

# CURRICULUM VITAE

**Zahra Nahardani**, Ph.D of Medical Education.

---



**First name:** Zahra

**Surname:** Nahardani

**Nickname:** Seyedeh Zahra

**Date of Birth:** 22 May 1983

**Place of Birth:** Tehran, Islamic Republic of Iran 

**Nationality:** Iranian

**Gender:** Female

**Marital Status:** married

**Language(s):** Persian – English



**Email addresses:** [zahra\\_nahardani@yahoo.com](mailto:zahra_nahardani@yahoo.com)



**ResearchGate:** <https://www.researchgate.net/profile/Seyedeh-Nahardani>



**Google Scholar:** <https://scholar.google.com/citations?hl=en&user=qxHwnnkAAAAJ>



**ORCID ID:** [orcid.org/000-0002-2631-3561](https://orcid.org/000-0002-2631-3561)



**Scopus ID:** 56993747800



**LinkedIn:** <https://www.linkedin.com/in/zahra-nahardani-3256b623b/>





#### Education:



**Ph.D.**, Medical Education, **Iran University of Medical Sciences**, Tehran, Iran, 2018

**MSc**, Curriculum Development, **Payame Noor**, Tehran, Iran, 2009

**BSc**, Educational Administration, **Shahid Beheshti**, Tehran, Iran, 2005



#### Academic Position:

**2009- 2012:** Active Member of Student Research Committee, School of education, Shahid beheshti University, **Tehran, Iran.**

**2011 - 2015:** Collaborate with Faculty Development Unit, Educational Development Office (EDO), Rehabilitation school, Iran University of Medical Sciences, **Tehran, Iran.**

**2015-2019:** Teacher Assistant in Change Management, Teaching and Learning Models, Student Evaluation, Statistics Methods, Quasi-Experimental Research, philosophy in science and medicine, clinical education, Educational Psychology Courses, Department of Medical Education, School of Medicine, Iran University of Medical Sciences, **Tehran, Iran.**

**2018-2019:** Collaborate with Faculty Development Unit, Educational Development Centre (EDC), Iran University of Medical Sciences, **Tehran, Iran.**

**2018-2021:** Secretary of the Medical Education Panel in International Congress on spiritual health, Shahid Beheshti University of Medical Sciences, **tehran, Iran.**

**2019 - Present :** Collaborate with Center for Educational Research in Medical Sciences (CERMS), Department of Medical Education, Department of Medical Education, School of Medicine, Iran University of Medical Sciences, **Tehran, Iran.**

**2018 - Present:** Faculty Member of Spiritual Health of the Academy of Medical Sciences of the Islamic Republic of Iran.

**2020 - 2022:** Head of educational office, School of Rehabilitation, Iran University of Medical Sciences, **Tehran, Iran.**

**2022- Present:** Head of education development office (EDO), School of Rehabilitation, Iran University of Medical Sciences, Tehran, Iran.



#### **Workshop Experience:**

**2016 & 2017:** Workshop on "New Methods of Teaching and Assessment" for Postgraduate Students in School of Medicine, three semesters, Iran University of Medical Sciences, Tehran, Iran

**2018 & 2019:** "Medical Education" workshop for students of Iran University of Medical Sciences,, Iran University of Medical Sciences, Tehran, Iran

**2018 - 2021:** Workshop of "presenting an idea in medical education" for medical students, School of Medicine, Iran University of Medical Sciences, Tehran, Iran

**2019:** "Flipped Classroom" workshop for faculty members of Iran University of Medical Sciences, Iran University of Medical Sciences, Tehran, Iran

**2020 - present:** faculty development workshops for faculty members of Iran University of Medical Sciences, Iran University of Medical Sciences, Tehran, Iran

**2019 - present:** medical education courses for postgraduate students of Iran University of Medical Sciences, Iran University of Medical Sciences, Tehran, Iran



#### **Theaching Experience:**

- 1- Teaching and learning systems. PhD in occupational therapy.
- 2- Psychology of learning. BA in speech therapy.
- 3- Curriculum development. Phd and master in medical education.
- 4- Qualitative research. PhD in medical education.
- 5- Student Evaluation. PhD in medical education.



