

## SAEIDEH GHAFARIFAR

Medical Education Department, School of Medicine, Tabriz University of Medical Sciences  
ghaffarifars@tbzmed.ac.ir

### PROFILE

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- Professor of Medical Education
- PHD in Health Education and Health Promotion, MD and MSC in Medical Education
- Fellowship of e-learning in medical education
- Successfully passed the Advanced Course in Telemedicine and Tele-pharmacy
- Director of Education Development Center (EDC) at Tabriz University of Medical Sciences since February 2022
- Head of Medical Education Research Center (MERC) at Tabriz University of Medical Sciences from November 2018 to March 2024
- Responsible for the Medical Education Olympiad at Tabriz University of Medical Sciences (in the 9th and 10th Olympiads)
- 18-year experience as a Health Researcher and a Family Physician
- First rank PhD graduate, First rank in PhD entrance exam and 48 in Iranian Universities' entrance examination
- Editorial board member of BMC Medical Education, UK
- Scientific Editor of Journal of Health Education and Promotion (HEHP), Iran
- Associate Editor of Journal of Research & Development in Medical Education (RDME), Iran
- Excellent at proof reading and critical appraisal of research articles
- Proficient in computer skills, able to use iSpring, Adobe Connect, SPSS, Lisrel, Endnote and Sample Size calculating soft wares
- Having produced about 45 e-contents for master students' classes and faculty development workshops
- Languages: Fluent in English (good user according to the IELTS overall band score), Farsi, and Turkish

### TEACHING

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- **Patient-physician communication**, Tabriz University of Medical Sciences, Iran
- **Psychometric evaluation of research questionnaires in education**, Tabriz University of Medical Sciences, Iran
- **Learning and teaching methods**, Tabriz University of Medical Sciences, Iran
- **E-learning in medical education**, Tabriz University of Medical Sciences, Iran
- **Academic writing**, Tabriz University of Medical Sciences, Iran
- **Health Research Methodology (quantitative and qualitative)**, Tabriz University of Medical Sciences, Iran
- **Quality improvement strategies in medical education**, Tabriz University of Medical Sciences, Iran
- **Student assessment**, Tabriz University of Medical Sciences, Iran
- **Curriculum development**, Tabriz University of Medical Sciences, Iran
- **Critical Appraisal of the research papers**, Tabriz University of Medical Sciences
- **Power & Sample Size Calculation**, Tabriz University of Medical Sciences
- **Family Planning**, College of Quoranic Sciences, Maragheh, Iran
- **Different health topics for school teachers**; Maragheh, Iran

### RESEARCH PROJECTS

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#### Supervisor:

1. Challenges of Promoting Research Competency and Performance of Clinical Residents of Tabriz University of Medical Sciences
2. Analysis of the status of midwifery graduates achieving the minimum expected competencies in the curriculum approved by the General Medical Education Council: An exploratory sequential mixed method study

