

The Opinion of Students about the Status of Educational Counseling in the University of Medical Sciences in the First Semester of 2012

Masoumeh Delaram^{1*};
Sahand Shams²
¹Department of Midwifery,
Faculty of Nursing and
Midwifery, Shahrekord
University of Medical
Sciences, Shahrekord, IRAN
²Department of Veterinary,
Faculty of Veterinary
Medicine, Shahrekord
University, Shahrekord,
IRAN

*Department of Midwifery,
Faculty of Nursing and
Midwifery,
Shahrekord University of
Medical Sciences,
Rahmatiyeh,
Shahrekord
IRAN

Tel/Fax: +98 3833338891
E-mail:
masoumehdelaram@yahoo.com
Received: August 11, 2015
Accepted: November 5,
2015

Background: The counselors are responsible for academic counseling to students and help them to solve their educational problems. The aim of the present study was to determine the viewpoints of students about the status of academic counseling provided by the faculty advisers in four schools at University of Medical Sciences.

Methods: In this cross-sectional study, the opinions of 244 students about the counseling status in four schools of Medicine, Nursing and Midwifery, Public Health, and Paramedical were assessed by a self-designed Check List including individual and educational information and 12 items with Likert scale to assess the students' viewpoints about the status of counseling in the first semester of 2012. Data were analyzed by SPSS (v.16), using mean (SD), one-way ANOVA and Pearson correlation test.

Results: "Checking and signing form of credit selection" was the only item from the 12 items of counseling status to which the students in four schools had given a higher score [School of Medicine (2.47±0.60)], [School of Para-medicine (2.45±0.66)], [School of Health (2.10±0.90)], [School of Nursing and Midwifery (2.50±0.86)] and there was no significant difference among the schools (P=0.50).

Conclusions: From the viewpoints of students, the status of counseling was not good. Informing the advisors about their duties and adequate supervision of university officials on proper implementation of counseling by the faculty members can help to improve the process of advising.

Keywords: Educational Counseling; Students; Viewpoints; University of Medical Sciences

نظرات دانشجویان در مورد وضعیت مشاوره تحصیلی در نیمسال اول ۹۱-۹۲ در دانشگاه علوم پزشکی شهرکرد

زمینه و هدف: اساتید مشاور مسئول مشاوره آکادمیک به دانشجویان و کمک به آنها برای حل مشکلات آموزشی هستند. هدف مطالعه حاضر تعیین نظرات دانشجویان در مورد وضعیت مشاوره تحصیلی فراهم شده توسط اساتید مشاور در چهار دانشکده دانشگاه علوم پزشکی شهرکرد بود.

مواد و روشها: در این مطالعه مقطعی، نظرات ۲۴۴ نفر از دانشجویان در باره وضعیت مشاوره تحصیلی در چهار دانشکده پزشکی، پرستاری و مامائی، بهداشت و پیراپزشکی با استفاده از چک لیست خود ساخته بررسی شد. چک لیست شامل اطلاعات فردی و آموزشی و ۱۲ آیتیم با مقیاس لیکرت برای بررسی نظرات دانشجویان در مورد وضعیت مشاوره تحصیلی در نیمسال اول ۹۱-۹۲ بود. داده ها با نرم افزار SPSS (نسخه ۱۶)، میانگین، آزمون آنالیز واریانس یکطرفه و آزمون همبستگی پیرسون تجزیه و تحلیل و $P < 0.05$ معنی دار در نظر گرفته شد.

یافته ها: کنترل و امضاء فرم انتخاب واحد، تنها آیتیم از ۱۲ آیتیم وضعیت مشاوره تحصیلی بود که دانشجویان چهار دانشکده بالاترین امتیاز را به آن داده بودند [دانشکده پزشکی (2/47±0/60)]، [دانشکده پیراپزشکی (2/45±0/66)]، [دانشکده بهداشت (2/10±0/90)]، [دانشکده پرستاری و مامائی (2/50±0/86)] و اختلاف معنی داری بین چهار دانشکده وجود نداشت (P=0/50).

