



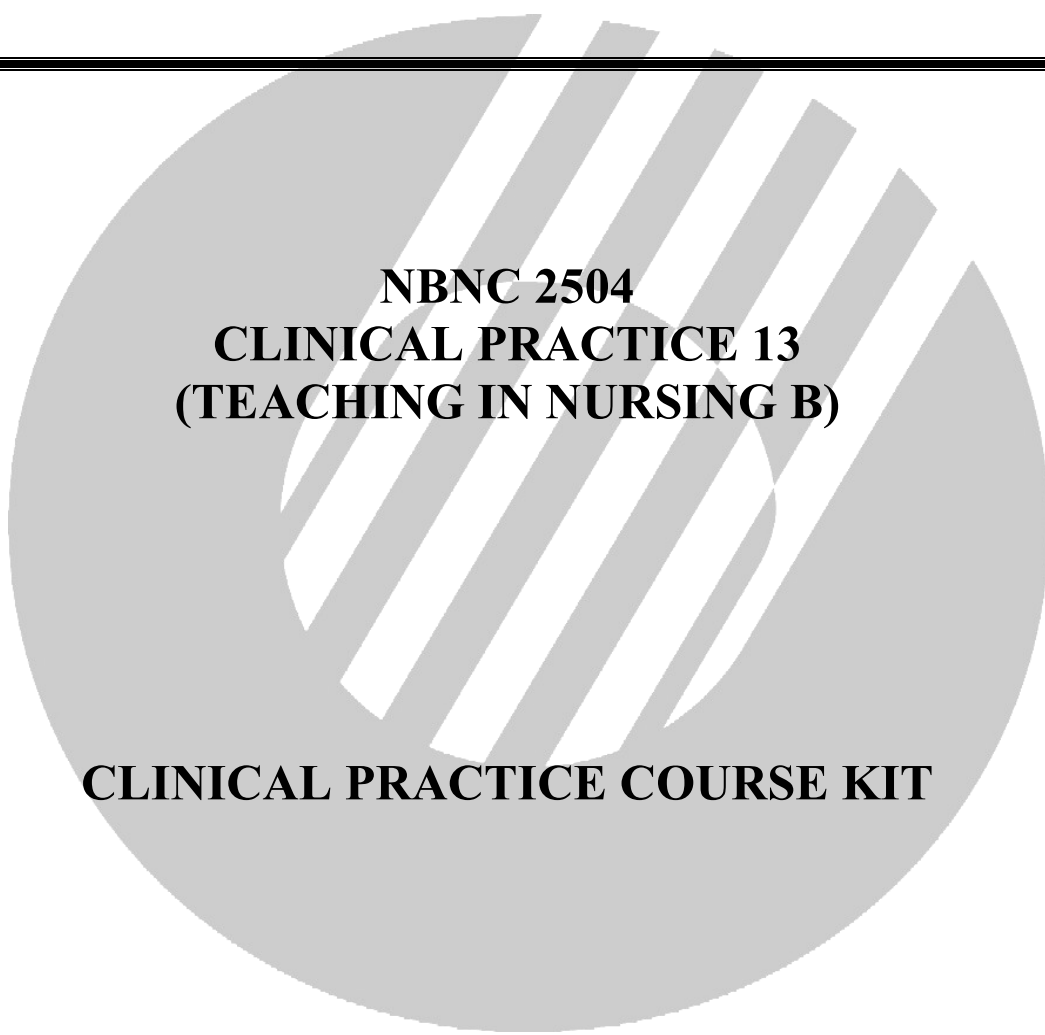
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**FACULTY OF NURSING AND ALLIED HEALTH SCIENCES**

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**NBNC 2504  
CLINICAL PRACTICE 13  
(TEACHING IN NURSING B)**

**CLINICAL PRACTICE COURSE KIT**

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**JUNE SEMESTER 2016**

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## **INTRODUCTION**

NBNC2504 Clinical Practice 13 focuses on General Practicum emphasizing on Teaching in Nursing that is implemented in the student's own ward or area of practice. You will continue to work in your organization and your official working hours will be considered as general practicum hours. Your learning will take place as you work because you need to apply more of the theory that you have learnt into your clinical tasks. You **DO NOT** need a Clinical Preceptor in this clinical practice.

You need to be SELF-DIRECTED in implementing your learning activities with support from your face-to-face Tutor and eTutor for the subject of NBBS1303 Teaching in Nursing B.

## **SYNOPSIS**

This course provides students with knowledge, skills and attitudes necessary to implement the teaching roles of a nurse in clinical settings particularly in delivering health education to clients, their family and the community. They also have the opportunity in providing teaching, supervision and guidance to junior colleagues and students.

## **COURSE OBJECTIVES**

At the end of this course students will be able to acquire enhanced competency in implementing the teaching roles and activities to junior colleagues and students, clients and their family members and the community.