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3. Development, implementation and evaluation of an intelligent simulator for oral and dental imaging standards education
4. Design, implementation and evaluation of a clinical reasoning collaborative learning program with a focus on scenario writing and role- playing in obstetrics interns
5. Determination of the core competencies of the nurses who provide home-based palliative care to incurable patients: A scoping review and meta-synthesis.
6. Explanation of the characteristics, components and content of effective feedback focused on the results of the educational performance evaluation of Tabriz University of Medical Sciences faculty members from their point of view.
7. Barriers and facilitators to the implementation of enteral nutrition standards in educational and treatment centers of Tabriz University of Medical Sciences: a qualitative study
8. Situational analysis of employing different clinical teaching models, methods and techniques by faculty members at Tabriz University of Medical Sciences
9. Translation and validation of the Persian version of the medical students' inquiry behavior assessment tool
10. Analysis of the scores of Medical Students in the Basic Science and Pre- internship Comprehensive Examinations in Tabriz University of Medical Sciences during 2019-2022
- 11.
12. Evaluation of the virtual education offered in the undergraduate medical program at Tabriz University of Medical Sciences during the Covid-19 pandemic
13. Designing and implementing a bacteriology educational package based on scenarios for general medicine students and evaluating the students' learning rate using the Basket Method
14. Evaluation of an Implemented General English Course for Medical Field Students at Tabriz University of Medical Sciences Based on English University Professors' viewpoints
15. Analysis of the Results of the Basic Science and Pre- internship Comprehensive Examinations of Medical Students in Tabriz University of Medical Sciences during 2019-2022
16. Exploring the experiences of dentistry students of Tabriz University of Medical Sciences of academic motivation: A qualitative content analysis study
17. Exploring the experiences of Maragheh nursing students from academic education during the COVID – 19 pandemics: A qualitative study
18. E-recording of medical students' learning experiences, their reflection and daily follow up notes at pediatrics morning reports
19. Predictive values of medical students and graduates' future performance by non-cognitive traits' assessment criteria and methods: A systematic review and Meta-analysis
20. Investigating the relationship between social determinants and self-management in patients with hypertension
21. Production, evaluation and quantity and quality improvement of electronic educational contents for safety and traffic one-credit course
22. Design, implementation and evaluation of an educational Wiki for doing students' group assignments
23. Comparison of professionalism teaching methods to medical residents in Iran and the world
24. Reflection skills of medical sciences students: Designing a self-assessment tool and determining its psychometric properties
25. Situation analysis of patient-physician relationship in Tabriz University of Medical Sciences
26. The effect of peer-assisted education about elderly's nutrition on their knowledge level
27. Situational Analysis of Medical Students' Ambulatory Education in Urmia University of Medical
28. Sciences in 2015
29. Evaluation of out-patients' satisfaction with residents' doctor-patient communication skills in Imam
30. Reza Academic medical Center
31. Impact of medical education master program on graduates 'competency and professional performance
32. Quality analysis of the ambulatory care in Imam Reza Academic Medical Center
33. Evaluation of an intervention applying PRECEDE PROCEED model on Interns' communication skills and patients' satisfaction

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### 34. Situational analysis of morning reports held in the Faculty of Medicine

#### Advisor:

- Impact of research activities of the dentistry faculty members of Tabriz University of Medical Sciences on their educational activities from their own point of view
- Determination of factors effecting the faculty members' participation in designing electronic contents
- Designing and implementing a bacteriology educational package based on scenarios for general medicine students and evaluating the students' learning rate using the Basket Method
- The study the effect of different factors on e-learning from the viewpoint of Maragheh University of Medical Sciences Students
- Factors affecting academic achievement in face-to-face and virtual education from the perspective of students of Tabriz University of Medical Sciences and providing solutions

#### Researcher:

- 15 other clinical research projects

## PUBLICATIONS

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#### Books:

- Ghaffarifar S, Ghofranipour F, Ahmadi F, Khoshbaten M. Principals of patient-physician communication. 1st ed. Tabriz: Shervin - Iran; 2016.
- Meshkini A, Ghaffarifar S, Naghavi B, Piri R. Evidence-based neurosurgery: an introduction. 1st ed. Tabriz: Shervin - Iran; 2014.
- Ghofranipour F, Fathi-Ashtiani A, Ghaffarifar S. Principals of theories and models in health education and health promotion. 1st ed. Tabriz: Shervin - Iran; 2013.

#### Papers:

1. Najmeh Hamzavi Zarghani, Zahra Jafari, Fereshteh Amini, Seideh Zahra Marashi, Saeideh Ghaffarifar, Fazlollah Ghofranipour, Mahroo Baghbanian, Anthony D Okely. **International study of 24-h movement behaviors of the early years (SUNRISE): A pilot study from Iran.** Child: Care, Health and Development.2024;50(3): e13269.
2. Katayoun Katebi, Saeideh Ghaffarifar, Gholamali Dehghani, Ahmad Pourabbas. **Exploring the experiences of dentistry students of Tabriz University of Medical Sciences of academic motivation: a content analysis study.** BMC Medical Education.2024; 24(1): 1-10
3. Leila Doshmangir, Mino Alipouri Sakha, Hakimeh Mostafavi, Neda Kabiri, Saeideh Ghaffarifar and Amirhossein Takian **Essential core competencies for health policy graduates: a multi-method consensus type study.** Health Research Policy and Systems.2024; 22:136
4. Gholamali Dehghani, Saeideh Ghaffarifar. **Readiness for self-directed learning among basic sciences medical students.** Journal of Education and Health Promotion.2024, 13(1):243
5. Sama Abaei, Haleh Vaez, Saeideh Ghaffarifar, Neda Kabiri, Robab Mehdipour, Dourna Omranifar. **Pharmacology Teaching Methods and Affective Factors in Their Success in Educating**

