

## **CURRICULUM VITAE FOR LEILA BAZRAFKAN**

### **A. CONTACT INFORMATION**

Education Development Center (EDC),  
shiraz University of Medical Sciences,  
Education Development center zand street  
, Shiraz

Phone: +98-711-2333064

Fax: +98-711-2333064

Mobile: 09177054288

Email: [bazrafkan@sums.ac.ir](mailto:bazrafkan@sums.ac.ir)

Alternative: [bazrafcan@gmail.com](mailto:bazrafcan@gmail.com)

### **PERSONAL INFORMATION**

Date of Birth: september 30, 1960

Nationality: Iranian

Marital status: Married

### **b. Educational History:**

Nursing , A.S , Shiraz University of Medical Sciences , 1982-1985

Nursing anesthesia , M.S , Shiraz University of Medical Sciences,, 2003-2006.,1985-1989

Medical Education , M.S , Shahid Beheshti University of Medical Sciences,, 2003-2006.

Medical Education , PhD in Medical Education Esfahan University of Medical Sciences,, 2011-2015.

**Theses : Survey on mortality and morbidity in recovery room for 5 years.**

**Effectiveness of teaching medical ethics in undergraduate medical school by salmon 4 design.**

## **Development of a model for teachers' expertise in research supervision in Iranian medical sciences university's**

### **C .Academic Appointments**

<u>Year</u>	<u>Academic Rank</u>	<u>Institution</u>
1993- 1996	instructor	Hormozgan University of Medical Sciences (HUMS)
1997- 2015	instructor	Shiraz University of Medical Sciences (SUMS)
2015-peresent	assistant professor	Shiraz University of Medical Sciences (SUMS)

#### **Academic appointments:**

- Coordinator for medical education programs, SUMS. 2008- to date.
- Supervisor of curriculum committee in E.D.C, SUMS- 2006- to date.
- Supervisor of curriculum planning in SUMS, 2005 – to date.
- Member of research in education committee in E.D.C, SUMS -2008 – to date.
- Member of strategic planning committee in university. SUMS- 2007 – to date.
- Member of medical ethics committee, SUMS -2004- to date.
- Member of E- learning committee, SUMS- 2008- to date.
- Faculty member of Hormozgan University of Medical Sciences, Paramedical school and Nursing school. 1996.
- Dean of nursing school, Hormozgan University of Medical Sciences, 1993.
- Vice-dean for educational affairs, Paramedical school, Hormozgan University of Medical Sciences 1992.
- Reviewer and Consultant to Hormozgan Medical Journal 1999- to date .

#### **D. Trainings Passed**

##### **D.I. Courses**

##### **D.II. Workshops**

<b>2010</b>	<b>“creativity and innovation in ucation”</b>	<b>sums, Shiraz,Iran</b>
<b>2010</b>	<b>3 Days “Advanced Article Writing”</b>	<b>sums, Shiraz, Iran</b>
<b>2009</b>	<b>2 Days “Program Evaluation”</b>	<b>sums, Shiraz, Iran</b>
<b>2009</b>	<b>2 Days “Research Priorities”</b>	<b>sums, Shiraz, Iran</b>
<b>2008</b>	<b>2 Days “Teachers as role model)”</b>	<b>sums, Shiraz, Iran</b>
<b>2007</b>	<b>3 Days “Evidence Based Medicine”</b>	<b>sums, Shiraz, Iran</b>
<b>2006</b>	<b>3 Days “scientific Writing in English”</b>	<b>sums, Shiraz, Iran</b>
<b>2005</b>	<b>1 Day “Problem Based learning”</b>	<b>sums, Shiraz, Iran</b>
<b>2004</b>	<b>2 Days “Course Plan and Lesson Plan</b>	<b>sums, Shiraz, Iran</b>
<b>2003</b>	<b>1 Day “Case Study and letter to Editor”</b>	<b>sums, Shiraz, Iran</b>
<b>2003</b>	<b>1 Day “student evaluation ”</b>	<b>sums, Shiraz, Iran</b>
<b>2003</b>	<b>1 Day “Poster Presentation”</b>	<b>sums, Shiraz, Iran</b>
<b>2003</b>	<b>5 Days “curriculum planning”</b>	<b>sums, Shiraz, Iran</b>
<b>2002</b>	<b>3 Days “Evidence Based Medicine”</b>	<b>sums, Shiraz, Iran</b>
<b>2002</b>	<b>3 Days “Ten Steps in Research”</b>	<b>sums, Shiraz, Iran</b>
<b>2002</b>	<b>3 Days “Problem based learning”</b>	<b>sums Shiraz, Iran</b>
<b>2002</b>	<b>1 Day “Instructional technology ”</b>	<b>sums Shiraz , Iran</b>
<b>2001</b>	<b>1 Day “Research in education”</b>	<b>sums Shiraz, Iran</b>

