area's objectives
8	In what the workshops may concern: sufficient activities were available to practice skills
<b>Vertical Domains I, II, III, IV and V</b>	
1	I've developed my skills
2	Globally, I think that this curricular unit is important
3	I've learned that in medical practice all the human dimensions are implied
<b>Option Projects I, II, III, IV, V and VI</b>	
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	Items in the assessment were defined with the adequate anticipation
5	The workload was appropriate considering to learning programmed time
6	I would have signed in for this option Project, even if it were not mandatory
7	Globally, I learned a great deal in 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 seminars, tutors and faculty assessment:

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

- for area assessment:

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



**Results:**

- **Students grades**
- **Students ratings on teaching**

## **STUDENT GRADES LEGEND:**

\*Non attendants: students registered but with less than 2/3rds of class attendance (failed accordingly to the University's regulation)

\*\*Failure: failing students who attended at least 2/3rds of classes.

**1<sup>ST</sup> YEAR**

### Student Grades

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>5(5)</b>	1(2) <b>15(16)</b>	18(29) <b>63(67)</b>	32(51) <b>10(10)</b>	10(16) <b>2(2)</b>	1(2) <b>0(0)</b>	14±2 <b>12±1</b>

### Student Ratings of Faculty

		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	0	1	1	1	1	1	1
	Strongly disagree	2	0	5	5	2	4	4	3
	Disagree	6	4	13	16	16	16	16	13
	<b>Unfavourable responses</b>	<b>7</b>	<b>4</b>	<b>19</b>	<b>22</b>	<b>20</b>	<b>22</b>	<b>21</b>	<b>17</b>
	Agree	24	20	36	38	35	38	43	36
	Strongly agree	35	30	28	23	29	24	23	28
	Completely agree	33	46	16	14	15	14	11	14
	<b>Favourable responses</b>	<b>92</b>	<b>96</b>	<b>81</b>	<b>75</b>	<b>79</b>	<b>75</b>	<b>77</b>	<b>78</b>
2006/2007	No opinion	1	0	0	2	1	3	2	5
	<b>Unfavourable responses</b>	<b>2</b>	<b>1</b>	<b>11</b>	<b>21</b>	<b>17</b>	<b>14</b>	<b>20</b>	<b>9</b>
	<b>Favourable responses</b>	<b>97</b>	<b>99</b>	<b>87</b>	<b>77</b>	<b>81</b>	<b>84</b>	<b>78</b>	<b>84</b>
	No opinion	1	0	2	2	2	2	1	6

### Student Ratings of The Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	3	1	3	3	2	1	0	2	3	1	9	5
	Strongly disagree	13	12	7	15	17	7	5	5	9	7	18	7
	Disagree	18	25	17	31	32	21	22	20	28	23	38	22
	<b>Unfavourable responses</b>	<b>34</b>	<b>38</b>	<b>27</b>	<b>48</b>	<b>51</b>	<b>29</b>	<b>27</b>	<b>27</b>	<b>39</b>	<b>32</b>	<b>65</b>	<b>35</b>
	Agree	41	40	43	33	33	38	45	45	30	37	25	47
	Strongly agree	18	15	23	15	14	16	19	20	17	23	6	14
	Completely agree	5	4	6	3	2	16	6	6	4	6	2	4
	<b>Favourable responses</b>	<b>64</b>	<b>59</b>	<b>73</b>	<b>51</b>	<b>48</b>	<b>69</b>	<b>71</b>	<b>72</b>	<b>51</b>	<b>66</b>	<b>34</b>	<b>65</b>
	No opinion	2	3	0	1	1	1	2	1	10	2	1	0
2006/2007	<b>Unfavourable responses</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>32</b>	<b>30</b>	<b>15</b>	<b>16</b>	<b>8</b>	<b>32</b>	<b>18</b>	<b>48</b>	<b>27</b>
	<b>Favourable responses</b>	<b>97</b>	<b>92</b>	<b>97</b>	<b>66</b>	<b>67</b>	<b>85</b>	<b>82</b>	<b>90</b>	<b>52</b>	<b>77</b>	<b>50</b>	<b>71</b>
	No opinion	2	2	0	2	3	0	2	2	16	5	2	2

Specific items (p. 33)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	21	0	0	3	4	2	3	4
	Strongly disagree	14	7	8	6	5	11	12	3
	Disagree	27	19	13	19	17	27	37	5
	<b>Unfavourable responses</b>	<b>62</b>	<b>26</b>	<b>21</b>	<b>28</b>	<b>26</b>	<b>40</b>	<b>53</b>	<b>13</b>
	Agree	22	28	47	45	53	43	33	20
	Strongly agree	9	22	18	19	15	12	11	39
	Completely agree	4	21	12	7	5	4	1	27
	<b>Favourable responses</b>	<b>36</b>	<b>72</b>	<b>77</b>	<b>72</b>	<b>73</b>	<b>59</b>	<b>45</b>	<b>86</b>
2006/2007	No opinion	2	2	2	0	1	1	2	1
	<b>Unfavourable responses</b>	<b>48</b>	<b>11</b>	<b>29</b>	<b>6</b>	<b>31</b>	<b>40</b>	<b>29</b>	<b>11</b>
	<b>Favourable responses</b>	<b>44</b>	<b>87</b>	<b>71</b>	<b>94</b>	<b>68</b>	<b>60</b>	<b>68</b>	<b>87</b>
	No opinion	8	2	0	0	2	0	3	2

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>2(2)</b>	3(5) <b>14(14)</b>	43(69) <b>62(64)</b>	14(23) <b>18(19)</b>	2(3) <b>1(1)</b>	0(0) <b>0(0)</b>	13±2 <b>12±1</b>

**Student Ratings of Faculty**

		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	0	0	1	0	1	0	1
	Strongly disagree	1	1	2	3	2	2	2	2
	Disagree	5	7	14	18	16	16	18	17
	<b>Unfavourable responses</b>	<b>5</b>	<b>7</b>	<b>16</b>	<b>21</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>20</b>
	Agree	29	31	33	34	34	36	34	34
	Strongly agree	35	30	29	24	27	23	24	24
	Completely agree	30	32	22	19	18	20	20	19
	<b>Favourable responses</b>	<b>94</b>	<b>92</b>	<b>83</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>78</b>	<b>77</b>
2006/2007	No opinion	1	0	1	2	3	2	1	3
	<b>Unfavourable responses</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>11</b>	<b>10</b>	<b>7</b>
	<b>Favourable responses</b>	<b>96</b>	<b>98</b>	<b>92</b>	<b>89</b>	<b>86</b>	<b>88</b>	<b>87</b>	<b>87</b>
	No opinion	2	1	1	2	3	1	3	5

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	4	1	0	2	0	6	1	2	3
	Strongly disagree	3	5	2	7	7	1	7	6	12	6	4	1
	Disagree	9	14	7	38	10	16	29	22	33	24	44	11
	<b>Unfavourable responses</b>	<b>12</b>	<b>18</b>	<b>9</b>	<b>49</b>	<b>18</b>	<b>17</b>	<b>38</b>	<b>28</b>	<b>51</b>	<b>30</b>	<b>51</b>	<b>16</b>
	Agree	51	52	48	33	58	42	45	39	30	45	37	65
	Strongly agree	26	24	34	12	21	25	15	24	12	24	11	12
	Completely agree	11	5	8	3	2	17	2	8	7	0	0	4
	<b>Favourable responses</b>	<b>88</b>	<b>81</b>	<b>90</b>	<b>48</b>	<b>82</b>	<b>83</b>	<b>62</b>	<b>71</b>	<b>49</b>	<b>69</b>	<b>48</b>	<b>82</b>
2006/2007	No opinion	0	1	1	2	0	0	0	1	0	1	1	2
	<b>Unfavourable responses</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>16</b>	<b>22</b>	<b>8</b>	<b>10</b>	<b>7</b>	<b>47</b>	<b>12</b>	<b>10</b>	<b>8</b>
	<b>Favourable responses</b>	<b>97</b>	<b>95</b>	<b>95</b>	<b>80</b>	<b>77</b>	<b>90</b>	<b>85</b>	<b>93</b>	<b>50</b>	<b>83</b>	<b>87</b>	<b>90</b>
	No opinion	0	0	0	3	2	2	5	0	3	5	3	2

Method items		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	1	2	7	3	1	2	0	0	3	0
	Strongly disagree	2	6	15	8	5	7	11	2	9	7
	Disagree	12	17	24	34	14	19	20	5	16	11
	<b>Unfavourable responses</b>	<b>16</b>	<b>25</b>	<b>45</b>	<b>45</b>	<b>19</b>	<b>28</b>	<b>31</b>	<b>7</b>	<b>28</b>	<b>18</b>
	Agree	46	46	37	36	33	32	26	36	35	53
	Strongly agree	29	21	12	15	32	27	11	19	22	21
	Completely agree	9	7	6	4	15	11	5	16	13	6
	<b>Favourable responses</b>	<b>84</b>	<b>74</b>	<b>55</b>	<b>55</b>	<b>80</b>	<b>70</b>	<b>43</b>	<b>72</b>	<b>71</b>	<b>80</b>
2006/2007	No opinion	0	1	0	0	1	1	26	22	1	2
	<b>Unfavourable responses</b>	<b>2</b>	<b>19</b>	<b>25</b>	<b>15</b>	<b>8</b>	<b>14</b>	<b>24</b>	<b>7</b>	<b>41</b>	<b>24</b>
	<b>Favourable responses</b>	<b>98</b>	<b>78</b>	<b>73</b>	<b>83</b>	<b>90</b>	<b>86</b>	<b>69</b>	<b>90</b>	<b>59</b>	<b>75</b>
	No opinion	0	3	2	2	2	0	7	3	0	2

Specific items (p. 34)		1	2
2007/2008	Completely disagree	4	2
	Strongly disagree	3	3
	Disagree	26	16
	<b>Unfavourable responses</b>	<b>34</b>	<b>22</b>
	Agree	45	44
	Strongly agree	16	23
	Completely agree	6	11
	<b>Favourable responses</b>	<b>66</b>	<b>78</b>
2006/2007	No opinion	0	0
	<b>Unfavourable responses</b>	<b>22</b>	<b>10</b>
	<b>Favourable responses</b>	<b>76</b>	<b>90</b>
	No opinion	2	0

*Functional and Organic Systems I*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>16(15)</b>	3(5) <b>19(18)</b>	46(72) <b>43(41)</b>	13(20) <b>27(25)</b>	2(3) <b>1(1)</b>	0(0) <b>0(0)</b>	13±2 <b>13±2</b>

**Student Ratings of Faculty**

		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	1	1	1	1	1	1	1	1
	Strongly disagree	1	1	1	2	2	1	2	1
	Disagree	7	6	9	10	11	9	9	9
	<b>Unfavourable responses</b>	<b>9</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>14</b>	<b>12</b>	<b>11</b>	<b>11</b>
	Agree	33	34	36	36	34	38	38	38
	Strongly agree	26	26	28	27	25	25	25	25
	Completely agree	24	25	18	17	18	17	18	17
	<b>Favourable responses</b>	<b>84</b>	<b>84</b>	<b>82</b>	<b>80</b>	<b>78</b>	<b>80</b>	<b>81</b>	<b>80</b>
2006/2007	No opinion	7	8	8	8	8	8	8	9
	<b>Unfavourable responses</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>
	<b>Favourable responses</b>	<b>89</b>	<b>91</b>	<b>89</b>	<b>85</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>85</b>
	No opinion	6	5	6	7	7	7	7	8

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	6	1	1	0	2	8	4	2	1
	Strongly disagree	4	6	1	17	4	5	5	9	9	5	4	2
	Disagree	8	17	5	47	20	17	24	15	31	25	19	2
	<b>Unfavourable responses</b>	<b>13</b>	<b>23</b>	<b>6</b>	<b>70</b>	<b>26</b>	<b>23</b>	<b>30</b>	<b>26</b>	<b>47</b>	<b>35</b>	<b>26</b>	<b>5</b>
	Agree	56	45	43	22	59	51	59	55	38	46	50	51
	Strongly agree	25	24	35	6	12	17	10	15	8	12	15	31
	Completely agree	5	4	15	0	1	6	1	3	3	4	5	11
	<b>Favourable responses</b>	<b>86</b>	<b>73</b>	<b>93</b>	<b>29</b>	<b>72</b>	<b>74</b>	<b>69</b>	<b>73</b>	<b>48</b>	<b>62</b>	<b>70</b>	<b>93</b>
2006/2007	No opinion	1	3	1	1	2	2	1	1	4	3	4	2
	<b>Unfavourable responses</b>	<b>6</b>	<b>12</b>	<b>3</b>	<b>46</b>	<b>14</b>	<b>9</b>	<b>8</b>	<b>5</b>	<b>26</b>	<b>8</b>	<b>3</b>	<b>3</b>
	<b>Favourable responses</b>	<b>94</b>	<b>88</b>	<b>97</b>	<b>54</b>	<b>86</b>	<b>91</b>	<b>92</b>	<b>95</b>	<b>74</b>	<b>89</b>	<b>94</b>	<b>97</b>
	No opinion	0	0	0	0	0	0	0	0	0	3	3	0

Method items		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	4	6	7	1	1	0	0	0	0	3
	Strongly disagree	18	20	9	2	4	2	2	0	3	4
	Disagree	20	26	38	9	17	15	6	4	8	16
	<b>Unfavourable responses</b>	<b>42</b>	<b>52</b>	<b>54</b>	<b>13</b>	<b>22</b>	<b>17</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>23</b>
	Agree	41	33	34	59	45	42	34	32	45	49
	Strongly agree	14	9	9	21	20	23	35	34	26	20
	Completely agree	1	3	2	6	12	17	20	28	14	5
	<b>Favourable responses</b>	<b>56</b>	<b>45</b>	<b>45</b>	<b>86</b>	<b>77</b>	<b>82</b>	<b>88</b>	<b>94</b>	<b>85</b>	<b>75</b>
2006/2007	No opinion	2	3	1	1	1	1	3	2	3	2
	<b>Unfavourable responses</b>	<b>29</b>	<b>28</b>	<b>28</b>	<b>8</b>	<b>11</b>	<b>6</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>14</b>
	<b>Favourable responses</b>	<b>71</b>	<b>72</b>	<b>72</b>	<b>92</b>	<b>89</b>	<b>94</b>	<b>86</b>	<b>92</b>	<b>91</b>	<b>82</b>
	No opinion	0	0	0	0	0	0	6	6	2	5



Specific items (p. 34)		<b>1</b>	<b>2</b>
2007/2008	Completely disagree	4	3
	Strongly disagree	1	1
	Disagree	12	12
	<b>Unfavourable responses</b>	<b>17</b>	<b>16</b>
	Agree	34	37
	Strongly agree	23	21
	Completely agree	11	10
	<b>Favourable responses</b>	<b>67</b>	<b>68</b>
	No opinion	16	16
	<b>Unfavourable responses</b>	<b>3</b>	<b>9</b>
2006/2007	<b>Favourable responses</b>	<b>97</b>	<b>91</b>
	No opinion	0	0

### Student Grades

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>4(4)</b>	0(0) <b>1(1)</b>	0(0) <b>2(2)</b>	4(6) <b>1(1)</b>	47(76) <b>28(27)</b>	11(18) <b>67(65)</b>	17±1 <b>18±1</b>

### Student Ratings of The Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	1	-	0	0	1	0	1	-	-	0	0
	Strongly disagree	0	0	-	0	1	0	5	0	-	-	0	0
	Disagree	1	2	-	3	4	8	9	4	-	-	3	1
	<b>Unfavourable responses</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>5</b>	<b>9</b>	<b>14</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>1</b>
	Agree	23	24	-	28	26	20	24	26	-	-	18	10
	Strongly agree	35	35	-	34	23	31	30	32	-	-	23	32
	Completely agree	40	37	-	35	19	40	32	36	-	-	54	58
	<b>Favourable responses</b>	<b>98</b>	<b>96</b>	<b>-</b>	<b>97</b>	<b>68</b>	<b>90</b>	<b>86</b>	<b>93</b>	<b>-</b>	<b>-</b>	<b>96</b>	<b>99</b>
2006/2007	No opinion	1	1	-	0	26	1	0	1	-	-	1	0
	<b>Unfavourable responses</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>0</b>
	<b>Favourable responses</b>	<b>98</b>	<b>97</b>	<b>-</b>	<b>87</b>	<b>80</b>	<b>10</b>	<b>95</b>	<b>10</b>	<b>-</b>	<b>-</b>	<b>10</b>	<b>10</b>
	No opinion	0	0	-	2	16	0	0	0	-	-	0	0

