



# NURS20166 *Clinical Learning and Teaching*

## Term 1 - 2023

Profile information current as at 20/04/2024 05:05 am

All details in this unit profile for NURS20166 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit provides you with a comprehensive framework for planning, guiding and evaluating clinical learning and teaching. You will explore theories and concepts that underpin adult learning to support clinical learning and teaching. You will develop the skills and knowledge to foster a culture of learning that includes engagement with others in the clinical setting, to share knowledge and practices that support person-centered care.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2023

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Presentation**

Weighting: 20%

#### 3. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Analyse learning and teaching theory and frameworks to create a personal education philosophy
2. Construct a lesson plan to improve professional practice using principles of learning and teaching
3. Implement a lesson plan and evaluate the subsequent learning and teaching outcomes.

NA

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	●		
2 - Presentation - 20%		●	●
3 - Written Assessment - 50%			●

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills	○	○	○
4 - Research	○	○	
5 - Self-management	○		○
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership			
8 - Aboriginal and Torres Strait Islander Cultures			

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 30%	○	○	○	○	○	○		
2 - Presentation - 20%	○	○	○	○	○	○		
3 - Written Assessment - 50%	○	○	○		○	○		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Service from Academic Learning Centre
- Zoom
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Resources

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Lorraine Thompson** Unit Coordinator

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**Leanne Jack** Unit Coordinator

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**Colleen Johnston-Devin** Unit Coordinator

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## Schedule

### Module 1 - Week 1 - Understanding Learning - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Learning	Check out the Moodle site and click on all the links. Assessment? How do I find the Library? What is the Academic Learning Centre?	ZOOM tutorial - Introducing the unit of study, identifying milestones, discussion on the assignments. Discussion Forum - Tell us a little about yourself and what you hope to learn from this unit of study.

### Module 1 - Week 2 - The Teacher and Learning - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
The Teacher and Learning	Readings and activities in Moodle	ZOOM Tutorial - Planning your workplace project  <b>Personal Education Philosophy</b> Due: Week 4 Wednesday (29 Mar 2023) 5:00 pm AEST

### Module 1 - Week 3 - The Learner and Learning - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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The Learner and Learning	Readings and activities in Moodle	Zoom tutorial General Discussion Forum - How do you learn?
<b>Module 1 - Week 4 - The Context for Learning - 27 Mar 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The Context for Learning	Readings and activities in Moodle	<b>Census Date is Tuesday 28th March 2023</b> <b>No Zoom tutorial. Recorded session only.</b> <b>Due Date Assessment 1: 5 pm (AEST) Wednesday 29th March 2023 (Week 4). Personal Education Philosophy.</b>
		<b>Personal Education Philosophy</b> Due: Week 4 Wednesday (29 Mar 2023) 5:00 pm AEST
<b>Module 2 - Week 5 - Teaching for Learning - 03 Apr 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teaching for Learning	Readings and activities in Moodle	<b>No ZOOM tutorial. Recorded session only.</b> Discussion Forum - Describe one experience of teaching where you learned something new or more deeply. Why was it good? <b>Public Holiday Friday 7th April - Good Friday</b>
<b>Vacation Week - 10 Apr 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		<b>No Zoom session during vacation week.</b> <b>Public Holiday Monday 10th April - Easter Monday</b>
<b>Module 2 - Week 6 - Planning and Preparing for Teaching - 17 Apr 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Planning and Preparing to Teach	Readings and activities in Moodle	<b>No ZOOM tutorial. Recorded session only.</b>
<b>Module 2 - Week 7 - Teaching Through Active Learning - 24 Apr 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Teaching Through Active Learning	Readings and activities in Moodle	<b>No ZOOM tutorial. Recorded session only.</b> <b>Public Holiday - Monday 25th April - Anzac Day</b> <b>Due Date Assessment 2: 5 pm (AEST) Wednesday 26th April 2023 (Week 7).</b>
		<b>Lesson Plan and Lesson</b> Due: Week 7 Wednesday (26 Apr 2023) 5:00 pm AEST
<b>Module 3 - Week 8 - Evaluating Teaching - Reflective Practice - 01 May 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Reflection • Applying Reflection to Practice	Readings and activities in Moodle	<b>Public Holiday Monday 1st May 2023 - Labour Day</b>
<b>Module 3 - Week 9 - Evaluating Teaching - The Student Lens - 08 May 2023</b>		

