

**CURRICULUM VITA MITRA AMINI, M.D, MPH,MSc**  
**PROFESSOR OF SHIRAZ UNIVERSITY OF MEDICAL SCIENCES**

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| <b>PERSONAL DATA:</b>           | Date of Birth: July 2 <sup>nd</sup> , 1972<br>Place of Birth: Shiraz, Iran<br>Marital status: Married, with one child<br>Health condition: fine  |
| <b>EDUCATION:</b>               | High School Diploma: 1989<br>Shiraz, Iran<br>M.D 1996<br>Shiraz University of Medical Sciences (SUMS)<br>Shiraz, Iran  |
| <b>POST- DOCTORAL TRAINING:</b> | Community Medicine Residency and MPH: 1997- 2000 Department of Community Medicine, Shiraz University of Medical Sciences Shiraz, Iran<br>Master in Medical Education:2010-2013, Shiraz University of Medical Sciences Shiraz, Iran   |
| <b>FACULTY APPOINTMENTS:</b>    | Assistant Professor in Jahrom and Shiraz medical universities 2001-2009<br>Associate professor of Shiraz education development center 2009-2015<br>Full Professor of Shiraz University of Medical Sciences since 2015  |
| <b>ACADEMIC APPOINTMENTS:</b>   | <ul style="list-style-type: none"> <li>- Member of scientific committee of 8<sup>th</sup> to 15<sup>th</sup> medical education conferences in ministry of health and medical education in Iran</li> <li>-Member of technical Olympiad committee in ministry of health and medical education in Iran since 2010</li> <li>-Member of the board certification committee in medical education in ministry of health and medical education in Iran since 2013</li> <li>- Member of the technical committee of General Practitioners board committee in ministry of health and medical education in Iran since 2014</li> <li>- Member of Shahid Motahari festival in ministry of health and medical education in Iran since 2008</li> <li>- Vice chancellor of research in Shiraz Education Development Center since 2007</li> <li>- Member of health system research committee in Shiraz university of medical sciences since 2006</li> <li>-Chief of the Quality Improvement in Medical Education Research Center in Shiraz University of Medical Sciences since 2013</li> <li>-Chief of the Education Development Office of Shiraz medical School since 2015</li> <li>- Chief of the Educational Development Center (EDC), 2001-2006<br/>Jahrom Medical School<br/>Jahrom, Iran</li> <li>- Member of the committee of Ethics in Research 2001-2006<br/>Jahrom Medical School</li> </ul> |

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|                                   | <p>Member of Research committee 2001-2006<br/>Jahrom Medical School<br/>Jahrom, Iran</p> <ul style="list-style-type: none"> <li>- Chief community medicine Department 2001-2006<br/>Jahrom Medical School<br/>Jahrom, Iran</li> <li>- Member of the Educational Development Center (EDC) of Shiraz University of Medical Sciences (part time) 2001-2006</li> <li>- Chief of the Research Center 2005-2006<br/>Jahrom Medical School<br/>Jahrom, Iran</li> <li>- Vice Chancellor For health 2005-2006<br/>Jahrom Medical School<br/>Jahrom, Iran</li> </ul>  |
| <b>NON ACADEMIC APPOINTMENTS:</b> | <ul style="list-style-type: none"> <li>- Member of Association for Medical Education in Europe(AMEE)</li> <li>- Member of Meded word</li> <li>- Member of Iranian Society of Community Medicine Specialists</li> <li>- Member of the Iranian Society of Medical Education</li> <li>-</li> </ul>   |
| <b>SERVICES:</b>                  | <ol style="list-style-type: none"> <li>1. Responsible for education change plan in Shiraz University of medical sciences</li> <li>2. Responsible for research in education group in shiraz education development center since 2006</li> <li>3. Responsible for socially accountable medical education in Shiraz education development center</li> <li>4. Responsible for learning style and study skill course in Shiraz education development center</li> <li>5. Responsible for curriculum development of obstetrics and gynecology diploma in 2009</li> <li>6. Responsible of Evidence Based Medicine course in Shiraz medical school</li> <li>7. Responsible for program evaluation in Shiraz medical school since 2006</li> <li>8. Responsible for internal evaluation in Shiraz medical school</li> <li>9. Responsible for academic staff education in Shiraz medical school since 2006</li> <li>10. Preparation of Lectures for many courses for faculties, residents, medical education students, medical students, nutrition students and CME courses for general practitioners</li> <li>11. Responsible for clinical faculty evaluation of teaching</li> <li>12. Responsible for teaching community Medicine 1 to 5 in Jahrom Medical School 2001-2006</li> <li>13. Responsible for teaching community medicine to medical interns in rural Fields in Jahrom Medical School 2001-2006</li> <li>14. Responsible for teachers' evaluation in Jahrom Medical School 2001-2006</li> </ol> |
| <b>WORKSHOPS:</b>                 | <ol style="list-style-type: none"> <li>1. Teaching and tutoring workshops of medical education</li> </ol>   |

