

Help for course planning constructive alignment

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Templates for Course Planning

These templates are designed to assist educators in planning their courses effectively using two key templates: the Constructive Alignment Template and the Pedagogical Manuscript Template. These tools will help ensure that your course objectives, learning tasks, and assessment methods are aligned and support deep learning.

Constructive Alignment Template

A. Learning Objectives What is the learner expected to know after completing the course?	B. Learning Tasks Which learning tasks support the learner in achieving the learning objectives?	C. Assessment Methods How does the learner demonstrate that they have achieved the learning objectives?
Introduction to GA (02 hours-L) (02 hours-P) <ol style="list-style-type: none">1. To describe the significance of assessment in geriatric nursing2. To discuss components of assessment in geriatric nursing3. To describe different tools used in geriatric nursing assessment4. Discuss interdisciplinary approach used in geriatric assessment	<ol style="list-style-type: none">1. Brainstorming session (30 minutes)2. Small group discussions (SGD) (1 hour 30 min)3. Lecture discussion (02 hours)	<ul style="list-style-type: none">• Formative-Peer feedback• Summative - MCQs

<p>History taking and physical assessment (03 hours-L) (05 hours -Practical)</p> <ol style="list-style-type: none"> 1. To demonstrate skills in communicating with a geriatric client/patient in assessment 2. To demonstrate competencies in history taking specific to geriatric client/patient 3. To describe methods/tools used in system-wise geriatric assessment in nursing 4. To demonstrate the ability to apply different assessment tools in system-wise geriatric assessment in nursing 5. To interpret the physical assessment findings and identify the normal and abnormal status of geriatric patient/client 	<p>Lectures</p> <ol style="list-style-type: none"> 1. Case-based learning (02 hours) 2. Lecture discussions/ Practical (Clinical training) (03 hours) 3. Practical demonstrations (03 hours) 	<ul style="list-style-type: none"> • Formative- Expert feedback, Group assignment, peer feedback • Summative- Case presentation, Case study (30 days), SEQ, MCQ <p>(20 MCQs – 1 hour) (01 SEQ- 1 hour) (01 OSCE- 10 minutes) 10 OSPEs- 3 minutes each</p>
<p>Functional Assessment (02 hours-L) (03 hours-P)</p> <ol style="list-style-type: none"> 1. To describe methods/tools used in functional assessment in geriatric nursing 2. To demonstrate the ability to apply different tools in functional assessment in geriatric nursing 3. To interpret the functional assessment findings and identify the normal and abnormal status of geriatric patient/client 	<ol style="list-style-type: none"> 1. Lecture discussions/ Practical (Clinical training) 2. Practical demonstrations, Case-based learning 	<ul style="list-style-type: none"> • Formative- Group assignment, peer feedback • Summative -Case study, SEQ, MCQ

<p>Cognitive and Mental Health Assessment (02 hours-L) (02 hours-P)</p> <ol style="list-style-type: none"> 1. To describe assessment tools used in cognitive and mental health assessment in geriatric nursing 2. To demonstrate the ability to use different assessment tools used in cognitive and mental health assessment in geriatric patients 	<ol style="list-style-type: none"> 1. Lecture discussions/ Practical (Clinical training) 2. Practical demonstrations, Case-based learning 	<ul style="list-style-type: none"> • Formative- Group assignment, peer feedback • Summative -Case study, SEQ, MCQ
<ol style="list-style-type: none"> 3. To interpret the cognitive and mental Health Assessment findings and identify the normal and abnormal status of geriatric patient/client 		
<p>Nutritional Assessment (02 hours-L) (02 hours-P)</p> <ol style="list-style-type: none"> 1. To describe tools used in the assessment of the nutritional status of the geriatric clients/patients 2. To demonstrate the ability to use different tools in the assessment of the nutritional status of the geriatric clients/patients 3. To interpret the nutritional assessment findings and identify the normal and abnormal status of geriatric patient/client 	<ol style="list-style-type: none"> 1. Lecture discussions/ Practical (Clinical training) 2. Practical demonstrations, Case-based learning 	<ul style="list-style-type: none"> • Formative- Group assignment, peer feedback • Summative -Case study, SEQ, MCQ

