

15

THE CONCURRENT VALIDITY OF USING SIMULATED PATIENT AND REAL PATIENT IN COMMUNICATION SKILLS ASSESSMENT OF MEDICAL STUDENTS

Hossein Karimi Moonaghi , RozaMontazeri , MahnazAmini , Mohammad TaghiShakeri , MehriYavari ,  
Mohammad Khajehdaluae, MojganAlkhamizadeh  
Mashhad University of Medical Sciences, Mashhad, Iran  
karimih2001@yahoo.com

*Communication skills assessment requires the use of valid instruments. The present study has done to investigate concurrent validity of the simulated patient meaning relationship between test results by the simulated or real patient and possibility to generalize the results by simulated patient and in simulated environment for real patient and in bedside. In this correlation study, 32 medical externships were enrolled by purposive sampling method. The students were divided randomly into two equal and homogeneous groups. Using crossover design, first group were assessed by real patient initially and then, simulated patient and second group, were measured conversely. Communication skills assessment was done using a checklist retrieved from Calgary-Cambridge interview skills checklist. The data were analyzed using descriptive and analytical statistics. In first assessment, comparing scores by simulated and real patient in first group, second group and total students showed significant differences. In second assessment between two groups, the statistics results was not significant with very minor differences ( $P = 0.064$ ). There were positive correlation between scores of total students by simulated and real patient ( $r = 0.63$ ). According to the results, communication skills of each student in simulated position cannot be generalized to real situation and cannot be claimed that simulated patient can be used instead of real patient.*

**Keywords:** Communication skills, Assessment, Concurrent validity, Simulated patient, Real patient

16

THE INFLUENCE OF ATTITUDE TOWARD TEACHER PROFESSION, EMOTIONAL INTELLIGENCE AND WORK DISCIPLINE ON TEACHER'S PERFORMANCE IN THE FIELD OF CIVIL ENGINEERING VOCATIONAL SCHOOL (2014)

Riyan Arthur,S.Pd., M.Pd<sup>a</sup> & Joseph Philip Kambey, SE. Ak., MBA.<sup>b</sup>  
<sup>a</sup>State University of Jakarta  
<sup>b</sup>State University of Manado  
riyanarthur@gmail.com

*The Objective of study is to find out the influence of attitude toward teacher profession, emotional intelligence and work discipline on teacher's performance in the field of civil engineering vocational school. The research was a survey and was conducted in the field Vocational School (SMK) on Jakarta from April 2014 to may 2014 with  $n = 60$  that was selected by Simple Random Sampling. The measurement of attitude toward teacher profession, emotional intelligence and work discipline on teacher's performance was conducted by using questionnaires. The statistical analysis method used were path analysis which were tested at a significance coefficient of  $\alpha = 0.05$ . The result of the research reveals that: 1) There is a direct influence attitude toward teacher profession on work discipline, 2) There is a direct influence emotional intelligence on work discipline, 3) There is a direct influence attitude toward teacher profession on teacher's performance, 4) There is no direct influence emotional intelligence on teacher's performance, 5) There is a direct influence work discipline on teacher's performance, 6) There is indirect influence attitude toward teacher profession on teacher's performance from work discipline, 7) There is indirect influence emotional intelligence on teacher's performance from work discipline.*

**Keywords:** teacher performance, attitude toward teacher profession, emotional intelligence, work discipline, Vocational School