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|  | <p>conferences in ministry of health and medical education since 2006</p> <ol style="list-style-type: none"> <li>2. Teaching and tutoring in all of the workshops in Shiraz education development center since 2006 (more than 500 workshops)</li> <li>3. Teaching in one month medical education fellowship workshops since 2007</li> <li>4. Teaching in 1<sup>st</sup> to 4<sup>th</sup> summer school workshops 2008-2011</li> <li>5. Teaching in residents as a teacher workshops since 2007 in Shiraz Education Development Center since 2007</li> <li>6. Teaching in different workshops in Kerman, Yasuj, Fasa, bandar abas, Gonabad, Boushehr, Yasuj, Gorgan, Shahre Kord, Kashan, Mashhad, Jahrom since 2006</li> </ol>   |
| <p><b>PRESENTATION AND PAPERS:</b></p> | <ol style="list-style-type: none"> <li>1. Psychometric characteristics of script concordance test (SCT) and its correlation with routine multiple choice question (MCQ) in internal medicine department. Biomedical Research 2017;28(20):1-5</li> <li>2. Early clinical exposure program in learning renal physiology. Journal of Advances in Medical Education &amp; Professionalism 2017;5(4):172-176</li> <li>4. Psychometric characteristics of clinical reasoning problems (CRPs) and its correlation with routine multiple choice question (MCQ) in cardiology department. Journal of Advances in Medical Education &amp; Professionalism 2018;6(1):37-42</li> <li>5. Barriers to Influenza Immunization. Shiraz E Medical Journal 2017;18(8):e55914</li> <li>6. Evaluation of educational program in the Master of Medical Education by Eisner's educational connoisseurship and criticism model. Journal of Education and Health Promotion 2017;6:55</li> <li>7. Program evaluation of an integrated basic science medical curriculum in Shiraz Medical School, using CIPP evaluation model. Journal of Advances in Medical Education &amp; Professionalism 2017;5(3):148-154</li> <li>8. Teaching Evidence-Based Medicine (EBM) to Undergraduate Medical Students through Flipped Classroom Approach. Shiraz E medical journal 2018;19(2):e57150</li> <li>9. Considering social accountability in rehabilitation therapy school. Journal of Advances in Medical Education &amp; Professionalism 2017;5(3):93-94</li> <li>10. The comparison of the key feature of clinical reasoning and multiple choice examinations in clinical decision makings</li> </ol> |

ability. Biomedical Research 2017

11. Fourth year medical students' reflective writing on "death of Ivan Ilych: a qualitative study. Journal of Advances in Medical Education & Professionalism 2017;5(2):73-77

13. A comparison of educational strategies for the acquisition of nursing student's performance and critical thinking: simulation-based training vs. integrated training (simulation and critical thinking strategies). BMC Medical Education 2016

14. The validity and reliability of script concordance test in otolaryngology residency training. Journal of Advances in Medical Education & Professionalism 2016;16:294