Specific items (p. 34)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	0	0	1	2	1	1	1
	Strongly disagree	0	1	1	2	4	2	1	1
	Disagree	0	3	1	4	12	2	5	5
	<b>Unfavourable responses</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>19</b>	<b>5</b>	<b>8</b>	<b>8</b>
	Agree	11	16	14	22	35	26	36	34
	Strongly agree	20	30	33	35	24	40	24	24
	Completely agree	69	49	50	35	22	29	29	32
	<b>Favourable responses</b>	<b>100</b>	<b>95</b>	<b>98</b>	<b>92</b>	<b>81</b>	<b>95</b>	<b>89</b>	<b>90</b>
2006/2007	No opinion	0	0	0	0	0	0	3	2
	<b>Unfavourable responses</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>21</b>	<b>7</b>	<b>0</b>	<b>9</b>	<b>11</b>
	<b>Favourable responses</b>	<b>95</b>	<b>97</b>	<b>100</b>	<b>79</b>	<b>93</b>	<b>100</b>	<b>74</b>	<b>72</b>
No opinion	0	0	0	0	0	0	18	18	

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>6(6)</b>	0(0) <b>3(3)</b>	1(2) <b>14(13)</b>	6(10) <b>44(42)</b>	24(39) <b>37(36)</b>	31(49) <b>0(0)</b>	17±2 <b>15±1</b>

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	1	7	1	4	7	1	8	7	1	-	4	3
	Strongly disagree	2	2	3	3	2	5	9	3	3	-	11	4
	Disagree	14	21	11	20	22	9	22	23	25	-	25	11
	<b>Unfavourable responses</b>	<b>18</b>	<b>30</b>	<b>15</b>	<b>28</b>	<b>31</b>	<b>15</b>	<b>38</b>	<b>33</b>	<b>30</b>	-	<b>41</b>	<b>19</b>
	Agree	42	36	34	37	40	49	34	39	45	-	33	41
	Strongly agree	26	23	25	21	16	18	18	20	14	-	12	27
	Completely agree	14	11	25	12	13	15	8	7	3	-	13	13
	<b>Favourable responses</b>	<b>82</b>	<b>70</b>	<b>85</b>	<b>70</b>	<b>69</b>	<b>82</b>	<b>59</b>	<b>66</b>	<b>63</b>	-	<b>58</b>	<b>81</b>
2006/2007	No opinion	0	0	0	2	0	2	2	1	8	-	1	0
	<b>Unfavourable responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>16</b>	-	<b>3</b>	<b>2</b>
	<b>Favourable responses</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>95</b>	<b>97</b>	<b>98</b>	<b>97</b>	<b>97</b>	<b>74</b>	-	<b>95</b>	<b>98</b>
	No opinion	0	0	0	0	2	0	0	0	10	-	2	0

Specific items (p. 33)		1	2	3	4	5
2007/2008	Completely disagree	8	2	0	0	0
	Strongly disagree	7	8	0	0	0
	Disagree	29	16	0	0	0
	<b>Unfavourable responses</b>	<b>43</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Agree	27	38	0	0	0
	Strongly agree	21	17	0	0	0
	Completely agree	9	20	0	0	0
	<b>Favourable responses</b>	<b>57</b>	<b>74</b>	<b>0</b>	<b>0</b>	<b>0</b>
No opinion	0	0	0	0	0	

*Option Project I*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>5(6)</b>	0(0) <b>1(1)</b>	1(2) <b>10(10)</b>	8(13) <b>32(32)</b>	25(42) <b>49(49)</b>	26(43) <b>2(2)</b>	17±1 <b>15±2</b>

**Student Ratings of The Curricular Area**

Specific items (p. 34)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	0	0	0	2	1	0	0
	Strongly disagree	0	0	0	0	9	1	0	0
	Disagree	1	2	3	1	10	4	3	2
	<b>Unfavourable responses</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>21</b>	<b>7</b>	<b>3</b>	<b>2</b>
	Agree	28	26	27	27	34	19	13	13
	Strongly agree	30	35	33	32	28	31	32	27
	Completely agree	41	30	28	40	14	40	51	56
	<b>Favourable responses</b>	<b>99</b>	<b>91</b>	<b>89</b>	<b>99</b>	<b>77</b>	<b>90</b>	<b>97</b>	<b>96</b>
2006/2007	No opinion	0	7	8	0	2	3	0	2
	<b>Unfavourable responses</b>	<b>5</b>	<b>13</b>	<b>12</b>	<b>8</b>	<b>17</b>	<b>3</b>	<b>2</b>	<b>0</b>
	<b>Favourable responses</b>	<b>95</b>	<b>73</b>	<b>80</b>	<b>90</b>	<b>73</b>	<b>95</b>	<b>98</b>	<b>98</b>
	No opinion	0	13	8	2	10	2	0	2

*Vertical Domains I*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>3(3)</b>	0(0) <b>0(0)</b>	10(16) <b>13(13)</b>	7(11) <b>9(9)</b>	15(24) <b>27(26)</b>	31(49) <b>51(49)</b>	17±2 <b>17±2</b>

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	1	1	2	1	2	-	2	1	3	-	0	2
	Strongly disagree	3	2	1	3	1	-	1	1	3	-	2	1
	Disagree	8	4	8	3	4	-	4	3	10	-	1	10
	<b>Unfavourable responses</b>	<b>12</b>	<b>8</b>	<b>11</b>	<b>8</b>	<b>8</b>	-	<b>8</b>	<b>5</b>	<b>17</b>	-	<b>3</b>	<b>13</b>
	Agree	49	53	44	47	44	-	52	47	40	-	29	42
	Strongly agree	22	22	27	24	22	-	27	30	13	-	42	25
	Completely agree	15	14	14	15	17	-	12	13	10	-	24	18
	<b>Favourable responses</b>	<b>87</b>	<b>90</b>	<b>86</b>	<b>87</b>	<b>83</b>	-	<b>91</b>	<b>90</b>	<b>63</b>	-	<b>95</b>	<b>85</b>
2006/2007	No opinion	1	2	3	5	9	-	1	4	20	-	2	2
	<b>Unfavourable responses</b>	<b>10</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>6</b>	-	<b>10</b>	<b>8</b>	<b>28</b>	-	<b>3</b>	<b>3</b>
	<b>Favourable responses</b>	<b>87</b>	<b>92</b>	<b>90</b>	<b>90</b>	<b>77</b>	-	<b>89</b>	<b>90</b>	<b>57</b>	-	<b>95</b>	<b>89</b>
	No opinion	3	5	3	2	16	-	2	2	15	-	2	8

Specific items (p. 34)		1	2	3
2007/2008	Completely disagree	1	1	1
	Strongly disagree	2	2	2
	Disagree	4	3	0
	<b>Unfavourable responses</b>	<b>8</b>	<b>7</b>	<b>3</b>
	Agree	47	42	22
	Strongly agree	25	27	27
	Completely agree	16	22	46
	<b>Favourable responses</b>	<b>89</b>	<b>91</b>	<b>96</b>
2006/2007	No opinion	3	2	1
	<b>Unfavourable responses</b>	<b>6</b>	<b>5</b>	<b>3</b>
	<b>Favourable responses</b>	<b>89</b>	<b>92</b>	<b>97</b>
	No opinion	5	3	0

Specific items	Curricular year	Curricular year
	2007/2008	2006/2007
	%	%
A personal confession	39	44
Blanket of Rags	41	72
Artistic and literary creation	23	18
History of Science and Medicine	14	5
Philosophy	14	2
Ethics	37	23
Religion	13	3
Other	4	5

**2<sup>ND</sup> YEAR**

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>1(2)</b>	7(11) <b>6(10)</b>	17(27) <b>38(60)</b>	25(41) <b>17(26)</b>	13(21) <b>1(2)</b>	0(0) <b>0(0)</b>	14±1 <b>13±1</b>

**Student Ratings of Faculty**

		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	1	1	1	1	1	1	1	1
	Strongly disagree	1	2	2	2	2	2	2	2
	Disagree	4	6	6	7	9	9	6	5
	<b>Unfavourable responses</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>7</b>
	Agree	23	22	27	31	29	29	28	29
	Strongly agree	34	28	34	31	29	30	32	31
	Completely agree	31	36	24	21	21	21	24	22
<b>Favourable responses</b>	<b>88</b>	<b>86</b>	<b>85</b>	<b>83</b>	<b>80</b>	<b>80</b>	<b>84</b>	<b>82</b>	
2006/2007	No opinion	6	6	7	7	7	8	7	11
	<b>Unfavourable responses</b>	<b>8</b>	<b>9</b>	<b>12</b>	<b>14</b>	<b>13</b>	<b>11</b>	<b>12</b>	<b>12</b>
	<b>Favourable responses</b>	<b>87</b>	<b>85</b>	<b>82</b>	<b>80</b>	<b>80</b>	<b>82</b>	<b>82</b>	<b>81</b>
	No opinion	6	6	6	7	7	7	6	7

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	3	0	2	2	0	0	0	0	0
	Strongly disagree	0	2	0	11	5	2	3	0	0	5	2	0
	Disagree	2	8	0	41	18	10	23	7	11	11	11	3
	<b>Unfavourable responses</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>56</b>	<b>23</b>	<b>13</b>	<b>28</b>	<b>7</b>	<b>11</b>	<b>16</b>	<b>13</b>	<b>3</b>
	Agree	49	48	36	39	61	51	44	51	49	49	48	51
	Strongly agree	43	36	33	2	13	30	23	34	28	21	23	33
	Completely agree	7	7	31	3	2	5	2	8	8	5	10	13
<b>Favourable responses</b>	<b>98</b>	<b>90</b>	<b>100</b>	<b>44</b>	<b>75</b>	<b>85</b>	<b>69</b>	<b>93</b>	<b>85</b>	<b>75</b>	<b>80</b>	<b>97</b>	
2006/2007	No opinion	0	0	0	0	2	2	3	0	3	8	7	0
	<b>Unfavourable responses</b>	<b>5</b>	<b>19</b>	<b>9</b>	<b>59</b>	<b>48</b>	<b>10</b>	<b>51</b>	<b>14</b>	<b>12</b>	<b>36</b>	<b>16</b>	<b>12</b>
	<b>Favourable responses</b>	<b>95</b>	<b>81</b>	<b>91</b>	<b>39</b>	<b>50</b>	<b>88</b>	<b>49</b>	<b>86</b>	<b>86</b>	<b>62</b>	<b>84</b>	<b>88</b>
No opinion	0	0	0	2	2	2	0	0	2	2	0	0	

Method items		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	8	10	0	0	0	0	0	0	10	7
	Strongly disagree	8	10	5	0	0	0	5	2	10	3
	Disagree	28	26	28	8	5	3	3	2	37	13
	<b>Unfavourable responses</b>	<b>44</b>	<b>46</b>	<b>33</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>57</b>	<b>23</b>
	Agree	43	51	44	48	46	34	37	27	33	62
	Strongly agree	10	3	15	33	34	39	33	41	7	10
	Completely agree	3	0	8	11	13	23	18	27	3	3
<b>Favourable responses</b>	<b>56</b>	<b>54</b>	<b>67</b>	<b>92</b>	<b>93</b>	<b>97</b>	<b>88</b>	<b>95</b>	<b>43</b>	<b>75</b>	
2006/2007	No opinion	0	0	0	0	2	0	3	2	0	2
	<b>Unfavourable responses</b>	<b>55</b>	<b>56</b>	<b>60</b>	<b>19</b>	<b>17</b>	<b>12</b>	<b>10</b>	<b>16</b>	<b>22</b>	<b>52</b>
	<b>Favourable responses</b>	<b>45</b>	<b>44</b>	<b>40</b>	<b>81</b>	<b>83</b>	<b>88</b>	<b>86</b>	<b>81</b>	<b>78</b>	<b>48</b>
No opinion	0	0	0	0	0	0	3	3	0	0	

Specific items (p. 34)		1	2
2007/2008	Completely disagree	0	0
	Strongly disagree	2	5
	Disagree	0	8
	<b>Unfavourable responses</b>	<b>2</b>	<b>13</b>
	Agree	59	49
	Strongly agree	31	34
	Completely agree	7	2
	<b>Favourable responses</b>	<b>97</b>	<b>85</b>
	No opinion	2	2
2006/2007	<b>Unfavourable responses</b>	<b>5</b>	<b>16</b>
	<b>Favourable responses</b>	<b>95</b>	<b>83</b>
	No opinion	0	2



*Functional and Organic Systems III*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>2(3)</b>	2(3) <b>3(5)</b>	38(62) <b>26(41)</b>	18(30) <b>20(31)</b>	3(5) <b>13(20)</b>	0(0) <b>0(0)</b>	13±2 <b>14±2</b>

**Student Ratings of Faculty**

		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	1	0	0	1	1	1	0
	Strongly disagree	1	2	1	1	1	1	1	1
	Disagree	3	4	5	7	8	6	5	5
	<b>Unfavourable responses</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>6</b>
	Agree	22	20	28	30	27	29	28	28
	Strongly agree	33	28	32	29	29	32	30	31
	Completely agree	31	36	25	23	24	21	25	23
	<b>Favourable responses</b>	<b>87</b>	<b>84</b>	<b>84</b>	<b>82</b>	<b>80</b>	<b>82</b>	<b>84</b>	<b>82</b>
2006/2007	No opinion	9	9	10	10	10	10	10	12
	<b>Unfavourable responses</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>10</b>	<b>11</b>
	<b>Favourable responses</b>	<b>87</b>	<b>87</b>	<b>85</b>	<b>84</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>83</b>
	No opinion	6	6	6	6	6	6	6	6

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	2	0	2	2	0	0	0	5	0	0	0
	Strongly disagree	0	2	0	0	2	0	0	0	0	0	0	0
	Disagree	4	7	4	33	7	5	13	15	13	11	9	7
	<b>Unfavourable responses</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>35</b>	<b>11</b>	<b>5</b>	<b>13</b>	<b>15</b>	<b>18</b>	<b>11</b>	<b>9</b>	<b>7</b>
	Agree	44	42	24	40	62	60	60	47	44	47	40	35
	Strongly agree	44	40	47	24	24	25	24	31	25	31	36	42
	Completely agree	9	7	25	2	2	9	4	7	11	4	9	16
	<b>Favourable responses</b>	<b>96</b>	<b>89</b>	<b>96</b>	<b>65</b>	<b>87</b>	<b>95</b>	<b>87</b>	<b>85</b>	<b>80</b>	<b>82</b>	<b>85</b>	<b>93</b>
2006/2007	No opinion	0	0	0	0	2	0	0	0	2	7	5	0
	<b>Unfavourable responses</b>	<b>9</b>	<b>12</b>	<b>3</b>	<b>34</b>	<b>39</b>	<b>11</b>	<b>21</b>	<b>9</b>	<b>23</b>	<b>37</b>	<b>23</b>	<b>12</b>
	<b>Favourable responses</b>	<b>90</b>	<b>88</b>	<b>97</b>	<b>66</b>	<b>61</b>	<b>88</b>	<b>79</b>	<b>91</b>	<b>77</b>	<b>61</b>	<b>77</b>	<b>88</b>
	No opinion	2	0	0	0	0	2	0	0	0	2	0	0

Method items		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	4	2	2	0	0	0	0	0	5	2
	Strongly disagree	9	11	2	2	2	2	2	0	5	5
	Disagree	20	29	25	5	4	5	0	2	22	16
	<b>Unfavourable responses</b>	<b>33</b>	<b>42</b>	<b>29</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>33</b>	<b>24</b>
	Agree	42	38	35	49	51	38	38	35	29	42
	Strongly agree	22	18	29	29	31	36	31	35	24	31
	Completely agree	4	2	7	15	13	18	20	22	15	4
	<b>Favourable responses</b>	<b>67</b>	<b>58</b>	<b>71</b>	<b>93</b>	<b>95</b>	<b>93</b>	<b>89</b>	<b>91</b>	<b>67</b>	<b>76</b>
2006/2007	No opinion	0	0	0	0	0	0	9	7	0	0
	<b>Unfavourable responses</b>	<b>53</b>	<b>60</b>	<b>28</b>	<b>10</b>	<b>26</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>17</b>	<b>46</b>
	<b>Favourable responses</b>	<b>47</b>	<b>40</b>	<b>72</b>	<b>90</b>	<b>74</b>	<b>79</b>	<b>79</b>	<b>90</b>	<b>83</b>	<b>54</b>
	No opinion	0	0	0	0	0	0	5	5	0	0