<p>Assessment of comorbidities (02 hours-L) (02 hours-P)</p> <ol style="list-style-type: none"> 1. To describe tools used in the assessment of comorbidities of the geriatric clients/patients 2. To demonstrate the ability to use different tools in the assessment of comorbidities of the geriatric clients/patients 3. To interpret the assessment findings of comorbidities and identify the normal and abnormal status of geriatric patient/client 	<ol style="list-style-type: none"> 1. Lecture discussions/ Practical (Clinical training) 2. Practical demonstrations, Case-based learning 	<ul style="list-style-type: none"> • Formative- Group assignment, peer feedback • Summative -Case study, SEQ, MCQ
<p>Assessment of medication/Polypharmacy (02 hours-L) (02 hours-P)</p> <ol style="list-style-type: none"> 1. To describe different tools in the assessment of compliance, adherence, medication reconciliation, drug disease interaction, and polypharmacy 2. To demonstrate the ability to use different tools to assess the compliance, adherence, medication reconciliation, and drug 	<ol style="list-style-type: none"> 1. Lecture discussions/ Practical (Clinical training) 2. Practical demonstrations, Case-based learning 	<ul style="list-style-type: none"> • Formative- Group assignment, peer feedback • Summative -Case study, SEQ, MCQ
<p>disease interaction and polypharmacy</p> <ol style="list-style-type: none"> 3. To interpret the assessment findings of the compliance, adherence, medication reconciliation, drug disease interaction, polypharmacy, and identify the normal and abnormal status of the geriatric patient/client 		

Assessment of Frailty and falls (02 hours-L) (02 hours-P)

1. To describe different tools used in frailty, morbidity, and falls in geriatric patients
2. To demonstrate the ability to use different tools to assess the frailty, morbidity, and falls in geriatric patients
3. To interpret the assessment findings of the frailty, morbidity, falls, and identify the normal and abnormal status of the geriatric patient/client

1. Lecture discussions/ Practical (Clinical training)
2. Practical demonstrations, Case-based learning

- Formative- Group assignment, peer feedback
- Summative -Case study, SEQ, MCQ

Assessment of QoL (02 hours-L) (02 hours-P)

1. To describe tools to assess different domains of QoL in geriatric patients/clients
2. To demonstrate the ability to use tools to assess different domains of QoL in geriatric patients/clients
3. To interpret the assessment findings of different QoL domains and identify the normal and abnormal status of geriatric patient/client

1. Lecture discussions/ Practical (Clinical training)
2. Practical demonstrations, Case-based learning

- Formative- Group assignment, peer feedback
- Summative -Case study, SEQ, MCQ

Socio-environmental assessment (01 hour-L) (02 hours-P)

1. To describe tools to assess social interactions, support, and environmental safety in geriatric patients/clients
2. To demonstrate the ability to assess social

1. Lecture discussions/ Practical (Clinical training)
2. Practical demonstrations, Case-based learning

- Formative- Group assignment, peer feedback
- Summative -Case study, SEQ, MCQ

interactions, support, and environmental safety in geriatric patients/clients

3. To interpret the findings of the socio-environmental assessment and identify the normal and abnormal status of geriatric patient/client

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Constructive Alignment Template

A. Learning Objectives

What is the learner expected to know after completing the course?

- Clearly define the knowledge, skills, and attitudes that students should acquire.
- Ensure that the objectives are specific, measurable, achievable, relevant, and time-bound (SMART).

B. Learning Tasks

Which learning tasks support the learner in achieving the learning objectives?

- Design tasks that actively engage students and promote critical thinking.
- Include a variety of activities such as discussions, projects, and practical exercises.

C. Assessment Methods

How does the learner demonstrate that they have achieved the learning objectives?

- Choose assessment methods that accurately measure student learning.
- Use formative assessments (e.g., quizzes, peer reviews) to provide ongoing feedback.
- Implement summative assessments (e.g., exams, final projects) to evaluate overall achievement.

Significance of Geriatric Assessment (GA)