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating Teaching • The Student Lens	Readings and activities in Moodle	ZOOM Tutorial Discussion Forum - How do you know if you are being objective in your evaluation?
<b>Module 3 - Week 10 - Evaluating Teaching - The Self Lens - 15 May 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Evaluating Teaching • The Self Lens	Readings and activities in Moodle	Zoom tutorial. Discussion Forum - What tools do you use to assess a learner?
<b>Module 3 - Week 11 - Evaluating Teaching - The Peer Lens - 22 May 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Evaluating Teaching • The Peer Lens	Readings and activities in Moodle	ZOOM Tutorial
<b>Module 3 - Week 12 - Evaluating Teaching - The Scholarly Lens - 29 May 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Evaluating Teaching • The Scholarly Lens	Readings and activities in Moodle	No zoom session. <b>Due Date Assessment 3: 5 pm (AEST) Wednesday 31st May 2023 (Week 12).</b> Discussion Forum - What have you learned from your studies about teaching & learning and how will this affect your teaching?  <b>Justification and Evaluation</b> Due: Week 12 Wednesday (31 May 2023) 5:00 pm AEST
<b>Review/Exam Week - 05 Jun 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 12 Jun 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Personal Education Philosophy

#### Assessment Type

Written Assessment

#### Task Description

Type: Written assessment

Due date: 5pm (AEST) Wednesday 29th March 2023 (Week 4)

Weighting: 30%

Length: 1,500 words +10%

Unit Coordinator: Dr Lorraine Thompson

#### Aim

The aim of this assessment is to provide you with an opportunity to reflect on your approach to teaching and the theoretical teaching frameworks that underpin your approach.

#### Instructions

You are writing an academic essay that requires you to reflect on your teaching philosophy and the theoretical teaching framework/s that underpin it. You should identify and explain how the components of the selected teaching framework/s guide your clinical teaching and support your teaching philosophy. Your discussion is to be substantiated by contemporary literature.

Please follow the steps below to complete your assessment task:

1. Reflect on your approach to teaching to describe your teaching philosophy with reference to the relevant literature.
2. Critically review the relevant literature to identify the theoretical teaching framework/s that underpin your teaching philosophy.
3. Analyse the educational theoretical framework/s you selected to justify how it/they support/s your approach to teaching in the clinical setting.
4. Summarise your discussion to provide a succinct overview of your teaching philosophy and conclude your essay.

### **Literature and references**

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers. Note, websites such as Stat Pearls, Life in the Fastlane and Wikipedia are not suitable for this assessment task.

### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
- Use formal academic language.
- Start your reference list on a separate page to the body of your assignment.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text citations (i.e., paraphrasing or direct quotations). Note. Paraphrasing is preferred.

### **Resources**

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important. Please note, lecture notes are not primary sources of evidence and should not be used in this assessment.
- We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### **Submission**

Submit your assessment via the unit Moodle site in Microsoft Word format only.

### **Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. If you do not pass this assessment item, you may have an opportunity to re-attempt. A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment. You must:

- have shown a reasonable attempt to complete the initial assessment task
- be granted a re-attempt by your Unit Lead/Coordinator
- make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

Please note: Only one opportunity for a re-attempt is allowed.

If you are required to re-attempt, you can only achieve a maximum of 50% of the available marks for this assessment. Students are to submit their assessment re-attempt to the Assessment One re-attempt submission portal in the Unit Moodle site within seven (7) consecutive days of release of assessment results as per the assessment re-attempt policy.

### **Learning Outcome Assessed**

1. Analyse learning and teaching theory and frameworks to create a personal education philosophy.

### **Assessment Due Date**

Week 4 Wednesday (29 Mar 2023) 5:00 pm AEST

Submit online via Moodle

## Return Date to Students

Vacation Week Wednesday (12 Apr 2023)