Specific items (p. 34)		1	2
2007/2008	Completely disagree	0	0
	Strongly disagree	0	0
	Disagree	15	16
	<b>Unfavourable responses</b>	<b>15</b>	<b>16</b>
	Agree	45	47
	Strongly agree	31	31
	Completely agree	9	5
	<b>Favourable responses</b>	<b>85</b>	<b>84</b>
	No opinion	0	0
	<b>Unfavourable responses</b>	<b>16</b>	<b>14</b>
2006/2007	<b>Favourable responses</b>	<b>84</b>	<b>86</b>
	No opinion	0	0

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>0(0)</b>	0(0) <b>0(0)</b>	6(10) <b>51(82)</b>	43(69) <b>11(18)</b>	13(21) <b>0(0)</b>	0(0) <b>0(0)</b>	15±1 <b>13±1</b>

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	2	0	0	0	7	0	0	0	15	2	5	2
	Strongly disagree	2	3	5	2	21	2	0	2	8	8	10	5
	Disagree	20	16	20	16	28	13	25	10	26	23	43	13
	<b>Unfavourable responses</b>	<b>23</b>	<b>20</b>	<b>25</b>	<b>18</b>	<b>56</b>	<b>15</b>	<b>25</b>	<b>11</b>	<b>49</b>	<b>33</b>	<b>57</b>	<b>20</b>
	Agree	49	54	49	38	28	56	52	66	26	44	31	57
	Strongly agree	26	21	18	28	11	23	16	16	2	15	8	15
	Completely agree	2	3	3	16	2	5	3	5	2	0	0	5
	<b>Favourable responses</b>	<b>77</b>	<b>79</b>	<b>70</b>	<b>82</b>	<b>41</b>	<b>84</b>	<b>72</b>	<b>87</b>	<b>30</b>	<b>59</b>	<b>39</b>	<b>77</b>
2006/2007	No opinion	0	2	5	0	3	2	3	2	21	8	3	3
	<b>Unfavourable responses</b>	<b>21</b>	<b>19</b>	<b>19</b>	<b>11</b>	<b>25</b>	<b>13</b>	<b>21</b>	<b>13</b>	<b>40</b>	<b>19</b>	<b>35</b>	<b>18</b>
	<b>Favourable responses</b>	<b>79</b>	<b>77</b>	<b>81</b>	<b>89</b>	<b>54</b>	<b>87</b>	<b>77</b>	<b>85</b>	<b>52</b>	<b>77</b>	<b>63</b>	<b>82</b>
	No opinion	0	3	0	0	21	0	2	2	8	3	2	0

*Follow-up of a Family I*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>2(3)</b>	0(0) <b>1(1)</b>	0(0) <b>0(0)</b>	2(3) <b>1(1)</b>	24(40) <b>27(43)</b>	34(57) <b>33(52)</b>	18±1 <b>18±1</b>

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	2	0	0	0	0	2	0	6	0	4	2
	Strongly disagree	0	0	4	2	2	0	10	0	0	2	8	4
	Disagree	6	4	13	10	6	12	17	8	31	8	16	8
	<b>Unfavourable responses</b>	<b>6</b>	<b>6</b>	<b>17</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>29</b>	<b>8</b>	<b>37</b>	<b>10</b>	<b>27</b>	<b>14</b>
	Agree	37	48	29	27	27	44	46	56	21	51	37	46
	Strongly agree	29	15	25	33	17	29	13	17	13	25	18	16
	Completely agree	27	27	29	29	8	13	10	13	4	6	14	22
	<b>Favourable responses</b>	<b>92</b>	<b>90</b>	<b>83</b>	<b>88</b>	<b>52</b>	<b>87</b>	<b>69</b>	<b>87</b>	<b>38</b>	<b>82</b>	<b>69</b>	<b>84</b>
No opinion	2	4	0	0	40	2	2	6	25	8	4	2	
2006/2007	<b>Unfavourable responses</b>	<b>7</b>	<b>17</b>	<b>14</b>	<b>7</b>	<b>12</b>	<b>20</b>	<b>25</b>	<b>16</b>	<b>33</b>	<b>12</b>	<b>41</b>	<b>24</b>
	<b>Favourable responses</b>	<b>93</b>	<b>83</b>	<b>86</b>	<b>93</b>	<b>51</b>	<b>78</b>	<b>75</b>	<b>80</b>	<b>55</b>	<b>84</b>	<b>59</b>	<b>75</b>
	No opinion	0	0	0	0	38	1	0	4	12	4	0	1

Specific items (p. 34)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	2	2	4	0	2	0	0
	Strongly disagree	2	0	2	6	0	4	0	0
	Disagree	8	6	10	10	6	6	8	2
	<b>Unfavourable responses</b>	<b>10</b>	<b>8</b>	<b>14</b>	<b>20</b>	<b>6</b>	<b>12</b>	<b>8</b>	<b>2</b>
	Agree	38	42	20	22	41	24	41	51
	Strongly agree	31	29	20	20	18	18	29	29
	Completely agree	17	21	46	39	35	47	22	18
	<b>Favourable responses</b>	<b>87</b>	<b>92</b>	<b>86</b>	<b>80</b>	<b>94</b>	<b>88</b>	<b>92</b>	<b>98</b>
No opinion	4	0	0	0	0	0	0	0	
2006/2007	<b>Unfavourable responses</b>	<b>35</b>	<b>14</b>	<b>12</b>	<b>19</b>	<b>13</b>	<b>4</b>	<b>24</b>	<b>15</b>
	<b>Favourable responses</b>	<b>65</b>	<b>86</b>	<b>88</b>	<b>81</b>	<b>86</b>	<b>96</b>	<b>76</b>	<b>85</b>
	No opinion	0	0	0	0	1	0	0	0

*Option Project II*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>5(8)</b>	0(0) <b>0(0)</b>	0(0) <b>0(0)</b>	6(10) <b>5(8)</b>	24(41) <b>30(48)</b>	29(49) <b>23(36)</b>	17±1 <b>17±1</b>

**Student Ratings of The Curricular Area**

Specific items (p. 34)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	0	0	0	2	0	0	0
	Strongly disagree	0	0	0	2	6	0	0	0
	Disagree	2	2	2	6	21	2	0	0
	<b>Unfavourable responses</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>29</b>	<b>2</b>	<b>0</b>	<b>0</b>
	Agree	21	19	23	28	38	19	13	8
	Strongly agree	36	28	34	23	17	17	19	19
	Completely agree	42	32	26	42	15	60	67	71
	<b>Favourable responses</b>	<b>98</b>	<b>79</b>	<b>83</b>	<b>92</b>	<b>71</b>	<b>96</b>	<b>100</b>	<b>98</b>
2006/2007	No opinion	0	19	15	0	0	2	0	2
	<b>Unfavourable responses</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>26</b>	<b>5</b>	<b>0</b>	<b>2</b>
	<b>Favourable responses</b>	<b>100</b>	<b>81</b>	<b>91</b>	<b>98</b>	<b>74</b>	<b>91</b>	<b>100</b>	<b>98</b>
	No opinion	0	19	7	0	0	4	0	0

*Vertical Domains II*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>3(5)</b>	0(0) <b>0(0)</b>	6(10) <b>6(10)</b>	11(18) <b>8(13)</b>	13(21) <b>11(17)</b>	31(51) <b>35(55)</b>	17±2 <b>17±1</b>

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	2	2	2	0	4	-	0	2	0	-	0	0
	Strongly disagree	4	4	4	4	12	-	2	0	0	-	2	0
	Disagree	17	12	21	2	13	-	6	6	12	-	12	19
	<b>Unfavourable responses</b>	<b>23</b>	<b>17</b>	<b>27</b>	<b>6</b>	<b>29</b>	-	<b>8</b>	<b>8</b>	<b>12</b>	-	<b>13</b>	<b>19</b>
	Agree	48	42	42	47	25	-	50	48	38	-	44	44
	Strongly agree	13	23	19	24	15	-	19	23	12	-	17	17
	Completely agree	12	10	12	18	12	-	21	17	10	-	23	15
	<b>Favourable responses</b>	<b>73</b>	<b>75</b>	<b>73</b>	<b>88</b>	<b>52</b>	-	<b>90</b>	<b>88</b>	<b>60</b>	-	<b>85</b>	<b>77</b>
No opinion	4	8	0	6	19	-	2	4	29	-	2	4	
2006/2007	<b>Unfavourable responses</b>	<b>7</b>	<b>5</b>	<b>12</b>	<b>2</b>	<b>2</b>	-	<b>7</b>	<b>7</b>	<b>7</b>	-	<b>5</b>	<b>4</b>
	<b>Favourable responses</b>	<b>91</b>	<b>89</b>	<b>86</b>	<b>96</b>	<b>74</b>	-	<b>93</b>	<b>89</b>	<b>75</b>	-	<b>91</b>	<b>95</b>
	No opinion	2	5	2	2	25	-	0	4	18	-	4	2

Specific items (p. 34)		1	2	3
2007/2008	Completely disagree	2	0	0
	Strongly disagree	0	0	0
	Disagree	10	13	0
	<b>Unfavourable responses</b>	<b>12</b>	<b>13</b>	<b>0</b>
	Agree	48	44	30
	Strongly agree	19	19	12
	Completely agree	15	21	56
	<b>Favourable responses</b>	<b>83</b>	<b>85</b>	<b>98</b>
No opinion	6	2	2	
2006/2007	<b>Unfavourable responses</b>	<b>5</b>	<b>5</b>	<b>4</b>
	<b>Favourable responses</b>	<b>91</b>	<b>93</b>	<b>95</b>
	No opinion	4	2	2

Specific items	Curricular Year 2007/2008	Curricular Year 2006/2007
	%	%
A personal confession	30	46
Blanket of Rags	68	70
Artistic and literary creation	20	14
History of Science and Medicine	18	7
Philosophy	6	7
Ethics	32	25
Religion	8	11
Other	8	12

**3<sup>RD</sup> YEAR**

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>0(0)</b>	1(2) <b>1(2)</b>	24(38) <b>30(49)</b>	18(29) <b>24(39)</b>	18(29) <b>6(10)</b>	1(2) <b>0(0)</b>	14±2 <b>14±2</b>

**Student Ratings of Faculty**

		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	1	2	3	3	3	3	3	2
	Strongly disagree	1	3	4	4	2	4	4	3
	Disagree	5	6	13	14	12	14	14	14
	<b>Unfavourable responses</b>	<b>8</b>	<b>11</b>	<b>20</b>	<b>21</b>	<b>18</b>	<b>22</b>	<b>22</b>	<b>19</b>
	Agree	26	26	28	28	30	28	26	28
	Strongly agree	30	30	25	25	24	24	25	27
	Completely agree	35	32	25	24	26	25	25	24
	<b>Favourable responses</b>	<b>91</b>	<b>88</b>	<b>78</b>	<b>77</b>	<b>80</b>	<b>77</b>	<b>77</b>	<b>79</b>
2006/2007	No opinion	1	1	1	2	2	2	1	2
	<b>Unfavourable responses</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>11</b>	<b>11</b>	<b>13</b>	<b>9</b>	<b>8</b>
	<b>Favourable responses</b>	<b>98</b>	<b>96</b>	<b>91</b>	<b>88</b>	<b>88</b>	<b>86</b>	<b>90</b>	<b>91</b>
	No opinion	1	1	1	1	1	1	1	1

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	2	2	11	9	0	2	0	0	4	4	4
	Strongly disagree	2	6	0	15	8	4	6	2	2	2	4	4
	Disagree	9	17	13	34	19	15	32	17	19	23	25	9
	<b>Unfavourable responses</b>	<b>11</b>	<b>24</b>	<b>15</b>	<b>60</b>	<b>36</b>	<b>19</b>	<b>40</b>	<b>19</b>	<b>21</b>	<b>28</b>	<b>33</b>	<b>17</b>
	Agree	61	59	54	32	45	58	51	58	49	47	42	47
	Strongly agree	24	13	28	8	15	11	8	19	19	17	23	28
	Completely agree	4	2	4	0	2	11	0	2	6	8	2	6
	<b>Favourable responses</b>	<b>89</b>	<b>74</b>	<b>85</b>	<b>40</b>	<b>62</b>	<b>81</b>	<b>58</b>	<b>79</b>	<b>74</b>	<b>72</b>	<b>67</b>	<b>81</b>
2006/2007	No opinion	0	2	0	0	2	0	2	2	6	0	0	2
	<b>Unfavourable responses</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>4</b>
	<b>Favourable responses</b>	<b>98</b>	<b>100</b>	<b>100</b>	<b>84</b>	<b>96</b>	<b>98</b>	<b>95</b>	<b>98</b>	<b>88</b>	<b>100</b>	<b>100</b>	<b>96</b>
	No opinion	0	0	0	0	0	0	0	2	4	0	0	0

Method items		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	19	11	9	0	4	2	7	2	4	6
	Strongly disagree	15	19	17	4	6	9	7	4	2	6
	Disagree	28	19	35	17	17	15	17	11	19	30
	<b>Unfavourable responses</b>	<b>62</b>	<b>49</b>	<b>61</b>	<b>20</b>	<b>26</b>	<b>26</b>	<b>31</b>	<b>17</b>	<b>24</b>	<b>41</b>
	Agree	28	40	28	63	41	44	28	28	39	39
	Strongly agree	8	9	11	15	30	24	19	13	26	17
	Completely agree	2	0	0	2	4	6	2	22	11	2
	<b>Favourable responses</b>	<b>38</b>	<b>49</b>	<b>39</b>	<b>80</b>	<b>74</b>	<b>74</b>	<b>48</b>	<b>63</b>	<b>76</b>	<b>57</b>
2006/2007	No opinion	0	2	0	0	0	0	20	20	0	2
	<b>Unfavourable responses</b>	<b>5</b>	<b>7</b>	<b>13</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>0</b>	<b>11</b>	<b>11</b>
	<b>Favourable responses</b>	<b>95</b>	<b>93</b>	<b>88</b>	<b>96</b>	<b>96</b>	<b>95</b>	<b>84</b>	<b>91</b>	<b>89</b>	<b>89</b>
	No opinion	0	0	0	0	0	0	9	9	0	0



Specific items (p. 34)		1	2
2007/2008	Completely disagree	2	6
	Strongly disagree	9	6
	Disagree	22	11
	<b>Unfavourable responses</b>	<b>33</b>	<b>22</b>
	Agree	44	44
	Strongly agree	20	24
	Completely agree	2	9
	<b>Favourable responses</b>	<b>67</b>	<b>78</b>
2006/2007	No opinion	0	0
	<b>Unfavourable responses</b>	<b>11</b>	<b>13</b>
	<b>Favourable responses</b>	<b>89</b>	<b>87</b>
	No opinion	0	0

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>0(0)</b>	0(0) <b>0(0)</b>	34(55) <b>10(17)</b>	20(32) <b>30(51)</b>	8(13) <b>16(27)</b>	0(0) <b>3(5)</b>	13±2 <b>15±1</b>

**Student Ratings of Faculty**

		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	1	1	3	3	3	2	2	1
	Strongly disagree	1	1	1	2	1	4	2	3
	Disagree	5	8	7	8	7	8	11	5
	<b>Unfavourable responses</b>	<b>6</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>13</b>	<b>15</b>	<b>10</b>
	Agree	21	27	32	38	31	32	35	38
	Strongly agree	28	22	30	22	28	23	22	24
	Completely agree	43	38	25	27	28	29	27	26
	<b>Favourable responses</b>	<b>93</b>	<b>87</b>	<b>88</b>	<b>87</b>	<b>87</b>	<b>84</b>	<b>85</b>	<b>89</b>
No opinion	1	3	1	1	2	3	1	1	
2006/2007	<b>Unfavourable responses</b>	<b>2</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>16</b>	<b>6</b>
	<b>Favourable responses</b>	<b>98</b>	<b>88</b>	<b>85</b>	<b>84</b>	<b>84</b>	<b>83</b>	<b>84</b>	<b>91</b>
	No opinion	0	0	1	1	1	1	1	3

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	2	2	2	0	2	2	2	7	13	2	4	7
	Strongly disagree	4	4	7	2	2	2	5	4	7	0	9	2
	Disagree	7	15	7	7	9	13	9	4	22	12	9	14
	<b>Unfavourable responses</b>	<b>13</b>	<b>22</b>	<b>16</b>	<b>9</b>	<b>14</b>	<b>18</b>	<b>16</b>	<b>16</b>	<b>42</b>	<b>14</b>	<b>22</b>	<b>23</b>
	Agree	37	39	44	41	41	42	52	44	22	53	47	41
	Strongly agree	28	24	16	36	30	27	27	29	16	19	18	16
	Completely agree	22	13	22	14	14	11	5	11	4	14	11	18
	<b>Favourable responses</b>	<b>87</b>	<b>76</b>	<b>82</b>	<b>91</b>	<b>84</b>	<b>80</b>	<b>84</b>	<b>84</b>	<b>42</b>	<b>86</b>	<b>76</b>	<b>75</b>
No opinion	0	2	2	0	2	2	0	0	16	0	2	2	
2006/2007	<b>Unfavourable responses</b>	<b>11</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>50</b>	<b>8</b>	<b>17</b>	<b>13</b>	<b>47</b>	<b>2</b>	<b>22</b>	<b>15</b>
	<b>Favourable responses</b>	<b>89</b>	<b>78</b>	<b>83</b>	<b>80</b>	<b>50</b>	<b>92</b>	<b>83</b>	<b>87</b>	<b>32</b>	<b>97</b>	<b>77</b>	<b>85</b>
	No opinion	0	2	0	0	0	0	0	0	20	2	2	0

