In the name of God
School of Nursing & Midwifery
Iran University of Medical sciences
Educational Planning Unit
Course Plan 'Design and Planning of Employee Training Courses'

Course Information:

Teaching Group Providing the Course: Nursing Management Group
Course Title: Designing and planning employee training courses
Type and Number of Credits: 1 credits (0.5 theoretical credit - 0.5 practical credit)
Course administrator: Fatemeh Ghofrani Kelishami
Lecturers: Dr. Fatemeh Ghofrani Kelishami
Prerequisite/Concurrent: None Field and Level of Study: Master's in Nursing Management

Course administrator information:

Academic Rank: Assistant Professor Specialty: Nursing Management Workplace: School of Nursing and Midwifery
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Course Philosophy:

Recent developments and innovations have introduced numerous complexities within healthcare organizations. As a vital and integral member of the care team, the nurse plays a crucial role in delivering care and coordinating the activities of team members. To ensure high-quality care delivery, it is essential for nurses to possess skills in the design and planning of staff training programs.

Overall goal:

The primary objective is to enhance understanding within the realm of education, focusing on the roles and teaching responsibilities of nursing managers and leaders in healthcare service organizations. This will establish a foundation for the planning, implementation, and evaluation of necessary learning opportunities for both nursing staff and patients.

Course description:

In this lesson, students initially become acquainted with the planning and management of the teaching and learning process, alongside the principles of adult education, in order to design and execute training programs for nursing personnel and clients.

After completing this lesson, the learner is expected to:

Cognitive domain:

- ✓ Explain the position and process of transforming the nurse's educational role.
- ✓ Describe the mission, goals, and benefits of education for patients, staff, and students in healthcare organizations.
- ✓ Describe the key principles and concepts in education.
- ✓ Explain the importance of writing educational objectives.
- ✓ Compare the different types of educational objectives with each other.
- ✓ Explain the distinction between teaching and learning.

- ✓ Compare the domains of learning with examples.
- ✓ Explain appropriate teaching methods based on educational objectives, providing examples in each domain.
- ✓ Explain the components of an educational program, how to design a program, and how to develop behavioral learning objectives.
- ✓ Explain the importance of following the different stages of educational design.
- ✓ Explain the application of learning theories in the training process in healthcare institutions (psychological, neurological, and learning theories).
- ✓ Describe the key characteristics of the learner in learning (needs, learning styles, developmental traits, health literacy).
- ✓ Explain techniques and strategies for teaching and learning, as well as teaching methods.
- ✓ Compare teaching and training methods, mentioning the advantages and disadvantages of each.
- ✓ Explain the types of materials and educational media and the methods for assessing the comprehensibility and readability of educational materials
- ✓ Describe the methods of educational evaluation from the perspective of experts, giving examples

Psychomotor domain:

- ✓ In their internship environment, design and implement a training program (in-service training and refresher courses) according to the needs of the organization and community members.
- ✓ Be able to design and utilize teaching methods for staff in the clinical setting.
- ✓ Develop and implement a training plan for the staff.
- ✓ Apply skills in leadership and educational management of the group in group activities.
- ✓ Design scenarios aligned with lesson objectives and play a role in them.
- ✓ Choose appropriate media to facilitate training for staff and use it in practice.

Perspective domain:

- ✓ Share their beliefs about how to deal with problems in designing and planning training courses with their classmates, and pay attention to others' opinions respectfully.
- ✓ Defend their views on the most suitable teaching methods in healthcare service organizations.
- ✓ Take responsibility for completing assignments and tasks by actively participating in class and submitting them on time.
- ✓ Take part in teaching and learning activities such as lectures, Questions and Answers sessions, watching films, working in small groups, and group discussions**.**

Educational approach:

Virtual Approach □ In-person Approach □ Blended Approach ■

Teaching-learning methods considering the chosen educational approach:

<u>Virtual approach</u>

□ Reverse Internship
□ Game-based digital learning
□ Learning based on interactive electronic content
□ Problem-Based Learning (PBL)
□ Other items Name them: **Presenting the case**

<u>In-person Approach</u>

■ Interactive talk (Questions and Answers, quiz, group discussion, etc.)
□ Discussion in small groups
■ Team-Based Learning (TBL)
■ Problem-Based Learning (PBL)
□ Scenario-based learning
■ Using students in teaching (peer teaching)
■ Game-based learning

□ Other items Name them: ……..