#### **Published Peer Review Papers:**

1. **Nahardani** SZ, Ahmadi F, Bigdeli S, Arabshahi KS. Spirituality in medical education: A concept analysis. *Medicine, Health Care and Philosophy*. 2019 Jun 15;22(2):179-89. **(ISI)**
2. **Nahardani** SZ, Salami MR, Mirmoghtadaie Z, Keshavarzi MH. The Hidden Curriculum in Online Education Is Based on Systematized Review. *Shiraz E-Medical Journal*. 2022 Apr 30;23(4).

3. Sohrabi Z, Koohestani HR, **Nahardani SZ**. Data on the knowledge, attitude, and performance of Ph. D. students attending an educational course (Tehran, Iran). *Data in brief*. 2018(21):1325-8. **(ISI)**
4. Memaryan N, Rassouli M, **Nahardani SZ**, Amiri P. Integration of spirituality in medical education in Iran: A qualitative exploration of requirements. *Evidence-Based Complementary and Alternative Medicine*. 2015 Jan 1;2015. **(ISI)**
5. **Nahardani SZ**. Applied Education of Spiritual Health in Iranian Medical Sciences. *The Journal of Medical Education and Development*. 2020 Jun 10;15(1):40-52.
6. Memariyan N, **Nahardani SZ**, Rasooli M, Vahidshahi K. Developing Educational Goals and Expected Competencies for Teaching Spiritual Health to The Students of Medical Sciences. *Iranian Journal of Medical Education*. 2017; 17 :116-125.
7. Alizadeh S, **Nahardani SZ**, Sohrabi Z, Doorfard M. The Effect of Announced and Unannounced Formative Tests on Rehabilitation Students' Final Exam Mean Scores. *Iranian Journal of Medical Education*. 2015 Nov 15;15:656-62.
8. **Nahardani SZ**. Islamic spirituality in medical education: mandatory or optional? *Iranian Journal of Medical Education*. 2015 Apr 1;15:51-3.
9. **Nahardani S Z**, Alizadeh S, Sohrabi Z. Educational governance is a need for medical education today. *Strides in Development of Medical Education*. 2016 Jan 1;12(4):687-91.
10. **Nahardani S Z**. Letter to Editor. *Iranian Journal of Medical Education*. 2018; 18 :8-9.
11. **Nahardani SZ**, Arabshahi KS, Pashmdar fard M, Developing the Spiritual Health Curriculum approach based on Tyler's Model in *IranMedical Journal of The Islamic Republic of Iran (MJIRI)*. *Accepted*.
12. **Nahardani SZ**; Jalali m; Keshavarzi MH F. Educational Factors in Evidence-based rehabilitation: a qualitative study in Iran. *Journal of Veterinary Medical Education*. *Accepted*.



#### **Papers in Progress:**

- Norizadeh Dehkordi Sh, Kamali M, **Nahardani SZ**. Evaluation of a Competency-Based Curriculum for a Master of Physiotherapy. *BMC Medical Education*. *Under Review*.
- 1- **Nahardani SZ**, Mansournia MA, Keshtkar AA, Pourahmadi MR. Development of a Spiritual Health Curriculum: An Applied Study in Iran. *International Journal of Medical Education*. *Under Review*.

- 2- **Nahardani SZ**, Behroozi B. spiritual Health teaching in the medical education: scoping review. *in-Progress*.
- 3- **Nahardani SZ**, ChamAsemaniM, Mahbobi N. Characteristic of Medical Education Qualitative Research: critical review. *in-Progress*.
- 4- mirzajani AR, Mehraban M, **Nahardani SZ**, et al. Evaluation of the role of applying e-learning from faculty members' point of view in Azad University of Sari-Iran. *in-Progress*.
- 5- **Nahardani SZ**, Javadi M, Nodehi M, Mokaberi Z, Moharami zاده Y. Towards Another Meta-theory for understanding the hidden curriculum in medical education. *in-Progress*.
- 6- Poudadi M, Mohseni A, Keshani A, Mansouri A, **Nahardani SZ**. Conceptualizing of workplace curriculum discourses; Neglected or emerging discourse?. *in-Progress*.