Method items		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	11	11	2	4	4	4	7	7	0	4
	Strongly disagree	11	13	2	9	2	4	4	2	0	4
	Disagree	11	20	4	9	13	11	11	9	4	4
	<b>Unfavourable responses</b>	<b>33</b>	<b>43</b>	<b>9</b>	<b>22</b>	<b>20</b>	<b>20</b>	<b>22</b>	<b>18</b>	<b>4</b>	<b>13</b>
	Agree	15	13	39	48	26	37	16	13	30	29
	Strongly agree	22	9	24	20	41	30	4	11	24	27
	Completely agree	17	13	28	7	9	11	7	9	41	29
	<b>Favourable responses</b>	<b>54</b>	<b>35</b>	<b>91</b>	<b>74</b>	<b>76</b>	<b>78</b>	<b>27</b>	<b>33</b>	<b>96</b>	<b>84</b>
No opinion	13	22	0	4	4	2	51	49	0	2	
2006/2007	<b>Unfavourable responses</b>	<b>21</b>	<b>21</b>	<b>19</b>	<b>21</b>	<b>11</b>	<b>18</b>	<b>22</b>	<b>13</b>	<b>87</b>	<b>61</b>
	<b>Favourable responses</b>	<b>77</b>	<b>77</b>	<b>81</b>	<b>79</b>	<b>89</b>	<b>82</b>	<b>17</b>	<b>28</b>	<b>13</b>	<b>39</b>
	No opinion	2	2	0	0	0	0	62	58	0	0

Specific items (p. 34)		1	2
2007/2008	Completely disagree	2	9
	Strongly disagree	7	0
	Disagree	7	20
	<b>Unfavourable responses</b>	<b>15</b>	<b>28</b>
	Agree	41	26
	Strongly agree	24	26
	Completely agree	17	9
	<b>Favourable responses</b>	<b>83</b>	<b>61</b>
2006/2007	No opinion	2	11
	<b>Unfavourable responses</b>	<b>18</b>	<b>35</b>
	<b>Favourable responses</b>	<b>82</b>	<b>63</b>
	No opinion	0	2

### Student Grades

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Professionalism rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	5(8) <b>1(2)</b>	23(37) <b>28(45)</b>	27(44) <b>30(50)</b>	7(11) <b>2(3)</b>	16±2 <b>15±1</b>
Skills rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	6(10) <b>5(8)</b>	31(50) <b>33(55)</b>	15(24) <b>21(34)</b>	10(16) <b>2(3)</b>	15±2 <b>15±1</b>
Written exam	<b>0(0)</b>	7(11) <b>18(30)</b>	36(58) <b>36(59)</b>	14(23) <b>7(11)</b>	5(8) <b>0(0)</b>	0(0) <b>0(0)</b>	12±2 <b>11±2</b>
OSCE*	<b>0(0)</b>	<b>0(0)</b>	<b>14(23)</b>	<b>25(41)</b>	<b>22(36)</b>	<b>0(0)</b>	<b>15±2</b>
Aggregate Score	<b>0(0)</b>	0(0) <b>2(3)</b>	22(36) <b>15(25)</b>	25(41) <b>39(64)</b>	14(23) <b>5(8)</b>	0(0) <b>0(0)</b>	14±2 <b>14±1</b>

\* Objective Structured Clinical Examination

### Evaluation of Clinical Tutors

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	0	0	0	0	0	0	0	4	0	0
	Strongly disagree	0	0	0	0	4	2	0	5	0	0
	Disagree	5	4	9	5	11	12	2	12	13	2
	<b>Unfavourable responses</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>14</b>	<b>14</b>	<b>2</b>	<b>21</b>	<b>13</b>	<b>2</b>
	Agree	18	23	14	26	12	19	7	14	11	12
	Strongly disagree	37	30	32	16	26	21	23	32	30	37
	Completely agree	40	44	46	53	47	44	68	33	46	49
	<b>Favourable responses</b>	<b>95</b>	<b>96</b>	<b>91</b>	<b>95</b>	<b>86</b>	<b>84</b>	<b>98</b>	<b>79</b>	<b>88</b>	<b>98</b>
2006/2007	No opinion	0	0	0	0	0	2	0	0	0	0
	<b>Unfavourable responses</b>	<b>21</b>	<b>13</b>	<b>20</b>	<b>10</b>	<b>21</b>	<b>22</b>	<b>3</b>	<b>20</b>	<b>15</b>	<b>5</b>
	<b>Favourable responses</b>	<b>79</b>	<b>87</b>	<b>80</b>	<b>89</b>	<b>77</b>	<b>77</b>	<b>89</b>	<b>80</b>	<b>85</b>	<b>95</b>
	No opinion	0	0	0	2	2	2	8	0	0	0

### Seminars Evaluation

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	1	1	1	1	2	2	1	1	1	2
	Strongly disagree	4	3	3	2	2	4	3	1	2	4
	Disagree	8	10	5	5	11	18	16	3	3	10
	<b>Unfavourable responses</b>	<b>13</b>	<b>14</b>	<b>8</b>	<b>8</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>5</b>	<b>6</b>	<b>16</b>
	Agree	35	37	36	33	32	38	37	25	37	36
	Strongly disagree	28	27	33	34	22	18	23	15	25	24
	Completely agree	24	22	22	22	18	17	15	15	24	19
	<b>Favourable responses</b>	<b>86</b>	<b>86</b>	<b>90</b>	<b>89</b>	<b>72</b>	<b>73</b>	<b>76</b>	<b>55</b>	<b>87</b>	<b>80</b>
2006/2007	No opinion	0	1	1	3	13	3	4	40	7	4
	<b>Unfavourable responses</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>13</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>9</b>
	<b>Favourable responses</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>77</b>	<b>83</b>	<b>90</b>	<b>44</b>	<b>93</b>	<b>88</b>
No opinion	1	1	2	3	14	4	2	51	5	3	

## Student Ratings of The Curricular Area

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	15	0	0	0	0	2	2	0	0
	Strongly disagree	0	0	0	10	4	4	8	4	2	6	0	2
	Disagree	10	13	0	29	22	15	23	8	15	15	6	2
	<b>Unfavourable responses</b>	<b>10</b>	<b>13</b>	<b>0</b>	<b>54</b>	<b>26</b>	<b>19</b>	<b>31</b>	<b>13</b>	<b>19</b>	<b>23</b>	<b>6</b>	<b>4</b>
	Agree	46	50	38	27	43	52	48	65	52	48	62	40
	Strongly disagree	29	19	27	6	11	15	8	17	17	21	13	33
	Completely agree	15	15	35	13	9	10	8	6	6	6	17	23
	<b>Favourable responses</b>	<b>90</b>	<b>83</b>	<b>100</b>	<b>46</b>	<b>63</b>	<b>77</b>	<b>65</b>	<b>88</b>	<b>75</b>	<b>75</b>	<b>91</b>	<b>96</b>
No opinion	0	4	0	0	11	4	4	0	6	2	2	0	
2006/2007	<b>Unfavourable responses</b>	<b>15</b>	<b>22</b>	<b>2</b>	<b>54</b>	<b>15</b>	<b>23</b>	<b>26</b>	<b>6</b>	<b>3</b>	<b>14</b>	<b>15</b>	<b>2</b>
	<b>Favourable responses</b>	<b>83</b>	<b>77</b>	<b>98</b>	<b>45</b>	<b>72</b>	<b>74</b>	<b>74</b>	<b>92</b>	<b>94</b>	<b>84</b>	<b>85</b>	<b>98</b>
	No opinion	2	2	0	2	12	3	0	2	3	2	0	0

Specific items (p. 34)		1	2	3	4	5	6	7	8	9
2007/2008	Completely disagree	9	10	4	6	2	0	0	0	16
	Strongly disagree	11	0	10	8	2	0	0	0	18
	Disagree	23	21	13	15	15	6	4	2	29
	<b>Unfavourable responses</b>	<b>43</b>	<b>31</b>	<b>27</b>	<b>29</b>	<b>19</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>63</b>
	Agree	30	35	25	25	48	35	42	42	34
	Strongly disagree	6	8	19	21	27	35	31	29	3
	Completely agree	4	19	25	25	6	21	23	27	0
	<b>Favourable responses</b>	<b>40</b>	<b>63</b>	<b>69</b>	<b>71</b>	<b>81</b>	<b>92</b>	<b>96</b>	<b>98</b>	<b>37</b>
No opinion	17	6	4	0	0	2	0	0	0	
2006/2007	<b>Unfavourable responses</b>	<b>19</b>	<b>40</b>	<b>41</b>	<b>31</b>	<b>15</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>64</b>
	<b>Favourable responses</b>	<b>20</b>	<b>55</b>	<b>59</b>	<b>69</b>	<b>83</b>	<b>92</b>	<b>98</b>	<b>98</b>	<b>36</b>
	No opinion	61	5	0	0	2	0	0	0	0

*Follow-up of a Family II*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>2(3)</b>	0(0) <b>0(0)</b>	0(0) <b>3(5)</b>	0(0) <b>6(10)</b>	10(17) <b>18(29)</b>	49(83) <b>33(53)</b>	18±1 <b>17±2</b>

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	4	4	4	4	4	4	6	2	4	0	0	0
	Strongly disagree	4	4	6	2	4	4	4	8	4	2	9	4
	Disagree	4	10	15	0	8	4	15	13	10	4	37	13
	<b>Unfavourable responses</b>	<b>13</b>	<b>19</b>	<b>25</b>	<b>6</b>	<b>17</b>	<b>13</b>	<b>25</b>	<b>23</b>	<b>19</b>	<b>7</b>	<b>46</b>	<b>18</b>
	Agree	60	54	54	52	46	56	48	46	48	52	35	58
	Strongly agree	17	19	17	23	8	19	19	17	10	15	7	13
	Completely agree	10	6	4	15	8	10	6	8	6	22	9	7
	<b>Favourable responses</b>	<b>88</b>	<b>79</b>	<b>75</b>	<b>90</b>	<b>63</b>	<b>85</b>	<b>73</b>	<b>71</b>	<b>65</b>	<b>89</b>	<b>50</b>	<b>78</b>
2006/2007	No opinion	0	2	0	4	21	2	2	6	17	4	4	4
	<b>Unfavourable responses</b>	<b>12</b>	<b>14</b>	<b>25</b>	<b>22</b>	<b>14</b>	<b>24</b>	<b>27</b>	<b>12</b>	<b>17</b>	<b>7</b>	<b>34</b>	<b>32</b>
	<b>Favourable responses</b>	<b>88</b>	<b>81</b>	<b>73</b>	<b>76</b>	<b>66</b>	<b>76</b>	<b>73</b>	<b>81</b>	<b>59</b>	<b>86</b>	<b>64</b>	<b>68</b>
	No opinion	0	5	2	2	20	0	0	7	24	7	2	0

Specific items (p. 34)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	6	4	4	11	4	2	0	2
	Strongly disagree	4	4	11	4	9	4	2	2
	Disagree	8	10	2	2	20	7	7	4
	<b>Unfavourable responses</b>	<b>19</b>	<b>19</b>	<b>17</b>	<b>17</b>	<b>33</b>	<b>13</b>	<b>9</b>	<b>9</b>
	Agree	52	54	20	28	37	36	37	33
	Strongly agree	17	17	24	20	11	20	22	22
	Completely agree	13	6	37	33	13	27	30	37
	<b>Favourable responses</b>	<b>81</b>	<b>77</b>	<b>80</b>	<b>80</b>	<b>61</b>	<b>82</b>	<b>89</b>	<b>91</b>
2006/2007	No opinion	0	4	2	2	7	4	2	0
	<b>Unfavourable responses</b>	<b>22</b>	<b>25</b>	<b>4</b>	<b>16</b>	<b>20</b>	<b>7</b>	<b>7</b>	<b>7</b>
	<b>Favourable responses</b>	<b>78</b>	<b>75</b>	<b>95</b>	<b>82</b>	<b>77</b>	<b>89</b>	<b>93</b>	<b>89</b>
No opinion	0	0	2	2	4	4	0	4	

*Option Project III*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>1(2)</b>	0(0) <b>0(0)</b>	0(0) <b>0(0)</b>	1(2) <b>4(6)</b>	16(27) <b>31(50)</b>	42(71) <b>26(42)</b>	18±1 <b>17±1</b>

**Student Ratings of The Curricular Area**

Specific items (p. 34)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	2	2	2	6	4	2	2
	Strongly disagree	0	0	0	2	4	0	0	0
	Disagree	2	4	4	0	13	4	0	0
	<b>Unfavourable responses</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>23</b>	<b>8</b>	<b>2</b>	<b>2</b>
	Agree	39	29	29	38	31	33	17	19
	Strongly agree	22	20	22	27	21	19	33	21
	Completely agree	37	18	18	29	21	38	46	56
	<b>Favourable responses</b>	<b>98</b>	<b>67</b>	<b>69</b>	<b>94</b>	<b>73</b>	<b>90</b>	<b>96</b>	<b>96</b>
2006/2007	No opinion	0	27	24	2	4	2	2	2
	<b>Unfavourable responses</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>31</b>	<b>14</b>	<b>3</b>	<b>8</b>
	<b>Favourable responses</b>	<b>97</b>	<b>78</b>	<b>95</b>	<b>97</b>	<b>67</b>	<b>83</b>	<b>97</b>	<b>88</b>
	No opinion	2	17	3	0	2	3	0	3

*Vertical Domains III*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>5(8)</b>	1(2) <b>0(0)</b>	10(16) <b>13(19)</b>	14(23) <b>16(25)</b>	16(26) <b>12(19)</b>	21(34) <b>19(29)</b>	16±2 <b>16±2</b>

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	4	4	2	2	13	-	2	2	4	-	2	2
	Strongly disagree	0	0	4	4	2	-	0	0	0	-	2	2
	Disagree	9	6	9	2	13	-	15	4	9	-	2	13
	<b>Unfavourable responses</b>	<b>13</b>	<b>11</b>	<b>15</b>	<b>9</b>	<b>28</b>	<b>-</b>	<b>17</b>	<b>6</b>	<b>13</b>	<b>-</b>	<b>6</b>	<b>17</b>
	Agree	51	45	55	45	28	-	55	53	49	-	57	45
	Strongly agree	15	17	13	19	13	-	11	13	4	-	13	17
	Completely agree	15	11	11	19	9	-	13	15	15	-	17	15
	<b>Favourable responses</b>	<b>81</b>	<b>72</b>	<b>79</b>	<b>83</b>	<b>50</b>	<b>-</b>	<b>79</b>	<b>81</b>	<b>68</b>	<b>-</b>	<b>87</b>	<b>77</b>
No opinion	6	17	6	9	22	-	4	13	19	-	6	6	
2006/2007	<b>Unfavourable responses</b>	<b>16</b>	<b>16</b>	<b>25</b>	<b>16</b>	<b>23</b>	<b>-</b>	<b>15</b>	<b>8</b>	<b>13</b>	<b>-</b>	<b>18</b>	<b>28</b>
	<b>Favourable responses</b>	<b>72</b>	<b>69</b>	<b>74</b>	<b>84</b>	<b>51</b>	<b>-</b>	<b>85</b>	<b>88</b>	<b>61</b>	<b>-</b>	<b>80</b>	<b>72</b>
	No opinion	11	15	2	0	26	-	0	3	26	-	2	0

Specific items (p. 34)		1	2	3
2007/2008	Completely disagree	2	2	2
	Strongly disagree	4	4	2
	Disagree	4	9	0
	<b>Unfavourable responses</b>	<b>11</b>	<b>15</b>	<b>4</b>
	Agree	55	55	47
	Strongly agree	11	6	15
	Completely agree	13	21	32
	<b>Favourable responses</b>	<b>79</b>	<b>83</b>	<b>94</b>
2006/2007	No opinion	11	2	2
	<b>Unfavourable responses</b>	<b>25</b>	<b>36</b>	<b>7</b>
	<b>Favourable responses</b>	<b>72</b>	<b>64</b>	<b>92</b>
No opinion	3	0	2	

