

In the name of God



Iran University of Medical Sciences  
School of Nursing & Midwifery  
**Clinical Education Methods**  
**Course plan**  
Semester ( )

**COURSE OUTLINE**

**Course Title:** Clinical Education Methods

**Course of Credits:** 2 (theoretical 1.5 & practical 0.5)

**Department:** medical surgical nursing

**Co & Pre-requisites:** -

**Student level:** Master of Science

**Course & class presentation site:** oral presentation

**Course director& responsible:** Daryadokht Masror

**Theoretical & practical Course Coordinator:** Daryadokht Masror

**Course faculty email:**

Email address
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**Learning Hours:** according to schedule

**Course Type:** Compulsory

**Offer in Academic Year:** one semester

**INTRODUCTION& COURSE DISCRPTION**

In this course, the methods of teaching the principles of teaching and learning and the factors affecting each one are raised and discussed. Each student prepares educational programs for the patients of nursing staff working in the bedside as well as other learners according to the set pattern and in addition to presenting them in writing to implements and evaluates the practical form.

**Course plan components (referral subject for student's task):**

- The necessity and place of education and health promotion in the health system and the legal and ethical foundations of the educational process
- An overview of learning theories
- Characteristics of learners: learning needs, developmental level, motivation, compliance and health behaviors of learners
- Teaching and learning techniques and strategies, behavioral goals and learning areas
- Teaching methods (traditional, non-traditional, evaluation and effectiveness)
- Educational materials (choosing appropriate educational materials Technology in health education
- Evaluation in health education (review against evaluation, evaluation models, design and implementation of evaluation, interpretation and reporting of results

## **COURSE OBJECTIVES**

### **Aim Objectives:**

Improving the knowledge and skills of learners in acquiring teaching skills, educational planning and optimal design and standard of learning for different levels of learners, including clients and their families, nursing staff working at the bedside and other learners, including undergraduate and graduate students, as well as evaluating the teaching method provided.

### **After this course learner must be able:**

#### **☺The recognition domain :( knowledge)**

- 1- To describe & discuss the concepts and principles of teaching & learning.
- 2- Describe the Teaching & learning methods
- 3- Describe the principles of Curriculum planning.
- 4- Explain the lifelong & distance learning.
- 5- State the principles of patient/clients education.
- 6- Describe strategies for developing ethical practice in nursing.
- 7- Explain how to can be social accountable to clients and their families in patient education program.

#### **☺The emotional domain: (beliefs and attitudes)**

- 1- Be sensitive to educational issues.
- 2- Obligated to protecting the rights of client/patient.
- 3- Believe in individual differences between client/patient.
- 4- Commitment to social accountable to Clint's and their families in different setting.

#### **☺The psychomotor domain: (skills)**

- 1- Present the assigned tasks on time individually and in groups.
- 2- By using listening skills and feedback in class discussions, they should actively participate in discussion forums and chat rooms.

- 3- To present the provided educational tips for the target people.
- 4- Participate in criticism, response and class discussions individually and in groups and present the assignments to the professor.

#### ☺Assumptions:

This course is based on the following assumptions.

- 1- The level of knowledge, individual goals and learning methods of students are varies.
2. Students are ready to take responsibility of their own learning and follow the curriculum under the guidance of faculties.

#### **Course Teaching, Technology Methods and Learning Activities:**

It is a student-centered course; so the students are expected to prepare themselves before class and participate actively in class discussions and presentations.

#### **Course Teaching and Learning Activities include:**

Questions and answers, whiteboards, video projectors, instructional videos and computer slides, in oral and Adobe connect Skype, and Navid virtual are some of the teaching aids used in the above courses.

#### **Student Duties:**

Students are expected to:

- 1-Acquire appropriate scientific infrastructure for learning the materials.
- 2-Expand their knowledge through library studies using the arguments raised.
- 3-Use new scientific resources and research findings in their assignments and have proper references to them.
- 4-The responsibility for learning is to take over and follow their own educational programs under the supervision of their professors.
- 5-To attend classes regularly without interruption and to participate in scientific discussions.
- 6-Present their assignments at on times and participate fully in test sessions between the semester.
- 7-Class absences should not exceed 4.16 hours. If the absence is exceeded:
  - A. If more than 1.2 absences are justified, the course will be cancelled.
  - B- If the absences are unjustified, the score for the course will be zero.