2001	1 Day	“Needs assessment”	sums Shiraz, Iran
2001	1 Day	“Clinical reasoning”	sums, Shiraz, Iran
2001	3 Days	“TQM & FOCUS-PDCA”	sums, Shiraz, Iran
2002	2 Days	“Quality Improvement”	sums Shiraz, Iran
1999	7 Days	“Research Methods”	sums, Shiraz, Iran
1997	3 Days	“E- learning ,”	sums, Shiraz, Iran
1999	7 Days	“Educational leadership”	Esfahan Iran

## E. Publications

### E.I. Articles

#### *E.I. In English*

1. Bazrafkan L, Shokrpour N. "Academic Staff's View Points on the Implementation of Lesson Plan". Journal of Medical Education, 8(1), 2005.
2. Bazrafkan L, Shokrpour N. "A survey of patients, complaints against physicians five year period in Fars province : implications for medical education" . Journal of Medical Education , 12(182), 2008.
3. Bazrafkan L, Shokrpour N. "Comparison of the assessment of dental students, laboratory performance through MCQ and DOPS methods". Journal of Medical Education , 13(182), 2009.
4. Masood Mosavi nasab, Bazrafkan L. "Evaluation of Medical Intern's Competence about Ambulatory Prevalent Disease." Iranian Medical Education Journal,
5. Mitra Amini , Leila Bazrafkan, Mahboobeh Saber, Zahra Karimian and. Gholamreza Safae Ardekain. "A Qualitative Study of Factors Associated with Medical Students". Journal of Social Sciences, 4 (4): 2008.
6. Bazrafkan, Leila, et al. "Effectiveness of Residents as Teachers, Researchers and Role Models: A Unique Program at SUMS." Journal of Medical Education 14.2 (2015).
7. Noorafshan, Ali, et al. "Simultaneous anatomical sketching as learning by doing method of teaching human anatomy." Journal of education and health promotion 3 (2014).

8. Dehghani, Mohammad Reza, et al. "Educational Needs Assessment and Educational Program Planning with the Developing a Curriculum Model in Shiraz University of Medical Sciences, Iran." (2014): 299-312.
9. "Simultaneous anatomical sketching as learning by doing method of teaching human anatomy." *Journal of education and health promotion* 3 (2014).
10. Effectiveness of Residents as Teachers, Researchers and Role Models: A Unique Program at SUMS." *Journal of Medical Education* 14.2 (2015).
11. Bazrafkan, Leila, et al. "Management of Stress and Anxiety Among PhD Students During Thesis Writing: A Qualitative Study." *The Health Care Manager* 35.3 (2016): 231-240.
12. Omid, Athar, et al. "A review on some aspects of patient'rights in clinical education." *Iranian Journal of Medical Education* 11.9 (2012): 1299-1311.
13. Shakour, Mahsa, Athar Omid, and Leila Bazrafkan. "Factors Affecting Patient Satisfaction from the Viewpoints of Physicians and Medical Students." *Iranian Journal of Medical Education* 14.12 (2015): 1057-1065.
14. Bazrafkan, Leila, et al. "Students' Perception toward Elements of Globalization in Four Interdisciplinary Summer Schools in Shiraz University of Medical Sciences in Iran." *Strides in Development of Medical Education* 10.3 (2013): 312-321.
15. Bazrafkan, Leila. "A Survey of Medical Interns' Viewpoints on Feedback in Internal, Surgery, Pediatrics, Obstetrics and Gynaecology wards at Shiraz University of Medical Sciences." *Journal of Medical Education* 13.3 (2013): 4513-4513.
16. MOADAB, NEDA, ELAHEH MOHAMMADI, and Leila Bazrafkan. "THE STATUS OF FEEDBACK PROVISION TO LEARNERS IN CLINICAL TRAINING FROM THE RESIDENTS AND MEDICAL STUDENTS'PERSPECTIVE AT SHIRAZ UNIVERSITY OF MEDICAL SCIENCES, 2014." (2015): 58-63.
17. TORABI, KIANOOSH, et al. "The effect of logbook as a study guide in dentistry training." *Journal of Advances in Medical Education & Professionalism* 1.3 (2013): 81-84.
18. TAKMIL, FARNAZ, et al. "A brief description of Medical Education Master Program in Shiraz University of Medical Sciences." *Journal of advances in medical education & professionalism* 3.4 (2015): 153-153.
19. MEMARPOUR, MAHTAB, LEILA BAZRAFKAN, and ZAHRA ZAREI. "Assessment of dental students' communication skills with patients." *Journal of advances in medical education & professionalism* 4.1 (2016): 33.