Specific items	Curricular Year	Curricular Year
	2007/2008	2006/2007
	%	%
A personal confession	50	32
Blanket of Rags	48	68
Artistic and literary creation	22	28
History of Science and Medicine	11	11
Philosophy	11	11
Ethics	28	19
Religion	11	9
Other	9	4



## 4<sup>TH</sup> YEAR

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Direct observation of performance	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>26(43)</b>	3(6) <b>25(41)</b>	27(53) <b>10(16)</b>	21(41) <b>0(0)</b>	14±1 <b>14±1</b>
Professionalism rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>0(0)</b>	11(21) <b>6(10)</b>	32(63) <b>39(64)</b>	8(16) <b>16(26)</b>	17±1 <b>17±1</b>
Skills rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	10(20) <b>0(0)</b>	39(76) <b>9(15)</b>	2(4) <b>41(67)</b>	0(0) <b>11(18)</b>	17±1 <b>17±1</b>
Module written exams	<b>1(2)</b>	3(6) <b>9(15)</b>	24(47) <b>28(45)</b>	16(31) <b>15(25)</b>	6(12) <b>8(13)</b>	2(4) <b>0(0)</b>	13±2 <b>12±3</b>
Integrated written exam	<b>1(2)</b>	28(55) <b>15(25)</b>	22(43) <b>34(56)</b>	1(2) <b>7(11)</b>	0(0) <b>4(6)</b>	0(0) <b>0(0)</b>	10±2 <b>11±4</b>
Aggregate Score	<b>0(0)</b>	0(0) <b>3(5)</b>	15(29) <b>24(39)</b>	34(67) <b>28(46)</b>	2(4) <b>6(10)</b>	0(0) <b>0(0)</b>	14±1 <b>14±2</b>

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	1	1	2	1	2	4	0	3	2	1
	Strongly disagree	1	2	1	1	0	1	0	1	1	1
	Disagree	6	4	5	5	6	10	1	10	6	2
	<b>Unfavourable responses</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>9</b>	<b>15</b>	<b>1</b>	<b>14</b>	<b>8</b>	<b>4</b>
	Agree	22	21	24	18	19	27	14	23	20	18
	Strongly agree	31	38	24	34	33	26	25	27	29	34
	Completely agree	39	35	42	39	36	23	58	36	40	45
	<b>Favourable responses</b>	<b>92</b>	<b>93</b>	<b>90</b>	<b>91</b>	<b>89</b>	<b>76</b>	<b>97</b>	<b>86</b>	<b>89</b>	<b>96</b>
2006/2007	No opinion	1	1	2	2	3	9	2	1	3	0
	<b>Unfavourable responses</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>3</b>
	<b>Favourable responses</b>	<b>100</b>	<b>97</b>	<b>100</b>	<b>91</b>	<b>100</b>	<b>73</b>	<b>100</b>	<b>85</b>	<b>88</b>	<b>94</b>
	No opinion	0	0	0	0	0	12	0	3	12	3

**Seminars Evaluation**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	0	0	0	0	1	1	0	0	0	1
	Strongly disagree	1	1	1	0	1	3	1	0	0	1
	Disagree	7	5	4	2	7	20	9	2	2	8
	<b>Unfavourable responses</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>24</b>	<b>10</b>	<b>2</b>	<b>2</b>	<b>10</b>
	Agree	37	34	34	34	35	37	42	15	31	36
	Strongly agree	37	37	36	38	32	22	32	9	33	33
	Completely agree	17	22	23	23	19	13	14	9	27	18
	<b>Favourable responses</b>	<b>91</b>	<b>93</b>	<b>93</b>	<b>95</b>	<b>86</b>	<b>72</b>	<b>88</b>	<b>33</b>	<b>90</b>	<b>88</b>
	No opinion	1	1	1	2	6	4	2	65	7	2

### Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	9	9	2	0	0	0	0	0	0
	Strongly disagree	0	4	0	11	11	2	4	2	0	2	2	0
	Disagree	6	11	0	21	19	11	17	9	11	6	15	4
	<b>Unfavourable responses</b>	<b>6</b>	<b>15</b>	<b>0</b>	<b>40</b>	<b>38</b>	<b>15</b>	<b>21</b>	<b>11</b>	<b>11</b>	<b>9</b>	<b>17</b>	<b>4</b>
	Agree	45	43	28	34	36	45	43	47	43	47	43	40
	Strongly disagree	40	34	47	11	15	34	26	34	34	38	36	36
	Completely agree	9	4	26	11	4	6	9	9	4	2	2	19
	<b>Favourable responses</b>	<b>94</b>	<b>81</b>	<b>100</b>	<b>55</b>	<b>55</b>	<b>85</b>	<b>77</b>	<b>89</b>	<b>81</b>	<b>87</b>	<b>81</b>	<b>96</b>
No opinion	0	4	0	4	6	0	2	0	9	4	2	0	
2006/2007	<b>Unfavourable responses</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>51</b>	<b>67</b>	<b>19</b>	<b>23</b>	<b>9</b>	<b>9</b>	<b>14</b>	<b>16</b>	<b>0</b>
	<b>Favourable responses</b>	<b>100</b>	<b>81</b>	<b>100</b>	<b>49</b>	<b>33</b>	<b>81</b>	<b>77</b>	<b>91</b>	<b>91</b>	<b>86</b>	<b>84</b>	<b>100</b>
	No opinion	0	0	0	0	0	0	0	0	0	0	0	0

*Mental Health Residency*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Reports	<b>0(0)</b>	0(0) <b>0(0)</b>	8(16) <b>2(3)</b>	10(20) <b>15(25)</b>	20(39) <b>26(43)</b>	13(25) <b>18(29)</b>	16±2 <b>17±2</b>
Clinical Histories	<b>0(0)</b>	0(0) <b>0(0)</b>	5(10) <b>0(0)</b>	9(18) <b>6(10)</b>	23(45) <b>13(22)</b>	14(27) <b>42(68)</b>	16±2 <b>18±2</b>
Professionalism rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	5(10) <b>0(0)</b>	17(33) <b>4(6)</b>	19(37) <b>26(43)</b>	10(20) <b>31(51)</b>	16±2 <b>17±1</b>
Skills rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	12(24) <b>2(3)</b>	11(21) <b>4(7)</b>	25(49) <b>35(57)</b>	3(6) <b>20(33)</b>	15±2 <b>17±1</b>
Written exam	<b>0(0)</b>	1(2) <b>0(0)</b>	19(37) <b>1(2)</b>	20(39) <b>13(21)</b>	9(18) <b>21(34)</b>	2(4) <b>26(43)</b>	14±2 <b>17±2</b>
Aggregate Score	<b>0(0)</b>	0(0) <b>0(0)</b>	10(20) <b>0(0)</b>	24(47) <b>4(6)</b>	17(33) <b>35(58)</b>	0(0) <b>22(36)</b>	15±1 <b>17±1</b>

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	2	0	0	0	0	0	0	0	0	0
	Strongly disagree	7	0	0	0	0	3	0	0	0	0
	Disagree	5	3	7	0	7	5	2	5	3	0
	<b>Unfavourable responses</b>	<b>14</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>8</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>0</b>
	Agree	19	15	7	17	17	17	15	12	15	8
	Strongly disagree	27	27	24	34	25	34	24	20	22	29
	Completely agree	39	54	63	49	51	41	59	63	58	63
	<b>Favourable responses</b>	<b>85</b>	<b>97</b>	<b>93</b>	<b>100</b>	<b>93</b>	<b>92</b>	<b>98</b>	<b>95</b>	<b>95</b>	<b>100</b>
2006/2007	No opinion	2	0	0	0	0	0	0	0	2	0
	<b>Unfavourable responses</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Favourable responses</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	No opinion	5	3	7	0	7	5	2	5	3	0

**Seminars Evaluation**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	1	1	1	0	1	3	0	1	0	1
	Disagree	2	4	5	1	1	5	4	2	1	4
	<b>Unfavourable responses</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>5</b>
	Agree	36	34	38	36	39	41	44	35	36	38
	Strongly disagree	42	39	37	37	36	32	32	34	36	36
	Completely agree	18	22	18	23	19	18	19	12	25	19
	<b>Favourable responses</b>	<b>96</b>	<b>94</b>	<b>92</b>	<b>97</b>	<b>94</b>	<b>91</b>	<b>94</b>	<b>82</b>	<b>97</b>	<b>93</b>
2006/2007	No opinion	1	1	1	1	4	2	1	15	1	2
	<b>Unfavourable responses</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>12</b>	<b>7</b>	<b>17</b>	<b>2</b>	<b>5</b>
	<b>Favourable responses</b>	<b>92</b>	<b>95</b>	<b>82</b>	<b>94</b>	<b>92</b>	<b>86</b>	<b>90</b>	<b>57</b>	<b>97</b>	<b>94</b>
No opinion	1	1	9	2	5	2	3	26	1	1	

### Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	2	0	0	0	0	2	0	0	0
	Strongly disagree	0	0	0	2	0	0	0	0	2	0	0	0
	Disagree	0	3	2	10	2	5	7	3	25	0	2	0
	<b>Unfavourable responses</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>29</b>	<b>0</b>	<b>2</b>	<b>0</b>
	Agree	20	17	15	21	15	24	27	31	34	24	19	17
	Strongly disagree	53	53	44	47	61	39	44	37	19	39	46	34
	Completely agree	27	26	39	17	19	32	22	29	5	37	34	48
	<b>Favourable responses</b>	<b>100</b>	<b>97</b>	<b>98</b>	<b>84</b>	<b>95</b>	<b>95</b>	<b>93</b>	<b>97</b>	<b>58</b>	<b>100</b>	<b>98</b>	<b>100</b>
	No opinion	0	0	0	2	3	0	0	0	14	0	0	0
2006/2007	<b>Unfavourable responses</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>59</b>	<b>18</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>25</b>	<b>0</b>	<b>2</b>	<b>0</b>
	<b>Favourable responses</b>	<b>96</b>	<b>98</b>	<b>100</b>	<b>41</b>	<b>82</b>	<b>100</b>	<b>94</b>	<b>96</b>	<b>71</b>	<b>100</b>	<b>96</b>	<b>100</b>
	No opinion	0	0	0	0	0	0	0	0	4	0	2	0

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Portfolio	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>0(0)</b>	1(2) <b>1(2)</b>	50(98) <b>60(98)</b>	20±1 <b>20±1</b>
Research Protocol	<b>0(0)</b>	0(0) <b>0(0)</b>	10(20) <b>0(0)</b>	0(0) <b>0(0)</b>	20(39) <b>23(38)</b>	21(41) <b>38(62)</b>	17±2 <b>18±1</b>
Professionalism rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	2(4) <b>1(2)</b>	4(8) <b>4(6)</b>	29(57) <b>35(57)</b>	16(31) <b>21(35)</b>	17±2 <b>17±2</b>
Sills rubrics	<b>0(0)</b>	1(2) <b>0(0)</b>	1(2) <b>2(3)</b>	6(12) <b>13(21)</b>	28(55) <b>35(58)</b>	15(29) <b>11(18)</b>	17±2 <b>16±2</b>
Written exam	<b>0(0)</b>	1(2) <b>1(2)</b>	18(35) <b>22(37)</b>	14(27) <b>18(29)</b>	15(29) <b>18(29)</b>	3(7) <b>2(3)</b>	14±2 <b>14±2</b>
Aggregate Score	<b>0(0)</b>	0(0) <b>0(0)</b>	1(2) <b>0(0)</b>	11(22) <b>8(13)</b>	30(58) <b>43(71)</b>	9(18) <b>10(16)</b>	16±1 <b>17±1</b>

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	0	0	0	0	0	0	0	0
	Disagree	4	2	0	2	10	6	2	2	4	2
	<b>Unfavourable responses</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>
	Agree	20	16	14	14	12	10	6	10	6	10
	Strongly disagree	22	22	24	28	12	28	28	22	22	20
	Completely agree	54	60	62	56	64	56	64	66	68	68
	<b>Favourable responses</b>	<b>96</b>	<b>98</b>	<b>100</b>	<b>98</b>	<b>88</b>	<b>94</b>	<b>98</b>	<b>98</b>	<b>96</b>	<b>98</b>
2006/2007	No opinion	0	0	0	0	2	0	0	0	0	0
	<b>Unfavourable responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Favourable responses</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
	No opinion	0	0	0	0	0	0	0	0	0	0

**Seminars Evaluation**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	3	2	2	2	2	2	2	3	2	2
	Strongly disagree	0	1	1	1	1	4	1	2	1	2
	Disagree	10	2	3	4	7	15	6	3	2	10
	<b>Unfavourable responses</b>	<b>13</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>10</b>	<b>21</b>	<b>10</b>	<b>8</b>	<b>5</b>	<b>15</b>
	Agree	52	47	49	49	50	41	52	16	47	49
	Strongly disagree	26	33	29	28	22	22	23	9	26	20
	Completely agree	9	15	16	14	15	11	12	8	17	13
	<b>Favourable responses</b>	<b>87</b>	<b>95</b>	<b>94</b>	<b>92</b>	<b>86</b>	<b>75</b>	<b>87</b>	<b>33</b>	<b>90</b>	<b>82</b>
2006/2007	No opinion	0	0	1	1	4	4	3	59	5	3
	<b>Unfavourable responses</b>	<b>19</b>	<b>4</b>	<b>6</b>	<b>11</b>	<b>9</b>	<b>26</b>	<b>10</b>	<b>3</b>	<b>9</b>	<b>17</b>
	<b>Favourable responses</b>	<b>81</b>	<b>96</b>	<b>94</b>	<b>84</b>	<b>83</b>	<b>73</b>	<b>87</b>	<b>10</b>	<b>85</b>	<b>82</b>
	No opinion	0	0	0	5	8	1	3	87	6	0

### Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	2	4	2	16	4	4	2	0	0	0	2	2
	Strongly disagree	4	4	2	10	4	0	4	2	2	0	2	2
	Disagree	2	8	2	31	10	12	24	10	10	0	6	0
	<b>Unfavourable responses</b>	<b>8</b>	<b>16</b>	<b>6</b>	<b>57</b>	<b>19</b>	<b>16</b>	<b>31</b>	<b>12</b>	<b>12</b>	<b>0</b>	<b>10</b>	<b>4</b>
	Agree	41	39	22	29	44	45	41	51	49	42	38	28
	Strongly disagree	35	31	45	12	31	29	24	31	29	40	40	46
	Completely agree	16	14	27	2	4	10	4	6	4	17	10	20
	<b>Favourable responses</b>	<b>92</b>	<b>84</b>	<b>94</b>	<b>43</b>	<b>79</b>	<b>84</b>	<b>69</b>	<b>88</b>	<b>82</b>	<b>98</b>	<b>88</b>	<b>93</b>
No opinion	0	0	0	0	2	0	0	0	6	2	2	2	
2006/2007	<b>Unfavourable responses</b>	<b>39</b>	<b>43</b>	<b>24</b>	<b>67</b>	<b>38</b>	<b>41</b>	<b>53</b>	<b>33</b>	<b>27</b>	<b>33</b>	<b>45</b>	<b>24</b>
	<b>Favourable responses</b>	<b>61</b>	<b>57</b>	<b>73</b>	<b>33</b>	<b>63</b>	<b>59</b>	<b>47</b>	<b>65</b>	<b>69</b>	<b>67</b>	<b>55</b>	<b>73</b>
	No opinion	0	0	2	0	0	0	0	2	4	0	0	2

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Direct observation of performance	<b>0(0)</b>	0(0) <b>0(0)</b>	1(2) <b>0(0)</b>	7(14) <b>13(21)</b>	31(60) <b>43(71)</b>	12(24) <b>5(8)</b>	17±1 <b>16±1</b>
Professionalism rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	1(2) <b>1(2)</b>	15(29) <b>14(23)</b>	30(59) <b>39(64)</b>	5(10) <b>7(11)</b>	17±1 <b>16±1</b>
Skills rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>1(2)</b>	5(10) <b>15(25)</b>	36(70) <b>40(65)</b>	10(20) <b>5(8)</b>	16±1 <b>16±1</b>
Module written exams	<b>0(0)</b>	2(4) <b>0(0)</b>	20(39) <b>24(40)</b>	20(39) <b>16(26)</b>	8(16) <b>14(23)</b>	1(2) <b>7(11)</b>	14±2 <b>14±2</b>
Integrated written exam	<b>0(0)</b>	1(2) <b>1(2)</b>	24(47) <b>23(38)</b>	20(39) <b>24(39)</b>	6(12) <b>13(21)</b>	0(0) <b>0(0)</b>	14±2 <b>14±2</b>
Aggregate Score	<b>0(0)</b>	0(0) <b>1(2)</b>	4(8) <b>6(10)</b>	23(45) <b>28(46)</b>	24(47) <b>26(42)</b>	0(0) <b>0(0)</b>	15±1 <b>15±1</b>