15. Psychometric properties of the Persian version of the Ambulatory Care Learning Educational Environment Measure (ACLEEM) questionnaire, Shiraz, Iran. Advances in Medical Education and Practice 2016 ;7:559-566

16. Objective Structured Clinical Examination (OSCE)-based Assessment of the Advanced Trauma Life Support (ATLS) Course in Iran. Bulletin of Emergency And Trauma 2016;4(2):75-79

17. Evaluation of the strengths and weaknesses of community-based education from the viewpoint of students. Journal of Advances in Medical Education & Professionalism 2016;4(4):195-201

18. Students' Perceived Learning Environment and Extrinsic and Intrinsic Motivation. International Journal of Humanities and Cultural Studies (IJHCS) 2016;3(2):1000-1011

19. The effect of early clinical exposure program on first year medical students' attitudes and function in Shiraz University of Medical Sciences. The Journal of Medical Education and Development 2016;11(1):2-10

20. Effect of evidence-based Medical Education on knowledge and ability to use and apply it among clinical students of Bushehr University of Medical Sciences: a controlled trial. The Journal of Medical Education and Development 2016;19(3):398-410

21. Exploration of social accountability indicators in

medical science schools in Iran. *Interdisciplinary Journal of Virtual Learning in Medical Sciences (IJVLMS)* 2016;7(1):61-72

22. Research priorities in medical education at Shiraz University of Medical Sciences: categories and subcategories in the Iranian context. *Journal of Advances in Medical Education & Professionalism* 2016;4(1):26-32

23. The effect of teaching metacognitive strategies on students' metacognitive awareness and academic performance of students. *Development Strategies in Medical Education* 2016

24. Interdisciplinary training of creativity basis to the students of Medical Sciences in the country. *Journal of Advances in Medical Education* 2016

25. Design and validating the nurse-patient communication skills questionnaire. *Journal of Health Management and Informatics* 2016

26. Design and Evaluation of the "Preparation Course for New Entrant Assistants" on the Awareness and Skills of Newly Arrived Surgery Resident. *Academic journal of Surgery* 2017

27. Talents for future: report of the second national medical science Olympiad in Islamic republic of Iran. *Iranian red Crescent Medical Journal* 2011;13(6):377-381

28. An innovative method to assess clinical reasoning skills: Clinical reasoning tests in the second national medical science Olympiad in Iran. *BMC Research Notes* 2011;4:418

29. Assessment of scientific thinking in basic science in the Iranian second national Olympiad. *BMC Research Notes* 2012;2:561

30. Research priorities in medical education in the Eastern Mediterranean Region. *Eastern Mediterranean Health Journal* 2012;18(7):556-560

31. Using TOSCE (Team Objective Structured Clinical Examination) in the second national medical sciences Olympiad in Iran. *Journal of Research in Medical Sciences* 2012;17(10):975-978

32. The use of Q (2) engage model (EQ2) for educational scholarship in Shiraz University of Medical Sciences (SUMS).

Medical teacher 2015(2), 1-1

33. The use of the Dundee three-circle model to assess quality of medical education. Medical teacher 2014,36 (9), 825-826

34. Simultaneous anatomical sketching as learning by doing method of teaching human anatomy Journal of education and health promotion 2014; 3: 50

35. Evaluation of Teaching Methods in Mass CPR Training in Different Groups of the Society, an observational Study Medicine 2015; 94 (21), e859

36. Reform in medical and health sciences educational system: a Delphi study of faculty members' views at Shiraz University of Medical Sciences. EMHJ 2014;12(2)

37. Using Team Based Learning for Teaching Study Skills. Future of Medical Education Journal 2011;21(1):1-7

38. The Necessary Activities for the Development of Health Scientific Map in Medical Education Field: a study in Shiraz University of Medical Sciences, 2011. Strides in Development of Medical Education 2012; 9(1):46-57

39. The main indicators for Iranian hospital ethical accreditation. Journal of Advances in Medical Education and Professionalism 2015;3(3):117-132