20. YOUSEFI, ALIREZA, LEILA BAZRAFKAN, and NIKOO YAMANI. "A qualitative inquiry into the challenges and complexities of research supervision: viewpoints of postgraduate students and faculty members." *Journal of advances in medical education & professionalism* 3.3 (2015): 91.
21. JOUHARI, ZAHRA, et al. "The effects of educational program on health volunteers' knowledge regarding their approach to earthquake in health centers in Tehran." *Journal of advances in medical education & professionalism* 3.2 (2015): 56.
22. BAZRAFCAN, LEILA, FARIBA HAGHANI, and NASRIN SHOKRPOUR. "The summer school students' viewpoints about important factors in learning, Shiraz University of Medical Sciences." *Journal of Advances in Medical Education & Professionalism* 2.2 (2014): 77.
23. BAZRAFCAN, LEILA, et al. "Medical ethics as practiced by students, nurses and faculty members in Shiraz University of Medical Sciences." *Journal of advances in medical education & professionalism* 3.1 (2015): 33.
24. Bazrafkan L, Shokrpour N, Yousefi A, Yamani N. Management of stress and anxiety among phd students during thesis writing: a qualitative study. *The health care manager*. 2016 Jul 1;35(3):231-40.
25. Bazrafkan L, Hayat AA, Abbasi K, Bazrafkan A, Rohalamini A, Fardid M. Evaluation of information literacy status among medical students at Shiraz University of Medical Sciences. *Journal of Advances in Medical Education & Professionalism*. 2017 Jan;5(1):42.
26. Bazrafkan L, Najafi Kalyani M. Nursing Students' Experiences of Clinical Education: A Qualitative Study. *Investigacion y educacion en enfermeria*. 2018 Dec;36(3).
27. Bazrafkan L, Yousefy A, Amini M, Yamani N. The journey of thesis supervisors from novice to expert: a grounded theory study. *BMC medical education*. 2019 Dec;19(1):1-2.
28. Bazrafkan L, Hayat AA, Tabei SZ, Amirsalari L. Clinical teachers as positive and negative role models: an explanatory sequential mixed method design. *Journal of medical ethics and history of medicine*. 2019;12.
29. Kikanloo AA, Jalali K, Asadi Z, Shokrpour N, Amiri M, Bazrafkan L. Emotional intelligence skills: Is nurses' stress and professional competence related to their emotional intelligence training? A quasi experimental study. *Journal of Advances in Medical Education & Professionalism*. 2019 Jul;7(3):138.
30. Ataollahi M, Amini M, Delavari S, Bazrafkan L. Reliability and validity of the Persian version of readiness for inter-professional learning scale. *International journal of medical education*. 2019;10:203.
31. Jaafari F, Delavari S, Bazrafkan L. Evaluation of the geriatric curriculum implemented at Shiraz University of Medical Sciences, Iran, since 2017: a qualitative study. *F1000Research*. 2019 Oct 1;8(417):417.