## **LEARNING OUTCOMES**

At the end of this course students will be able to:

1. develop an appropriate teaching plan
2. conduct teaching sessions to junior colleagues, students, clients and their family members and the community
3. demonstrate proper supervision and guidance to junior colleagues and students
4. appraise teaching by utilizing appropriate evaluation methods

## **ASSESSMENT METHOD**

The assessment for NBNC2504 Clinical Practice 13 has 5 parts consisting of the following components:

<b>PART</b>	<b>COMPONENT</b>	<b>MARKS (%)</b>
I	Clinical Practice Record <ul style="list-style-type: none"> <li>• Record of the Clinical Practice Hours - 384 hours</li> <li>• Attachment - Records of the Working Hours</li> <li>• Verification - by the Superior Staff (Director/Matron/Sister etc.)</li> <li>• Perform FOUR Clinical Teaching session</li> </ul>	10% (2%) (2%) (2%) (4%)
II	Microteaching – Theory Session	20%
III	Lesson Plan Microteaching – Theory Session	20%
IV	Microteaching – Lecture Demonstration Session	30%
V	Lesson Plan Microteaching – Lecture Demonstration Session	20%
	<b>TOTAL</b>	<b>100%</b>

### **PART I: CLINICAL PRACTICE RECORD**

Please record the total number of your Clinical Practice hours in the Table provided in Appendix 1. It is **COMPULSORY** that you achieve not less than **384 hours** of the Clinical Practice hours and be verified by your Superior. Attach the verified photocopies of your Records of Working Hours (e.g. Punch Card) to substantiate the total number of your Clinical Practice hours.

The assessment will be based on the following aspects:

- Record of the Clinical Practice Hours - 384 hours (2 marks)
- Attachment - Records of the Working Hours (2 marks)
- Verification - by the Superior Staff (Director/Matron/Sister etc.) (2 marks)
- Perform FOUR Clinical Teaching session (4 marks)

#### **CLINICAL TEACHING**

- i. You are required to conduct **FOUR Clinical Teaching** sessions at your workplace.
- ii. Identify the topic(s) for the Clinical Teaching required by your learner(s).
- iii. Your learner(s) may be:
  - Patients/clients with/without their family members

- OR**
  - Student nurses / Junior nurses (newly qualified)
  - OR**
  - Your own colleagues
- iv. These sessions may include patient education that you normally provide to your patients / clients and their family members OR short lessons to your own colleagues and student nurses / junior nurses. Thus, you are **NOT** required to prepare Lesson Plan.
- v. Read the **Guidelines for Delivering Health Education to a Client** provided on Page 8 – 10 of this Course Kit to help you understand and perform better.
- vi. Verify your clinical teaching session with:
- Learners particulars - Name, IC No./ RN
  - Endorsement by Superior – e.g. Ward Manager / SN In Charge
- vii. Document your teaching sessions in the Format provided in Appendix 6.
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## **PART II: MICROTEACHING – THEORY SESSION**

- i. Identify a Topic of your interest for a **MICROTEACHING – Theory session**.
- ii. Prepare a comprehensive **Lesson Plan and Lesson Notes** to conduct the microteaching session at your **Learning Centre**. Please refer to Table 6.1 for “A Basic Lesson Plan Model” on page 143 and “An Example of Lesson Note Format” on page 147 of NBBS1303 Module for your guidance
- iii. Before preparing the Lesson Plan, you are advised to read Sub-Topic 6.4.1 “Preparing Lesson Plans for a Theory/Knowledge Session” on page 148 of NBBS1303 Module for your guidance
- iv. Compile your Lesson Plan and Lesson Notes appropriately to create a set of a “Completed Lesson Plan”. Use a proper **Cover Page** as illustrated on page 146 of NBBS1303 Module
- v. Have a set of hardcopy version of your Power Point Slides that you have prepared for your Microteaching – Theory Session to be submitted to your face-to-face Tutor just before you conduct the session.
- vi. Evaluation for this part is using the Rubric Assessment Tool for Microteaching – Theory Session as in Appendix 2.
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### **PART III: LESSON PLAN – MICROTEACHING (THEORY SESSION)**

- i. Be sure to prepare a comprehensive **Lesson Plan and Lesson Notes** for the microteaching session – theory session (as mentioned above).
  - ii. Read the **Highlights on Lesson Plan** provided Page 7 of this Course Kit to guide you in preparing a good Lesson Plan.
  - iii. Your Lesson Plan will be graded using the Rubric Assessment Tool as in Appendix 3.
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### **PART IV: MICROTEACHING – LECTURE DEMONSTRATION SESSION**