40. A multidisciplinary summer school in Shiraz medical school South East Asian Medical Education Journal 2011;5(2):9-14

41. Implementation and evaluation of the horizontal integration at Shiraz medical school. Journal of Advances in Medical Education and Professionalism 2013;1(1):21-27

42. The effects of homogeneous small groups on the efficacy of problem-based learning. Journal of Advances in Medical Education and Professionalism 2013;1(3):89-93

43. Faculty members' viewpoints about the present and the ideal teacher evaluation system in Tehran University of Medical Sciences. Journal of Advances in Medical Education and Professionalism 2013;1(4):140-147

44. 360 degree assessment of clinical education satisfaction in Shiraz University of Medical Sciences. Razi Journal of Medical Sciences 2013;20:59-68

45. Team-based assessment of professional behavior in medical students. Journal of Advances in Medical Education & Professionalism 2014;2 (3), 126

46. Evaluation of the efficacy of peer-learning method in nutrition students of Shiraz University of Medical Sciences  
Journal of Advances in Medical Education & Professionalism 2014; 2 (2), 71
47. Needs assessment and evaluation of a short course to improve faculties teaching skills at a former World Health Organization regional teacher training center. J Adv Med Educ Prof. 2015 Jan; 3(1): 1-8.
48. A study on the relationship between emotional intelligence and academic achievement in students of Shiraz University of Medical Sciences. Magazine of E-learning Distribution In academy (MEDIA) 5 (3), 70-77
49. Teachers' and Students' Satisfaction with DOPS Examination in Islamic Azad University of Mashhad, a Study in Year 2012. Iranian Journal of Medical Education 2015;14 (2), 165-17
50. Quality of life of medical student in different stages- a multi center study. Journal of Medical education winter & Spring 2007.10(2),11(1):13-19
51. In service trainings for Shiraz University Medical Sciences employees: Effectiveness assessment by using the CIPP model. Journal of Advances in Medical Education & Professionalism 2015; 3(2):77-83
52. Effectiveness of Residents as Teachers, Researchers and Role Models: A Unique Program at SUMS. Journal of medical education 2015;14(2)
53. Assessment of the interns' ability based on Dundee model in Shiraz University of Medical Sciences. Journal of Advances in Medical Education & Professionalism 2015;3(4)189-191
54. A brief description of Medical Education Master Program in Shiraz University of Medical Sciences. . Journal of Advances in Medical Education & Professionalism 2015;3(4):153
55. Women in Medicine: Opportunities and Challenges, Attitudes of Shiraz Female Students About Their Job Satisfaction, 2014. Women's Health Bulletin 2015; 2 (4):1-5
56. Qualitative evaluation of general practitioner training program as viewed by graduates from Shiraz, Fasa and Jahrom Medical Universities. . Journal of Advances in Medical Education & Professionalism 2015;3(3):142-149
57. Faculty Member's Viewpoints about the Characteristics of an Ideal Mentor, Shiraz University of Medical Sciences, 2013. Magazine of E-learning Distribution In academy (MEDIA) 2015;6 (2), 20-25