32. Bazrafkan L, Hemmati M. The effect of Cardiac Arrhythmias Simulation Software on the nurses' learning and professional development. *Journal of Advances in Medical Education & Professionalism*. 2018 Apr;6(2):86.
33. Bazrafkan L, Mohammadjani RA, Rakhshani T. The Effect of Parenting Skills Training on Adolescent Aggression in Abadeh Tashk, Fars Province, 2018. *Journal of Health Sciences & Surveillance System*. 2019 Jan 1;7(1):8-16.
34. Ghanbari S, Bazrafkan L. Faculty member's experience regarding rehabilitation teamwork education in Iran (A descriptive exploratory qualitative study). *Journal of education and health promotion*. 2019;8.
35. Bazrafkan L, Torki F, Rakhshani T. Comparison of Emotional Intelligence between Medical and Non-medical Students. *Journal of Health Sciences & Surveillance System*. 2018 Jul 1;6(3):155-60.
36. Mojarrab S, Bazrafkan L, Jaberi A. The effect of a stress and anxiety coping program on objective structured clinical examination performance among nursing students in shiraz, Iran. *BMC Medical Education*. 2020 Dec;20(1):1-7.
37. Mokaripour P, Shokrpour N, Bazrafkan L. Comparison of readiness for e-learning from the perspective of students and professors of Medical Sciences. *Journal of Education and Health Promotion*. 2020 Jan 1;9(1):111.
38. Bazrafkan L, Kaviani M, Gholami M, Shokrpour N. Comparison of Lecturing and Multimedia-Based Learning on the Knowledge and Remembrance of Breast Cancer Topics in Midwifery Students of Shiraz University of Medical Sciences in 2016. *Bangladesh Journal of Medical Science*. 2020 Apr 12;19(4):710-6
39. Shokrpour N, Bazrafkan L, Ardani AR, Nasiraei S. The factors affecting academic burnout in medical students of Mashhad University of Medical Sciences in 2013-2015. *Journal of Education and Health Promotion*. 2020;9.
40. Hayat AA, Jahanian M, Bazrafkan L, Shokrpour N. Prevalence of Academic Procrastination Among Medical Students and Its Relationship with Their Academic Achievement. *Shiraz E-Medical Journal*. 2020 Jul 31;21(7).
41. MOHAMMADI M, BAGHERI M, JAFARI P, BAZRAFKAN L. Motivating medical students for social accountability in medical schools. *Journal of Advances in Medical Education & Professionalism*. 2020 Apr;8(2):90.
42. Zarifsanaiey N, Jamalian K, Bazrafkan L, Keshavarzy F, Shahraki HR. The effects of mindfulness training on the level of happiness and blood sugar in diabetes patients. *Journal of Diabetes & Metabolic Disorders*. 2020 Mar 2:1-7.

43. Salehi A, Afsharipur H, Vardanjani HM, Vojoud M, Bazrafkan L, Sharifi MH. Medical students' knowledge and attitudes toward history of medicine. *Journal of Medical Ethics and History of Medicine*. 2020;13.
44. Moshaverinia M, Lavaee F, Bazrafkan L, Savadi N. Indices of Faculty Evaluation in Theoretical Courses in 2011: Shiraz Dental School Students' Preferences. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*. 2020 Jan 1;5(4):28-36.
45. KASALAEI A, MITRA AMINI MD, NABEIEI P, BAZRAFKAN L, OUSAVINEZHAD H. Barriers of Critical Thinking in Medical Students' Curriculum from the Viewpoint of Medical Education Experts: A Qualitative Study. *Journal of Advances in Medical Education & Professionalism*. 2020 Apr;8(2):72.
46. Moaddab N, Mohammadi E, Bazrafkan L. The Status of Feedback Provision to Learners in Clinical Training from the Residents and Medical Students' Perspective at Shiraz University of Medical Sciences, 2014. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*. 2020 Jan 1;6(1):58-63.
47. Abaszadeh F, Eslami J, Bazrafkan L. Knowledge, Attitude, And Performance of Operating Room Personnel about Occupational Exposure to Blood-Borne Infections. *space*.;4:6.

#### E.II. Books

Introduction to Medical Education  
Ten Steps in Curriculum Planning

#### E.III. Theses:

Effectiveness of teaching medical ethics in undergraduate medical school by salmon 4 designs

Expertise Development Process among Thesis Supervisors:

Survey on mortality and morbidity in recovery room for 5 years.

