فرم طرح درس

مشخصات کلی درس:

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| عنوان واحد درسی: زبان تخصصی HIT | نوع واحد درسی (نظری/عملی): نظری | تعداد واحد (نظری/عملی): 3 |
| کد درس: | عنوان درس پيش نياز یا هم نیاز: زبان عمومی | زمان برگزاری آموزش (روز - ساعت): کلاس 206-یکشنبه 14-12:30 |
| محل برگزاری آموزش: کلاس 206 | تعداد جلسات: 23 | سایر:- |

مشخصات فراگیران:

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| رشته تحصیلی: فناوری اطلاعات سلامت | مقطع تحصیلی: کارشناسی | نیمسال تحصیلی: 1403-1402 |
| تعداد فراگیران:7 | گروه آموزشی: فناوری اطلاعات سلامت | دانشکده: علوم پزشکی ساوه |

مشخصات مدرس/ مدرسین:

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| نام و نام خانوادگی: دکتر گلی ارجی | رشته تحصیلی: مدیریت اطلاعات سلامت | مقطع تحصیلی: دکتری تخصصی |
| رتبه علمی: استادیار | گروه آموزشي: فناوری اطلاعات سلامت | پست الکترونیک:Goliarji@gmail.com |
| تلفن:- | روزهای حضور در گروه: شنبه تا چهارشنبه | آدرس دفتر: پردیس علوم پزشکی |

ضوابط آموزشی:

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| وظایف و تکالیف دانشجو: | * حضور مرتب و منظم در کلاس- پيش خوانی مطالب- جستجو در منابع علمي- مشاركت در بحث گروهی- رعایت اصول اخلاقی |
| مقررات و نحوه برخورد با غیبت و تاخیر دانشجو : | * مطابق آیین نامه آموزشی |

**شیوه ارزشیابی:**

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| **روش های ارزیابی:** | **میزان نمره از 20** | **نوع آزمون: (شفاهی، کتبی، چندگزینه ای، جورکردنی، صحیح-غلط، تشریحی، پاسخ کوتاه، کامل کردنی)** |
| آزمون میان ترم | 5 | چند گزینه ای- عملی |
| آزمون پایان ترم | 10 | چند گزینه ای- عملی |
| کوئیزها | 2 | شفاهی |
| تکلیف آموزشی، پروژه تحقیقاتی یا غیره | 2 | شفاهی |
| حضور منظم و فعال در کلاس و شرکت در بحث ها | 1 | شفاهی |

اهداف درس:

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|  | **Aim: Developing and strengthening special English skills: Reading-Writing-Listening and Speaking translation in the field of health information technology** | | | | | |
| **#** | | **Title** | **Behavioral objectives** | **Cognitive, psychomotor, affective domain** | **Teaching method & media** | **Educational Tools** |
| **1** | | **A stimulus to define informatics and health information technology** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **2** | | **A stimulus to define informatics and health information technology(Continue)** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **3** | | **Education, training and the development of healthcare informatics** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **4** | | **Education, training and the development of healthcare informatics(Continue)** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **5** | | **Health information systems — past, present, future** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **6** | | **Health information systems — past, present, future(Continue)** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **7** | | **Building A Health Informatics Workforce In Developing Countries** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **8** | | **Building A Health Informatics Workforce In Developing Countries(continue)** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **9** | | **Promoting individual health using information technology: Trends in the US health system** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **10** | | **Promoting individual health using information technology: Trends in the US health system(continue)** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **11** | | **Infodemiology and Infoveillance: Framework for an Emerging Set of Public Health Informatics Methods to Analyze Search, Communication and Publication Behavior on the Internet** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **12** | | **Infodemiology and Infoveillance: Framework for an Emerging Set of Public Health Informatics Methods to Analyze Search, Communication and Publication Behavior on the Internet(continue)** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **13** | | **‘It is like texting at the dinner table’: a qualitative analysis of the impact of electronic health records on patient– physician interaction in hospitals** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **14** | | **‘It is like texting at the dinner table’: a qualitative analysis of the impact of electronic health records on patient– physician interaction in hospitals (continue)** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **15** | | **Can Electronic Medical Record Systems Transform Health Care? Potential Health Benefits, Savings, And Costs** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **16** | | **Can Electronic Medical Record Systems Transform Health Care? Potential Health Benefits, Savings, And Costs (continue)** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **17** | | **A new sociotechnical model for studying health information technology in complex adaptive healthcare systems (continue)** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **18** | | **Development and pilot evaluation of a pregnancy-specific mobile health tool: a qualitative investigation of SmartMoms Canada** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **19** | | **Social media- and internet-based disease surveillance for public health** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **20** | | **An intelligent mobile based decision support system for retinal disease diagnosis** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **21** | | **Effectiveness of gamification for the rehabilitation of neurodegenerative disorders** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **22** | | **Disrupting healthcare? Entrepreneurship as an “innovative” financing mechanism in India’s primary care sector** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |
| **23** | | **Augmented Reality, Virtual Reality, and Game Technologies in Ophthalmology Training** | * Development of listening skills, including active listening, note-taking, and summarizing * Development of speaking skills, including pronunciation, fluency, and interaction * Development of reading skills, including scanning, skimming, and critical reading * Practice exercises to reinforce writing skills | Cognitive, psychomotor | Active Class Participation and Cooperation: Asking and Answering Questions | White board-Computer- Video Projector |

**References**

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| اصلی | The last and newest papers in helath information technology |
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