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	1	0	2	1	2	2	0	5	1	1
	Strongly disagree	2	2	2	2	2	3	1	4	2	1
	Disagree	7	7	4	4	9	6	1	9	6	4
	<b>Unfavourable responses</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>7</b>	<b>14</b>	<b>12</b>	<b>3</b>	<b>19</b>	<b>9</b>	<b>6</b>
	Agree	32	28	25	24	24	26	18	25	20	27
	Strongly agree	27	30	28	26	25	25	26	21	26	25
	Completely agree	30	32	38	41	32	31	46	34	39	41
	<b>Favourable responses</b>	<b>90</b>	<b>91</b>	<b>91</b>	<b>91</b>	<b>81</b>	<b>83</b>	<b>90</b>	<b>80</b>	<b>85</b>	<b>93</b>
No opinion	0	1	1	2	6	6	8	2	6	1	
<b>Unfavourable responses</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>1</b>	
<b>Favourable responses</b>	<b>95</b>	<b>97</b>	<b>97</b>	<b>98</b>	<b>93</b>	<b>94</b>	<b>98</b>	<b>93</b>	<b>98</b>	<b>98</b>	
No opinion	1	1	1	2	2	2	2	1	1	1	

**Seminars Evaluation**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	1	1	1	0	0	2	1	0	0	1
	Strongly disagree	1	1	1	0	1	1	1	0	1	1
	Disagree	5	4	5	2	5	10	6	1	1	7
	<b>Unfavourable responses</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>2</b>	<b>6</b>	<b>13</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>9</b>
	Agree	28	27	24	24	24	29	32	6	23	28
	Strongly agree	39	37	37	38	34	31	34	12	33	34
	Completely agree	23	27	30	32	27	20	22	9	37	26
	<b>Favourable responses</b>	<b>90</b>	<b>91</b>	<b>90</b>	<b>94</b>	<b>85</b>	<b>80</b>	<b>87</b>	<b>27</b>	<b>93</b>	<b>88</b>
No opinion	3	3	3	4	9	6	4	72	4	4	
<b>Unfavourable responses</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>18</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>9</b>	
<b>Favourable responses</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>95</b>	<b>89</b>	<b>81</b>	<b>89</b>	<b>13</b>	<b>96</b>	<b>89</b>	
No opinion	0	1	0	2	5	1	4	85	1	1	



### Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	2	0	9	2	0	5	4	2	0	2	0
	Strongly disagree	0	2	0	13	6	4	4	0	4	2	2	0
	Disagree	4	5	2	31	4	15	29	13	15	13	17	2
	<b>Unfavourable responses</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>53</b>	<b>11</b>	<b>18</b>	<b>38</b>	<b>16</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>2</b>
	Agree	33	33	27	24	33	36	31	29	29	36	22	31
	Strongly agree	51	44	42	15	43	27	22	35	22	28	37	39
	Completely agree	13	15	29	9	11	16	9	15	13	17	20	26
	<b>Favourable responses</b>	<b>96</b>	<b>91</b>	<b>98</b>	<b>47</b>	<b>87</b>	<b>80</b>	<b>62</b>	<b>78</b>	<b>64</b>	<b>81</b>	<b>80</b>	<b>96</b>
No opinion	0	0	0	0	2	2	0	5	16	4	0	2	
	<b>Unfavourable responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>42</b>	<b>11</b>	<b>26</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
2006/2007	<b>Favourable responses</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>68</b>	<b>58</b>	<b>89</b>	<b>74</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
	No opinion	0	0	0	0	0	0	0	0	0	0	0	0

### Student Grades

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>2(3)</b>	0(0) <b>0(0)</b>	0(0) <b>2(3)</b>	10(20) <b>12(20)</b>	16(31) <b>27(44)</b>	25(49) <b>18(30)</b>	17±1 <b>17±1</b>

### Seminars Evaluation

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	1	0	0	0	0	3	1	1	3	3
	Strongly disagree	4	1	0	1	2	1	7	1	5	3
	Disagree	5	3	3	4	5	7	12	3	5	8
	<b>Unfavourable responses</b>	<b>11</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>7</b>	<b>11</b>	<b>20</b>	<b>5</b>	<b>14</b>	<b>14</b>
	Agree	35	24	24	26	28	30	32	18	23	26
	Strongly agree	36	40	47	34	34	35	34	19	32	34
	Completely agree	18	29	22	30	27	22	10	5	21	21
	<b>Favourable responses</b>	<b>89</b>	<b>94</b>	<b>92</b>	<b>90</b>	<b>89</b>	<b>87</b>	<b>77</b>	<b>42</b>	<b>76</b>	<b>81</b>
No opinion	0	3	5	5	4	2	3	53	10	5	

### Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	22	9	23	16	22	24	18	15	13	11	44	40
	Strongly disagree	15	7	21	15	15	15	15	6	5	13	16	20
	Disagree	24	22	28	18	22	27	15	9	20	9	24	20
	<b>Unfavourable responses</b>	<b>61</b>	<b>38</b>	<b>72</b>	<b>49</b>	<b>58</b>	<b>65</b>	<b>47</b>	<b>30</b>	<b>38</b>	<b>33</b>	<b>84</b>	<b>80</b>
	Agree	28	40	23	35	25	15	35	44	25	35	16	20
	Strongly disagree	11	9	2	16	7	4	16	20	7	13	0	0
	Completely agree	0	2	0	0	2	0	2	2	7	4	0	0
	<b>Favourable responses</b>	<b>39</b>	<b>51</b>	<b>25</b>	<b>51</b>	<b>35</b>	<b>18</b>	<b>53</b>	<b>67</b>	<b>40</b>	<b>51</b>	<b>16</b>	<b>20</b>
No opinion	0	11	4	0	7	16	0	4	22	16	0	0	
2006/2007	<b>Unfavourable responses</b>	<b>36</b>	<b>25</b>	<b>45</b>	<b>39</b>	<b>27</b>	<b>45</b>	<b>50</b>	<b>23</b>	<b>27</b>	<b>14</b>	<b>52</b>	<b>45</b>
	<b>Favourable responses</b>	<b>64</b>	<b>73</b>	<b>55</b>	<b>61</b>	<b>39</b>	<b>52</b>	<b>50</b>	<b>77</b>	<b>70</b>	<b>84</b>	<b>45</b>	<b>50</b>
	No opinion	0	2	0	0	34	2	0	0	2	2	2	5

*Option Projects IV*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>2(4)</b>	2(4) <b>1(2)</b>	9(18) <b>16(28)</b>	39(78) <b>40(66)</b>	18±1 <b>18±2</b>

**Student Ratings of The Curricular Area**

Specific items (p. 34)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	2	2	2	2	0	0	0
	Strongly disagree	0	2	0	0	5	5	2	2
	Disagree	4	7	5	9	11	14	7	9
	<b>Unfavourable responses</b>	<b>4</b>	<b>11</b>	<b>7</b>	<b>11</b>	<b>18</b>	<b>20</b>	<b>9</b>	<b>11</b>
	Agree	25	21	23	27	41	23	14	23
	Strongly agree	39	33	33	29	21	27	34	38
	Completely agree	33	28	26	34	20	30	43	27
	<b>Favourable responses</b>	<b>96</b>	<b>82</b>	<b>82</b>	<b>89</b>	<b>82</b>	<b>80</b>	<b>91</b>	<b>88</b>
2006/2007	No opinion	0	7	11	0	0	0	0	2
	<b>Unfavourable responses</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>14</b>	<b>12</b>	<b>0</b>	<b>0</b>
	<b>Favourable responses</b>	<b>100</b>	<b>86</b>	<b>93</b>	<b>98</b>	<b>81</b>	<b>84</b>	<b>100</b>	<b>100</b>
	No opinion	0	7	2	0	5	5	0	0

*Vertical Domains IV*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>0(0)</b>	0(0) <b>0(0)</b>	10(27) <b>14(23)</b>	11(22) <b>10(16)</b>	9(18) <b>37(61)</b>	20(40) <b>0(0)</b>	16±3 <b>16±2</b>

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	6	4	4	2	17	-	4	4	4	-	2	4
	Strongly disagree	4	2	2	0	9	-	4	2	6	-	7	6
	Disagree	11	13	24	19	15	-	11	9	7	-	13	37
	<b>Unfavourable responses</b>	<b>20</b>	<b>19</b>	<b>30</b>	<b>20</b>	<b>41</b>	<b>-</b>	<b>19</b>	<b>15</b>	<b>17</b>	<b>-</b>	<b>22</b>	<b>46</b>
	Agree	61	52	44	43	39	-	54	56	37	-	48	46
	Strongly agree	13	19	19	13	9	-	22	17	15	-	19	4
	Completely agree	4	0	4	15	6	-	4	6	6	-	7	2
	<b>Favourable responses</b>	<b>78</b>	<b>70</b>	<b>67</b>	<b>70</b>	<b>54</b>	<b>-</b>	<b>80</b>	<b>78</b>	<b>57</b>	<b>-</b>	<b>74</b>	<b>52</b>
No opinion	2	11	4	9	6	-	2	7	26	-	4	2	
2006/2007	<b>Unfavourable responses</b>	<b>24</b>	<b>14</b>	<b>24</b>	<b>8</b>	<b>31</b>	<b>-</b>	<b>22</b>	<b>6</b>	<b>16</b>	<b>-</b>	<b>18</b>	<b>24</b>
	<b>Favourable responses</b>	<b>76</b>	<b>82</b>	<b>73</b>	<b>88</b>	<b>60</b>	<b>-</b>	<b>78</b>	<b>92</b>	<b>80</b>	<b>-</b>	<b>82</b>	<b>73</b>
	No opinion	0	4	2	4	8	-	0	2	4	-	0	2

Specific items (p. 34)		1	2	3
2007/2008	Completely disagree	4	4	6
	Strongly disagree	7	11	4
	Disagree	13	30	8
	<b>Unfavourable responses</b>	<b>24</b>	<b>44</b>	<b>17</b>
	Agree	61	43	38
	Strongly agree	11	7	25
	Completely agree	2	4	19
	<b>Favourable responses</b>	<b>74</b>	<b>54</b>	<b>81</b>
No opinion	2	2	2	
2006/2007	<b>Unfavourable responses</b>	<b>20</b>	<b>20</b>	<b>10</b>
	<b>Favourable responses</b>	<b>80</b>	<b>76</b>	<b>90</b>
	No opinion	0	4	0

Specific items	Curricular Year	Curricular Year
	2007/2008	2006/2007
	%	%
A personal confession	37	60
Blanket of Rags	41	56
Artistic and literary creation	31	23
History of Science and Medicine	16	21
Philosophy	6	6
Ethics	31	8
Religion	22	8
Other	4	17

**5<sup>th</sup> YEAR**

*Surgery Residency*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Direct observation of performance	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>5(10)</b>	4(9) <b>23(43)</b>	32(71) <b>21(40)</b>	9(20) <b>4(7)</b>	16±2 <b>15±1</b>
Professionalism rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>0(0)</b>	4(9) <b>3(6)</b>	37(82) <b>43(81)</b>	4(9) <b>7(13)</b>	17±1 <b>17±1</b>
Skills rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	5(11) <b>0(0)</b>	10(22) <b>5(9)</b>	25(56) <b>43(82)</b>	5(11) <b>5(9)</b>	17±1 <b>17±1</b>
Module written exams	<b>0(0)</b>	0(0) <b>3(6)</b>	13(29) <b>20(37)</b>	21(47) <b>18(34)</b>	11(24) <b>12(23)</b>	0(0) <b>0(0)</b>	14±2 <b>13±3</b>
Integrated written exam	<b>0(0)</b>	6(13) <b>4(8)</b>	26(58) <b>20(38)</b>	13(29) <b>17(32)</b>	0(0) <b>11(20)</b>	0(0) <b>1(2)</b>	12±2 <b>14±2</b>
Aggregate Score	<b>0(0)</b>	2(4) <b>2(4)</b>	3(7) <b>3(6)</b>	23(51) <b>31(58)</b>	17(38) <b>17(32)</b>	0(0) <b>0(0)</b>	15±1 <b>15±1</b>

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	2	0	1	0	2	3	0	2	0	2
	Strongly disagree	1	0	0	0	1	0	0	0	0	1
	Disagree	8	1	0	1	7	8	0	3	2	1
	<b>Unfavourable responses</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>11</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>4</b>
	Agree	19	15	13	17	19	23	6	20	21	15
	Strongly agree	37	43	38	40	38	35	38	35	39	43
	Completely agree	33	40	48	41	32	30	55	40	38	39
	<b>Favourable responses</b>	<b>90</b>	<b>98</b>	<b>99</b>	<b>98</b>	<b>89</b>	<b>88</b>	<b>98</b>	<b>95</b>	<b>98</b>	<b>96</b>
2006/2007	No opinion	0	0	0	0	0	0	1	0	0	0
	<b>Unfavourable responses</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>11</b>	<b>16</b>	<b>2</b>	<b>16</b>	<b>13</b>	<b>4</b>
	<b>Favourable responses</b>	<b>95</b>	<b>93</b>	<b>95</b>	<b>95</b>	<b>89</b>	<b>82</b>	<b>96</b>	<b>84</b>	<b>88</b>	<b>96</b>
	No opinion	0	0	0	0	0	2	2	0	0	0

**Seminars Evaluation**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	1	1	1	0	0	1	1	0	0	1
	Strongly disagree	1	1	1	0	0	2	1	0	0	1
	Disagree	8	6	7	2	5	15	8	1	2	9
	<b>Unfavourable responses</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>19</b>	<b>10</b>	<b>2</b>	<b>3</b>	<b>11</b>
	Agree	36	34	34	31	40	39	43	6	25	37
	Strongly agree	42	43	42	48	38	30	35	4	47	39
	Completely agree	11	14	13	16	12	11	8	1	23	11
	<b>Favourable responses</b>	<b>90</b>	<b>91</b>	<b>89</b>	<b>95</b>	<b>90</b>	<b>80</b>	<b>86</b>	<b>12</b>	<b>95</b>	<b>87</b>
	No opinion	1	1	1	2	5	1	4	87	3	2

### Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Disagree	0	0	0	100	33	33	0	33	33	0	0	0
	<b>Unfavourable responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>33</b>	<b>33</b>	<b>0</b>	<b>33</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Agree	67	100	100	0	67	67	100	67	67	100	100	100
	Strongly agree	33	0	0	0	0	0	0	0	0	0	0	0
	Completely agree	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Favourable responses</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>67</b>	<b>67</b>	<b>100</b>	<b>67</b>	<b>67</b>	<b>100</b>	<b>100</b>	<b>100</b>
No opinion	0	0	0	0	0	0	0	0	0	0	0	0	
2006/2007	<b>Unfavourable responses</b>	<b>2</b>	<b>15</b>	<b>0</b>	<b>49</b>	<b>66</b>	<b>17</b>	<b>26</b>	<b>9</b>	<b>6</b>	<b>17</b>	<b>22</b>	<b>4</b>
	<b>Favourable responses</b>	<b>98</b>	<b>85</b>	<b>100</b>	<b>51</b>	<b>30</b>	<b>77</b>	<b>74</b>	<b>91</b>	<b>91</b>	<b>74</b>	<b>72</b>	<b>89</b>
	No opinion	0	0	0	0	4	6	0	0	2	9	7	6

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Direct observation of performance	<b>0(0)</b>	0(0) <b>0(0)</b>	1(2) <b>8(16)</b>	7(16) <b>18(35)</b>	31(69) <b>20(39)</b>	6(13) <b>5(10)</b>	14±1 <b>15±2</b>
Professionalism rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	1(2) <b>5(10)</b>	8(18) <b>19(37)</b>	30(67) <b>10(20)</b>	6(13) <b>17(33)</b>	16±1 <b>16±2</b>
Skills rubrics	<b>0(0)</b>	0(0) <b>0(0)</b>	11(24) <b>5(10)</b>	26(58) <b>18(35)</b>	8(18) <b>12(24)</b>	0(0) <b>16(31)</b>	16±1 <b>16±2</b>
Module written exams	<b>0(0)</b>	1(2) <b>3(6)</b>	9(20) <b>27(53)</b>	19(42) <b>16(31)</b>	12(27) <b>5(10)</b>	4(9) <b>0(0)</b>	15±2 <b>13±2</b>
Integrated written exam	<b>0(0)</b>	10(22) <b>11(22)</b>	26(58) <b>24(47)</b>	9(20) <b>13(25)</b>	0(0) <b>3(6)</b>	0(0) <b>0(0)</b>	11±2 <b>12±3</b>
Aggregate Score	<b>0(0)</b>	0(0) <b>3(6)</b>	10(22) <b>15(30)</b>	25(56) <b>26(50)</b>	10(22) <b>7(14)</b>	0(0) <b>0(0)</b>	14±1 <b>14±1</b>