## SAEIDEH GHAFFARIFAR

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**Undergraduate Medical Students: A Scoping Review.** Strides in Development of Medical Education. 2024; 21(1): 24-35

6. Gholamali Dehghani, Saeideh Ghaffarifar. **Investigation of learning style patterns: A case study of basic sciences medical students at Tabriz University of Medical Sciences.** Journal of Medical Education Development. 2024;17(55):75-84.
7. Gholinejadzirmanlou M, Mirza Aghazadeh Attari A, Sheikhalipour Z, Lotfi M, Ghaffarifar S, Qayumi K. **An appropriate simulation-based training for surgical technology students.** Nurse Education in Practice.2023; 12:103680.
8. Bagheri M, Somi MH, Dehghani G, Ghaffarifar S. **Determinants of Patient-centered Communication Based on the Views of Physicians, Students, and Patients: A Qualitative Study.** Health Education and Health Promotion. 2023;11(1):95-109.
9. Ramazanzadeh N, Ghahramanian A, Zamanzadeh V, Valizadeh L, Ghaffarifar S. **Development and psychometric testing of a clinical reasoning rubric based on the nursing process.** BMC Medical Education. 2023 ;23(1):1-3.
10. Ramazanzadeh N, Ghahramanian A, Zamanzadeh V, Onyeka TC, Valizadeh L, Ghaffarifar S. **Translation, cross-cultural adaptation and evaluation of the Iranian Persian version of student survey on writing nursing care plan.** Nursing Open. 2023; 2.
11. Soltani R, Barzegar M, Ghaffarifar S. **Determinants of oral health-related quality of life and its affecting factors in preschool children: Cross-sectional study.** Journal of Oral Health and Oral Epidemiology. 2023;12(1):32-7.
12. Sadeghi-Bazargani H, Razzaghi A, Atabak A, Bazargani-Hejazi S, Basirat SB, Doshmangir L, Ebrahiminejad S, Farahbakhsh M, Benekohal RF, Ghaffarifar S, Golestani M. **Setting research priorities to achieve long-term national road safety goals in Iran.** Journal of global health. 2022;12.
13. Majdzadeh R, Sajadi HS, Yazdzadeh B, Doshmangir L, Ehsani-Chimeh E, Mahdavi M, Mehrdad N, Lavis J, Nikooee S, Mohtasham F, Mohseni M. Ghaffarifar S, **Policy options for strengthening evidence-informed health policy-making in Iran: overall SASHA project findings.** Health research policy and systems. 2022;20(1):1-3.
14. Balaghi E, Ghaffarifar S, Sohrabi A. **Psychometric properties of the Persian version of the Short Form of the McGill Pain Questionnaire (P-SF-MPQ) in orthodontic patients.** Health Education and Health Promotion. 2022 ;10;10(3):1-2.
15. Akbarzadeh A, Zareiyan A, Ghaffarifar S, Ghelich Y. **Development and Psychometric Evaluation of the Heart Failure Treatment Adherence Questionnaire (HFAQ) for Military Personnel and Their Family: A Mixed, Exploratory, and Sequential Study.** Journal of Archives in Military Medicine. 2022 :30;10(2).

