

Abstract

Introduction: One of Medical studying characteristics, is necessity of learning practical skills besides knowledge and theoretical fields. This medical knowledge characteristic has resulted in that students with their professors learn and practice the medical skills practically in hospitals. In recent decade by being scientific the learning processes , importance of values concerned with medical ethics traditional have been doubted procedures and now, the practical programmers in worldwide have been prepared on models; and clinical skills centers(CSC) have been established for this reason. Considering the practical programmers as newly established in the university, and whereas a CSC needs a flexibility in designing and adjusting learning periods. We decided to study how to affect in CSC on transferring the students from theoretical process to practical process.

Material and Methods: This study is a quality study which is of content analysis it has been used for collecting data from aim – oriented sampling. Information was accumulated by semi- structural interview. In principal the interview was done with 23 (4 teachers, 10 intense, 9 trainees) data was analyzed by coding that was done in two steps: open coding and axial coding.

Results: 4 main categories were obtained: effective individual on learning , factors of decreasing instruction, progression of instruction and results of instruction in CSC which have effects on transferring process of the students from instructions to practice. Results show that there is a direct relationship in learning and obtaining clinical skills with factors such as motivating the students, professor supervising on learning and obtaining the skills,

Discussion and conclusion: Results show that effective clinical instruction is a multi–dimension process and like other programmers it needs an accurate programming and suitable environment with attending to all dimensions.

Keywords: instruction, CSC workshop, process, Clinical Capability.