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Evaluation of Traditional Persian Medicine curriculum and educational environment at Shiraz University of Medical Sciences: A CIPP model report

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Abstract:

BACKGROUND: Traditional Persian Medicine (TPM) education was initiated at Shiraz University of Medical Sciences (SUMS) in 2004. Despite the critical need for evaluating the TPM education success, it remained unassessed since its implementation. This study aimed to evaluate the educational curriculum of the TPM faculty at SUMS.

MATERIALS AND METHODS: This descriptive study evaluated the educational curriculum of the TPM faculty at SUMS using the CIPP model and the DREEM questionnaire. The DREEM questionnaire assesses student perceptions in five areas, that is, learning, teachers, self-perception, atmosphere, and social interactions. The CIPP model is a framework for evaluating the TPM program, considering context (program goals, history), inputs (resources needed), process (teaching/learning activities), and product (teaching/learning quality and societal benefits). The study surveyed professors, current students, and graduates of the TPM department since its inception in 2010, with a final sample of 23 participants. The data were obtained from the 5-point Likert-type scale reliable questionnaires. The SUMS Ethics Committee approved the study, and data were analyzed using SPSS software.

RESULTS: The context assessment revealed a high level of satisfaction among students with the educational facilities and environment. The physical infrastructure and resources were considered adequate according to the DREEM questionnaire. They were especially pleased with professors' academic abilities and the general educational atmosphere, although there were some lower levels of satisfaction regarding learning and the social environment. Changing teaching methods, increasing students' motivation, and integrating new practical aspects improve the curriculum. Course topics with low satisfaction need to be carefully coordinated to meet educational objectives. Most courses lacked flexibility for new concepts and innovation, except for a few.

CONCLUSION: Students expressed overall satisfaction with the educational facilities and environment during the context assessment. The unique identity of TPM was highlighted, and concerns about social status hindered its popularity among students. The support of authorities could potentially encourage more physicians to choose TPM for education. Most courses received positive satisfaction. Thus, modifying teaching methods and improving curriculum topics increase the student's motivation. Therefore, with supporting graduates by healthcare system authorities, there is a promising future for TPM.

Keywords:

Curriculum, integrative medicine, medicine, Persian

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Introduction

Enhancing the quality of educational programs, especially in medical sciences,

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is a top priority globally. The evaluation process is crucial in determining the effectiveness of a program and in achieving its objectives. Through the collection,

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credibility and attract more experts. Notably, there are no existing CIPP evaluations of the TPM curriculum for comparison.

Conclusion

The TPM program has been assessed using the CIPP model and DREEM questionnaire for the first time at SUMS in Iran. The study found that students were generally satisfied with the facilities and professors but had moderate satisfaction with workshops. Students expressed a good experience overall but were stressed due to the healthcare system. They hoped for more emphasis on workshops and TPM clinics. Some courses had low satisfaction ratings, requiring restructuring for quality improvement and integration of new concepts. The study's suggestions can benefit SUMS and other educational centers in Iran, contributing to the development of the field.

Abbreviations

- PM = Persian medicine
- TPM = Traditional Persian Medicine
- CIPP = Context, Input, Process, and Product
- DREEM = Dundee Ready Education Environment Measure
- SUMS = Shiraz University of Medical Sciences.

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Conflicts of interest

There are no conflicts of interest.

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