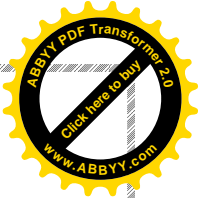
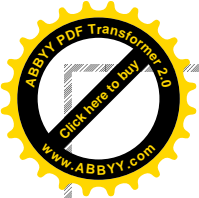


Teaching methods utilized by community health nursing department

- **Project based learning** is a collaborative education style facilitated by teachers, aimed at increasing student's retention of content in a way that is directly engaging, through projects applicable to life outside of the classroom. It is an instructional method that provides students with complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that includes teacher facilitation, but not direction. It is focused on questions that drive students to encounter the central concepts and principles of a subject in a hands-on method.
- **E- learning:** refers to the use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching.
- **Problem- based scenarios** : is a learner- centered instructional method that enhance students' ability to analyze, synthesize, and evaluate problems. It can be described as a teaching strategy in which students confront contextualized, ill- structured problems and strive meaningful solutions. The problems used in PBL activities are complex and rooted in real- world situations.
 - **Clinical skills** : [at laboratories and health care settings (clinics & hospitals), field practices (homes& community settings)]
 - **Lecture**
 - ☒ To build upon the learners' existing base of knowledge.
 - ☒ To situate the new information in the context of the learner by continuously providing examples and illustrations to relate it to the learners' context.



▪ **Group Discussion**

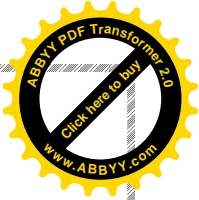
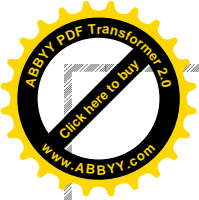
- ☒ The learners given a real life or relevant subject matter or question to discuss.
- ☒ Carried on by the learners on the basis of their own past experiences, attitudes and values, from which they arrive at new knowledge and new insights.
- ☒ Have the discussions with subsequent presentation and summarization.

▪ **Case study**

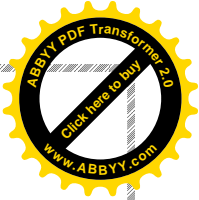
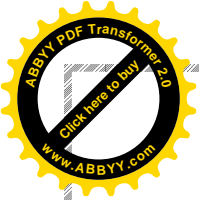
- ☒ The learners' own experiences, values and feelings form the basis for analyzing others' experiences. Case studies (and stories) may be presented in written or verbal forms or even through the medium of film depending on cultural appropriateness.

▪ **Role Play**

- ☒ A small group enacts a role-play about a situation while other learners observe.
- ☒ Stimulate discussion on complex issues.
- ☒ A brief enactment by trainers or learners or both can be used to stimulate further group discussion on similar issuer and experiences that learners share.
- ☒ Practice some skills and receiving feedback from learners and trainers after that practice.



- ☒ Re-enact of past experiences, all learners are involved to enact an issue or a situation about which they are familiar in their past.
- ☒ Engaging in discussion of a totally unrelated topic to promote interaction that brings the group back to the 'here and now'
- ☒ Allowing further discussion of any issue of concern.
- ☒ Allowing objective feedback on aspects of the portrayal of the roles and how real the situation felt.
- ☒ Asking actors and observers what they liked about the interaction and what might have been done differently.
- ☒ Asking the class what they learnt from the role-play.
- ☒ Drawing the class' attention back to the objective, or to the main points that the role-play was to demonstrate.
- ☒ Real consolidation of learning through role-play occurs through the steps of preparation, re-enactment, discussion, processing and analysis with generalization to real life situation.



Assessment methods

Formative evaluation:

- Classroom activities
- Students portfolios
- Student work [project outcomes, problem- based assignments]
- Periodical clinical evaluation

Summative:

- Final written exam
- Final oral exam
- Final practical exam [clinical performance evaluation, OSCE] to evaluate clinical competence of students in a comprehensive, consistent and structured manner , to assess the cognitive and psychomotor skills as well as the knowledge recall and communication skills.