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	1	0	1	1	1	1	0	0	0	0
	Disagree	6	5	3	3	6	9	1	8	5	3
	<b>Unfavourable responses</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>9</b>	<b>5</b>	<b>4</b>
	Agree	23	20	21	18	23	29	12	22	22	20
	Strongly agree	36	41	33	38	38	30	36	33	37	46
	Completely agree	33	33	42	38	32	24	50	35	34	30
	<b>Favourable responses</b>	<b>93</b>	<b>94</b>	<b>96</b>	<b>95</b>	<b>93</b>	<b>83</b>	<b>98</b>	<b>91</b>	<b>93</b>	<b>95</b>
2006/2007	No opinion	0	0	0	1	1	6	1	1	2	0
	<b>Unfavourable responses</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>14</b>	<b>9</b>	<b>2</b>
	<b>Favourable responses</b>	<b>96</b>	<b>94</b>	<b>94</b>	<b>96</b>	<b>95</b>	<b>78</b>	<b>98</b>	<b>85</b>	<b>89</b>	<b>97</b>
	No opinion	0	0	1	3	2	9	2	1	2	1

**Seminars Evaluation**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	3	1	3	1	1	2	3	0	2	2
	Strongly disagree	2	2	2	1	1	3	2	0	1	2
	Disagree	8	6	8	4	5	12	6	0	2	7
	<b>Unfavourable responses</b>	<b>13</b>	<b>9</b>	<b>14</b>	<b>6</b>	<b>7</b>	<b>17</b>	<b>11</b>	<b>1</b>	<b>5</b>	<b>11</b>
	Agree	31	25	29	30	33	35	36	3	27	32
	Strongly agree	44	48	44	47	42	35	43	3	47	44
	Completely agree	11	16	12	15	13	11	8	2	20	11
	<b>Favourable responses</b>	<b>86</b>	<b>90</b>	<b>85</b>	<b>92</b>	<b>88</b>	<b>81</b>	<b>87</b>	<b>7</b>	<b>93</b>	<b>87</b>
2006/2007	No opinion	1	1	1	2	5	1	2	92	2	2
	<b>Unfavourable responses</b>	<b>17</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>5</b>	<b>29</b>	<b>18</b>	<b>3</b>	<b>3</b>	<b>25</b>
	<b>Favourable responses</b>	<b>82</b>	<b>86</b>	<b>85</b>	<b>95</b>	<b>90</b>	<b>70</b>	<b>80</b>	<b>12</b>	<b>93</b>	<b>68</b>
	No opinion	1	0	1	1	5	1	3	86	4	7



### Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	2	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	0	4	4	2	0	0	0	2	0	0
	Disagree	4	4	2	18	14	8	10	0	2	12	12	4
	<b>Unfavourable responses</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>24</b>	<b>18</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>2</b>	<b>14</b>	<b>12</b>	<b>4</b>
	Agree	39	47	33	41	61	42	57	60	43	49	47	47
	Strongly agree	49	43	55	29	18	46	31	38	49	35	37	41
	Completely agree	8	6	10	6	2	2	2	2	6	2	2	8
	<b>Favourable responses</b>	<b>96</b>	<b>96</b>	<b>98</b>	<b>76</b>	<b>82</b>	<b>90</b>	<b>90</b>	<b>100</b>	<b>98</b>	<b>86</b>	<b>86</b>	<b>96</b>
No opinion	0	0	0	0	0	0	0	0	0	0	2	0	
2006/2007	<b>Unfavourable responses</b>	<b>7</b>	<b>20</b>	<b>9</b>	<b>66</b>	<b>64</b>	<b>25</b>	<b>36</b>	<b>16</b>	<b>9</b>	<b>30</b>	<b>36</b>	<b>7</b>
	<b>Favourable responses</b>	<b>93</b>	<b>80</b>	<b>91</b>	<b>34</b>	<b>36</b>	<b>75</b>	<b>61</b>	<b>80</b>	<b>86</b>	<b>66</b>	<b>55</b>	<b>89</b>
	No opinion	0	0	0	0	0	0	2	5	5	5	9	5

**Student Grades**

**General and Familiar Medicine**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2007/08	2007/08	2007/08	2007/08	2007/08	2007/08
Portfolio	0(0)	0(0)	1(2)	4(8)	3(6)	43(84)	19±2
Skills rubrics	0(0)	0(0)	2(4)	1(2)	33(64)	15(30)	17±2
Written exam	0(0)	19(37)	27(53)	5(10)	0(0)	0(0)	10±2

**Public Health**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2007/08	2007/08	2007/08	2007/08	2007/08	2006/07 2007/08
Portfolio	0(0)	0(0)	0(0)	2(4)	0(0)	49(96)	20±1
Skills rubrics	0(0)	0(0)	0(0)	0(0)	0(0)	51(100)	20±0
Written exam	0(0)	3(6)	26(51)	13(25)	5(10)	4(8)	13±3

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2007/08	2007/08	2007/08	2007/08	2007/08	2007/08
Assignments	0(0)	0(0)	12(23)	14(28)	23(25)	12(24)	16±3

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	0(0)	0(0) 1(2)	0(0) 7(14)	10(22) 19(37)	32(71) 22(43)	3(7) 2(4)	16±1 15±2

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	2	2	2	2	3	2	1	4	2	6
	Strongly disagree	1	0	2	1	2	2	1	2	2	0
	Disagree	11	5	3	5	6	7	5	6	5	5
	<b>Unfavourable responses</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>12</b>	<b>7</b>	<b>13</b>	<b>10</b>	<b>12</b>
	Agree	16	14	11	11	11	17	15	11	15	15
	Strongly agree	29	28	28	34	21	25	26	27	27	23
	Completely agree	41	51	54	47	49	45	52	49	49	49
	<b>Favourable responses</b>	<b>86</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>81</b>	<b>87</b>	<b>93</b>	<b>86</b>	<b>90</b>	<b>87</b>
2006/2007	No opinion	0	0	0	0	7	1	0	1	0	1
	<b>Unfavourable responses</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>
	<b>Favourable responses</b>	<b>91</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>97</b>	<b>97</b>	<b>100</b>	<b>100</b>	<b>94</b>	<b>100</b>
	No opinion	0	0	0	0	0	0	0	0	0	0

## Seminars Evaluation

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	3	1	0	0	0	5	1	0	0	0
	Strongly disagree	2	2	2	1	1	2	1	0	0	4
	Disagree	16	9	1	4	9	13	10	0	4	16
	<b>Unfavourable responses</b>	<b>21</b>	<b>11</b>	<b>2</b>	<b>5</b>	<b>9</b>	<b>20</b>	<b>12</b>	<b>0</b>	<b>4</b>	<b>20</b>
	Agree	34	30	41	34	41	28	40	6	35	30
	Strongly disagree	39	48	48	41	32	31	37	2	45	41
	Completely agree	4	9	7	16	6	20	7	2	13	5
	<b>Favourable responses</b>	<b>77</b>	<b>87</b>	<b>96</b>	<b>91</b>	<b>80</b>	<b>79</b>	<b>83</b>	<b>10</b>	<b>92</b>	<b>77</b>
No opinion	2	2	2	4	11	2	5	90	4	3	
2006/2007	<b>Unfavourable responses</b>	<b>16</b>	<b>8</b>	<b>11</b>	<b>4</b>	<b>7</b>	<b>32</b>	<b>15</b>	<b>0</b>	<b>8</b>	<b>26</b>
	<b>Favourable responses</b>	<b>83</b>	<b>91</b>	<b>88</b>	<b>96</b>	<b>84</b>	<b>64</b>	<b>80</b>	<b>19</b>	<b>87</b>	<b>59</b>
	No opinion	0	1	1	1	8	4	5	81	5	15

## Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	2	0	0	5	18	5	7	5	0	0	5	2
	Strongly disagree	7	9	2	7	11	2	9	7	0	7	2	5
	Disagree	9	25	5	9	27	16	16	14	5	14	16	5
	<b>Unfavourable responses</b>	<b>18</b>	<b>34</b>	<b>7</b>	<b>20</b>	<b>57</b>	<b>23</b>	<b>32</b>	<b>26</b>	<b>5</b>	<b>20</b>	<b>23</b>	<b>11</b>
	Agree	36	34	48	41	27	39	45	60	50	55	52	50
	Strongly disagree	39	30	34	32	11	36	23	12	39	23	18	16
	Completely agree	7	2	11	7	2	0	0	2	7	2	7	23
	<b>Favourable responses</b>	<b>82</b>	<b>66</b>	<b>93</b>	<b>80</b>	<b>41</b>	<b>75</b>	<b>68</b>	<b>74</b>	<b>95</b>	<b>80</b>	<b>77</b>	<b>89</b>
No opinion	0	0	0	0	2	2	0	0	0	0	0	0	
2006/2007	<b>Unfavourable responses</b>	<b>20</b>	<b>24</b>	<b>2</b>	<b>33</b>	<b>41</b>	<b>7</b>	<b>17</b>	<b>12</b>	<b>7</b>	<b>15</b>	<b>32</b>	<b>10</b>
	<b>Favourable responses</b>	<b>80</b>	<b>76</b>	<b>95</b>	<b>65</b>	<b>51</b>	<b>90</b>	<b>83</b>	<b>85</b>	<b>90</b>	<b>78</b>	<b>61</b>	<b>88</b>
	No opinion	0	0	2	3	7	2	0	2	2	7	7	2

*Optional Residencies*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>2(4)</b>	5(11) <b>11(22)</b>	15(33) <b>23(44)</b>	25(56) <b>15(30)</b>	17±1 <b>17±2</b>

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6
2007/2008	Completely disagree	2	2	1	3	2	0
	Strongly disagree	0	0	0	0	0	1
	Disagree	2	2	0	8	3	0
	<b>Unfavourable responses</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>11</b>	<b>6</b>	<b>1</b>
	Agree	24	28	17	21	26	24
	Strongly disagree	31	24	36	27	26	34
	Completely agree	34	36	38	36	36	40
	<b>Favourable responses</b>	<b>90</b>	<b>88</b>	<b>90</b>	<b>85</b>	<b>87</b>	<b>98</b>
No opinion	6	8	9	4	8	1	

**Student Ratings of The Curricular Area**

		1	2	3	4	5	6
2007/2008	Completely disagree	0	0	2	0	0	0
	Strongly disagree	2	2	2	2	2	0
	Disagree	2	0	6	2	0	2
	<b>Unfavourable responses</b>	<b>4</b>	<b>2</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>2</b>
	Agree	24	16	27	39	31	29
	Strongly disagree	43	49	37	31	29	41
	Completely agree	29	33	27	24	39	29
	<b>Favourable responses</b>	<b>96</b>	<b>98</b>	<b>90</b>	<b>94</b>	<b>98</b>	<b>98</b>
No opinion	0	0	0	2	0	0	
2006/2007	<b>Unfavourable responses</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>2</b>
	<b>Favourable responses</b>	<b>98</b>	<b>98</b>	<b>91</b>	<b>89</b>	<b>96</b>	<b>98</b>
	No opinion	0	0	0	7	0	0

		I went to a service where i' d already had a residency	I've performed the 2 cycles in the same service
2007/2008	No	92	82
	Yes	8	18
2006/2007	No	93	96
	Yes	7	4

		<b>My level of interest before the beginning of this area is:</b>
2007/2008	Very low	0
	Low	6
	Mean	34
	High	47
	Very high	13
2006/2007	Very low	0
	Low	2
	Mean	36
	High	51
	Very high	11

		<b>My level of interest now that this area is over is:</b>
2007/2008	Considerably lower	0
	Lower	13
	The same	28
	Higher	40
	Considerably	19
2006/2007	Considerably lower	0
	Lower	2
	The same	33
	Higher	56
	Considerably	9

		<b>I've developed a much clearer perception of my professional identity</b>
2007/2008	No opinion	0
	Completely disagree	0
	Strongly disagree	0
	Disagree	9
	Agree	42
	Strongly disagree	24
	Completely agree	24
2006/2007	No opinion	7
	Completely disagree	0
	Strongly disagree	0
	Disagree	5
	Agree	34
	Strongly disagree	43
	Completely agree	11

		<b>The residency contributed so that I felt more responsible for my curriculum</b>
2007/2008	No	9
	Yes	91
2006/2007	No	16
	Yes	84

### Student Grades

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>3(6)</b>	2(4) <b>0(0)</b>	11(24) <b>31(60)</b>	32(71) <b>17(34)</b>	18±1 <b>17±2</b>

### Seminars Evaluation

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	6	1	2	8	7	5	9	7	11	11
	Strongly disagree	5	3	2	7	2	4	5	7	3	4
	Disagree	11	6	5	7	6	9	5	2	3	6
	<b>Unfavourable responses</b>	<b>22</b>	<b>10</b>	<b>9</b>	<b>22</b>	<b>15</b>	<b>18</b>	<b>19</b>	<b>16</b>	<b>17</b>	<b>21</b>
	Agree	33	25	28	23	22	29	33	15	22	26
	Strongly disagree	33	44	42	35	37	37	33	14	33	39
	Completely agree	8	15	18	15	20	12	11	12	14	9
	<b>Favourable responses</b>	<b>74</b>	<b>84</b>	<b>88</b>	<b>73</b>	<b>80</b>	<b>78</b>	<b>77</b>	<b>40</b>	<b>69</b>	<b>74</b>
No opinion	4	6	4	5	5	4	5	44	14	5	

### Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	20	7	22	11	22	13	11	13	11	11	29	27
	Strongly disagree	9	16	7	7	7	16	9	4	4	9	11	7
	Disagree	11	16	24	16	20	24	13	13	11	20	22	18
	<b>Unfavourable responses</b>	<b>40</b>	<b>38</b>	<b>53</b>	<b>33</b>	<b>49</b>	<b>53</b>	<b>33</b>	<b>31</b>	<b>27</b>	<b>40</b>	<b>62</b>	<b>51</b>
	Agree	44	42	31	44	24	27	56	51	56	44	27	33
	Strongly agree	16	16	16	20	16	13	11	18	11	9	9	11
	Completely agree	0	0	0	2	2	0	0	0	0	0	0	0
	<b>Favourable responses</b>	<b>60</b>	<b>58</b>	<b>47</b>	<b>67</b>	<b>42</b>	<b>40</b>	<b>67</b>	<b>69</b>	<b>67</b>	<b>53</b>	<b>36</b>	<b>44</b>
No opinion	0	4	0	0	9	7	0	0	7	7	2	4	
2006/2007	<b>Unfavourable responses</b>	<b>10</b>	<b>10</b>	<b>18</b>	<b>31</b>	<b>15</b>	<b>46</b>	<b>31</b>	<b>10</b>	<b>5</b>	<b>21</b>	<b>33</b>	<b>18</b>
	<b>Favourable responses</b>	<b>87</b>	<b>87</b>	<b>82</b>	<b>69</b>	<b>69</b>	<b>51</b>	<b>64</b>	<b>85</b>	<b>77</b>	<b>69</b>	<b>62</b>	<b>74</b>
	No opinion	3	3	0	0	15	3	5	5	18	10	5	8

*Option Projects V*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>0(0)</b>	0(0) <b>0(0)</b>	0(0) <b>4(8)</b>	13(29) <b>2(4)</b>	24(53) <b>12(24)</b>	8(18) <b>33(64)</b>	16±1 <b>17±2</b>

**Student Ratings of The Curricular Area**

Specific items (p. 34)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	2	2	28	0	0	0	0
	Strongly disagree	0	0	2	5	5	0	0	0
	Disagree	0	2	0	14	19	9	0	0
	<b>Unfavourable responses</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>47</b>	<b>23</b>	<b>9</b>	<b>0</b>	<b>0</b>
	Agree	16	30	30	19	28	28	30	26
	Strongly agree	63	44	44	19	37	30	35	35
	Completely agree	21	14	14	16	9	26	35	40
	<b>Favourable responses</b>	<b>100</b>	<b>88</b>	<b>88</b>	<b>53</b>	<b>74</b>	<b>84</b>	<b>100</b>	<b>100</b>
2006/2007	No opinion	0	7	7	0	2	7	0	0
	<b>Unfavourable responses</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>27</b>	<b>12</b>	<b>0</b>	<b>5</b>
	<b>Favourable responses</b>	<b>100</b>	<b>100</b>	<b>95</b>	<b>100</b>	<b>71</b>	<b>79</b>	<b>98</b>	<b>93</b>
	No opinion	0	0	2	0	2	9	2	2