نتیجه گیری: از نظر دانشجویان، وضعیت مشاوره تحصیلی در دانشگاه در حد مطلوب نبود. آگاه کردن مشاورین در مورد وظایفشان و نظارت کافی مسئولین دانشگاه در اجرای صحیح مشاوره تحصیلی ارائه شده توسط اساتید مشاور، می تواند به بهبود پروسه مشاوره کمک کند.

کلمات کلیدی: مشاوره تحصیلی، نظرات دانشجویان، اساتید مشاور، دانشگاه علوم پزشکی شهرکرد

آراء الطلاب في مجال المشاورة التعليمية في الفصل الاول من عام ۹۱-۹۲ في جامعة شهرکرد للعلوم الطبية

التمهيد و الهدف: إن اساتذة المشاورة هم مسئولون عن تقديم المشورة الأكاديمية التعليمية للطلاب في مجال رفع المشاكل التعليمية إن الهدف من هذه الدراسة هو استقصاء آراء الطلاب في مجال المشاورة التعليمية المتاحة عبر اساتذة المشاورة في اربعة كليات تابعة لجامعة شهرکرد للعلوم الطبية.

الأسلوب: في هذه الدراسة المقطعية تم جمع آراء ۲۴۴ من الطلبة عبر استمارات في مجال المشاورة التعليمية في كليات الطب والترييض والطلحة و كلية العلوم المرتبطة بالطب.

إن الاستمارات كانت تحتوي على معلومات فردية وتعليمية و ۱۲ فقرة مبنية على مقياس ليكرت لتباينه آراء الطلاب في مجال المشاورة التعليمية في الفصل الاول من العام الدراسي ۹۱-۹۲ هـ.ش. تم تحليل المعطيات بواسطة برنامج SPSS (النسخة ۱۸) الإحصائي والمعدل واختبار تحليل الواريس احادي الاتجاه واختبار بيرسون الترابطي وتم اختيار $P < 0.05$.

النتائج: إن فترة ضبط و امضاء استمارة اختبار الدروس هي الفقرة الوحيدة في مجال المشاورة التعليمية التي حازت على اعلى امتياز من قبل طلاب الكليات الأربعة. كلية الطب (2.47±.60) كلية العلوم المرتبطة بالطب (2.45±.66) ولم يكن هناك اختلاف ذو قيمة احصائية بين الكليات الأربعة $P = 0.50$.

الاستنتاج: كان رأى الطلاب إن المشاورة التعليمية في الجامعة لم تكن في الحد المطلوب. إن توجيه المشاورين في مجال وظائفيهم والمتابعة الكافية من قبل المسئولين المعنيين في الجامعة يكون لها الأثر الكبير في تحسين هذا الامر. **الكلمات المفتاح:** المشاورة التعليمية، آراء الطلاب، اساتذة المشاورة، جامعة شهرکرد للعلوم الطبية.

شهرکرد کی میڈیکل یونیورسٹی میں دوہزار گیارہ اور دوہزار بارہ میں تعلیمی کونسلنگ کے بارے میں طلباء کے نظریات

ہیک گراؤنڈ: ایڈوائزر اساتذہ طلباء کو تعلیمی مشاورت یا کونسلنگ دینے اور ان کی تعلیمی مشکلات حل کرنے کے ذمہ دار ہوتے ہیں۔ اس تحقیق کا ہدف شہر کرد کی یونیورسٹی آف میڈیکل سائنسس میں ایڈوائزر اساتذہ کی جانب سے دی جانے والی مشاورت کے بارے میں طلباء کے نظریات جاننا ہے۔

