

achieve this purpose, the present study has been done as a training of hypothyroidism in pregnancy with the use of e-learning triple jumping technique. A systematic instructional design pattern ADDIE (systems analysis, design, development, implementation, evaluation) was performed. This study was conducted on 72 midwifery students in 5th semester. During the 3 years since 2012. At first, a needs assessment was performed on students. Then, the educational hypothyroidism software which was designed on the basis of the triple jump method was given to them. In the first jump, several questions about Hypothyroidism and its complications in pregnancy were displayed by the software. In the second jump, the students were given an hour to use the resources available in the software, find the answer to the problem posed. In the third jump, the correct answers to the question rose in the application and were given feedback on the students' queries and responses. The mean age of the participants were  $20.76 \pm 1.12$  years. According to our assessment, the majority of students (81.3%) said that their teaching methods commonly were not enough used to boost the power of their clinical judgments and on the other hand, they mentioned to not enough time in the class to teach problem solving methods. Our findings showed that 53.71 % of students, had known this teaching method as an effective technique to strengthen the power of their clinical judgments in the diagnosis and treatment of diseases and 69.8% of the them were completely satisfied of this teaching method. Based on our findings, it can be concluded that due to the teaching time limitations and a large amount of educational content, this method can be an effective teaching technique for medical students training.

**Title: Prepcheck Supported Objective Assessment of Student's Skills in A Preclinical Simulation Mulation Enviroment**

**Presenter:** Michael Wolgin

**Authors:** Michael Wolgin, Ahmed El Shafie, Ina Ulrich, Wilhelm Frank, Andrej Michael Kielbassa

**Institute:** University of Dental Medicine and Oral Health, Danube Private University (DPU), Austria

**Email:** michael.wolgin@dp-uni.ac.at

**Abstract:**

The assessment of practical skills during preclinical dental education often lacks objectivity. The present study aimed to develop a computer-supported assessment concept for practical tests,

with particular focus on the possible assessor-dependent differences in setting tolerance limits for positive assessments.

A sample of 54 third-year dental students participated in phantom-lab course examinations. The standardized exams consisted of five test-stations, such as preparation of several cavities and insertion of different fillings using standard typodonts. One of the tasks was to prepare a class-II cavity aiming at filling the cavity with amalgam. Three calibrated assessors agreed on a series of criteria to evaluate the performance of the students and independently scored the performance by means of visual assessment. Additionally, CEREC Omnicam optical impressions were taken to digitize the samples, followed by assessing the cavities using the prepCheck application. For this procedure, the predefined assessment criteria had been reapplied. Statistical analysis of the digitized samples revealed a significant difference between the actual-ly achieved cavity dimensions compared to the predefined values of the "master preparation" ( $p=0.0001$ ; t-test). The tutor-dependent tolerance limits for these values, achieved by visual as-sessment, ranged up to 34%, thus indicating a high deviation from the primary educational ob-jectives.

The assessment of practical skills in an objective manner still seems challenging. Increased consideration should be given to using computer-aided assessment procedures.

**Title: Academic Achievement in Students of Guilan University of Medical Science, 2013**

**Presenter:** Abtin Heydarzadeh

**Author:** Abtin Heydarzadeh

**Institute:** Guilan University of Medical sciences, Guilan, Iran

**Email:** abtin\_h@gmail.com

**Abstract:**

**Background and Aims:** Academic achievement of Students is important indicators in the evaluation of higher education, all attempts of the system for access to this achievement. To a look at the factors affecting on academic achievement to this point is reached, that various factors except Personal abilities effect on academic achievement. This study was conducted to aim of determine students' academic achievement in the different fields of Guilan university of Medical Science.

**Methods:** This study is a descriptive- cross sectional. The study population consisted

students of Guilan University of Medical Sciences in different fields. Random stratified sampling was conducted in 407 students, and demographic information questionnaire and the average were used in order to collect information. After collecting the data, they were analyzed using Stata software and descriptive and analytic statistics (t- test and ANOVA).

**Results:** The study findings showed that the average age of students was  $22.71 \pm 3.62$  years. The average of students is  $15.90 \pm 1.43$ . The most of mean and standard deviation was related to paramedical field ( $16.83 \pm 1.17$ ) and health field ( $16.77 \pm 1.21$ ). The average was a significant statistic relationship with educational field ( $p=0.0001$ ), gender ( $p=0.002$ ) and educational level ( $p=0.0001$ ).

**Conclusions:** Based on research findings educational field and level of students have a significant impact on their academic achievement, Accordingly, Due to the training and evaluation with considering these variables will have an important impact on the quality of education and students' academic achievement.

**Title: Level of Perception and Social Interaction Anxiety of Adolescents who Stammer Before and After the Speech-Language Therapy**

**Presenter:** Anam Nawaz

**Author:** Anam Nawaz

**Institute:** Riphah International University, Islamabad, Pakistan

**Email:** anno\_n@hotmail.com

**Abstract:**

Stammering is described as pauses, prolongations, and blocks in the speech. Some theorists described that individuals who stutter are psychologically different to those who do not stutter. A person who stammers usually becomes anxious in social situations, and fears speaking in front of others which in turn affect their perception towards speech.

The purpose of this study was to determine and evaluate the effects of speech therapy on the level of stammering severity, perception towards speech and the social interaction anxiety of adolescents who stammer.

It was an interventional research in which purposive sampling technique was used for the purpose of data collection. Sample size was consisted of 27 adolescents who stammer of both genders in the age range of 12–19 years residing in Rawalpindi and Islamabad. The participants received total of 48 sessions of

speech therapy. Each participant had two sessions per week and each session was of 45 minutes of duration. Stammering level of participants was from moderate to severe without any comorbidity of any other condition. Perception of stuttering inventory – PSI and social interaction anxiety scale – SIAS along with the fluency severity rating scale were used before and after the speech therapy. Responses of the participants were documented on PSI, SIAS and fluency severity rating scale. Data was collected before starting the speech therapy sessions and also after the speech therapy sessions. The results revealed that the mean score of perception before speech therapy was 43.03 while after therapy were 29.44 and the mean score of social interaction anxiety before speech therapy was 55.48 and after therapy were 41.96. Results also indicated a significant difference between the level of perception ( $p \leq .05$ ) and social interaction anxiety ( $p \leq .05$ ) before and after the speech therapy of adolescents who stammer. It was concluded that there was a significant difference and change in the level of perception and social interaction anxiety among adolescents who stammer before and after their speech therapy.

**Title: Prevalence and risk factors of low back pain (LBP) among the office workers of Tehran University of Medical Sciences, Tehran-Iran & King Edward Medical University, Lahore-Pakistan**

**Presenter:** Syed Asadullah Arslan

**Authors:** Syed Asadullah Arslan, MR Hadian, Golamreza Olyaei, Hussain Bagheri, Mir Saeed Yekaninejad

**Institute:** Tehran University of Medical Sciences (TUMS), International Campus (TUMS-IC), Iran

**Email:** asadshahgilani@gmail.com

**Abstract:**

**Background and Aims:** Low back pain is an important public health, social and economic problem at present. It is a disorder with much conceivable etiology, occurring in different groups, and is also a common health condition in working population. Office workers share several behavioral patterns: they work in a sitting position without moving for long periods of time; they only use a few specific muscles of their arms, wrists and hands; and they tend to adopt poor body posture. These working patterns generate musculoskeletal disorders and can lead to discomfort or pain which can have an impact on quality of life. Present study was done to find the