1. A Grounded Theory for the degree of ph.D in Medical Education

## **F. Experience**

### **F.I. Teaching**

- Curriculum planning
- Teaching methods
- Educational evaluation
- Team learning



- small group teaching
- Test Analysis
- Study guide
- Self - directed learning
- Logbook and portfolio
- 360 degree evaluation
- Lesson plan
- Medical ethics
- Patient's Rights
- T.Q.M
- Problem based learning
- Standard setting
- Creativity and innovation in education
- Medical ethics tools
- Professionalism

#### **F.II. Clinical / Practical**

- Supervisor in teaching Anesthesia
- Supervisor in recovery room
- Supervisor in intensive care unite

#### **G. Research Projects**

- Communication skills in medical school
- Professionalism in medical teachers
- curriculum planning, revision the curriculum
- Role modeling in medical school

#### **H. Presentations**

##### **H.I. Domestic Conferences**

- 4<sup>th</sup> Congress of Medical Education, Tehran
- 5<sup>th</sup> Congress of Medical Education, Shiraz
- 6<sup>th</sup> Congress of Medical Education, Tehran
- 7<sup>th</sup> Congress of Medical Education, Tabriz
- 8<sup>th</sup> Congress of Medical Education, Kerman
- 9<sup>th</sup> Congress of Medical Education, Yazd

- 10<sup>th</sup> Congress of Medical Education, Shiraz
- 11<sup>th</sup> Congress of Medical Education, Tehran
- 12th Congress of Medical Education \_- Mashhad
- 13th Congress of Medical Education-Mazandaran -sari
- 14th Congress of Medical Education Tehran- Iran
- 15th Congress of Medical Education Yazd
- 16th Congress of Medical Education Tehra
- 17th Congress of Medical Education Tehran- Iran
- 18th Congress of Medical Education Tehran- Iran
- 19th Congress of Medical Education Tehran- Iran
- 20th Congress of Medical Education Tehran- Iran
- 21th Congress of Medical Education Tehran- Iran -virtual
- 22th Congress of Medical Education - shiraz- virtual- Iran

## **H.II. International Conferences.**

- Eighth Asian Bioethics Conference 19 – 23 March 2007. Century Park Hotel, Bangkok, Thailand

## **I. Students Supervised**

<b><u>Student</u></b>	<b><u>Field</u></b>	<b><u>Degree</u></b>	<b><u>Year</u></b>
Nonajad Navid	Medicine	MD	2010
Jalali Zahra	Medicine	MD	2008
Amirsalari leila	Medicine	MD	2007
Sepehri Sajad	dentistry	MD	2007
Hashmi Mehdi	dentistry	MD	2007
Motamedi Milad	dentistry	MD	2005

Shirazi Ali	dentistry	MD	2008
Mosavinasab Nima	dentistry	MD	2008
Hekmat nia Ali	Medicine	MD	2009
Paknejad sedigheh	Medicine	MS	2010
Neshatavar Raziye	Medicine	MS	2010

#### **J. Scientific-Memberships:**

Association of medical education, IRAN, 2010.

#### **K. Honors, Awards and Inventions**

- Awarded as the prominent instructor of Hormozgan University of Medical Sciences
- First top student in anesthesiology
- A plaque for excellence in nursing profession
- A plaque for excellence in teaching
- A plaque as the best personnel in the work environment
- A plaque for excellence in medical education

#### **L. Research Interests**

- Curriculum planning
- Small group teaching
- Problem based learning
- Medical ethics
- Professionalism
- Inter professional education
- Research in education

#### **M. Language skills:**

Persian: mother tongue

English: reading, writing, speaking

#### **N.Referee**

- Dr. Ali Sadeghi Hassanabadi, Full professor of Community Medicine,  
Technical Officer, WHO, Human Resources Development and Fellowships  
East Mediterranean Regional Office (EMRO)

P.O. Box 7608 Nasr City, Cairo 11371, Egypt

E-mail: hassanabadia@emro.who.int , sadeghi2001@yahoo.com

- Dr.Soleiman Ahmady . Department of Learning, Informatics, Management, and Ethics, Karolinska Institutet, Stockholm, Sweden , Educational Development