- i. Identify a Topic of your interest for a **MICROTEACHING – Lecture-Demonstration session**. The topic could focus on a really basic concept taken from your basic nursing course in any procedural skills, or any **NURSING PROCEDURES** of your choice.
  - ii. Prepare a comprehensive **Lesson Plan and Lesson Notes** to conduct the microteaching session at your **Learning Centre**. Please refer to Table 6.1 for “A Basic Lesson Plan Model” on page 143 and “An Example of Lesson Note Format” on page 147 of NBBS1303 Module for your guidance
  - iii. Before preparing the Lesson Plan, you are advised to read Sub-Topic 6.4.2 “Preparing Lesson Plans for Teaching a Skill” on page 149 of NBBS1303 Module for your guidance
  - iv. Compile your Lesson Plan and Lesson Notes appropriately to create a set of a “Completed Lesson Plan”. Use a proper **Cover Page** as illustrated on page 146 of NBBS1303 Module
  - v. Have a set of hardcopy version of your Power Point Slides that you have prepared for your Microteaching – Theory Session to be submitted to your face-to-face Tutor just before you conduct the session.
  - vi. Evaluation for this part is using the Rubric Assessment Tool for Microteaching – Lecture Demonstration Session as in Appendix 4.
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### **PART V: LESSON PLAN – MICROTEACHING (LECTURE-DEMONSTRATION SESSION)**

- i. Be sure to prepare a comprehensive **Lesson Plan and Lesson Notes** for the microteaching session – lecture-demonstration session (as mentioned above).
  - ii. Read the **Highlights on Lesson Plan** provided Page 7 of this Course Kit to guide you in preparing a good Lesson Plan.
  - iii. Your Lesson Plan will be graded using the Rubric Assessment Tool as in Appendix 5.
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## **CONDUCTING MICROTEACHING SESSIONS**

1. You are required to deliver the Microteaching sessions (Theory and Lecture-Demonstration sessions) in the presence of your Tutor and peers.
    - Please read the short notes on **Overview of Microteaching Practicum** provided below to help you understand and perform better.
    - Please discuss the days (2 separate days) for the presentations with your Tutor.
    - **NOTE:** it is **COMPULSORY** that you and **ALL** your peers be present **throughout** the sessions; a verified **mark** will be rewarded for the presence.
  2. The time allocated for each session is 15 minutes including 5 minutes for question and answer session.
  3. Please take note that microteaching presentations should be ***interactive!***
  4. You are advised to do rehearsal for your presentations to check for good timing, besides ensuring that you are well prepared. (Please refer to the Rubrics for in Appendix 2 & 4, respectively)
  5. Present the compilation of your Lesson Plans, Lesson Notes and the hard-copy of your Power Point Slides to your Tutor prior to delivering microteaching.
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## **OVERVIEW OF MICROTEACHING PRACTICUM**

### **PROCESS**

A microteaching session typically involves recording a short lesson in front of a small peer group in order to receive feedback on one's teaching style. This exercise gives participants the opportunity to practice teaching and receives feedback in a non-threatening and supportive environment.

Microteaching also allows participants to gain a new perspective on their teaching through simulating the perspective of the student. Microteaching participants are able to literally see how they teach through the eyes of "students" — in this case, their fellow peer participants.

### **BENEFITS**

Microteaching enables both intrinsic (self-assessment) and extrinsic (peer review) assessment of teaching behaviors. Several skills and behaviors have been identified as essential to the development of effective teaching. Through microteaching, one can seek to identify and improve these observable teaching skills and behaviors. Practice of any combination of said skills and behaviors in a microteaching session can lead to improved performance in the classroom.

Some such skills and observable teaching behaviors include:

- Oral presentation skills (voice modulation and articulation, enthusiasm, gestures, non-verbal cues, clarity of explanations and examples)
- Organization skills (structure of lesson, strong opening and closing, good transitions between sections, clear learning objectives, effective use of time, good pacing)
- Relating to the student (speaker engages audience, material is audience-appropriate, effective questioning, use of real-life examples)
- Effective use of teaching aids (handouts, whiteboard, presentation software, overhead transparencies, props, charts, etc.)

### HIGHLIGHTS:

In your LESSON PLAN, you should:

- Indicate the title of your lesson.
- Provide the main subject being covered (lesson content).
- Identify the **Learning Outcomes**: what do you want your audience to know or be able to do at the end of your 10 minute session. You may even come up with more than one objective, but keep in mind—you only have 10 minutes, so be realistic.
- Select the styles of presentation / methodology / strategy.
- Identify your opening statement. (How are you going to get things started)
- Outline briefly the main sections of your lesson, showing your progression toward your learning objective.
- Indicate the amount of time you intend to spend teaching each section.
- Indicate the transitions between the above points. (Consider how you intend to switch from one topic or section to the next)
- List the questions that you are going to ask your peer group (audience)
- List the questions from your peers (audience) that you anticipate.
- Identify your closing statement - conclusion. (How are you going to wrap things up?)