روش: اس تحقیق میں میڈیکل سائنسس کے چار کالجوں، میڈیکل کالج، نرسنگ کالج، میڈ وائفری کالج اور صحت عامہ اور پیرا میڈیکل کالج کے دو سو چالیس طلباء نے شرکت کی۔ اس کے نتائج کو خود بنائی ہوئی چیک لسٹ سے جانچا گیا۔ اس چیک لسٹ میں بارہ آئٹم تھے جنہیں لائیکرٹ اسکیل کے مطابق بنایا گیا تھا تا کہ دوہزار بارہ کے پہلے سمسٹر میں طلباء کی تعلیمی صورتحال کے بارے میں مشاورت کی جانچ کی جاسکے۔ ڈیٹا کا تجزیہ ایس پی ایس اور وژن سولہ، یونی لیٹرل ویرینس اینالائیسس ٹسٹ اور پیئرسن کورلیشن ٹسٹ سے کیا گیا۔

نتیجے: طلباء کے مطابق ایڈوائزر اساتذہ نے بارہ آئٹم میں سے نصاب کے انتخاب کے فارم کو ہی غور سے چیک کیا تھا اور اسی کو چاروں کالجوں کے طلباء نے سب سے زیادہ نمبر دئے ہیں۔

سفاارش: طلباء کی نظر میں یونیورسٹی میں مشاورت کی صورتحال اچھی نہیں ہے اور کونسلنگ کے لئے اساتذہ کو ان کے فرائض سے آگاہ کرنا صحیح کونسلنگ کے لئے مفید اور ضروری ہے۔

کلیدی کلمات: تعلیمی کونسلنگ، طلباء کی نظر، ایڈوائزر اساتذہ، شہر کرد میڈیکل یونیورسٹی۔

INTRODUCTION

Academic counseling is a dynamic and purposeful relationship that is based on the participation of all students and faculty members and in accordance with the educational needs of students. The advisor is usually a faculty member that accepted the invitation to serve as consultant and to help the students that assess their progress periodically and have an early study about his/her job in the future. Although the main task of the teacher is education, but he is expected to help the students as much as possible in collecting of academic information. If the teacher be familiar with the principles and techniques of consultation and the use of them, he/she will be more successful in performing his duties, strengthen the confidence of students, and ultimately reduction of academic failure among the students (1, 2, 3, 4). Several studies have reported that providing advice to students has an important effect on obtaining a positive self concept (5,6), increasing the social skills, and educational progress in students (7). A study has suggested that, for having an effective counseling system, firstly advice should be defined as a primary activity and the advisors should be trained and their responsibilities should be determined (8). The responsibility of academic advisor is very important in achieving the educational goals, especially for the students who enter to a new environment and experience the separation from family, and living in a dormitory (9, 10).

The students expect that the advisor, as a coordinator, should have sufficient knowledge and information about the curriculum, educational issues, and personal, medical and counseling services (11, 12). The results of studies show that the advisors have not been successful in consultation with students from the viewpoints of students (13 14). Despite the importance of advising, several studies have reported that the students did not consider the advisor as a reliable source of reference to meet their educational needs. In this regard, the studies have reported that the educational advice could not provide a satisfactory status for the students (13, 15, 16). The results of two studies suggest that the advising system has a problem in performance and have not been seriously well received not only by the students, but also by the faculty advisors and makes it difficult to support and guide students (17,18). With regard to the responsibility of academic advisors in providing the advice and the lack of clear information about the status of counseling in the University of Medical Sciences in Iran, the aim of this study was to investigate the opinions of Medical, Nursing and Midwifery, Public Health, and Paramedical students about the status of academic counseling.

