

**“Study of different medical education modes on the development of medical students’ critical thinking”**

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This study proposes to investigate the effects and interactions of various current medical education trainings, including medical humanities courses, physician-scientist training, interview admissions, and internalization on medical students’ critical thinking. As a multi-stage approach, we will assess medical students of four different stages and at two time points with one-year apart in order to exam the kinds and lengths of the exposures of our interest. The selected measuring instruments will be assessed of their validity and reliability. Both quantitative and qualitative analyses will be conducted.