online

## Weighting

30%

## Minimum mark or grade

Pass

## Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	TOTAL
Presentation, Structure and Design (20%)	Excellent presentation of assessment according to requirements. Adheres to prescribed word count. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure clear and easy to follow. Written in first person language.	Well-presented assessment with 1 formatting error. Adheres to prescribed word count. Minimal (1-2) critical errors in spelling, grammar or paragraph structure. Organisation and structure clear and relatively easy to follow. Written in first person language.	Good presentation of assessment with 2 formatting errors. Adheres to prescribed word count. A few (3-4) critical errors with spelling, grammar or paragraph structure. Organisation and structure appropriate and can be followed. Written in first person language.	An adequately presented assessment with more than 2 formatting errors. Adheres to prescribed word count. Several (5-6) critical errors with spelling, grammar or paragraph structure. Organisation and structure apparent although not easy to follow. Written in first person language.	Poorly presented assessment that does not follow requirements. Deviates significantly from prescribed word count. Many ( $\geq 6$ ) critical errors with spelling, grammar or paragraph structure; organisation and structure lacks clarity and is difficult to follow. Some content written in first person language.	
Introduction and Conclusion (10%)	The essay has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points.	The essay has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points.	The essay has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the essay, and the conclusion summarises some key points.	An introduction and conclusion have been attempted. The introduction provides limited background information and outline of the essay's direction, and the conclusion has a few key points.	The essay does not have a clear and succinct introduction and/or conclusion. The introduction fails to outline the direction of the essay, or it lacks background information. The conclusion fails to bring the essay to a logical close.	
Relevancy (30%)	Content provides a comprehensive and critical discussion that demonstrates an excellent understanding of theoretical teaching frameworks.	Content provides a strong and relevant discussion that demonstrates a very good understanding of theoretical teaching frameworks.	Content provides an adequate and relevant discussion that demonstrates a solid understanding of theoretical teaching frameworks.	Content provides some relevant discussion that demonstrates a fair understanding of theoretical teaching frameworks.	Content provides insufficient or inappropriate discussion that demonstrates a poor understanding of theoretical teaching frameworks.	
Reflection (30%)	There is clear and strong reflection in relation to the student's teaching philosophy. This is consistent throughout the essay.	There is very good reflection in relation to the student's teaching philosophy. This is generally consistent throughout the essay.	There is evidence of reflection in relation to the student's teaching philosophy. This is consistent throughout the essay with 1-2 exceptions.	There is some reflection in relation to the student's teaching philosophy. Some inconsistencies in the discussion are apparent.	There is inconsistent, little or no evidence of reflection in relation to the student's teaching philosophy in the essay.	
Use of evidence (5%)	Expertly integrates quality references to support and reflect all ideas, factual information and quotations.	Consistently integrates quality references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions.	Frequently integrates quality references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Minimal or no appropriate references integrated to support arguments and factual ideas and/or cited excessive quotation reflecting the knowledge of others	
Referencing (5%)	Referencing fully adheres to APA 7 <sup>th</sup> style guidelines.	Referencing generally adheres to APA 7 <sup>th</sup> style guidelines with 1-2 consistent errors.	Referencing mostly adheres to APA 7 <sup>th</sup> style guidelines with 3-4 consistent errors.	Referencing occasionally adheres to APA 7 <sup>th</sup> style guidelines with 5-6 consistent errors.	Referencing inconsistently adheres to APA 7 <sup>th</sup> style guidelines with more than 6 consistent errors.	
TOTAL						

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

online in Moodle

## Learning Outcomes Assessed

- Analyse learning and teaching theory and frameworks to create a personal education philosophy

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills



- Research
- Self-management
- Ethical and Professional Responsibility

## 2 Lesson Plan and Lesson

### Assessment Type

Presentation

### Task Description

Type: Presentation

Due date: 5pm (AEST) Wednesday 26th April 2023 (Week 7)

Weighting: Part A 10%; Part B 10%; TOTAL 20%

Length: Part A Lesson Plan approximately 200 words: Part B Implementation Video approximately 8-10 minutes

Unit Coordinator: Dr Lorraine Thompson

### Aim

The aim of this assessment is to provide you with an opportunity to plan and implement a clinical education session to improve practice in your clinical area.

### Instructions

This assessment has two parts. Both Part A and Part B must be submitted to complete the assessment.

#### Part A: Lesson Plan

You are to design a 200-word lesson plan for a clinical education session on a topic related to your specialty or practice area.