## **GUIDELINES FOR DELIVERING HEALTH EDUCATION TO A CLIENT**

### **Preparation:**

1. Determine need for client teaching programme.
2. Identify client learning requirements and expectations.
3. Assess:
  - Knowledge and skill level of client
  - Motivation of client to learn
  - Readiness and openness of client to learn
  - Developmental and educational level of client
  - Appropriate setting for individual client.
4. Identify health beliefs and practices of client.
5. Determine appropriate methodology for client teaching sessions.
6. Identify appropriate adjunctive materials, such as audiovisual aids, to enhance the learning process.

### **Procedure:**

1. Collect Data
  - 1.1 Identify:
    - Personal characteristics
    - Support systems available, both personal and community
    - Values and attitudes towards self and others having his or her particular disease or condition
  - 1.2 Assess knowledge base - anatomy and physiology (normal and disease related) and disease process - by asking specific questions
  - 1.3 Evaluate capacity and ability to perform specific skills, including those previously learned
  - 1.4 Assess knowledge of rationale behind specific skills
  - 1.5 Evaluate patterns of coping
2. Determine Readiness to Learn
  - 2.1 Determine client's physiological readiness
  - 2.2 Evaluate client's psychological readiness
  - 2.3 Assess client's readiness to learn by asking simple questions
3. Identify Learning Needs
  - 3.1 Use assessment data and assessment instruments to jointly determine client's learning needs - educational, physical, psychosocial, and financial
  - 3.2 Formulate needs as goals



- 3.3 Prioritise learning needs or goals
  - 3.4 Review with client alternative resources available to accomplish goals
  - 3.5 Determine ability of facility, family, staff or multidisciplinary team to meet goals or learning needs
  - 3.6 Identify potential barriers to learning
  - 3.7 Obtain verbal or written contract with client for educational programme
  - 3.8 Refer client to other resources or agencies when appropriate
4. Determine Appropriate Teaching Strategy
    - 4.1 Consider pertinent factors when determining appropriate strategy:
      - How client learns best
      - Content to be transmitted and how it is best learned
      - Client attention span and retention ability
      - Materials and resources available
      - Appropriate use of staff
      - Participation by other health care team members
      - Most appropriate time
    - 4.2 Determine which type of teaching strategy would be effective in a given situation:
      - Group process
      - Lecture / discussion
      - Demonstration / return demonstration
      - Role-playing
      - Games
    - 4.3 Select appropriate teaching adjuncts
5. Select the Educational Setting
    - 5.1 Choose appropriate setting based on selected teaching strategy and available facility space
    - 5.2 Evaluate types of setting most appropriate to individual client and client's learning needs
    - 5.3 Consider formal and informal setting
6. Implement the Teaching Strategy
    - 6.1 Gather teaching materials appropriate for client's learning needs and teaching strategy
    - 6.2 Sit with client in the designated setting and establish a warm and accepting relationship
    - 6.3 Specify previously established mutual goals and behavioural objectives of the programme
    - 6.4 Clarify or re-clarify contract, agreements or expected outcomes with individual or group
    - 6.5 Assess teaching situation for any modifications needed and adjust plans accordingly
    - 6.6 Teach content or components of plan to client:
      - When presenting information, vary the tone of voice and use simple and clear language
      - If possible, reinforce with pictures or demonstrations
      - Repeat and highlight key points

- Rephrase and summarise as indicated
- 6.7 Use appropriate communication skills throughout session
  - 6.8 Request feedback (evaluation interchange) during the teaching process
  - 6.9 Adhere to agreed-on starting and ending times; negotiate any changes
  - 6.10 Provide closure to teaching situation by summarising and reiterating agreements made, actions to be taken or events to follow.
  - 6.11 Provide positive reinforcement if not done previously
  - 6.12 Terminate teaching session by establishing time for next client contact.
  - 6.13 Do a post-assessment of participation and plan for corrections and improvements in presentation.
  - 6.14 Reinforce teaching throughout hospitalisation.
  - 6.15 Send teaching plan and written material home with client and family
  - 6.16 Provide copy of written material to home health agency if necessary.
7. Develop Evaluation Tool
- 7.1 Use an evaluation tool
  - 7.2 Evaluate forms, format and types of tools available for evaluation:
    - Pre-test / post-test
    - Questionnaire
    - Physiologic tracers
    - Direct observation of behaviour changes
  - 7.3 Choose an evaluation tool based on goals and objectives of teaching programme

**CHECKLIST OF ITEMS FOR COMPILATION AND SUBMISSION**

Compile your work neatly and appropriately as according to the checklist below:

NO.	ITEMS	YES	NO
<b>PART I</b>	<b>Clinical Practice Record:</b>		
	• Clinical Practice Hours Record (384 hours) and verified		
	• Record of Working Hours and verified - Attachment		
	• Record of Clinical Teaching sessions – Appendix 5		
	• Student's Evaluation of Clinical Practice 13 (ungraded) – Appendix 6		
<b>PART II &amp; III</b>	<b>Microteaching – Theory Session</b>		
	• Lesson Plan		
	• Lesson Notes		
	• Hardcopy of Power Point Slides		
<b>PART IV &amp; V</b>	<b>Microteaching – Lecture Demonstration Session</b>		
	• Lesson Plan		
	• Lesson Notes		
	• Hardcopy of Power Point Slides		

