Iran University of Medical Sciences
Faculty College of Nursing & Midwifery

(Course plan)
2025-2026

Course Title: Clinical education methods
Course of Credits: 2
Department: medical surgical nursing
Student level: Master of Science
Course & class presentation site: class No. .....
Course director & responsible: Dr Hanieh Gholamnejad
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Course description:
This course provides an in-depth exploration of theories, principles, and practical strategies for effective clinical education in medical-surgical nursing. Students will examine various instructional models, assessment techniques, and innovative approaches used in clinical teaching and learning environments. Emphasis is placed on the application of evidence-based educational practices to enhance clinical competency, critical thinking, and professional development among nursing students and healthcare trainees.

Outline:

- The necessity and position of health education and promotion in the health system, and the legal and ethical foundations of the educational process.
- Review of learning theories.
- Learner characteristics: learning needs, developmental level.
- Learner characteristics: motivation, compliance, health behaviors, literacy and its role in adult education.
- Teaching and learning techniques and strategies: behavioral objectives, learning domains.
- Teaching methods (traditional methods, non-traditional methods, selecting a teaching method, evaluating teaching methods, increasing the effectiveness of teaching methods).
- Educational materials (types, three components of materials, methods for selecting appropriate educational materials).
- Technology in health education.
- Evaluation in health education (assessment vs. evaluation, evaluation models, designing evaluation, implementing evaluation, interpreting and reporting results).

Overall purpose:
-To equip graduate nursing students with advanced knowledge and skills in designing, implementing, and evaluating effective clinical education programs,

enabling them to become competent clinical educators and leaders in nursing education within medical-surgical settings.

Specific Objectives:

By the end of this course, students will be able to:

1. Analyze theoretical foundations of clinical teaching and learning.
2. Design structured clinical learning experiences aligned with program outcomes.
3. Apply diverse teaching strategies to foster clinical reasoning and skill mastery.
4. Develop valid and reliable assessment tools for clinical performance evaluation.
5. Integrate educational technology to enhance clinical learning.
6. Critically reflect on challenges and ethical considerations in clinical education.
7. Create a comprehensive clinical teaching portfolio or lesson plan.

Teaching methods:

- Interactive lectures and seminars
- Group discussions and case study analysis
- Micro-teaching sessions and peer feedback
- Simulation-based workshops
- Guest lectures from experienced clinical educators
- Online discussions and resource sharing via LMS (Learning Management System)

Student tasks and assignments

1. Clinical Teaching Plan**:** Develop a detailed lesson plan for a specific clinical topic in medical-surgical nursing.
2. Literature Review**:** Critically analyze recent evidence on an innovative clinical teaching method.
3. Simulation Scenario Design: Create a simulation scenario with debriefing guide for a clinical skill.
4. Peer Teaching Session: Conduct a short clinical teaching session and receive feedback.
5. Assessment Tool Development: Design a rubric or checklist for evaluating a clinical competency.
6. Reflective Journal: Maintain a journal on insights gained from readings, class discussions, and observations.
7. Final Project: A comprehensive clinical education portfolio OR a research proposal on a clinical education issue.

Learning assistant tools:
White board * Plaster board * computer and video projector

How to rate and score: (from total score)

70%	1. Presentation of a project related to planning and implementing an educational program for a patient and family (selecting an educational need, developing a course plan, choosing appropriate media in the form

	of a poster, booklet, or multimedia content) and delivering an educational lecture to the instructor. 2. Presentation of a project related to planning and implementing an educational program for staff (selecting an educational need for nursing experts, developing a course plan, preparing slides, conducting a class in coordination with the instructor and the hospital's educational supervisor). 3. Presentation of a project related to planning and implementing an educational program for learners (undergraduate or graduate students).
30%	Exam end of course
100%	total

References

1. Bastable S. *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*. Massachusetts: Jones and Bartlett Publishers; 2013.
2. Lowenstein A, Foord-May L, Romano J. *Teaching Strategies for Health Education and Health Promotion: Working With Patients, Families, and Communities*. Boston: Jones and Bartlett Publishers; 2009.
3. Falvo DR. *Effective Patient Education: A Guide to Increased Adherence*. Boston: Jones and Bartlett Publishers; 2011.
4. McCorry LK, Mason J. *Communication Skills for the Healthcare Professional*. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins; 2011.
5. Muma RD, Lyons BA, editors. *Patient Education: A Practical Approach*. 2nd ed. Sudbury, MA: Jones and Bartlett Learning; 2012.
6. Redman BK. *The Practice of Patient Education*. 9th ed. St. Louis: Mosby; 2011.

GUIDELINE OF COURSE CONTENT:

session	Subject/session	faculties
1.	The necessity and position of health education and promotion in the health system, and the legal and ethical foundations of the educational process.	Dr Gholamnejad
2.	Review of learning theories.	Dr.Akhlaghi
3.	Learner characteristics: learning needs, developmental level.	Dr Gholamnejad
4.	Learner characteristics: motivation, compliance,	
5.	health behaviors, literacy and its role in adult education.	
6.	Teaching and learning techniques and strategies: behavioral objectives, learning domains.	
7.	Teaching methods (traditional methods, non-traditional methods, selecting a teaching method, evaluating teaching methods, increasing the effectiveness of teaching methods).	Dr hosseini
8.	Teaching methods (traditional methods, non-traditional methods, selecting a teaching method, evaluating teaching methods, increasing the effectiveness of teaching methods).	
9.	Educational materials (types, three components of materials, methods for selecting appropriate educational materials).	
10.	Technology in health education.	Dr.Akhlaghi
11.	Evaluation in health education (assessment vs. evaluation, evaluation models, designing evaluation, implementing evaluation, interpreting and reporting results).	Dr Gholamnejad