METHODS

All of students in Medicine, Nursing and Midwifery, Health and Paramedical schools have formed the population of this cross-sectional study. The study was carried out in the first semester of 2012. For data collection, at first, the total number of students at four schools was identified, then the sample size was determined based on the total number of students in each school and the number of 244 students from the four schools was randomly selected. School of medicine

(basic medical students, n=24), School of Nursing and Midwifery (nursing, midwifery, and operation room students, n=124), School of Health (Public Health, n=22), and school of Paramedicine (Anesthesia, Radiology, and laboratory science, n=74). The inclusion criteria consists willingness to participate in research and being in the second semester of education and above. The guests and transfer students were excluded from the study due to their specific situations. The individual characteristics of students including age, gender, marital status, nativity, and employment during the education and also their academic information including grade point average (GPA), degree of education, department of education, and probation history were obtained by using a self- designed Check List. The students also responded to items such as whether to have a counselor or not, reason of referral to the counselor, source of educational information, knowing how to ask a counselor for help, making the academic records, educational problems due to lack of counseling, asking a counselor or lack of advising regarding continuing education.

The viewpoints of students in four schools about the status of counseling were assessed in the form of 12 items with Likert Scale and scored on a four points (never, sometimes, often, and always). The content validity of questionnaire was determined by a panel of experts and to ensure the reliability of the questionnaire. It was administered to 12 students who were not part of the sample, using Cronbach's alpha, the reliability coefficient was calculated to be 0.84. The score range for each question about the status of counseling was 0 to 3. Therefore, the maximum score for each item can be 3 which mean good advising and the minimum score can be 0 that means poor advising. Before the distribution of questionnaires among the participants, the researcher explained the importance of study, voluntary participation of students, and confidentiality of information. Because the questions had different options and it was not possible to calculate a total score, the analysis of data was performed based on individual questions of advising items. For data analysis, we used SPSS software (version 16), descriptive statistics (Mean, Standard Deviation) and analytical statistics (one-way ANOVA and Pearson correlation test) and a P

RESULTS

In the current study, the final analysis was performed on 244 of students. The mean age of the students was 20.25 ± 0.96 and grade point average was 15.50 ± 1.30 . The individual characteristics of students are showing in Table 1 and indicate that most of participants are female and single and that educate in Nursing and Midwifery school. Nearly 90% of participants were undergraduates (BSc) and all of students had enrolled in day courses. Nine percent of students were employed, 4.9% reported the history of probation in past semesters and 67.6% were native to Chaharmahal and Bakhtiari province.

94.7 percent of students reported to have an advisor and referred to him/her for course selection. The first source to obtain the educational information for students was department of education and the second source was the advisor. About half of the students did not know whether the

advisor has made the academic records for them or not. The viewpoints of students in four schools on the academic counseling and their comparison in four schools is provided in Table 2, indicating that the highest mean score given by

the students of four schools is concerned to "checking and signing form of course selection by the advisor" and in this regard, there was no significant difference between the four schools ($P=0.50$). Also the lowest mean score is concerned to "counseling about unexpected problems" and no significant difference was found among the four schools ($P=0.11$). There was a significant difference in the mean scores given by the students to "Arranging for a counseling" among the four Schools ($P<0.001$), so that the scores given to the advisor by the students of Health School was lesser than other schools. There was also a significant difference among the four schools in the item "On time counseling with the students" ($P=0.002$), so that the score was higher in the school of medicine than the other schools. "Referring the students to other responsible professionals to meet their educational needs" was an item that was significantly different among four schools ($P=0.02$), so that the status was better in the school of medicine. "Evaluating the students' academic achievement" was also the item for which medical students reported a better status and there was a significant difference among the four schools ($P=0.02$). There was not a significant relationship between the age ($P=0.51$), sex ($P=0.22$), course ($P=0.15$) and level of education ($P=0.31$) with their viewpoints about the status of each item of educational counseling.