Please follow the steps below to complete Part A of your assessment task:

1. Use the Lesson Plan Proforma on Moodle to complete your lesson plan. There is also a PDF version of the Lesson Plan Proforma available on Moodle with attached instructions to guide you in presenting your lesson plan.
2. Identify the topic from your clinical area/specialty on which you will educate your learner.
3. Categorise the learner/audience characteristics to be considered in your lesson delivery. The learner may be a simulated colleague/student nurse.
4. Identify the context of delivery.
5. Identify the learning outcomes (minimum 3 - maximum 5) of the education session using Bloom's Taxonomy (see references below).
6. Outline the content of the education session.
7. List the learning resources you will require to undertake the education session.
8. Identify how you will assess the learning outcomes.

#### Part B: Recorded Education Session (implemented lesson plan)

The recording of your education session provides you with evidence of your skills to undertake a teaching session in the clinical setting. Please follow the steps below to complete Part B of your assessment task:

1. Organise your venue and the necessary equipment to provide and record your education session. The recording may also include a learner and they may be off screen, but this is not a requirement.
2. Your recording may be a video or a Zoom recording.
3. Introduce yourself to the learner and provide the overall aim of the education session.
4. Ensure that your learning outcomes and required content are addressed.
5. Ensure that your learner/audience is engaged in the session using active learning.
6. Demonstrate how you will assess the student's learning and provide feedback.
7. Conclude the education session.

### Literature and references

In this assessment use at least five contemporary references (<5 years) to substantiate your information. You may use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies, for example, the Australian College of Nursing. Note, websites such as Stat Pearls, Life in the Fastlane and Wikipedia are not suitable for this assessment task.

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third person perspective.
- Use formal academic language.
- Start your reference list on a separate page to the body of your assignment.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text citations (i.e., paraphrasing or direct quotations). Note. Paraphrasing is

preferred.

### Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important. Please note, lecture notes are not primary sources of evidence and should not be used in this assessment.
- We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### Submission

Submit Part A of your assessment via the unit Moodle site in Microsoft Word format only.

Submit Part B of your assessment by following the instructions on Moodle.

### Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not offered for this assessment.

### Learning Outcomes Assessed

2. Construct a lesson plan to improve professional practice using principles of learning and teaching.
3. Implement a lesson plan and evaluate the subsequent learning and teaching outcomes.

### References

Bloom's Taxonomy references

Adams, N. E. (2015). Bloom's taxonomy of cognitive learning objectives. *Journal of the Medical Library Association*, 103(3), 152-153. doi:10.3163/1536-5050.103.3.010

Su, W. M., & Osisek, P. J. (2011). The revised Bloom's taxonomy: Implications for educating nurses. *The Journal of Continuing Education in Nursing*, 42(7), 321-7. doi:10.3928/00220124-20110621-05

### Assessment Due Date

Week 7 Wednesday (26 Apr 2023) 5:00 pm AEST

Submit online via Moodle

### Return Date to Students

Week 9 Wednesday (10 May 2023)

online

### Weighting

20%

### Minimum mark or grade

Pass

### Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	TOTAL
<b>PART A - Lesson Plan</b>						
<i>Lesson plan proforma (10%)</i>	All elements of the lesson plan are correctly completed, and the topic is clearly identified.	Most elements of the lesson plan are correctly completed, and the topic is clearly identified.	Many elements of the lesson plan are correctly completed, and the topic is identified.	Some elements of the lesson plan are satisfactorily completed, and the topic is apparent.	Most elements of the lesson plan are incorrectly completed or omitted and/or the topic is incorrectly or not identified.	
<i>Learner/audience characteristics and resources (20%)</i>	Learner/audience characteristics to be considered are comprehensively identified. All necessary resources are listed.	Learner/audience characteristics to be considered are well identified. Most necessary resources are listed.	Learner/audience characteristics to be considered are identified. Many appropriate resources are listed.	Learner/audience characteristics to be considered are mostly identified. Some resources are listed.	Learner/audience characteristics are not well identified. Resources listed do not meet the lesson requirements.	
<i>Learning outcomes (20%)</i>	The learning outcomes are expertly identified using Bloom's Taxonomy and are all comprehensively aligned with the content of the lesson. Assessment of learning outcomes is clearly articulated.	The learning outcomes are very well identified using Bloom's Taxonomy and all are aligned to the content of the lesson. Assessment of learning outcomes is mostly articulated.	The learning outcomes are well identified using Bloom's Taxonomy and most are aligned to the content of the lesson. Assessment of learning outcomes is articulated.	The learning outcomes are satisfactorily identified using Bloom's Taxonomy and are occasionally aligned to the content of the lesson. Assessment of learning outcomes is apparent.	The learning outcomes are unclear or not identified and are not aligned with the content of the lesson. Assessment of learning outcomes are unclear or missing.	
<b>PART B - Recorded Education Session</b>						
<i>Presentation- (10%)</i>	The presenter comprehensively provided the aims, learning outcomes and required content for the education session. Adhered to time.	The presenter concisely provided the aims, learning outcomes and required content for the education session. Adhered to time.	The presenter mostly provided the aims, learning outcomes and required content for the education session. Adhered to time but a rushed presentation.	The presenter provided some aims, learning outcomes and required content for the education session. Almost adhered to time (two minutes or less over or under time).	The education format and structure was insufficient and/or did not present the aims and/or the learning outcomes and/or the required content. Did not adhere to time (more than two minutes over or under time).	