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16. Shahmahdi N, Ghoreishi B, Aslani H, Ghaffarifar S, Khatibi MS, Mosaferi M, Shaghaghi A. **Educational need assessment for empowering health and environmental specialists.** Iranian Journal of Health and Environment. 2022; 14 (4), 577-614.
17. Nasiri F, Ghaffarifar S, Motevalli A, Naseri A, Hosseini MS. **Medical philosophy: The forgotten necessity in medical education.** Horizons of Medical Education Development. 2022;13(2):90-81.
18. Bahadori F, Ghofranipour F, Zarei F, Ziaei R, Ghaffarifar S. **Application of the PRECEDE-PROCEED model in prevention of brucellosis focused on livestock vaccination process.** BMC Veterinary Research. 2021;17(1):1-3.
19. McKinley DW, Ghaffarifar S. **The necessity of examining patients' social behavior and teaching behavior change theories: curricular innovations induced by the COVID-19 pandemic.** BMC medical education. 2021; 21(1):1-9.
20. Aghaei F, Heidarnia A, Allahverdipour H, Eslami M, Ghaffarifar S. **Knowledge, attitude, performance, and determinant factors of Vitamin D deficiency prevention behaviours among Iranian pregnant women.** Archives of Public Health. 2021;79(1):1-2.
21. Pishahang S, Hakimi S, Vatankhah S, Ghaffarifar S, Ranjbar F. **Psychometric properties of the Tilburg Pregnancy Distress Scale-Persian version (TPDS-P).** BMC pregnancy and childbirth. 2021 ;21(1):1-0.
22. Nikniaz Z, Jafarabadi MA, Ghaffarifar S, Ravand Z, Namvar ZA, Shirmohammadi M. **The Persian Translation and validation of the celiac disease quality of life questionnaire (CDQOL).** Health and Quality of Life Outcomes. 2021; 19(1):1-7.
23. Bahadori F, Ghofranipour F, Ghaffarifar S, Ziaei R. **Design and validation of brucellosis prevention questionnaire focused on animal vaccination.** BMC Public Health. 2021; 21(1):1-3.
24. Khoynaroud AA, Akbarzadeh A, Ghojzadeh M, Ghaffarifar S. **Assessment of the effect of application of an educational wiki in flipped classroom on students' achievement and satisfaction.** BMC medical education. 2020; 20(1):1-1.
25. Ghaffarifar S, Asghari-Khatooni A, Akbarzadeh A, Pourabbas A, Farshad MS, Masoomi R, Akbarzadeh F. **Teaching professionalism in medical residency programs: a scoping review protocol. Systematic reviews.** 2020; 9(1):1-7.
26. Nikniaz Z, Jafarabadi MA, Ghaffarifar S, Saeedi Z, Namvar ZA, Shirmohammadi M. **Psychometric properties of the Persian version of the celiac disease adherence test questionnaire.** BMC gastroenterology. 2020; 20(1):1-6.
27. Shokuhi ZB, Ranjbar F, Hakimi S, Bahri R, Ghaffarifar S. **Psychometric properties of the Persian version of postpartum distress measure scale.** BMC psychiatry. 2020; 20(1):1-8.
28. Pezeshki MZ, Khajeh FK, Ghaffarifar S, Alizadeh M, Faridaalee G. **Iranian study on social determinants of self-management in patients with hypertension referring to Tabriz health care centers in 2017-2018.** International Journal of Preventive Medicine. 2020; 11(1):58.
29. Sepehri B, Ghaffari R, Jeddian A, Salek F, Emrouzi R, Ghaffarifar S, Rezvan FB. **A Descriptive-Comparative Study of Implementation and Performance of Family Physician Program in Iran and Selected Countries.** Iranian Journal of Public Health. 2020; 49(3):539-48.