58. Faculty Member's Viewpoints about Mentorship in Shiraz University of Medical Sciences, 2012. *Future of Medical Education Journal* 2015;5 (1), 63-67
59. Education in Emergency Department from the Viewpoint of Medical Students. *Iranian Journal of Emergency Medicine* 2015;2 (2):93-97
60. *Journal of Strides Development Medical Education* 2013;9 (2), 191-197
61. Relevance between style leadership and organizational commitment of faculty members. *Bimonthly Journal of Hormozgan University of Medical Sciences* 2012;16 (3), 233-239
36. Higher Education Administration and Accountability; the Necessity of Autonomy and Academic Freedom from Faculties' Viewpoint. *Iranian Journal of Medical Education* 2012;11 (8), 855-863
62. Evaluating the Clinical Faculty Members of Shahid Faghighi Hospital, Shiraz, Based on the Cognitive Apprenticeship Model in January 2011. *Magazine of E-learning Distribution In academy (MEDIA)*2012; 2 (4), 1-10
63. The effectiveness of Guided Discovery Learning on the learning and satisfaction of nursing students. *Hormozgan Medical Journal*,2015;17(6):539-545
64. The view of faculties and medical students about evaluation of faculty teaching experience. *Journal of Semnan university of medical sciences*. 2008;9(3):171-177
65. Critical thinking in Shiraz medical school students. *Hormozgan Medical Journal* 2010;3:213-217
66. Correlation between educational performance and communication skills of Jahrom medical teachers. *Babol medical university Journal* 2010;12(1):100-105
67. The per capita cost of training of undergraduate medical students in Shiraz medical school. *Strides in development of medical education* 2010;7(1):9-16
68. Procedural skill training in undergraduate medical curriculum, A multicenter study of three universities in Southern Iran. *Journal of Medical Education* 2009;13(1):121-125
69. Educational needs assessment and educational program planning with the developing a curriculum model in Shiraz university of medical sciences, *Strides in development of medical education* 11 (3), 299-312
70. -Metabolic abnormalities in patients with nephrolithiasis: comparison of first-episode with recurrent cases in Southern Iran.



International urology and nephrology 2010;42(1):127-131

71. Convert coefficient for couple year protection for two contraceptive Methods: Candom and Vasectomy Jahrom, 2003 published in Hormozgan Journal Volume 9/No1/spring 2005

72. Topical methimazol as a new treatment for post in framatory hyperpigmentation. International Journal dermatology 2005(1):1-3

73. A study on the relation ship between Length of education and mental health of first yearn Jahrom medical school students published in fundamental of mental health volume 5 spring and summer No 17&18 page 14-20 2003.

74. Retinoic acid synergistically enhances the melanocytotoxic and depigmentation effects of monobenzylether of hydroquinone in black guinea pig skin published in Experimental dermatology 2006;15:509-514

75. Topical captopril as a novel a gent against hypertrophic scar formation in new Zeland white rabbit skin published in wounds 2008 issue 4:1-16

76. Anticardiolipin antibody in patients with behcets disease with and without vascular thrombosis .IJI 2004;1(2):111-116

77. A comparative study on growth status of children less than two years old in jahrom southeastern Iran with NCHS measures majale Gonabad medical university 2004 pages 42-48

78. Internal medicine resident view and understanding of evidence based medicine. Journal of medical education fall 2005;8(1):7-10

79. Using an observational checklist to assess communication skills in last year medical students will be published in Journal of Medical Education.

80. A qualitative study of factors associated with medical students' academic success. journal of social sciences 2008;4(4):347-351

81. The rate of knowledge and practices of medical residents of Shiraz medical school in regard to evidence based medicine. Strides in development of medical education 2007;4(1):30-35

82. Anticardiolipin Antibody in Patients with Behçet's Disease with and without Vascular Thrombosis. IJI 2004;1 (2), 111

83. Asymptomatic Urinary Stone in First-Degree Relatives of Stone Former-Patients. JOURNAL OF ENDOUROLOGY 2006;20, A85-A85

**Abstracts:**

More than 100 abstracts in national medical education conferences since 2004

Some other abstracts are mentioned below:

