

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 Colleague,**

As the teaching-learning process is one that cannot achieve its goals without planning, it is essential to develop a lesson plan at the beginning of the educational process (as a map and guide for instructors and students). This is considered one of the main tools for the educational activities of instructors. Therefore, we kindly ask the esteemed instructors to exercise utmost care in completing the lesson plan.

### Course and Instructor Information

- **Course Title:** Theory of Social Medicine Internship
- **Instructor:** Nasrin Jiryaei
- **Course Coordinator:** Elham Khanlarzadeh
- **Department Head:** Farzaneh Asna-Ashari
- **Credits (Type and Amount):**
  - Theoretical: 4 credits
  - Practical: [To be determined] credits
- **Student Major/Level:** Medicine / Internship
  - First Semester: ✓
  - Second Semester: ✓
- **Teaching Location:** Medical School Classroom

### Lesson Plan

| Topic (Title)  | Intended Learning Outcomes (Behavioral Objectives)                           | Learning Domain(s)                       | Teaching Method(s)                            | Duration | Teaching Aids  | Assessment Method |
|--|--|--|---|----------|--|-------------------|
| Management, Reduction of Health Risk Factors, and Lifestyle Modification | 1. the student will be able to <b>define blood pressure and describe its</b> | Cognitive / Psychomotor / or / Affective | Lecture / Role Play / Assignment Presentation | 2 hours  | PowerPoint , Assignment Presentation, Class Discussion | Homework , Q&A    |

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|--|--|--|--|--|--|--|
|  | <p><b>classification.</b></p> <p>2. The student will be able to <b>list the causes of hypertension.</b></p> <p>3. The student will be able to <b>explain the methods of prevention and treatment of hypertension.</b></p> <p>4. The student will be able to <b>define obesity and list its types.</b></p> <p>5. The student will be able to <b>name laboratory diagnostic methods for diabetes and describe the types of diabetes.</b></p> <p>6. The student will be able to <b>explain the approaches to diabetes prevention.</b></p> <p>7. The student will be able to <b>describe the steps of diabetes screening.</b></p> <p>8. The student will be able</p> |  |  |  |  |  |
|--|--|--|--|--|--|--|

|                       |  |                                     |   |         |   |           |
|-----------------------|--|-------------------------------------|---|---------|---|-----------|
|                       | <p>to <b>fully explain diabetic patient care.</b></p> <p>9. The student will <b>recognize the importance of proper care for diabetic patients.</b></p> <p>10. The student will be able to <b>explain the treatment of diabetes.</b></p> <p>11. The student will be able to <b>describe the stages of gestational diabetes screening.</b></p> <p>12. The student will <b>recognize the importance of timely screening for gestational diabetes.</b></p> <p>13. The student will be able to <b>perform a correct approach to a patient with hyperlipidemia</b></p> |                                     |   |         |   |           |
| Exercise Prescription | <p>1. The student will be able to write an exercise prescription correctly.</p>  | Cognitive / Psychomotor / Affective | Lecture / Role Play / Assignment Presentation | 2 hours | PowerPoint, Assignment Presentation, Class Discussion | Homework, |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  | 2. The student will be able to identify barriers to proper physical activity and explain possible solutions. |  |  |  |  |  |
|  | 3. The student will recognize the importance of appropriate physical activity                                |  |  |  |  |  |

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### Additional Guidelines

1. When writing **intended learning outcomes (ILOs)**, use verbs that are clear and measurable. For example, in the cognitive domain: “name,” “describe,” “compare,” “analyze,” “estimate,” etc. In the affective domain: “believe,” “motivate,” “collaborate,” “advocate,” etc. In the psychomotor domain: “demonstrate,” “perform,” etc.
  2. The **domain of learning** (cognitive, affective, or psychomotor) should be specified according to the educational objective.
  3. **Teaching methods** should match the learning goals (e.g., lecture, group discussion, role play, PBL).
  4. In each session, if assessment is included, the evaluation method must be stated (e.g., Q&A, quiz [MCQ or essay], etc.).
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### Grading Scheme

| Assessment Type                      | Date/Period       | Points | Assessment Tool/Method |
|--------------------------------------|-------------------|--------|------------------------|
| Quiz                                 | —                 |        | MCQ/Short Answer/Essay |
| Project Presentation (during course) | Throughout course | 4      | Project Presentation   |
| Submitted Homework Assignments       | Throughout course |        | Assignment Submission  |
| Mid-term Exam                        | —                 |        | Written Exam           |

|  |               |           |                                      |
|--|---------------|-----------|--------------------------------------|
| Final Exam                                       | End of course | 14        | MCQ                                  |
| Other: Active Class Participation,<br>Attendance | —             | 2         | Attendance / Instructor<br>Checklist |
| <b>Total</b>                                     |               | <b>20</b> |                                      |