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30. Azar FP, Oskoe PA, Ghaffarifar S, Vahed N, Shamekhi S. **Association between academic motivation and burnout in dental students at the Tabriz University of Medical Sciences: A longitudinal study.** Research and Development in Medical Education. 2020; 9(1):14-.
31. Ghaffarifar S. **Patient education methods and educators' roles in a health education model.** Health Education and Health Promotion. 2019; 7(4):155-6.
32. Ghaffarifar S, Keighobadi- Khajeh F, Pezeshki Z, Alaei Gh. **Development of the Persian hypertension self-management questionnaire.** International Cardiovascular Research Journal. 2019; 13(1):17-22
33. Hamzezadeh A, Ghaffarifar S, Amini A. **Designing Information Acquisition Tools for Assessing the Status of Outpatient Training for Medical Students.** Iranian Journal of Medical Education. 2019; 19:403-9.
34. Yazdi NA, Arabshahi KS, Bigdeli S, Ghaffarifar S. **Challenges in promoting clinical empathy skills in medical students: A content analysis study.** Medical Journal of the Islamic Republic of Iran. 2019; 33:104.
35. Ahmadian Yazdi N, Bigdeli Sh, Soltani Arabshahi K, Ghaffarifar S. **The influence of role-modeling on the clinical empathy of medical interns: A qualitative study.** Journal of Advances in Medical Education & Professionalism. 2019; 7(1): 35-41.
36. Ghofranipour F, Ghaffarifar S, Ahmadi F, Hosseinzadeh H, Akbarzadeh A. **Improving interns' patient/physician communication skills: Application of self-efficacy theory, a pilot study.** Cogent Psychology. 2018; 5(1): 1-13.
37. Nouri M, Ghaffarifar S, Sadeghi-Bazargani H. **Development of the Persian Patient Satisfaction questionnaire.** International Journal of Health Care Quality Assurance. 2018; 31(8): 988-999
38. Ghaffarifar S, Khoshbaten M, Dordaei F, Nahandi MZ, Javad-Rashid R, Shahnazi T. **Is treatment of fatty liver effective on reducing carotid intima media thickness; a cohort study.** Gastroenterology and Hepatology from bed to bench. 2018; 11(1):9.
39. Sadeghi-Bazargani H, Somi MH, Golestani M, Amiri M, Ghaffarifar S, Aslanabadi S, Taghizadieh A, Behzad-Basirat S, Mikaili N, Mortazavi-Tabatabaei SA, Sheikhi S. **Developing and Preliminary Evaluation of a General Academic Course on Traffic Health and Safety: Developing a general academic course on traffic health and safety.** Research and Development in Medical Education. 2018; 7(1):21-25.
40. Sarbazvatan H, Amini A\*, Aminisani N, Shamsheirgaran SM, Ghaffarifar S. **Learning Style and Academic Achievement among Students at Tabriz University of Medical Sciences, Iran.** Research and Development in Medical Education. 2018; 7(2): 77-81
41. Ghaffarifar S, Tavakoli Ghouchani H. **Health educators' role in health promotion from a new perspective: A new theory in their professional toolbox.** Health Education & Health Promotion. 2017; 5(2):1-4.
42. Nouri M, Ghaffarifar S, Sadeghi Bazargani H, Ghaffari R. **Patients' Satisfaction with Medical Residents' Communication Skills at the Largest Teaching and Treatment Center in North West Iran in 2016.** Shiraz e medical journal, 2017; 18(4): e44968.