## **SUBMISSION OF ASSIGNMENT**

- Compile items in **PART I, II & II, IV & V** separately. Please refer to the above Checklist of Items for Compilation and Submission
- Submit directly to your Face-to-Face Tutor immediately after conducting each Microteaching session otherwise the deadline is on **30 June 2016** (or one week after the presentation) if you need to improve your work. Normally it will be scheduled one week after the last Tutorial (Tutorial 5). Please confirm the 2 separate dates for the Microteaching sessions with your Face-to-Face Tutor
- Keep the copy of the “Assignment Acceptance Verification Slip” as evidence of submission.
- You are encouraged to keep a complete copy of your assignment for future reference.

## **REMINDER**

- You can present your work either in English or Malay
- Please refer and use the various **Formats** provided in the appendices, appropriately.
- Compile and bind your work neatly in sequence. Use the **Cover Page Format** provided on the last page of this Course Kit and fill up your details

**FORMAT FOR THE RECORD OF CLINICAL PRACTICE HOURS**

No.	Date & Time	Total Hours	Superior's Signature (e.g. Director/Matron/Sister)
<b>TOTAL HOURS</b>			

\*Add papers as necessary

**RUBRIC FOR EVALUATION OF MICROTEACHING – THEORY SESSION**

Criteria	Weight-age	(0)	Low (1)	Fair (2)	Above Average (3)	Excellent (4)	Score
<b>CONTENT:</b>							
<b>1. Subject Knowledge</b>	1	Student does not have grasp of information; cannot answer questions about the subject	Student demonstrates superficial knowledge; cannot answer questions about the subject	Student demonstrates reasonable knowledge; able to answer only rudimentary questions	Student demonstrates considerable knowledge; able to answer to all questions but without elaboration	Student demonstrates excellent knowledge by answering all questions with explanations and elaboration	<b>4</b>
<b>2. Organization</b>	0.5	Absolutely shows disorganized presentation	Student does not present information in logical sequence; jumps around; audience has difficulty following the presentation	Shows inconsistent presentation; at times ideas are cluttered audience has difficulty following the presentation	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting and creative sequence which audience can follow easily	<b>2</b>
<b>5. Meeting Learning Objectives</b>	1	Learning objectives are not met	Teaching content and methods are not clear; demonstration is not performed. Some learning objectives are met.	Some parts of the teaching contents and methods / demonstration are not clear. Most of the learning objectives are met.	Teaching content and methods are clear and sufficient. Demonstration is clearly performed. All learning objectives are met.	Teaching content and methods are precisely and creatively stated. Demonstration is clearly and innovatively performed. Evidently, all learning objectives are met.	<b>4</b>

<p><b>6. Instructional Materials (Readings, Media, Visual Aids)</b></p>	<p><b>0.5</b></p>	<p>Instructional materials are not provided</p>	<p>Provides limited instructional materials to students which is insufficient</p>	<p>Incorporates adequate instructional supports like slides, visual aids, handouts, etc. for students learning</p>	<p>Incorporates various instructional supports like slides, visual aids, handouts, etc. which is sufficient for students learning.</p>	<p>Creatively incorporates various appropriate instructional supports like slides, visual aids, handouts, etc. which is sufficient for students learning. Also provides extra references for materials presented when appropriate</p>	<p><b>2</b></p>
<p><b>VERBAL SKILLS:</b></p>							
<p><b>1. Enthusiasm</b></p>	<p>0.5</p>	<p>Shows absolutely no interest in the topic presented</p>	<p>Seldom shows interest in the topic presented</p>	<p>Occasionally shows some interest in the topic presented</p>	<p>Frequently shows interest with positive feeling about the topic</p>	<p>Demonstrate a very strong interest with positive feeling about the topic during entire presentation</p>	<p><b>2</b></p>
<p><b>2. Elocution</b></p>	<p>0.5</p>	<p>Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of audience to hear</p>	<p>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing the presentation</p>	<p>Intermittently student's voice is clear and soft. Occasionally pronounces words incorrectly. Only some audience members can hear the presentation</p>	<p>Student's voice is clear; pronounces most words correctly. Most audience members can hear the presentation</p>	<p>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear the presentation</p>	<p><b>2</b></p>
<p><b>NONVERBAL SKILLS:</b></p>							
<p><b>1. Eye Contact</b></p>	<p>0.5</p>	<p>No eye contact with audience, as entire report is read from the notes</p>	<p>Displayed minimal eye contact with audience, while reading</p>	<p>Consistent use of direct eye contact with audience, but</p>	<p>Consistently hold attention of entire audience with the use of eye contact,</p>	<p>Totally hold attention of entire audience with the use of eye contact,</p>	<p><b>2</b></p>

			mostly from the notes	still returns to notes	seldom looking at notes	without looking at notes	
<b>2. Body Language</b>	0.5	No movement or descriptive gestures	Very little movement or descriptive gestures	Occasionally made proper movements or gestures	Made proper movements or gestures during the entire presentation that enhances articulation	Made proper movements or gestures during the entire presentation that seem excellently flowing and help the audience visualize	<b>2</b>
	<b>TOTAL SCORE</b>						<b>20</b>