1. The survey of Knowledge, Attitude and Practice of medical interns about four common ambulatory pediatric diseases in Shiraz Medical University Presented at Fourth international medical education congress 14 to 17 September 2000 (1<sup>st</sup> author)
2. the survey of medical interns ability to distinguish common cold from bacterial pneumonia presented at 9<sup>th</sup> international congress on infectious diseases 15 to 18 January 2002 (1<sup>st</sup> author)
3. The survey of medical interns ability for diagnosis and management of health and preventive medicine 6 to 9 November 2002 KermanShah, Iran (1<sup>st</sup> author)
4. A survey of Junior medical students attitude toward medicine and its future presented in 5<sup>th</sup> international medical education conference 9 to 11 September 2002 Shiraz, Iran (1<sup>st</sup> author)
5. A survey of teachers of Jahrom medical school view points towards teachers evaluation by Students presented in 5<sup>th</sup> medical education conferences 9 to 11 September 2002 Shiraz Iran (2<sup>nd</sup> author)
6. The effect of education on mental statues of 2 groups of jahrom medical students presented in 5<sup>th</sup> medical education conferences 9 to 11 September 2002 Shiraz Iran (2<sup>nd</sup> author)
7. A survey of medical students' attitude toward medicine and its future in Basic and clinical stages in Jahrom medical school presented in 5<sup>th</sup> medical education conference 9 to 11 September 2002 Shiraz, Iran (2<sup>nd</sup> author)
8. The survey of medical graduates attitude about relation with university presented in 5<sup>th</sup> medical education conference 9 to 11 September 2002 Shiraz Iran (2<sup>nd</sup> author)
9. The effect of teaching in community medicine department on achieving educational objectives Fars\Iran Presented at World Federation for Medical Education congress 15 to 19 march 2003 Denmark (1<sup>st</sup> author)
10. An analytic survey of physiopathology examination in shiraz university of medical sciences 1999-2000 Presented at World Federation for Medical Education congress 15 to 19 march 2003 Denmark (4<sup>th</sup> author)
11. Measurement of knowledge , attitudes and practice of medical interns about common ambulatory pediatric diseases in teaching hospitals of shiraz university of medical science Presented at association for Medical Education in Europe congress 31 August to 3 Sep. 2003 Switzerland ,Bern (1<sup>st</sup> author)

- 12.Measurement of correlation between educational performance and verbal and nonverbal communication skills in jahrom medical teachers Presented at international Ottawa conference on Medical Education congress 6 to 8 July 2004 (1<sup>st</sup> author)
- 13.Measurement of knowledge of medical school graduates about polio eradication in shiraz and jahrom medical schools. Presented at international Ottawa conference on Medical Education congress 6 to 8 July 2004 (1<sup>st</sup> author)
14. A survey of junior medical student's attitude toward medicine and its future Presented at international Ottawa conference on Medical Education congress 6 to 8 July 2004 (1<sup>st</sup> author)
- 15.Assessment of clinical education of medical interns in internal medicine wards of shiraz medical university Presented at international Ottawa conference on Medical Education congress 6 to 8 July 2004 (2<sup>nd</sup> author)
- 16.Internal medicine residents' viewpoint and understanding evidence based medicine in shiraz medical school Presented at international Ottawa conference on Medical Education congress 6 to 8 July 2004 (2<sup>nd</sup> author)
- 17.Assessment of Program of Community medicine department in Jahrom Medical School Presented at Amee Conference 2004 in Edinburg U k (1<sup>st</sup> author)
- 18.Determination of study skills in Shiraz Medical Students Presented at AMEE conference 2004 in Edinburg Uk (2<sup>nd</sup> author).
- 19.Communication Skills in Jahrom medical Students Presented at Medical education Congress 2005 in Tabriz (1<sup>st</sup> author)
- 20.Assessment of teaching practical skills in clinical skill lab of Jahrom medical School presented At AMEE 2005 congress in Amesterdam (1<sup>st</sup> author)
- 21.Measurement of Medical Interns' knowledge about four Common infection diseases in Shiraz medical school presented at AMEE 2005 congress in Amesterdam (2<sup>nd</sup> author)
- 22.The comparative learning strategy between successful and Unsuccessful Jahrom Medical Students presented at medical education congress 2005 Tabriz (3<sup>nd</sup> author)
- 23.Assessment of medical students clinical skills in Shiraz medical school. presented at AMEE conference 2006 Italy
- 24.Critical thinking in Jahrom medical school students presented at AMEE conference 2006 Italy
- 25.The effect of education on a chievement of the educational objective in surgical department. Presented at Asia and Pasific medical education congress 2008 Singapore
26. Internal evaluation of educational turnover in neurology department. Presented at Asia and Pasific medical education congress 2008 Singapore
- 27.Medical students view and understanding of small group learning .Presented at Asia and Pasific medical education congress 2008 Singapore
- 28.Procedural skill training in medical curriculum: a report from three universities in the south of Iran. presented at AMEE conference 2008 in Prauge