Teaching methods and approaches:
The session will encompass a talk, group discussion, a Questions and Answers segment, a conference or seminar, a film review, an educational presentation, role play, and opportunities for individual learning. **Additionally, the materials will include components such as individual study, summarization, answering questions, and internship exercises, with a strong emphasis on the student's active participation in learning and a self-directed approach in this aspect.**

How students are assessed (formative and final assessment)
Theoretical:
Examinations conducted in written or interactive formats, along with final assessments, portfolio evaluations, and assessments based on project reports.
Internship:
The direct observation assessment of practical skills in executing the training program will be evaluated through the project report.
It is important to note that practical tasks involve the design and planning of a training course for employees, tailored to their specific project needs identified during the internship.
The execution and assessment of your training course will be conducted in accordance with the Kirkpatrick model.

How seminars and project reports are evaluated:

Evaluation items for the seminar written submission	Score
Punctuality and timely submission	1 point
Making a table of contents and numbering pages	1 point
How to format (typing with headings), putting each item in its place, for example, the table of contents at the beginning, references at the end of the content, and so on	1 point
Abstract	1 point
Content relevant to the topic and providing a summary	1 point
Citing sources used according to referencing rules and the number of sources (at least 5 main sources)	1 point
Total written score	5 point
Oral presentation evaluation items	Score
Getting ready to present the material	1 point
Using audio-visual tools, PowerPoint, pamphlets, time management, etc.	1 point
Motivating the audience and planning the class to avoid monotony and boredom	1 point
Being able to answer questions	1 point
Preparing ten multiple-choice questions based on the lesson objectives	1 point
Total oral presentation score	5 point

Explanation: The abstract on one page includes: title, introduction, objectives, discussion and review of suggestions, and conclusion at the end, with at least three keywords

Management Internship Evaluation Form

Titles	5	4	3	2	1	Considerations
1/ Punctuality and attendance on time, maintaining order and order 2/ Assessing staff training needs based on their own projects 3/ Reviewing materials and preparing a teaching title based on their own projects 4/ Trying to create a training opportunity for nursing staff						

In preparing a report that includes an introduction, methodology, audit results, and finally, discussion and suggestions based on valid scientific evidence based on a problem-solving model and using dogmatic critical thinking, sources should be cited throughout the text and at the end using the Harvard style.

Duties and expectations from the student: Students are expected to:

- Continuous and regular attendance in the internships, preparation and time management in completing tasks and assignments
- Active participation in class and continuous participation in discussions in person and virtually.
- The student is expected to attend all internships sessions without delay and to actively participate in class discussions. If he is late for more than half an hour, he will be considered absent. Absences exceeding the allowed number of classes (2 sessions, totaling 4 hours) will result in the student being disqualified from participating in the final exam.
- Submit assignments on time (conference) and answer questions from previous topics in each session on the date specified in LMS.
- Do not use cell phones and headphones at the start of internship and training hours and turn off the alarm.
- Submit their assignments fully prepared at the times specified in the internship.
- In case of absence, the student is required to make up for their internship.
- If the absences are more than two days and are unjustified, a grade of zero will be allocated for that course.

A- Comprehensive individual and group activities in the desired period:

The learner is required to do the following:

- Report on the scheduled date and familiarize themselves with the training environment
- Be present in the department and break time on time.
- Acquire an appropriate scientific foundation for learning the material and submitting reports.
- Expand their knowledge through library studies using the discussions presented.
- Use new scientific sources and research findings in preparing their evidence-based assignments and cite these sources correctly. Learners are required to submit and present the entire prepared material for each of the specified topics on the scheduled date.
- Take responsibility for learning as much as possible and follow their educational programs under the supervision of the relevant professor.
- Attend the clinical field regularly and regularly without absence.

B- Self-learning:

Follow up on learning the course content with interest and a sense of responsibility, and be able to respond to questions and related activities from the clinical instructor.

C- Providing teaching materials related to management and your projects:

Be diligent in presenting reports and have them approved by the relevant professor. The report should include: Introduction, methodology, discussion results, and suggestions based on new scientific evidence, and references throughout the text, and finally, according to the Harvard style.

D- Group activities:

Participate and actively participate in group activities with other students, staff, and their clinical professor.

References:

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- Global Nursing Journal
- Health Care Journal
- Nursing & Health Science Journal
- Nursing Practice Journal
- Patient Care Journal
- Primary Health Care Journal
- Public Health Nursing Journal
- Women Care Journal
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- International Journal of Nursing Education
- www.ijone.org/

Instructor Name(s)	Presentation date	Teaching-Learning Method	Topic Title Learning Activities / Assignments	Meeting
Dr. Ghofrani		Interactive talk (Questions and Answers, group discussion)	Educational Planning	**1**
Dr. Ghofrani		Interactive talk Introducing cases/scenarios	Educational Objectives	**2**
Dr. Ghofrani		Interactive talk (Questions and Answers, group discussion)	New teaching Methods	**3**
Dr. Ghofrani		Interactive talk (Questions and Answers, group discussion)	Patient Education	**4**

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