Center, Urmia University of Medical Sciences, Urmia, Iran

E-mail: Soleiman.Ahmady@ki.se, Soleiman.Ahmady@gmail.com

فعالیت های آموزشی اخیر

مقطع تحصیلی	نام درس
دکتری آموزش پزشکی ترم اول	برنامه ریزی درسی مقدماتی
دکتری آموزش پزشکی ترم اول	مهارت های مقدماتی تدریس
دکتری آموزش پزشکی ترم اول	روش های ارزشیابی برنامه- مقدماتی
دکتری آموزش پزشکی ترم اول	روش های ارزشیابی دانشجو
دکتری آموزش پزشکی ترم اول	مدیریت آموزشی
دکتری آموزش پزشکی ترم دوم	برنامه ریزی درسی پیشرفته
دکتری آموزش پزشکی ترم دوم	روش های ارزشیابی برنامه پیشرفته
دکتری آموزش پزشکی ترم سوم	ارزشیابی دانشجو
دکتری آموزش پزشکی ترم سوم	الگوهای تدریس
دکتری آموزش پزشکی ترم سوم	آموزش پزشکی مبتنی بر شواهد
دکتری آموزش پزشکی ترم سوم	فلسفه آموزش
دکتری آموزش پزشکی ترم سوم	گرد آوری داده ها در تحقیق کیفی

مقطع تحصیلی	نام درس
کارشناسی ارشد آموزش پزشکی	مه ریزی درسی مقدماتی
کارشناسی ارشد آموزش پزشکی	رت های مقدماتی تدریس
کارشناسی ارشد آموزش پزشکی	رت های ارتباطی پایه
کارشناسی ارشد آموزش پزشکی	ن های ارزشیابی برنامه- مقدماتی
کارشناسی ارشد آموزش پزشکی	ن های ارزشیابی دانشجو

کارشناسی ارشد آموزش پزشکی	مه ریزی درسی پیشرفته
کارشناسی ارشد آموزش پزشکی	س های ارزشیابی برنامه پیشرفته
کارشناسی ارشد آموزش پزشکی	مه ریزی درسی پیشرفته
کارشناسی ارشد آموزش پزشکی	شیبایی دانشجو
کارشناسی ارشد آموزش پزشکی	وهای یاددهی و یادگیری
کارشناسی ارشد آموزش پزشکی	حی آموزش در علوم پزشکی
کارشناسی ارشد آموزش پزشکی	حی و اجرای کارگاه های آموزشی
دانشجویان تغذیه	س مطالعه و یادگیری
دستیاران	زش پزشکی دستیاران دندانپزشکی
کارشناسی ارشد آموزش جامعه نگر در نظام سلامت	رت های مقدماتی تدریس
کارشناسی ارشد آموزش جامعه نگر در نظام سلامت	نیبایی عملکرد
دندانپزشکی دوره عمومی	رت های ارتباطی
دستیاران	یس در ۵ دوره دستیار به عنوان الگو
فلوشیپ	یس در ۴ دوره فلوشیپ
دانشجویان	یس مهات های ارتباطی دانشجویان دکتری پژوهشی
دانشجویان ارشد آموزش پزشکی	یس کارگاههای دانشجویی توانمندسازی در انجام ن نامه در ۳ نوبت
کارشناسی ارشد آموزش پزشکی روزانه	مه ریزی درسی مقدماتی
کارشناسی ارشد آموزش پزشکی روزانه	رت های مقدماتی تدریس
کارشناسی ارشد آموزش پزشکی روزانه	رت های ارتباطی پایه
کارشناسی ارشد آموزش پزشکی روزانه	س های ارزشیابی برنامه - مقدماتی
کارشناسی ارشد آموزش پزشکی روزانه	س های ارزشیابی دانشجو
کارشناسی ارشد آموزش جامعه نگر در نظام سلامت	س های ارزشیابی برنامه پیشرفته
کارشناسی ارشد آموزش جامعه نگر در نظام سلامت	حی آموزشی
کارشناسی ارشد آموزش جامعه نگر در نظام سلامت	رت های ارتباطی در نظام سلامت
کارشناسی ارشد آموزش جامعه نگر در نظام سلامت	حی و اجرای کارگاه های آموزشی

