

In the Name of God



**Hamadan University of Medical Sciences and Health Services
Educational Deputy of the University
Center for Studies and Development of Medical Sciences Education**

Theory/Practical Lesson Plan Form

Dear Colleagues,

As the teaching-learning process is one that requires careful planning to achieve its objectives, the preparation of a lesson plan at the beginning of the educational process (as a map and guide for instructors and students) is essential. It serves as one of the main tools for the educational activities of instructors. Therefore, we kindly ask all instructors to pay utmost attention to completing the lesson plan.

Course and Instructor Details (Completing all items in this section is essential)

Course information

- Course title: Family and Population Studies
- Instructor: Dr. Masoumeh Zangeneh
- Course coordinator: Dr. Masoumeh Zangeneh
- Head of Department: Dr. Mansour Heidari
- Credit hours: Theory: 2.0 units
- Program & student level: Doctor of Medicine (Professional Doctorate)
- Semester: First semester, Academic Year 1403–1404 (Iranian calendar)
- Teaching location: Faculty of Medicine

Course description and objectives

- Rationale: The family is the most fundamental institution of any society. Contemporary generations require up-to-date, practical knowledge to enter married life consciously. The textbook Family and Population, prepared according to the “Short-Term Transformation Plan for Islamic Studies Courses,” addresses core topics students need: human self-understanding, pathology of relationships outside religious and customary norms, pre-marriage considerations, skills for selecting a suitable spouse, factors that strengthen family stability, skills for sustaining family relationships, the importance of childbearing, and Iran’s population challenges with proposed solutions.
- Course goals: By the end of the course, students should be able to manage premarital relationships responsibly, learn practical methods for selecting an appropriate spouse, acquire basic family-management skills, understand the importance of childbearing and Iran’s demographic challenges, and develop practical competencies necessary for establishing a family.

Learning outcomes, sessions, teaching methods and assessment

- General notes: Learning domain labels use standard academic terminology (Cognitive = knowledge/understanding/analysis). Each session is 90 minutes (1:30). Teaching methods: lecture, Q&A, discussion, clips where specified. Teaching aid: slide presentation unless otherwise noted. Assessment in sessions: 2–3 oral questions unless otherwise specified.

Session-by-session syllabus

Session 1

- Topic: Understanding interpersonal relations with the opposite sex; types of interactions in the field of sexual behavior
- Expected behavioral outcomes:
 1. Evaluate human values and self-identity.
 2. Describe common modes of interaction with the opposite sex.
 3. Critically assess common modes of interaction with the opposite sex.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slide presentation
- Assessment: 2–3 oral questions

Session 2

- Topic: Desirable sexual behaviors from the perspective of Islam
- Expected behavioral outcomes:
 1. Describe desirable sexual behaviors according to Islamic teachings.
 2. Explain management of sexual instinct and appropriate conduct with the opposite sex.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slide presentation

- Assessment: 2–3 oral questions

Session 3

- Topic: Skills for managing impulses and strengthening self-control
- Expected behavioral outcomes:
 1. Explain cognitive strategies for managing sexual impulses and strengthening restraint.
 2. Explain behavioral strategies for managing sexual impulses and strengthening restraint.
- Learning domain: Cognitive
- Teaching methods: Question & answer
- Duration: 1:30
- Teaching aids: Slide presentation
- Assessment: 2–3 oral questions

Session 4

- Topic: Temporary marriage (Sigheh) — benefits of intimacy
- Expected behavioral outcomes:
 1. Evaluate and critically appraise temporary marriage (Sigheh) at the individual level with contemporary examples.
 2. Evaluate and critically appraise temporary marriage (Sigheh) at the social level with contemporary examples.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slide presentation
- Assessment: 2–3 oral questions

Session 5

- Topic: Managing romantic relationships between women and men
- Expected behavioral outcomes:
 1. Explain general behavioral skills for managing emotional relationships with the opposite sex.
 2. Describe management of emotional breakup with contemporary examples.
- Learning domain: Cognitive
- Teaching methods: Question & answer; clip screening
- Duration: 1:30
- Teaching aids: Slide presentation + video clip
- Assessment: 2–3 oral questions

Session 6

- Topic: Marriage and its functions
- Expected behavioral outcomes:
 1. Explain the functions of marriage with contemporary examples.
 2. Critically evaluate appropriate timing for marriage with contemporary examples.

- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slide presentation
- Assessment: 2–3 oral questions

Session 7

- Topic: Facilitating removal of obstacles to marriage when facing barriers
- Expected behavioral outcomes:
 1. Analyze and evaluate appropriate strategies to confront contemporary barriers to marriage.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slide presentation
- Assessment: 2–3 oral questions

Session 8

- Topic: Choosing a suitable spouse
- Expected behavioral outcomes:
 1. Explain how self-knowledge affects spouse selection, with examples.
 2. List and explain spouse-selection criteria.
 3. Describe principal methods to get to know a prospective spouse.
 4. State legal conditions required for a valid marriage contract.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer; clip screening
- Duration: 1:30
- Teaching aids: Slide presentation + video clip
- Assessment: 2–3 oral questions

Session 9

- Topic: Factors that strengthen the family and related behavioral skills — belief-related factors
- Expected behavioral outcomes:
 1. Describe belief-based factors that strengthen the family.
 2. Compare and evaluate belief-based factors for family stability.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slides, video clip
- Assessment: 2–3 oral questions

Session 10

- Topic: Factors that strengthen the family and related behavioral skills — behavioral factors
- Expected behavioral outcomes:

1. Describe behavior-related skills associated with spouses' religiosity.
 2. Categorize behavioral factors of spouses and illustrate each with examples.
- Learning domain: Cognitive
 - Teaching methods: Lecture; question & answer
 - Duration: 1:30
 - Teaching aids: Slide presentation
 - Assessment: 2–3 oral questions

Session 11

- Topic: Importance of childbearing — effects and benefits of childbearing
- Expected behavioral outcomes:
 1. Explain the importance and position of childbearing in Islam.
 2. Categorize and explain the effects and benefits of childbearing with examples.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer; clip screening
- Duration: 1:30
- Teaching aids: Slide presentation + video clip
- Assessment: 2–3 oral questions

Session 12

- Topic: Barriers to childbearing
- Expected behavioral outcomes:
 1. Explain cultural and social barriers to childbearing.
 2. Describe biological/natural barriers to childbearing.
 3. Explain abortion and its complications.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slide presentation
- Assessment: 2–3 oral questions

Session 13

- Topic: Single-child family (only child) and its consequences; social and economic supports for childbearing in law
- Expected behavioral outcomes:
 1. Explain and evaluate consequences of being an only child for parents.
 2. Explain and evaluate consequences of being an only child for children.
 3. Classify and evaluate social and economic legal supports for childbearing.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slide presentation
- Assessment: 2–3 oral questions

Session 14

- Topic: Demography — trends of global demographic change
- Expected behavioral outcomes:
 1. Describe the science of demography and its necessity.
 2. Describe and evaluate global demographic trends.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slide presentation
- Assessment: 2–3 oral questions

Session 15

- Topic: Strategies to overcome the population crisis; demographic myths and challenges
- Expected behavioral outcomes:
 1. Propose several strategies to address Iran’s population crisis.
 2. Explain and evaluate the following demographic concerns:
 - water scarcity vs. population growth,
 - economic development vs. declining population growth,
 - population growth vs. increased unemployment,
 - quality vs. quantity of population.
- Learning domain: Cognitive
- Teaching methods: Lecture; question & answer
- Duration: 1:30
- Teaching aids: Slide presentation
- Assessment: 2–3 oral questions

1. Evaluate population growth relative to contemporary conditions.

Session 16

- Topic: Responding to students’ questions and addressing misconceptions related to textbook topics
- Teaching method: Question & answer
- Duration: 1:30
- Teaching aids: —
- Assessment: Open discussion / formative feedback

Assessment and grading (total: 20 points)

- Quiz: Oral questions in each session — 2 points
- Classroom assignment (group work: PPT presentation or clip/video related to textbook topics) — 1 point
- Final exam: Written multiple-choice examination — 17 points
- Total: 20 points

Assignment evaluation checklist (for classroom assignment)

- Production of content relevant to textbook topic: 0.5

- Adherence to writing/design principles (PPT design): 0.25
- Professional ethics (permission from author or proper reference/link/source): 0.25
- Total: 1.0 point

Student responsibilities and tasks

1. Timely attendance and departure; observance of Islamic and professional ethics in class.
2. Permitted number of absences: according to institutional academic rules and regulations.
3. Group assignments: prepare summaries as PPT or produce a clip/video related to course topics; groups of 2–3 students.
4. Use of mobile phones and other audio/video recording devices to record class is prohibited.

Course textbook and references

- Primary text: Family and Population Studies; Short-Term Transformation Plan for Islamic Studies Courses; collective authorship; compiled by the Office of the Representative of the Supreme Leader in Universities; Research Deputy, Islamic Studies University; Office for Publication of Islamic Teachings; Qom; 1401 (Persian).