*Vertical Domains V*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/2008	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>2(4)</b>	0(0) <b>0(0)</b>	7(16) <b>15(29)</b>	9(20) <b>14(27)</b>	9(20) <b>13(26)</b>	20(44) <b>7(14)</b>	16±2 <b>15±2</b>

**Student Ratings of The Curricular Area**

Nuclear items		1	2	3	4	5	6	7	8	9	10	11	12
2007/20078	Completely disagree	2	2	9	5	14	-	7	7	9	-	9	9
	Strongly disagree	7	2	5	2	9	-	7	5	2	-	2	7
	Disagree	9	11	7	9	16	-	9	2	11	-	9	9
	<b>Unfavourable responses</b>	<b>18</b>	<b>16</b>	<b>20</b>	<b>16</b>	<b>39</b>	<b>-</b>	<b>23</b>	<b>14</b>	<b>23</b>	<b>-</b>	<b>20</b>	<b>25</b>
	Agree	50	59	39	52	30	-	43	48	43	-	36	39
	Strongly agree	27	23	36	30	25	-	32	34	23	-	30	32
	Completely agree	2	0	2	0	5	-	2	2	0	-	14	5
	<b>Favourable responses</b>	<b>80</b>	<b>82</b>	<b>77</b>	<b>82</b>	<b>59</b>	<b>-</b>	<b>77</b>	<b>84</b>	<b>66</b>	<b>-</b>	<b>80</b>	<b>75</b>
2006/2007	No opinion	2	2	2	2	2	-	0	2	11	-	0	0
	<b>Unfavourable responses</b>	<b>9</b>	<b>20</b>	<b>18</b>	<b>34</b>	<b>20</b>	<b>-</b>	<b>23</b>	<b>18</b>	<b>9</b>	<b>-</b>	<b>14</b>	<b>25</b>
	<b>Favourable responses</b>	<b>89</b>	<b>77</b>	<b>80</b>	<b>59</b>	<b>61</b>	<b>-</b>	<b>75</b>	<b>80</b>	<b>74</b>	<b>-</b>	<b>81</b>	<b>64</b>
	No opinion	2	2	2	7	18	-	2	2	16	-	5	11

Specific items (p. 34)		1	2	3
2007/2008	Completely disagree	11	11	7
	Strongly disagree	5	2	2
	Disagree	7	11	5
	<b>Unfavourable responses</b>	<b>23</b>	<b>25</b>	<b>14</b>
	Agree	41	34	32
	Strongly agree	32	30	27
	Completely agree	5	11	23
	<b>Favourable responses</b>	<b>77</b>	<b>75</b>	<b>82</b>
2006/2007	No opinion	0	0	5
	<b>Unfavourable responses</b>	<b>16</b>	<b>16</b>	<b>9</b>
	<b>Favourable responses</b>	<b>80</b>	<b>80</b>	<b>84</b>
No opinion	5	5	7	

Specific items	Curricular Year	Curricular Year
	2007/2008	2006/2007
	%	%
A personal confession	53	53
Blanket of Rags	34	21
Artistic and literary creation	28	21
History of Science and Medicine	16	29
Philosophy	6	5
Ethics	19	42
Religion	19	5
Other	3	5



**6<sup>TH</sup> YEAR**

**Student Grades**

**General and Familiar Medicine**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2007/08	2007/08	2007/08	2007/08	2007/08	2007/08
Portfolio	0(0)	0(0)	0(0)	0(0)	2(4)	39(96)	19±1
Module written exam	0(0)	0(0)	0(0)	0(0)	5(12)	36(88)	18±1
Attitudes and behaviour	0(0)	0(0)	0(0)	5(12)	25(61)	11(27)	17±1

**Public Health**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2007/08	2007/08	2007/08	2007/08	2007/08	2007/08
Portfolio	0(0)	0(0)	0(0)	0(0)	2(5)	39(95)	20±1
Module written exam	0(0)	0(0)	13(43)	6(21)	10(33)	1(3)	14±2
Attitudes and behaviour	0(0)	0(0)	0(0)	0(0)	0(0)	41(100)	20±0
Problem Diagnosis	0(0)	0(0)	1(3)	12(40)	11(37)	6(20)	16±2
Research Protocol	0(0)	0(0)	0(0)	0(0)	0(0)	11(100)	19±0

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	0(0)	0(0) 0(0)	0(0) 0(0)	2(4) 0(0)	24(48) 10(25)	24(48) 31(75)	18±1 18±1

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	1	1	1	1	1	3	1	3	3	2
	Strongly disagree	1	0	1	1	3	3	1	4	0	2
	Disagree	1	6	0	7	3	7	1	6	7	2
	<b>Unfavourable responses</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>7</b>	<b>13</b>	<b>4</b>	<b>13</b>	<b>10</b>	<b>5</b>
	Agree	19	15	22	13	12	15	15	13	21	21
	Strongly agree	31	31	21	28	25	21	21	24	15	29
	Completely agree	46	47	54	49	41	42	57	50	51	44
	<b>Favourable responses</b>	<b>96</b>	<b>93</b>	<b>97</b>	<b>90</b>	<b>78</b>	<b>78</b>	<b>93</b>	<b>87</b>	<b>87</b>	<b>94</b>
2006/2007	No opinion	0	0	0	0	15	9	3	0	3	2
	<b>Unfavourable responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Favourable responses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	No opinion	0	0	0	0	0	0	0	0	0	0

## Seminars Evaluation

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	3	0	2	1	1	2	1	3	4	7
	Strongly disagree	6	2	2	5	2	8	5	2	4	4
	Disagree	20	23	15	2	10	18	17	2	4	27
	<b>Unfavourable responses</b>	<b>28</b>	<b>25</b>	<b>19</b>	<b>8</b>	<b>13</b>	<b>27</b>	<b>23</b>	<b>7</b>	<b>11</b>	<b>38</b>
	Agree	50	42	46	52	47	42	41	14	51	28
	Strongly agree	12	18	18	24	24	16	19	4	16	14
	Completely agree	9	13	14	15	13	14	15	7	16	16
	<b>Favourable responses</b>	<b>72</b>	<b>73</b>	<b>78</b>	<b>91</b>	<b>84</b>	<b>73</b>	<b>75</b>	<b>25</b>	<b>83</b>	<b>58</b>
No opinion	0	3	3	2	3	0	3	69	6	4	

## Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	0	0	6	0	0	0	0	0	0	0
	Disagree	0	3	0	3	9	3	0	0	0	0	0	0
	<b>Unfavourable responses</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Agree	38	41	24	38	38	26	47	50	32	41	38	33
	Strongly disagree	44	44	56	50	32	41	38	32	44	44	38	45
	Completely agree	18	12	21	9	15	26	15	15	24	9	15	21
	<b>Favourable responses</b>	<b>100</b>	<b>97</b>	<b>100</b>	<b>97</b>	<b>85</b>	<b>94</b>	<b>100</b>	<b>97</b>	<b>100</b>	<b>94</b>	<b>91</b>	<b>100</b>
No opinion	0	0	0	0	0	3	0	3	0	6	9	0	
2006/2007	<b>Unfavourable responses</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>34</b>	<b>18</b>	<b>9</b>	<b>14</b>	<b>9</b>	<b>2</b>	<b>7</b>	<b>23</b>	<b>0</b>
	<b>Favourable responses</b>	<b>100</b>	<b>91</b>	<b>100</b>	<b>66</b>	<b>82</b>	<b>91</b>	<b>86</b>	<b>86</b>	<b>98</b>	<b>93</b>	<b>77</b>	<b>98</b>
	No opinion	0	0	0	0	0	0	0	5	0	0	0	2

*Hospital Residencies*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>0(0)</b>	1(2) <b>0(0)</b>	0(0) <b>1(2)</b>	22(44) <b>19(47)</b>	26(52) <b>21(51)</b>	1(2) <b>0(0)</b>	16±1 <b>15±1</b>

**Evaluation of Clinical Tutors**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	5	5	5	5	7	7	4	11	4	6
	Strongly disagree	0	1	1	1	0	1	1	3	0	2
	Disagree	10	10	7	4	9	10	3	11	7	5
	<b>Unfavourable responses</b>	<b>16</b>	<b>15</b>	<b>13</b>	<b>10</b>	<b>16</b>	<b>18</b>	<b>8</b>	<b>24</b>	<b>11</b>	<b>13</b>
	Agree	27	21	21	20	22	19	15	22	22	28
	Strongly disagree	26	36	30	30	30	34	30	26	24	27
	Completely agree	32	27	33	33	28	26	41	26	31	30
	<b>Favourable responses</b>	<b>84</b>	<b>83</b>	<b>84</b>	<b>84</b>	<b>80</b>	<b>79</b>	<b>86</b>	<b>74</b>	<b>77</b>	<b>85</b>
No opinion	0	2	3	6	3	3	6	2	12	2	

**Seminars Evaluation**

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	1	0	1	0	0	2	1	4	3	3
	Strongly disagree	3	2	3	2	1	2	2	1	3	2
	Disagree	6	5	7	4	5	19	6	0	8	10
	<b>Unfavourable responses</b>	<b>9</b>	<b>8</b>	<b>11</b>	<b>6</b>	<b>6</b>	<b>24</b>	<b>9</b>	<b>6</b>	<b>15</b>	<b>15</b>
	Agree	40	37	39	32	34	38	40	1	32	34
	Strongly disagree	30	33	26	36	27	17	28	3	24	24
	Completely agree	18	22	21	25	24	17	18	6	18	21
	<b>Favourable responses</b>	<b>89</b>	<b>91</b>	<b>87</b>	<b>93</b>	<b>86</b>	<b>72</b>	<b>86</b>	<b>10</b>	<b>74</b>	<b>78</b>
No opinion	2	1	2	1	8	5	5	84	12	7	
2006/2007	<b>Unfavourable responses</b>	<b>9</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>8</b>	<b>22</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>11</b>
	<b>Favourable responses</b>	<b>91</b>	<b>95</b>	<b>89</b>	<b>97</b>	<b>84</b>	<b>76</b>	<b>90</b>	<b>19</b>	<b>85</b>	<b>88</b>
	No opinion	0	0	2	0	7	2	2	79	10	1

**Student Ratings of The Curricular Area**

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	0	0	12	3	6	0	0	0	0	0
	Strongly disagree	0	3	0	0	0	6	3	0	0	3	6	3
	Disagree	0	3	6	15	27	9	24	6	3	16	25	3
	<b>Unfavourable responses</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>15</b>	<b>39</b>	<b>18</b>	<b>33</b>	<b>6</b>	<b>3</b>	<b>19</b>	<b>31</b>	<b>6</b>
	Agree	39	61	36	39	39	58	52	58	33	47	41	42
	Strongly disagree	39	24	36	33	15	15	12	30	42	9	16	27
	Completely agree	21	6	21	9	6	9	3	3	18	6	6	21
	<b>Favourable responses</b>	<b>100</b>	<b>91</b>	<b>94</b>	<b>82</b>	<b>61</b>	<b>82</b>	<b>67</b>	<b>91</b>	<b>94</b>	<b>63</b>	<b>63</b>	<b>91</b>
No opinion	0	3	0	3	0	0	0	3	3	19	6	3	
2006/2007	<b>Unfavourable responses</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>20</b>	<b>27</b>	<b>18</b>	<b>18</b>	<b>8</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>0</b>
	<b>Favourable responses</b>	<b>96</b>	<b>92</b>	<b>98</b>	<b>80</b>	<b>63</b>	<b>82</b>	<b>82</b>	<b>92</b>	<b>96</b>	<b>90</b>	<b>98</b>	<b>100</b>
	No opinion	2	2	0	0	10	0	0	0	0	4	0	0

### Student Grades

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>1(2)</b>	0(0) <b>0(0)</b>	0(0) <b>0(0)</b>	2(4) <b>11(26)</b>	22(44) <b>26(60)</b>	26(52) <b>5(12)</b>	18±1 <b>16±1</b>

### Seminars Evaluation

		1	2	3	4	5	6	7	8	9	10
2007/2008	Completely disagree	2	1	1	3	3	5	5	5	8	12
	Strongly disagree	10	2	2	2	7	3	7	2	1	6
	Disagree	25	6	5	1	10	29	28	8	16	31
	<b>Unfavourable responses</b>	<b>38</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>21</b>	<b>37</b>	<b>39</b>	<b>15</b>	<b>25</b>	<b>48</b>
	Agree	37	60	48	41	39	37	39	31	39	27
	Strongly agree	17	18	26	29	22	13	10	13	14	12
	Completely agree	2	5	10	13	10	7	2	7	5	2
	<b>Favourable responses</b>	<b>56</b>	<b>83</b>	<b>85</b>	<b>83</b>	<b>71</b>	<b>56</b>	<b>52</b>	<b>51</b>	<b>57</b>	<b>41</b>
No opinion	6	8	7	10	8	7	9	34	17	11	

### Student Ratings of The Curricular Area

		1	2	3	4	5	6	7	8	9	10	11	12
2007/2008	Completely disagree	0	0	3	3	3	10	3	0	7	3	7	7
	Strongly disagree	7	7	3	3	10	17	0	3	0	0	10	10
	Disagree	20	17	28	33	20	20	30	23	10	21	37	27
	<b>Unfavourable responses</b>	<b>27</b>	<b>23</b>	<b>34</b>	<b>40</b>	<b>33</b>	<b>47</b>	<b>33</b>	<b>27</b>	<b>17</b>	<b>24</b>	<b>53</b>	<b>43</b>
	Agree	53	47	45	33	40	37	47	50	50	45	27	37
	Strongly disagree	17	20	21	23	20	13	17	23	20	14	3	13
	Completely agree	0	0	0	3	3	0	3	0	7	0	7	3
	<b>Favourable responses</b>	<b>70</b>	<b>67</b>	<b>66</b>	<b>60</b>	<b>63</b>	<b>50</b>	<b>67</b>	<b>73</b>	<b>77</b>	<b>59</b>	<b>37</b>	<b>53</b>
No opinion	3	10	0	0	3	3	0	0	7	17	10	3	
2006/2007	<b>Unfavourable responses</b>	<b>26</b>	<b>17</b>	<b>36</b>	<b>36</b>	<b>17</b>	<b>45</b>	<b>23</b>	<b>11</b>	<b>22</b>	<b>4</b>	<b>51</b>	<b>38</b>
	<b>Favourable responses</b>	<b>74</b>	<b>83</b>	<b>64</b>	<b>64</b>	<b>53</b>	<b>49</b>	<b>77</b>	<b>87</b>	<b>76</b>	<b>84</b>	<b>47</b>	<b>60</b>
	No opinion	0	0	0	0	30	6	0	2	2	11	2	2

*Option Projects VI*

**Student Grades**

N(%)	NA	F	10 - 13	14 - 15	16 - 17	18 - 20	Mean ± Standard Deviation
	2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08	2006/07 2007/08
Aggregate Score	<b>1(2)</b>	0(0) <b>2(5)</b>	3(6) <b>7(16)</b>	9(18) <b>5(11)</b>	14(28) <b>13(31)</b>	24(48) <b>15(35)</b>	17±2 <b>16±2</b>

**Student Ratings of The Curricular Area**

Specific items (p. 34)		1	2	3	4	5	6	7	8
2007/2008	Completely disagree	0	3	3	6	13	15	0	3
	Strongly disagree	0	0	0	3	9	3	0	0
	Disagree	3	9	9	12	38	15	0	12
	<b>Unfavourable responses</b>	<b>3</b>	<b>12</b>	<b>12</b>	<b>21</b>	<b>59</b>	<b>33</b>	<b>0</b>	<b>15</b>
	Agree	21	32	35	24	19	12	30	24
	Strongly disagree	41	29	29	15	9	21	36	27
	Completely agree	35	24	24	38	9	24	30	24
	<b>Favourable responses</b>	<b>97</b>	<b>85</b>	<b>88</b>	<b>76</b>	<b>38</b>	<b>58</b>	<b>97</b>	<b>76</b>
2006/2007	No opinion	0	3	0	3	3	9	3	9
	<b>Unfavourable responses</b>	<b>4</b>	<b>8</b>	<b>14</b>	<b>14</b>	<b>46</b>	<b>25</b>	<b>4</b>	<b>13</b>
	<b>Favourable responses</b>	<b>96</b>	<b>88</b>	<b>84</b>	<b>84</b>	<b>54</b>	<b>75</b>	<b>96</b>	<b>88</b>
	No opinion	0	4	2	2	0	0	0	0