Comments:

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Student's Name: \_\_\_\_\_ Matrix No: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 ( \_\_\_\_\_ )



**RUBRIC FOR LESSON PLAN DEVELOPMENT  
MICROTEACHING – THEORY SESSION**

Criteria	Weight age	(0)	Low (1)	Fair (2)	Above Average (3)	Excellent (4)	Score
<b>1. Instructional Goals and Objectives</b>	1.5	No instructional goals and objectives	Instructional goals and objectives are inappropriate	<p>Instructional goals and objectives are stated but unclear.</p> <p>Learners are given some information regarding what is expected of them.</p> <p>Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction.</p>	<p>Instructional goals and objectives are stated.</p> <p>Learners have an understanding of what is expected of them.</p> <p>Learners can determine what they should know and be able to do as a result of learning and instruction.</p>	<p>Instructional goals and objectives are appropriately and clearly stated.</p> <p>Learners have a clear understanding of what is expected of them.</p> <p>Learners can determine what they should know and be able to do as a result of learning and instruction.</p>	<b>6</b>
<b>2. Instructional Strategies</b>	1	Instructional strategies are missing	Instructional strategies are inappropriate .	<p>Some instructional strategies are appropriate for learning outcome(s).</p> <p>Some strategies are based on a combination of practical experience / theory / research and documented best practice.</p>	<p>Most instructional strategies are appropriate for learning outcome(s).</p> <p>Most strategies are based on a combination of practical experience / theory / research and documented best practice.</p>	<p>All instructional strategies are appropriate for learning outcome(s).</p> <p>All strategies are based on a combination of practical experience / theory /research and documented best practice.</p>	<b>4</b>

<b>3. Assessment</b>	0.5	Method for assessing student learning and evaluating instruction is missing.	Method for assessing student learning and evaluating instruction is inappropriate	Method for assessing student learning and evaluating instruction is vaguely stated.  Assessment is teacher dependent.	Method for assessing student learning and evaluating instruction is stated.  Some may need to be modified before it could be readily used for expert, peer, and/or self-evaluation.	Method for assessing student learning and evaluating instruction is clearly delineated and authentic.  Can be readily used for expert, peer, and/or self-evaluation.	<b>2</b>
<b>4. Materials Needed</b>	1	List of materials is not included.	List of material is inappropriate.	List of materials is incomplete.	Most materials necessary for student and teacher to complete lesson are listed.	All materials necessary for student and teacher to complete lesson are clearly listed.	<b>4</b>
<b>5. Organization and Presentation</b>	1	Lesson plan is unorganized and incomplete.	Lesson plan is unorganized and presentation is not according to the format.	Lesson plan is organized, but not professionally presented according to the format.	Lesson plan is organized and neatly presented according to the format.	Lesson plan is well structured and organized. Creatively and professionally presented according to the format.	<b>4</b>
<b>TOTAL SCORE</b>							<b>20</b>

Comments: \_\_\_\_\_  
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Student's Name: \_\_\_\_\_ Matrix No: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
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**RUBRIC FOR EVALUATION OF MICROTEACHING – LECTURE DEMONSTRATION SESSION**

Criteria	Weight-age	(0)	Low (1)	Fair (2)	Above Average (3)	Score
<b>1. Commitment to Teaching and Students (Learners) Learning</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Does not show commitment to teaching and students learning</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits a lack of enthusiasm and excitement toward teaching and students</li> <li>Discourages student's questions, involvement, and debate</li> <li>Makes accessibility and availability difficult for students</li> <li>Discourages individual expression</li> </ul>	<ul style="list-style-type: none"> <li>Often demonstrates enthusiasm and excitement toward teaching and students</li> <li>Encourages student questions, involvement, and debate</li> <li>Is accessible and available to students</li> <li>Allows for individual expression</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrates enthusiasm and excitement toward teaching and students</li> <li>Has a well established learning environment that encourages student questions, involvement, and debate</li> <li>Makes students a priority in being accessible and available to their needs</li> <li>Encourages and allows for individual expression</li> </ul>	<b>3</b>
<b>2. Selection of Teaching Content</b>	<b>2</b>	<ul style="list-style-type: none"> <li>No example</li> </ul>	<ul style="list-style-type: none"> <li>Rarely selects examples relevant to students experiences, "real world" applications, and/or objectives</li> <li>Does not present views other than own</li> </ul>	<ul style="list-style-type: none"> <li>Selects examples relevant to students experiences, "real world" applications, and/or teaching objectives</li> <li>Sometimes presents views other than own when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Frequently selects examples relevant to students experiences, "real world" applications, and/or teaching objectives</li> <li>Presents views other than own when appropriate and provides explanation for possible differences of opinion along with evidence</li> </ul>	<b>6</b>
<b>3. Mastery of Teaching Content / Knowledge</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Does not demonstrate mastery of teaching content / knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Rarely explains difficult terms or concepts</li> <li>Does not present background of ideas and concepts</li> <li>Does not present best evidence and up-to-date developments in the</li> </ul>	<ul style="list-style-type: none"> <li>Explains difficult terms or concepts</li> <li>Presents background of ideas and concepts</li> <li>Presents best evidence and up-to-date developments in the field</li> <li>Answers student's</li> </ul>	<ul style="list-style-type: none"> <li>Explains difficult terms or concepts in depth and in more than one way</li> <li>Presents background of ideas and concepts in depth</li> <li>Frequently presents best evidence and up-to-date developments</li> </ul>	<b>6</b>