#### **Teaching-learning methods:**

##### **Theory session:**

The content of this lesson is presented as lecture, small group training, discussion, question and answer, and using teaching aids. Teaching hours are a total in the time table, and will also be offset by holidays coordinated by faculty and students.

## **COURSE ASSESSMENT METHODS**

**Evaluation guidelines:****Evaluation method (formative & summative evaluation)**

no	Evaluation subject	score
	Active class presence	%10
	Present one subject about course topic	%40
Overall		%50

**Practical evaluation method**

no	Evaluation subject	score
1	Writing a clinical education to patients and their families and staffs	%50
Overall		%100

**GUIDELINES OF COURSE CONTENT:**

No	Date & day	Subject/session	faculties
1		Orientation of course plan	masror
2		An overview of learning theories	Dr Khachian
3		Characteristics of learners: learning needs, developmental level, motivation, compliance and health behaviors of learners	masror
4		Teaching and learning techniques and strategies, behavioral goals and learning areas	Dr Khachian
5		Clinical education problem	masror
6		Educational materials (choosing appropriate educational materials Technology in health education	Dr Khachian
7		Evaluation in health education (OSCE)	masror
8		Evaluation in health education (review against evaluation, evaluation models, design and implementation of evaluation, interpretation and reporting of results	Dr Khachian
9		Selected subjects	Student presentation(masror)
10		Selected subjects	Student presentation (Dr khachian)
11		Selected subjects	Student presentation(masror)
12		Selected subjects	Student presentation (Dr khachian)

## References:

1. *Bastable, S.B, Grambet, P., Jacobs, K., Sopczyk, D.L. (2011). Health professionals as educator: Principles of teaching and learning. Sudbury, MA: Jones & Bartlett Learning, LLC.*
2. *Brosseau, Lucie; Rahman, Prinon; Poitras, Stéphane; Toupin-April, Karine; Paterson, Gail; Smith, Christine; King, Judy; Casimiro, Lynn; Angelis, Gino De (2014). "A Systematic Critical Appraisal of Non-Pharmacological Management of Rheumatoid Arthritis with Appraisal of Guidelines for Research and Evaluation II"*
3. *Bastable, Susan B. (2011). Health Professionals as Educator. Sudbury, MA: Jones & Bartlett Learning, LLC. p. 6.*
4. *Bastable, S.B. (2015). Nurse as educator: principles of teaching and learning practice, Boston: Jones & Bartlett publishers.*
5. *Billings, D.m. Halstead, J.A. (2017). Teaching in nursing: A guide for faculty, saunders, Elsevier.*
6. *Keating, s.b. (2017), curriculum development and evaluation in nursing, Philadelphia: Lippincott Williams & Wilkins.*
7. *Pantera, E.; Pourtier-Piotte, C.; Bensoussan, L.; Coudeyre, E. (2014). "Patient education after amputation: Systematic review and experts' opinions". Annals of Physical and Rehabilitation Medicine. 57 (3): 143–158*
8. *Peter R. Koongstvedt, (2015 )"The Managed Health Care Handbook," Fourth Edition, Aspen Publishers*
9. *Pollard, A. & Collins, J. Maddock, M. (2018).reflective Teaching, London: continuum.*
10. *Uys, L.R. & Gwele, N.s. curriculum development in nursing: Process & innovation (2017), London: Routledge.*
11. *Zangi, Heidi A.; Ndos, Mwidimi; Adams, Jo; Andersen, Lena; Bode, Christina; Boström, Carina; Eijk-Hustings, Yvonne van; Gossec, Laure; Korandová, Jana (2015). "EULAR recommendations for patient education".*

Good luck

Course co-ordinator

Daryadokht masror