TEHRAN UNIVERSITY OF MEDICAL SCIENCES

Vice chancellor for education
Education Development Center
Curriculum Planning Division

Clinical Course Plan Framework

General Course Information:

Title of clinical course:
Department / Group:
Faculty member in charge of the training
Faculty members
The faculty member in charge of training
Phone &e-mail
Course length

Overview of the course (The program manager is expected to describe the course in one or two paragraphs, while providing general explanations.)

Expected Learning Outcomes

The most important teaching-learning activities corresponding to each of the learning outcomes[1]
Learning-teaching activities corresponding to the learning outcome;

Student responsibilities & expectations

Student assessment method

- How to evaluate stagers / interns/ residents
- Type of assessment (formative/ summative)
- Student assessment method
- Grade weighty of each type/ method in the final score of the student

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[1] Some practical tips are provided at the end of the framework (Appendix 1).

Learning Resources

Resources include reference books, specialized journals, and related website addresses.

A) Books

B) Articles

C) Resources for further study

Weekly Schedule

Please complete the table below carefully. Some table cells are supposedly completed.

Days of the Week	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Type of Activity	orientation	Clinical rounds		Teaching essential topics/ topics		Oral end rotation test
The instructor in charge	Dr.					
Activity time	The first day of rotation	Time:		Time:		Last day of rotation
Required educational facilities						

Appendix 1

Learning Outcomes

Learning outcomes are a combination of knowledge, attitudes, skills, and generally the characteristics we want our students to have at the end of the course. In fact, structurally, learning outcomes are sentences that describe what we expect from the student at the end of the course, in other words, what the student should know, understand, and be able to do at the end of the course.

For example, a …………… PhD student at the end of the…….... course should be able to apply the relevant principles in the use of published, unpublished and electronic information resources while being aware of the criteria of ethical research.

Teaching- Learning Activities

Teaching activities are a set of activities that faculty members and senior residents undertake when playing the role of teaching, in order to optimally train stagers / interns/ residents. In the meantime, the use of learning-focused strategies which concentrate on active and interactive methods, will strengthen the motivation and focus of learners. Examples of such strategies and put the learners at the center of learning are small group discussions, problem-based education, team-based education, and self-study methods and e-learning.

And learning activities are a set of activities that stagers / interns/ residents are required to perform in order to improve their knowledge and skills. For example, active participation in the round, Grand Round and Journal Club, presenting educational didactic conferences.

Stagers / Intern/ Resident Assessment Methods

Evaluation of the stagers / interns/ residents is done in a formative way (during the training course and with the aim of providing feedback and improving the overall performance or by assigning a share of the final score to it, effective in the final evaluation of the student) and final (at the end of the training course to decide and judge about the amount of inclusive learning) and is done by using a variety of assessment methods:

- Evaluation of theoretical knowledge using a variety of written tests including descriptive, "true-false", "multiple choice", "matching", and reasoning tests ...
- Performance Based Assessment in simulated environments such as using objective structured clinical examination as one of the prominent examples of special performance evaluation tests.
- Workplace Based Assessment mentioning the activities that stagers/ interns/ residents perform independently or under the guidance of an instructor in real work environments. Including performing different procedures and using a variety of evaluation methods in the workplace such as:

Using Multi Source Feedback (MSF)

Assessing Portfolio and Logbook

Considering Global rating form

¬ Using methods such as DOPS, Mini CEX, etc. with the aim of evaluation during the course (formative evaluation)

Appendix 2

Clinical Course Plan Evaluation Checklist							
Department	Major/degree	Course title	Item	Evaluation criteria	How to appraise the design according to the criteria		
					Acceptable	Needs correction	Description of items that need correction
			Course information	The general information of the course, including the title of the course, the name of the hospital, the name of the ward, the person in charge of education, the faculty members of the course presenter, the contact information of the person in charge of education and the length of the course.			
			General description of the course	The course is introduced in one or two paragraphs.			
			Expected learning outcomes	The expected learning outcomes are written in the correct written format.			
			Learning-teaching activities corresponding to each of the learning outcomes	For each of the expected learning outcomes, appropriate learning-teaching activities are listed.			
			Course policies and rules	All the criteria of the course are also stated in the duties and responsibilities of the stagers/ interns.			
			How to evaluate a student	How to evaluate a student is stated by citing the type of assessment (formative / summative), the assessment method and the share of each type / assessment method in the student's final grade.			
			sources	Textbooks, specialized journals, articles and related website addresses are introduced			
			Weekly schedule	The table related to the weekly schedule includes the type of activity, time of activity, manager and educational facilities required by days of the week.			