			field <ul style="list-style-type: none"> <li>Does not answer student's questions adequately or does not admit error or insufficient knowledge</li> </ul>	questions adequately or admits error or insufficient knowledge	in the field <ul style="list-style-type: none"> <li>Answers student's questions in depth and admits error or insufficient knowledge with commitment to seek out information</li> </ul>	
<b>4. Organization</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Very unorganized; and does not begin on time</li> </ul>	<ul style="list-style-type: none"> <li>Begins on time but disorganized</li> <li>Fails to preview materials/content to students</li> <li>Fails to summarize main points at the end of session</li> <li>Does not provide clear directions and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Begins on time</li> <li>Previews materials / content to students</li> <li>Summarizes main points at the end of session</li> <li>Explains directions and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Begins on time in an orderly, organized fashion</li> <li>Consistently previews materials/content to students</li> <li>Summarizes and distills main points at the end of session</li> <li>Consistently explains directions and procedures</li> </ul>	<b>3</b>
<b>5. Meeting Teaching Objectives</b>	<b>1.5</b>	<ul style="list-style-type: none"> <li>Teaching content and methods do not meet stated objectives</li> </ul>	<ul style="list-style-type: none"> <li>Teaching content and methods are not clear; meet some stated objectives</li> </ul>	<ul style="list-style-type: none"> <li>Teaching content and methods are clear and geared to stated objectives</li> </ul>	<ul style="list-style-type: none"> <li>Teaching content and methods are clear and creatively stated; obviously meet stated objectives</li> </ul>	<b>4.5</b>
<b>6. Instructional Materials (Readings, Media, Visual Aids)</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Instructional materials are not provided</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited instructional materials to students which is insufficient</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates adequate instructional supports like slides, visual aids, handouts, etc. for students learning</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates various instructional supports like slides, visual aids, handouts, etc. which is sufficient for students learning. Also provides extra references for materials presented when appropriate</li> </ul>	<b>3</b>
<b>7. Teaching Methodology and Presentation</b>	<b>1.5</b>	<ul style="list-style-type: none"> <li>Fails to use a variety of teaching strategies.</li> <li>Voice is inaudible and unclear</li> <li>Fails to establish and maintain eye contact with</li> </ul>	<ul style="list-style-type: none"> <li>Uses a single teaching strategies to address diverse learning styles and opportunities</li> <li>Fails to responds to changes in student attentiveness</li> <li>At times voice is inaudible and unclear</li> <li>Is unprofessional</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of teaching strategies to address diverse learning styles and opportunities</li> <li>Responds to changes in student attentiveness</li> <li>Speaks audibly and clearly</li> <li>Models</li> </ul>	<ul style="list-style-type: none"> <li>Uses a large variety of teaching strategies to address diverse learning styles and opportunities</li> <li>Responds to changes in student attentiveness with comfortable transition of teaching strategies</li> <li>Consistently speaks</li> </ul>	<b>4.5</b>

	<p>students</p> <ul style="list-style-type: none"> <li>• Does not provide demonstrations when needed</li> <li>• Does not promote students to be independent learners</li> </ul>	<p>and use of humor is negative and inappropriate</p> <ul style="list-style-type: none"> <li>• Limited eye contact with students</li> <li>• Provides demonstrations at inappropriate tone</li> <li>• Occasionally promotes students to be independent learners</li> </ul>	<p>professionalism</p> <ul style="list-style-type: none"> <li>• Establishes and maintains eye contact with students</li> <li>• Provides demonstrations as appropriate</li> <li>• Allows students to be independent learners</li> </ul>	<p>audibly and clearly</p> <ul style="list-style-type: none"> <li>• Models professionalism and use of humor is positive and appropriate</li> <li>• Establishes and maintains eye contact with students while communicating a sense of enthusiasm toward the content</li> <li>• Provides demonstrations as appropriate and has students demonstrate their understanding</li> <li>• Guides students to be independent learners</li> </ul>	
	<b>TOTAL SCORE</b>				<b>30</b>