#### **Oral Presentations and Conferences:**

##### **Papers presented at the International conferences:**

- 1- Spiritual health in medical education. 22rd Iranian Conference on Health Professions Education. 18-20MAY 2021. *(Breakfast Meeting)*
- 2- The Effect of curriculum participants' paint of view (adepts, review assemblage and bachelor degree students in Tehran) about an analogy of time factor to other factor (or components) in Therapeutic Exercise 2 curriculum. 9-13 March 2014. 1<sup>th</sup> quality in higher education curriculum Conference, **Esfahan, Iran**. *(Oral)*
- 3- The view of medical assistants regarding patients' rights: A qualitative research.. 9-13 March 2017. 1<sup>th</sup> physician and patient mutual rights Conference, **Esfahan, Iran**. *(Oral)*
- 4- The study of effective features of an instructor from the viewpoint of Nursing and Midwifery students of Shiraz University of Medical Sciences. 7th Iranian Islamic model of progress Conference. 2018. **Tehran. Iran**. *(Oral)*
- 5- Education based on spirituality in medical education. Breakfast Meeting. 22rd Iranian Conference on Health Professions Education2021. **Tehran. Iran**. *(Oral)*
- 6- The effective factors on the formation of scrap learning in in-service training. 9-13 March 2012. 15th Ottawa Conference, Kuala Lumpur, Malaysia. *(poster)*
- 7- Evaluation of the role of applying e-learning from faculty members' point of view in Iran University of Sari-Iran. 9-13 March 2012. 15th Ottawa Conference, Kuala Lumpur, Malaysia. *(Poster)*
- 8- The relationship between spiritual health and religious coping with death anxiety in the elderly. 27-31 August. AMEE 2011. Vienna, Austria. *(Poster)*

- 9- An Islamic religious spiritual health training model for patients. 25-29 August. AMEE 2018. Basel, Switzerland. (poster)



**Scholarly Journal/ Conference/ Research Center Reviewer:**

1. The referee of [the National center for strategic Research \(NASR\)](#) in medical Education since 2016
2. The referee of [annual medical education congress](#) since 2015
3. The referee of [Journal of Strategic Research in Medical Education](#), since 2017
4. The referee of [annual spiritual health congress](#), since 2016



**Research Certificates:**

- 1- [Qualitative Research Design](#) – 2018 – 20hrs
- 2- [Qualitative Data Collection Methods](#)- 2019- 40hrs
- 3- [Systematic Review and Meta-analysis](#)-2019- 120hrs
- 4- [Modern Search in Database](#)-2018- 20hrs
- 5- [Basic Scientific Writing in Biomedical Sciences](#)- 2019- 45hrs
- 6- [Research Design and Scientific Writing](#)-2019- 15hrs
- 7- [Designing, Conducting & writing Emerging Review](#)-2019-50hrs
- 8- [Sampling Methods, Sample Size & Test Power](#)- 2019-33hrs
- 9- [Advanced Analysis by Max Qda Softwar](#)-2020- 65hrs
- 10- [Writing Papers of Systematic Review/Meta-Analysis](#)- 2020- 40 hrs
- 11- [Writing Papers of Randomized Clinical Trials \(RCT\)](#)- 2020- 45 hrs
- 12- [Designing, Conducting & Writing qualitative studies](#)- 2020- 60 hrs
- 13- [Designing, Conducting & Writing Grounded theory](#) -2021- 25 hrs
- 14- [Qualitative Research Design and Methods for Public Health](#) – 2021- 120hrs

**2022**

**References available upon request**