واحد	نوع همکاری	تاریخ پایان	تاریخ شروع	مقطع تحصیلی	نام دانشجو	توضیحات
۶ واحد	راهنما	دی ۹۸	۱۳۹۸	دانشجوی کارشناسی ارشد آموزش پزشکی	پریسا مکاری پور	مقایسه آمادگی استفاده از یادگیری الکترونیکی از دیدگاه دانشجویان و اساتید دانشگاه علوم پزشکی شیراز در سال ۹۷
۶ واحد	مشاور	بهمن ۹۸	۱۳۹۸	دانشجوی کارشناسی ارشد آموزش پزشکی	مریم تقی پور	سی ارتباط تفکر انتقادی و مهارت حل مسئله با هوش جانی در مدیران و کارکنان ساختمان مرکزی دانشگاه علوم پزشکی شیراز در سال ۱۳۹۷
۶ واحد	راهنما	بهمن ۹۸	۱۳۹۸	دانشجوی کارشناسی ارشد آموزش پزشکی	سعید میرزایی	طراحی ، توسعه و ارزشیابی بازی سازی آموزشی (گیمیفیکیشن) در مبحث داروهای قلبی عروقی درس فارماکولوژی جهت آموزش دانشجویان پرستاری
۶ واحد	راهنما	اسفند ۹۸	۱۳۹۶	دانشجوی کارشناسی ارشد آموزش پزشکی	عبدالحسن چراغی	ارزشیابی آگاهی ، نگرش و تغییر رفتار داوطلبان سلامت و خانوارهای تحت پوشش آنها با الگوی کرک پاتریک، در شهرستان ممسنی ۹۷-۹۵
۶ واحد	راهنما	بهمن ۹۸	۱۳۹۸	دانشجوی کارشناسی ارشد آموزش پزشکی	سمیرا کاتبی	طراحی محتوا و ارزیابی برنامه آموزشی درس فوریت های مامایی در قالب گیم کلمات متقاطع مبتنی بر کیس های بالینی در دانشگاه آزاد جهرم
۶ واحد	راهنما	شهریور ۹۸	۱۳۹۶	دانشجوی کارشناسی ارشد آموزش پزشکی	چوبینه	بیین علل کناره گیری از درمان در مبتلایان به اضافه وزن و چاقی جهت تدوین گایدلاین آموزشی
۶ واحد	راهنما	بهمن ۹۸	۱۳۹۸	دانشجوی کارشناسی ارشد آموزش پزشکی	مژده قیاسی	رسی روایی و پایایی فرم های ارزشیابی اساتید دانشگاه علوم پزشکی شیراز
۶ واحد	راهنما	بهمن ۹۸	۱۳۹۸	دانشجوی کارشناسی ارشد آموزش پزشکی	رقیه محسنی	یابی خدمات رسانی به اتباع کمپسار یا در کمپ وستان بر اساس الگوی ارزشیابی پاسخگو
۶ واحد	راهنما	بهمن ۹۸	۱۳۹۸	دانشجوی کارشناسی ارشد آموزش پزشکی	حمیدرضا ناصری	رب زیسته اساتید دانشگاه در مورد پدیده ارزشیابی استاد
۶ واحد	راهنما	دی ۹۸	۱۳۹۸	دانشجوی کارشناسی ارشد آموزش پزشکی	احمد دادمهرنیا	سی تاثیر اثربخشی دوره توانمندسازی مربیان با استفاده مدل ترکیبی (Simulation-Scenario-Role Play) بر ناء کیفیت مهارتهای شغلی پرسنل عملیاتی اورژانس شیراز سال ۱۳۹۶
۶ واحد	راهنما	دی ۹۸	۱۳۹۸	دانشجوی کارشناسی ارشد آموزش پزشکی	سمانه سروقد مقدم	بررسی میزان اهمیت و قابلیت دستیابی به اهداف س زودرس با بیمار (ECE) برپایه استراتژی SPICES دیدگاه دانشجویان پزشکی دانشگاه آزاد اسلامی مشهد ودی سال ۹۶ و مقایسه آن با عملکرد تحصیلی آنان.