Gender	
Male	75(30.7)
Female	169(69.3)
Marital Status	
Single	223(91.4)
Married	21(8.6)
Department	
Medicine	24(9.8)
Nursing and Midwifery	124(50.8)
Health	22(9)
Paramedicine	74(30.4)
Degree of education	
MD	23 (9.4)
BSc	219 (89.8)
Nativity	
Native	165 (67.6)
Non-native	79 (32.4)
Probation	
Yes	12 (4.9)
No	232 (95.1)

Schools	Medicine	Pare-Medicine	Health	Nursing and Midwifery	F	P
The items of educational counseling that have been performed by the advisor	Scores (Mean±SD)	Scores (Mean±SD)	Scores (Mean±SD)	Scores (Mean±SD)		
Arranging a counseling meeting	1.80±1 M*=2	1.80±1.1 M*=2	1.20±1.1 M*=1	1.60±1.1 M*=2	5.55	<0.001
The timely counseling	1.95±0.82 M*=2	1.80±1 M*=2	1.20±0.80 M*=1	1.65±0.81 M*=2	3.82	0.002
Holding counseling sessions regularly	1.86±0.96	1.86±0.96	0.90±0.72	1.00±0.97	1.83	0.10
Talking with students about the educational standards	2.00±1.00	2.00±1.00	1.20±0.90	1.29±0.90	1.95	0.08
Checking and signing form of course selection	2.47±0.60	2.45±0.66	2.10±0.90	2.50±0.86	0.86	0.50
Referring the students to relevant professionals to meet their educational needs	2.52±0.59 M*=3	2.42±0.29 M*=3	1.40±1.00 M*=1.5	1.70±1.00 M*=2	2.55	0.02
Talking with other experts about the students' problems	1.20±1.20	1.23±1.20	1.00±0.36	1.00±0.85	2.55	0.08
Evaluating the students' academic achievement at the end of each semester	1.91±1.00 M*=2	1.90±0.80 M*=2	0.80±0.63 M*=1	1.40±1.10 M*=1	2.63	0.02
Encouraging the students to overcome the educational problems	1.82±0.90	1.76±0.26	1.80±0.47	1.72±0.51	1.17	0.32
Having detailed knowledge about the educational standards	1.78±0.90	1.82±0.80	1.96±0.90	1.65±1.00	0.92	0.46
Counseling about the unexpected problems	1.10±1.10	1.14±1.00	1.00±0.80	1.00±1.00	1.80	0.11
Counseling of students about the personal problems	1.70±1.00	1.40±1.10	1.00±1.00	1.00±0.91	0.98	0.42

*M=Median

DISCUSSION

The aim of the present study was to investigate the viewpoints of students about the status of educational counseling at four schools in the University of Medical Sciences in Iran. In this regard, the findings showed that among the 12 items of advising status, "checking and signing form of course selection by the advisor" was the only item to which the students of four schools gave the highest mean score and the difference among the schools was not significant. Similar findings were reported in Adhami et al in Kerman University of Medical Sciences and Vahidi et al in Tabriz University of Medical Sciences (14, 19) which is consistent with the present study. The scores given by the students to counseling status in 11 items were below the mean score and the students did not voice a good idea regarding their fulfillment by the counselor. In this regard, a study in Tabriz University of Medical Sciences has reported that the students were not satisfied with the conditions of counseling and the advisor position as a source of problem solving was not acceptable (20). Similar findings have been reported in studies of Kerman and Hamedan Universities of Medical Sciences (13, 14) that confirms the findings of the present study. Other studies have also reported that the advising system provided by the advisors has not been a satisfactory position for students (21, 22). The findings of one study showed that in the evaluation of educational condition of students, in addition to the educational factors, it is necessary to assess the other effective factors such as inter-personal relationship. The interaction of students with the faculty members and with their family can affect their attitudes and practices, and students' interaction with family and advisor can prevent the educational failure. This finding has been confirmed by other studies (23, 24). The opinions of academic advisors about consulting to the students were assessed in a study conducted by Asadollahi et al., showing that the advisors believed that their awareness of their responsibilities was at a moderate level (18). The findings of other studies imply the inadequate knowledge of advisors about the academic counseling and their duties (10). The students' reasons for lack of belief in advisors were assessed in a study and the findings

