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 Participationand Cooperation:Asking and AnsweringQuestions | 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
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* Practice exercises to reinforce writing skills
 | Cognitive, psychomotor | Active Class Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **3** | **Education, training andthe development ofhealthcare informatics** | * Development of listening skills, including active listening, note-taking, and summarizing
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| **4** | **Education, training andthe development ofhealthcare informatics(Continue)** | * Development of listening skills, including active listening, note-taking, and summarizing
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| **5** | **Health information systems— past, present, future** | * Development of listening skills, including active listening, note-taking, and summarizing
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 | Cognitive, psychomotor | Active Class Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **6** | **Health information systems— past, present, future(Continue)** | * Development of listening skills, including active listening, note-taking, and summarizing
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| **7** | **Building A Health InformaticsWorkforce In Developing Countries** | * Development of listening skills, including active listening, note-taking, and summarizing
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| **8** | **Building A Health InformaticsWorkforce 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
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| **9** | **Promoting individual healthusing 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
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| **10** | **Promoting individual healthusing information technology:Trends in the US health system(continue)** | * Development of listening skills, including active listening, note-taking, and summarizing
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* Development of reading skills, including scanning, skimming, and critical reading
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 | Cognitive, psychomotor | Active Class Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **11** | **Infodemiology and Infoveillance: Framework for an Emerging Setof 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
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 | Cognitive, psychomotor | Active Class Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **12** | **Infodemiology and Infoveillance: Framework for an Emerging Setof 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 Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **13** | **‘It is like texting at the dinner table’: aqualitative analysis of the impact ofelectronic health records on patient–physician interaction in hospitals** | * Development of listening skills, including active listening, note-taking, and summarizing
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 | Cognitive, psychomotor | Active Class Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **14** | **‘It is like texting at the dinner table’: aqualitative analysis of the impact ofelectronic 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 Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **15** | **Can Electronic Medical RecordSystems Transform HealthCare? Potential Health Benefits,Savings, And Costs** | * Development of listening skills, including active listening, note-taking, and summarizing
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* Development of reading skills, including scanning, skimming, and critical reading
* Practice exercises to reinforce writing skills
 | Cognitive, psychomotor | Active Class Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **16** | **Can Electronic Medical RecordSystems Transform HealthCare? 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 Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **17** | **A new sociotechnical model for studying healthinformation technology in complex adaptivehealthcare systems (continue)** | * Development of listening skills, including active listening, note-taking, and summarizing
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* Development of reading skills, including scanning, skimming, and critical reading
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 | Cognitive, psychomotor | Active Class Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **18** | **Development and pilot evaluation of apregnancy-specific mobile health tool: aqualitative investigation of SmartMomsCanada** | * 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 Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **19** | **Social media- and internet-based disease surveillance for publichealth** | * 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 Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **20** | **An intelligent mobile based decision support system for retinaldisease 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 Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **21** | **Effectiveness of gamification for the rehabilitation ofneurodegenerative disorders** | * Development of listening skills, including active listening, note-taking, and summarizing
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* Development of reading skills, including scanning, skimming, and critical reading
* Practice exercises to reinforce writing skills
 | Cognitive, psychomotor | Active Class Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **22** | **Disrupting healthcare? Entrepreneurship as an “innovative” financingmechanism 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 Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |
| **23** | **Augmented Reality, Virtual Reality, and Game Technologies inOphthalmology Training** | * Development of listening skills, including active listening, note-taking, and summarizing
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* Practice exercises to reinforce writing skills
 | Cognitive, psychomotor | Active Class Participationand Cooperation:Asking and AnsweringQuestions | White board-Computer- Video Projector  |

**References**

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