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44. S Ghaffarifar, F Ghofranipour, F Ahmadi, M Khoshbaten. **Why educators should apply theories and models of health education and health promotion to teach communication skills to nursing and medical students.** Nursing and Midwifery Studies, 2015; 4 (4): 1-2.
45. S Ghaffarifar, F Ghofranipour, F Ahmadi, M Khoshbaten, C Sallis. **The causal relationship between interns' knowledge and self-efficacy and their value in predicting the interns' communication behavior with patients.** International journal of community-based nursing and midwifery, 2015; 3 (4): 263-271.
46. S Ghaffarifar, F Ghofranipour, F Ahmadi, M Khoshbaten, **Barriers to effective doctor-patient relationship based on PRECEDE PROCEED model.** Global journal of health science; 2015: 7 (6), 24-32.
47. S Ahmadi, R Ghaffari, S Ghaffarifar. **The need to reform the health care system in the implementation of the family physician curriculum in Iran.** Research Development in Medical Education, 2015; 4 (2), 109-110.
48. M Khoshbaten, S Ghaffarifar, A Jabbar Imani, T Shahnazi. **Effects of early oral feeding on relapse and symptoms of upper gastrointestinal bleeding in peptic ulcer disease.** Digestive Endoscopy, 2013; 25(2): 125-129.
49. S Ghaffarifar, A Amini, F Mortazavi, K Mohammadi. **The effectiveness of medical education master program on graduates' professional competencies and performance.** Med-sci-pub-health, 2013; 1(1):7-11.
50. F Ghofranipour, S Ghaffarifar. **What Is "Meaningful Change" When Working with Transtheoretical Model (TTM)?** . Health Education & Health Promotion, 2013; 1(1):1-2.
51. F Mohamadkhoh, FA Shokravi, S Faghihzadeh, S Ghaffarifar. **The effect of digital media programs on the oral health promotion in the health office: A quasi-experimental study.** Shiraz E Medical Journal, 2013; 14(1):1-12.
52. S Ghaffarifar; M Khoshbaten; F Ghofranipour; J Kompani Mohammadi. **Residents' Communication Skills Evaluation by OSCE: What Changes Should be done in Educational System?** Shiraz E Medical Journal, 2013; 14(4): e16658
53. S Ghaffarifar, F Ghofranipour, F Ahmadi. **PRECEDE-PROCEED: The Best Model to Plan in order to Improve Interns' Self-Efficacy Specific to Doctor- Patient Communication Skills.** Health Education & Health Promotion, 2013; 1(2):1-4
54. S Ghaffarifar, M Ghojzadeh, M Alizadeh, MR Ghaffari, F Sadeghi-Ghyassi **An academic medical center: a customized strategy to overcome the shortcomings of Interns' ambulatory education.** Shiraz E Medical Journal, 2012; 3(3):113-121.
55. S Ghaffarifar, A Amini, F Mortazavi, SS Tavafian, F Sadeghi-Ghyassi. **How masters graduated from medical education program could be evaluated in the settings they work: Designing and validation of an evaluation tool.** Basic Research Journal of Social and Political Sciences, 2012; 1(3):65-70.
56. P Saleh, H Noshad, A Amini, F Salek, S Ghaffarifar. **Quality of morning report courses in the department of infectious diseases: A prospective study of academic members.** Research Development in Medical Education, 2012; 1 (1), 13-16.

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### PRESENTATIONS

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- Psychometric properties of the Persian version of the patient satisfaction questionnaire
- Design, implementation and evaluation of an educational Wiki for facilitation of students' collaborative learning
- How did residents communicate with standard patient with Gastro Esophageal Reflux disease?
- How did faculties apply evidence- based medicine principles on their lecturing?
- An applied experience for medical student's evidence - based self-directed learning.
- &31 posters

### EDUCATION

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- **PhD of Health Education and Health Promotion**  
Tarbiat Modares University Tehran, Iran, 2015
- **MSc of Medical Education**  
Shahid Beheshti University of Medical Sciences Tehran, Iran, 2012
- **Medical Doctor**  
Shahid Beheshti University of Medical Sciences Tehran, Iran, 1999
- **The Advanced Course in Telemedicine and Tele-pharmacy**  
Italy & Iran, 2018
- **Fellowship of e-learning in medical education**  
Shiraz, Iran, 2016

### EXPERIENCE

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- **Faculty member**, School of Medicine, Medical Education department, TUoMS 2015- continuing
- **Researcher and Health Educationist**  
Faculty of Medicine; Tabriz University of Medical Sciences 2007 –2011
- **Health Care Manager & Family Physician**  
Faculty of Medicine, Tabriz University of Medical Sciences 1999- 2007

### MEMBERSHIP

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Center for Health Education Scholarships (**CHES**), at UBC  
Association for Medical Education in Europe (**AMEE**)  
Iranian Medical Doctors Council (**IRIMC**)  
Iranian Medical Education Association (**IMEA**)  
Iranian Society of Medical Educationists (**IRSOME**)