Comments:

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Student's Name: \_\_\_\_\_ Matrix No: \_\_\_\_\_

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_  
( \_\_\_\_\_ )

**RUBRIC FOR LESSON PLAN DEVELOPMENT  
MICROTEACHING – LECTURE DEMONSTRATION SESSION**

Criteria	Weight age	(0)	Low (1)	Fair (2)	Above Average (3)	Excellent (4)	Score
<b>1. Instructional Goals and Objectives</b>	1.5	No instructional goals and objectives.	Instructional goals and objectives are inappropriate	<p>Instructional goals and objectives are stated but unclear.</p> <p>Learners are given some information regarding what is expected of them.</p> <p>Learners are not given enough information and instruction to determine what they should know and be able to perform appropriately.</p>	<p>Instructional goals and objectives are stated.</p> <p>Learners have an understanding of what is expected of them.</p> <p>Learners can determine what they should know and be able to perform appropriately.</p>	<p>Instructional goals and objectives are appropriately and clearly stated.</p> <p>Learners have a clear understanding of what is expected of them.</p> <p>Learners can determine and rationalize what they should know and be able to perform appropriately.</p>	<b>6</b>
<b>2. Instructional Strategies</b>	1	Instructional strategies are missing.	Instructional strategies are inappropriate	<p>Some instructional strategies are appropriate for learning outcome(s).</p> <p>Some strategies are based on a combination of practical experience / theory / research and documented best practice.</p>	<p>Most instructional strategies are appropriate for learning outcome(s).</p> <p>Most strategies are based on a combination of practical experience / theory / research and documented best practice.</p>	<p>All instructional strategies are appropriate for learning outcome(s).</p> <p>All strategies are based on a combination of practical experience / theory / research and documented best practice.</p>	<b>4</b>

<b>3. Assessment</b>	0.5	Method for assessing student learning and evaluating instruction is missing.	Method for assessing student learning and evaluating instruction is inappropriate	Method for assessing student learning and evaluating instruction is vaguely stated.  Assessment is teacher dependent.	Method for assessing student learning and evaluating instruction is stated.  Some may need to be modified before it could be readily used for expert, peer, and/or self-evaluation.	Method for assessing student learning and evaluating instruction is clearly delineated and authentic.  Can be readily used for expert, peer, and/or self-evaluation.	<b>2</b>
<b>4. Materials Needed</b>	1	List of materials is not included.	List of material is inappropriate.	List of materials is incomplete.	Most materials necessary for student and teacher to complete lesson are listed.	All materials necessary for student and teacher to complete lesson are clearly listed.	<b>4</b>
<b>5. Organization and Presentation</b>	1	Lesson plan is unorganized and incomplete.	Lesson plan is unorganized and presentation is not according to the format.	Lesson plan is organized, but not professionally presented according to the format.	Lesson plan is organized and neatly presented according to the format.	Lesson plan is well structured and organized.  Creatively and professionally presented according to the format.	<b>4</b>
<b>TOTAL SCORE</b>							<b>20</b>

Comments: \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

Student's Name: \_\_\_\_\_ Matrix No: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 ( )

**RECORD OF CLINICAL TEACHING SESSIONS**

<b>NO.</b>	<b>DATE &amp; TIME</b>	<b>VENUE</b>	<b>TOPIC</b>	<b>LEARNER'S (S) NAME / IC or RN</b>	<b>VERIFICATION</b>
1.					
2.					
3.					
4.					

\*Add space / papers as necessary



**STUDENT'S EVALUATION OF CLINICAL PRACTICE 13 (UNGRADED)**

**Name:**

**Matrix No:**

**Year:**

**Semester:**

**INSTRUCTION**

Tick (√) your level of agreement for each statements based on the scale. You may give your opinion or suggestions in the comments section.

Your evaluation is important for continuous improvement of our program and to enable us to provide the best for you.

**SCALE : 1=strongly disagree 2= disagree 3= indifferent 4= agree 5= strongly agree**

No	Statement	1	2	3	4	5
1.	I have adequate opportunities to enhance my clinical skills and knowledge					
2.	I have adequate opportunities to strengthen my communication skills					
3.	I have adequate opportunities to achieve my learning outcomes					
4.	The total clinical hours was adequate					
5.	My superior was supportive of my learning needs					
6.	The faculty was able to address my concerns / problems / questions					

**Comments:**

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(Front Page)



## NBNC 2504 CLINICAL PRACTICE 13 RECORD

### STUDENT'S PARTICULARS

Name : \_\_\_\_\_

Matrix No. : \_\_\_\_\_

Semester & Year : \_\_\_\_\_

Ward / Area of Practice : \_\_\_\_\_

Name of Institution : \_\_\_\_\_

Tutor's Name : \_\_\_\_\_

Date of Submission : \_\_\_\_\_