<i>Content (20%)</i>	Learning outcomes and required content are addressed comprehensively and seamlessly.	Learning outcomes and required content are addressed concisely.	Learning outcomes and required content are addressed clearly.	Learning outcomes and required content are addressed satisfactorily.	Learning outcomes and required content are inconsistently or inappropriately addressed.
<i>Professional communication (15%)</i>	The presenter used active learning to thoroughly engage the audience using a variety of communication techniques – including infrequent use of notes, and effectively uses voice and body language.	The presenter used active learning to consistently engage the audience using a number of communication techniques – including an effective use of voice and body language.	The presenter used active learning to mostly engage the audience using communication techniques – including an effective use of voice and body language.	The presenter used active learning to engage the audience using some communication techniques – including an effective use of voice and body language.	The presenter minimally used active learning and/or did not engage the audience. Communication techniques were not appropriate or not used.
<i>Student learning and feedback (5%)</i>	The presenter comprehensively demonstrated how they will assess the student's learning and provide feedback.	The presenter consistently demonstrated how they will assess the student's learning and provide feedback.	The presenter mostly demonstrated how they will assess the student's learning and provide feedback.	The presenter demonstrated how they will assess the student's learning and provide feedback.	The presenter did not adequately demonstrate how they will assess the student's learning and provide feedback.
TOTAL					

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

### Submission Instructions

Follow instructions on Moodle

### Learning Outcomes Assessed

- Construct a lesson plan to improve professional practice using principles of learning and teaching
- Implement a lesson plan and evaluate the subsequent learning and teaching outcomes.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## 3 Justification and Evaluation

### Assessment Type

Written Assessment

### Task Description

Type: Written assignment

Due date: 5pm (AEST) Wednesday 31st May 2023 (Week 12)

Weighting: 50%

Length: 3,000 words + 10%

Unit Coordinator: Dr Lorraine Thompson

### Aim

The aim of this assessment is to provide you with an opportunity to review your lesson plan and its implementation.

### Instructions

You are to review your lesson plan and justify its content in regard to the context of the planned lesson. Follow this with an evaluation of your recorded education session that includes an appraisal of the associated learning and teaching outcomes.

Please follow the steps below to complete your assessment task:

1. Introduce your clinical lesson plan and recorded lesson to provide context for your essay. Explain how you will justify the content of your lesson plan and evaluate your given lesson (approximately 300 words).
2. Critically examine the educational frameworks/theories/models in the literature to support the justification of your lesson plan.
3. Using the educational framework literature, justify each component of your lesson plan (approximately 1,000 words).
4. Once you have justified your lesson plan you can follow this with the evaluation of your recorded lesson. Use the selected educational theoretical frameworks/theories/models to evaluate your approach to teaching in the clinical setting.
5. Evaluate the effectiveness of your clinical education session by discussing the lesson delivery, content, resources used and outcomes (approximately 1300).
6. Reflect on what you have learned from the experience and what you would do differently, if anything, next time (approximately 200 words).

7. The essay should conclude with a succinct summary of your lesson plan justification and education session evaluation (approximately 200 words).

### Literature and references

In this assessment use at least 15 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers. Note, websites such as Stat Pearls, Life in the Fastlane and Wikipedia are not suitable for this assessment task.

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
- Use formal academic language.
- Start your reference list on a separate page to the body of your assignment.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text citations (i.e., paraphrasing or direct quotations). Note. Paraphrasing is preferred.

### Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important. Please note, lecture notes are not primary sources of evidence and should not be used in this assessment.
- We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

### Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not offered for this assessment.

### Learning Outcomes Assessed

2. Construct a lesson plan to improve professional practice using principles of learning and teaching.
3. Implement a lesson plan and evaluate the subsequent learning and teaching outcomes.

### Assessment Due Date

Week 12 Wednesday (31 May 2023) 5:00 pm AEST  
Submit online via Moodle

### Return Date to Students

Exam Week Wednesday (14 June 2023)  
online

### Weighting

50%

### Minimum mark or grade

Pass

### Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	TOTAL
Academic Writing Skills (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation with no errors. Organisation and structure exceptionally clear and easy to follow.	Quality of writing is of a high standard with 1 - 2 spelling, grammar and/or punctuation errors. Organisation and structure very clear and easy to follow.	Quality of writing is above standard with 3 - 4 grammar, spelling and/or punctuation errors. Organisation and structure appropriate and logical to follow.	Quality of writing of a satisfactory standard with 5 - 6 grammar, spelling, and/or punctuation errors. Organisation and structure apparent although inconsistent.	Quality of writing is of a poor standard with more than 6 grammar, spelling and/or punctuation mistakes. Organisation and structure lack clarity and is difficult to follow.	

<i>Introduction and Conclusion (10%)</i>	The essay has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points.	The essay has an appropriate and clear introduction and conclusion. The introduction provides very good background information and outlines the direction of the essay, and the conclusion summarises key points.	The essay has an appropriate introduction and conclusion. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points.	The essay has an adequate introduction and conclusion. The introduction provides some background information and outline of the essay's direction, and the conclusion summarises some key points.	The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. Logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.
<i>Justification of lesson plan (35%)</i>	Exceptional justification of each component of the lesson plan. The discussion of the educational frameworks, theories/models and literature comprehensively justifies the approach taken.	Efficient justification of each component of the lesson plan. The discussion of the educational frameworks, theories/models and literature consistently justifies the approach taken.	Adequate justification of each component of the lesson plan. The discussion of the educational frameworks, theories/models and literature appropriately justifies the approach taken.	Satisfactory justification of each component of the lesson plan. The discussion of the educational frameworks, theories/models and literature justifies the approach taken.	The written justification of each component of the lesson plan, and/or the discussion of the educational frameworks, theories/models and literature do not consistently address the assessment task or are not provided.
<i>Evaluation of lesson and reflection (35%)</i>	Exceptional evaluation of lesson effectiveness using the selected educational theoretical frameworks, theories/ models. Comprehensively and clearly articulated reflection.	Efficient evaluation of lesson effectiveness using the selected educational theoretical frameworks, theories/ models. Clearly articulated reflection.	Adequate evaluation of lesson effectiveness using the selected educational theoretical frameworks, theories/ models. Adequate reflection provided.	Satisfactory evaluation of lesson effectiveness using the selected educational theoretical frameworks, theories/ models. Mostly adequate reflection provided.	Evaluation of lesson effectiveness using selected educational theoretical frameworks, theories/models lacks clarity or is not provided. The written reflection lacks clarity or is not provided.
<i>Substantiation and Referencing (10%)</i>	Expertly integrates 15 or more contemporary references. Referencing fully adheres to APA 7 <sup>th</sup> style guidelines.	Integrates a minimum of 15 contemporary references with 1 or 2 exceptions. Referencing generally adheres to APA 7 <sup>th</sup> style guidelines with 1-2 consistent errors.	Integrates a minimum of 15 contemporary references with 3 or 4 exceptions. Referencing mostly adheres to APA 7 <sup>th</sup> style guidelines with 3-4 consistent errors.	The essay was satisfactorily substantiated using logic and evidence with 15 or more contemporary* references. References were mostly correctly cited, with 3-4 consistent errors, using APA 7 <sup>th</sup> edition style. Integrates a minimum of 15 contemporary references, with 5 or 6 exceptions. Referencing occasionally adheres to APA 7 <sup>th</sup> style guidelines with 5-6 consistent errors.	The essay was not substantiated with appropriate, and a minimum 15 contemporary evidence. Multiple errors in APA referencing or APA referencing not applied.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

submit online via Moodle

## Learning Outcomes Assessed

- Implement a lesson plan and evaluate the subsequent learning and teaching outcomes.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem