



Shahid Beheshti University of Medical Sciences School of Nursing and Midwifery Education Development Office Clinical course plan	Document ID
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Information about the course	Information of the in charge of the course	Information of Professors (Mentor or TA)
Department: Name of Course: Type and number of units: Pre-requirement/co-requirement: Course and level of study: Location and dates of the course:	Name of the person responsible for the course: Academic Grade: Major: Office Phone Call: E-mail:	Collaborating Lecturers: Meeting time and place: Phone Call: E-mail of associate professors:
Date of last revision:		



Lesson Objectives

General Goals:

- 1.
- 2.

Staged Goals: Based on the process for achieving the overall goal, determine how many comprehensive steps should be taken to achieve the overall goal. The organization of achieving the overall goal during the bedside steps can range from simple to complex or from technical or technical skills to more abstract skills and problem solving.

General Objective Number	The Staged Goals	Approximate time required for each step
1	1	
	2	
	3	
2	1	
	2	
	3	
Total duration in days:		



Specific Goals:

General Goal Number	Staged Goal Number	Specific Goal	Domains of Learning			The accepted desirability of reaching the goal (of 100 percent)
			Cognitive	Affective	Psychomotor	



Teaching Methods

Clinical training (real patient)

Training in Skill Lab

Training with simulation (patient model, simulation laboratory)

Training in small groups (4 to 6 people)

Educational round

Training in the field (clinic/pharmacy/factory, etc.)

Others:

Evaluation Methods (If a checklist is used for evaluation, the checklist should be attached to the end of the course plan and provided to the student)

Practical assessment in the clinical setting

Assessment in a simulation environment (such as OSCE)

Observation

Performance recording method (such as logbook or portfolio)

Self-assessment

Peer assessment

Writing test

Others:

Equipment and Technologies Required for Training

Standard equipment/technologies (equipment that is necessary during both learning and evaluating stages):

Facilitating equipment/technologies (equipment and technologies needed only in the learning process):



The rules and codes of professional conduct

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Budgeting the final grade of the course

Evaluation Item	The Number of Points	Item Importance Weight of 100%



Suggested Resources

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Appendices of evaluation (if exists; such as self-assessment or evaluation checklists)