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|                | <p>29. Internet use and training needs of Shiraz , Jahrom and Fassa medical schools. Presented in AMEA 2007 in Thailand</p> <p>30. Measurement of knowledge, attitude and practice of medical interns in approach to common cardinal sign &amp; symptoms. Presented in AMEA 2007 in Thailand</p> <p>31. A survey of assessment of the general practitioners view points about the physician charter. Presented in medical ethic conference 2007 in Thailand</p> <p>32- Evaluation of teaching styles in Shiraz University of Medical Sciences. Presented in AMEE conference 2011 in Vienna</p> <p>33- The study of effective feature of an instructor from viewpoints of nursing and midwifery students of Shiraz University of Medical Sciences. . Presented in AMEE conference 2011 in Vienna</p> <p>34- A survey of study habits of Shiraz medical school students. . Presented in AMEE conference 2011 in Vienna</p> <p>35- The effect of the professional skills of pharmacy graduates of Shiraz university of medical sciences on their daily practice. Presented in AMEE conference 2011 in Vienna</p> <p>36- The role of games in formative assessment from shiraz medical students attitude. . Presented in AMEE conference 2011 in Vienna</p> <p>37- Investigating the effect of small group teaching on educating medical ethics issues to Shiraz undergraduate medical students. . Presented in AMEE conference 2011 in Vienna</p> <p>38- The study of Dr Fox effect on teachers evaluation in medical students of Shiraz University. Presented in AMEE conference 2011 in Vienna</p> |
| <b>BOOKS:</b>  | <ol style="list-style-type: none"> <li>1. Criticism Thinking &amp; Nursery Education, 2006 (Persian)</li> <li>2. Practical essential study &amp; learning skills, 2005 (Persian)</li> <li>3. Essential Notes in Medical Education, 2009 (Persian)</li> <li>4. 10 steps in curriculum planning, 2009 (Persian)</li> <li>5. Innovation in medical education, 2012 (Persian)</li> </ol>  |
| <b>AWARDS:</b> | <ol style="list-style-type: none"> <li>1. Wining more than 10 awards for cooperation in best educational process in Motahari festivals since 2007</li> <li>2. Winning the award for the best teacher from students' viewpoint in Shiraz University of Medical Sciences in 2015</li> <li>3. Winning the award for best poster in 9th medical education conference in Yazd 2008</li> <li>4. Winning the award for the best poster in Sari 2012</li> <li>5. Winning the award for best workshop in Mashad 2011</li> <li>6. Winning the award for best researcher in Shiraz University of Medical Sciences in 2010</li> <li>7. Winning the award for best researcher in Shiraz University of medical sciences in 2013</li> <li>8. Winning the award for the best researcher in clinical sciences in Jahrom medical school year 2005</li> <li>9. Winning the award for the best researcher in Jahrom medical school year 2004</li> <li>10. Winning the award for the best researcher in Shiraz medical school year 2003</li> </ol>   |

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|                   | <ol style="list-style-type: none"><li>11. Winning the award for the best teacher in Jahrom medical school year 2005</li><li>12. Winning the award for the best researcher in Jahrom medical school year 2002</li><li>13. Winning the award for the best article in the statewide medical Education congress 14 to 17 September 2000 Tehran Iran</li><li>14. Gaining the signment for my work from Shiraz university principal Shiraz Iran</li><li>15. Gaining the signment for my work in strategic planning from Jahrom university principal</li><li>16. Gaining the top Grade in the pre-board test and the 4<sup>th</sup> best grade in the board exam in the year 2000</li></ol> |
| <b>INTERESTS:</b> | <ul style="list-style-type: none"><li>- Research in any clinical and educational fields</li><li>- Medical Education especially Evidence Based Medicine ,Ambulatory Medicine and Clinical Reasoning Tests</li></ul>   |