showed that the students believed that they were able to solve their problems better than the advisors (25). In Isfahan University of Medical Sciences, few students considered the advisors as an effective person in their educational and personal problems (26). A study in Australia reported that about half of the students in psychology school were not satisfied with their academic advisors and its main reason was the lack of knowledge about the advisor tasks (27). A study in Turkey indicated that students' refer to advisors was low (28). The results of all these studies are consistent with the findings of present study. The findings of present study showed that the advising system could not help students. Other universities have designed alternative strategies to enhance the student advising and meet various educational needs. In this regards, Sastre et al. (2010) reported that the Advisory College Program was more effective in promoting student wellness and vocational counseling than the traditional one-to-one faculty advisor system (11). Also the University of Washington has created a college system consisting of 30 key faculties who not only develop one-to-one relationships with their assigned students but are also responsible for teaching clinical skills and professionalism throughout the 4 years (29). Small sample size, especially in school of Medicine and Health and performing the studies in a single institution were the limitations of study which may limit the ability to generalize our results.

From the viewpoints of students, the status of counseling could not provide a satisfactory position for the students. Proper monitoring of the advising process and informing the counselors about their duties are suggested.

ACKNOWLEDGEMENTS

This paper was obtained from a research project (grant number: 1026) approved at Shahrekord University of Medical Sciences. Hereby, the author would like to thank the Deputy of Research and Deputy of Education of Shahrekord University of Medical Sciences, and all the students who participated in this study.

Conflict of interest: The authors of the present work declare no conflict of interest.

REFERENCES

1. Kintner EK, Sikorskii A. Randomized clinical trial of a school-based academic and counseling program for older school-age students. *Nurs Res* 2009; 58(5): 321-31.
2. Hauer KE, Teherani A, Dechet A, Aagaard EM. Medical students' perceptions of mentoring: A focus-group analysis. *Med Teach* 2005; 27(8): 732-4.
3. Macaulay W, Mellman LA, Quest DO, Nichols GL, Haddad J, Puchner PJ. The advisory dean program: A personalized approach to academic and career advising for medical students. *Acad Med* 2007; 82(7): 718-22.
4. Hajiaghajani S, Jenabi M, Ghorbani R. Function, choosing method, and job descriptions of supervisor professor from the students' viewpoints of Semnan University of Medical Sciences. *Journal of Babol University of Medical Sciences* 2003; 5(2): 12-17. [In Persian].
5. Bhandari P. Stress and health related quality of life of Nepalese students studying in South Korea: a cross sectional study. *Health Qual Life Outcomes* 2012; 13: 10-26.
6. Khorvash F, Askari Gh, Bahrani S, Saeedbakhsh S, Shafiei M, Vesal S. Evaluation of the software to help advising professors in Isfahan University of Medical Sciences. *Future of medical education journal* 2014; 4(2): 30-34.
7. Buddeberg-Fischer B, Herta KD. Formal mentoring programmes for medical students and doctors: A review of the Medline literature. *Med Teach* 2006; 28(3): 248-57.
8. Dyrbye LN, Thomas MR, Huntington JL, Lawson KL, Novotny PJ, Sloan JA, et al. Personal life events and medical student burnout: A multicenter study. *Acad Med* 2006; 81(4): 374-84.
9. Rabiei MSR, Siyadat SA. A survey of career counseling needs of Shahr-e-Kord University students. *Counsel Res Dev* 2007; 22(1): 89-106. [In Persian].
10. Noohi E, Abbaszadeh A, Sayad Bagher MS. Collaborative learning and communication technology in graduate students' education. *Future of medical education journal* 2013; 3(3): 15-19.
11. Sastre EA, Burke EE, Silverstein E, Kupperman A, Rymer JA, Davidson MA, et al. Improvements in medical school wellness and career counseling: A comparison of one-on-one advising to an Advisory College

- Program. *Med Teach* 2010; 32: e429-35.
12. Khazaei Z, Ramezanzadeh K, Moodi M, Moradi M. Quality of clinical education in Birjand MediMedical School from the students perspective. *Future of medical education journal* 2012; 2(1): 22-6.
 13. Hazavei SM. Student's satisfaction from academic guidance and consultation at Hamadan University of Medical Sciences. *Journal of Shahid Sadoughi University of Medical Sciences* 2000; 8(2): 56-64. [In Persian].
 14. Adhami A, Mohammad-Alizadeh S. The viewpoints of students in Kerman University of Medical Sciences about the performances of academic advisors. *Strides in development of medical education* 2008; 2(5): 94-101. [In Persian].
 15. Lia C, Lai E, Gallo V, Cavaggioni G. [Characteristics of a population of medical students reported to the University Student Counseling Service "Fatti vivo!"]. *Riv Psichiatr* 2013; 48(2): 162-8.
 16. Delaram M, Hosseini S. Comparison of the students' satisfaction about the performance of academic advisors before and after the advisor project in University of Medical Sciences. *J Adv Med Educ Prof* 2014; 2(1): 6-11.
 17. Sirous S, Ashourian V, Adhamian P. Survey on student's attitude of medical school in Isfahan Medical University toward counseling and guidance the process. *Proceeding of the 11th Iran National Congress on Medical Education*. Tehran; Iran University of Medical Science; 2010: 255. [In Persian].
 18. Asadollahi P, Shakurnia H, Elhampour H. The attitudes of faculty members of Ahwaz Jondishapour University of Medical Sciences toward student advising and counseling. *Strides in development of medical education* 2011; 8(1): 58-66. [In Persian].
 19. Vahidi RG, Azamian A, Valizadeh S. Opinions of an Iranian nursing faculty on barriers to implementing problem-based learning. *East Mediterr Health J* 2007; 13(1): 193-6.
 20. Jebreili M, Valizadeh S, Rahmani A. Duties and performance of academic advisors from the view of students of Tabriz School of Nursing and Midwifery in 2010. *Journal of medical education development* 2012; 7(2): 3-12. [In Persian].
 21. Atik G. Counseling needs of educational sciences students at the Ankara University. *Procedia Soc Behav Sci* 2010; 2(2): 1520-6.
 22. Harrison E. What constitutes good academic advising? *Nursing students' perceptions of academic advising*. *J Nurs Educ* 2009; 48: 361-6.
 23. Ashar B, Levine R, Magaziner J, Shochet R, Wright S. An association between paying physician-teachers for their teaching efforts and an improved educational experience for learners. *J Gen Intern Med* 2007; 22(10): 1393-7.
 24. Zink BJ, Hammoud MM, Middleton E, Moroney D, Schigelone A. A comprehensive medical student career development program improves medical student satisfaction with career planning. *Teach Learn Med* 2007; 19(1): 55-60.
 25. Giovazolias TLS, Triliva S. Assessment of Greek University students' counselling needs and attitudes: An exploratory study. *Int J Adv Couns* 2010; 32(2): 101-16.
 26. Shams B, Farshidfar M, Hassanzadeh A. Effect of counseling on the achievement of university students with dropout. *Iranian journal medical education* 2000; 1(1): 35-42. [In Persian].
 27. Brear PD, Dorrian J. Does professional suitability matter? A national survey of Australian counseling educators in undergraduate and post-graduate training programs. *Int J Adv Couns* 2010; 32(1): 1-13.
 28. Bektas DY. Counseling international students in Turkish University: Current status and recommendations. *Int J Adv Couns* 2008; 30(4): 268-78.
 29. Goldstein EA, Smith S, Mengert TJ, Mengert TJ, Maestas RR, Foy HM, et al. Promoting fundamental clinical skills: A competency-based college approach at the University of Washington. *Acad Med* 2005; 80(5): 423-33.