Components of GA

Overview of the tools used in GA

Interdisciplinary approach of GA

Pedagogical manuscript template

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p>A. Learning Situation What is the title of the learning situation (module)?</p>	Introduction to GA	History taking and Physical Assessment	Functional Assessment	Cognitive and mental health assessment	Nutritional assessment	Assessment of comorbidities	Assessment of medication/polypharmacy	Assessment of frailty and falls	QoL assessment	Socio-environmental assessment
<p>B. Objectives What are the objectives of the learning situation?</p>	<p>To describe the significance of assessment in geriatric nursing</p> <p>To discuss components of assessment in geriatric nursing</p> <p>To describe different tools used in geriatric nursing assessment</p> <p>Discuss the interdisciplinary approach used in geriatric assessment</p>	<p>To demonstrate skills in communicating with a geriatric client/patient in assessment</p> <p>To demonstrate competencies in history taking specific to geriatric client/patient</p> <p>To describe methods/tools used in system-wise geriatric assessment in nursing</p> <p>To demonstrate the ability to apply different assessment tools in system-wise geriatric assessment in nursing</p> <p>To interpret the physical assessment findings and identify the normal and abnormal status of geriatric</p>	<p>To describe methods/tools used in functional assessment in geriatric nursing</p> <p>To demonstrate the ability to apply different tools in functional assessment in geriatric nursing</p> <p>To interpret the functional assessment findings and identify the normal and abnormal status of geriatric patients/clients</p>	<p>To describe the assessment tools used in cognitive and mental health assessment in geriatric nursing</p> <p>To demonstrate the ability to use different assessment tools in cognitive and mental health assessment in geriatric patients</p> <p>To interpret the cognitive and mental health assessment findings and identify the normal and abnormal status of geriatric patient/client</p>	<p>To describe tools used in the assessment of the nutritional status of geriatric clients/patients</p> <p>To demonstrate the ability to use different tools in the assessment of the nutritional status of geriatric clients/patients</p> <p>To interpret the nutritional assessment findings and identify the normal and abnormal status of geriatric patients/client</p>	<p>To describe tools used in the assessment of comorbidities of the geriatric clients/patients</p> <p>To demonstrate the ability to use different tools in the assessment of comorbidities of geriatric clients/patients</p> <p>To interpret the assessment findings of comorbidities and identify the normal and abnormal status of geriatric patient/client</p>	<p>To describe tools used in the assessment of medications and polypharmacy of geriatric clients/patients</p> <p>To demonstrate the ability to use different tools in the assessment of medications and polypharmacy of geriatric clients/patients</p> <p>To interpret the assessment findings of medications and polypharmacy and identify the problems related to polypharmacy and medication of patient/client</p>	<p>To describe tools used in the assessment of frailty and falls of geriatric clients/patients</p> <p>To demonstrate the ability to use different tools in the assessment of frailty and falls of geriatric clients/patients</p> <p>To interpret the assessment findings of frailty and falls and identify the risk of the patient/client</p>	<p>To describe tools used in the assessment of QoL of the geriatric clients/patients</p> <p>To demonstrate the ability to use different tools in the assessment of QoL of geriatric clients/patients</p> <p>To interpret the assessment findings of QoL</p>	<p>To describe tools used in the assessment of the socio-environmental status of clients/patients</p> <p>To demonstrate the ability to use different tools in the assessment of the socio-environmental status of geriatric clients/patients</p> <p>To interpret the assessment findings of the socio-environmental status</p>

		patient/client								
C. Content What topics, themes, and content does the learning situation include?	<ul style="list-style-type: none"> •Significance of Geriatric Assessment (CGA) •Components of CGA •Overview of the tools used in CGA Interdisciplinary approach of CGA	History taking Physical assessment- Cardiovascular, respiratory, neurology, musculoskeletal, GIT, genitourinary, blood and immunity, sexual, integumentary, sensory assessment			Physical assessment- Cardiovascular, respiratory, neurology, musculoskeletal, GIT, genitourinary, blood and immunity, sexual, integumentary, sensory and nutritional assessment	Functional assessment, IADL, Cognition and memory, and QoL assessment, frailty and falls risk assessment				Interdisciplinary approach of GA
D. Learning Tasks What tasks (individual/group) do learners perform in the learning situation?	Brainstorming session, SGD, Lecture discussion	Case-based learning, lecture discussion/practical (clinical training), Practical demonstrations	Lecture discussion, practical (clinical training), practical demonstrations, case-based learning	Lecture discussion, practical (clinical training), practical demonstrations, case-based learning	Lecture discussion, practical (clinical training), practical demonstrations, case-based learning	Lecture discussion, practical (clinical training), practical demonstrations, case-based learning	Lecture discussion, practical (clinical training), practical demonstrations, case-based learning	Lecture discussion, practical (clinical training), practical demonstrations, case-based learning	Lecture discussion, practical (clinical training), practical demonstrations, case-based learning	Lecture discussion, practical (clinical training), practical demonstrations, case-based learning
E. Assessment and Guidance How is learning assessed and progress monitored? How is guidance and feedback provided?	Assessments Formative-peer feedback Summative- MCQ Guidance Topics for the brainstorming session, Checklist for the participation, Topics for SGD, summary of the discussion, a n d Feedback Lecture feedback Module feedback Lecturer feedback	Assessments: Formative-expert feedback checklist, Group assignment Peer feedback form, Summative-Case presentation, MCQ,SEQ Guidance Case presentation guidelines Case study guidelines: Guidelines for case-based learning Feedback Lecture feedback Module feedback Lecturer feedback Return demonstration checklist	Assessments Formative-expert feedback checklist, Group assignment Peer feedback form, Summative-Case presentation, MCQ,SEQ Guidance Case presentation guidelines Case study guidelines: Guidelines for case-based learning Feedback Lecture feedback Module feedback Lecturer feedback Return demonstration checklist	Assessments: Formative-expert feedback checklist, Group assignment Peer feedback form, Summative-Case presentation, MCQ,SEQ Guidance Case presentation guidelines Case study guidelines: Guidelines for case-based learning Feedback Lecture feedback Module feedback Lecturer feedback Return demonstration checklist	Assessments: Formative-expert feedback checklist, Group assignment Peer feedback form, Summative-Case presentation, MCQ,SEQ Guidance Case presentation guidelines Case study guidelines: Guidelines for case-based learning Feedback Lecture feedback Module feedback Lecturer feedback Return demonstration checklist	Assessments: Formative-expert feedback checklist, Group assignment Peer feedback form, Summative-Case presentation, MCQ,SEQ Guidance Case presentation guidelines Case study guidelines: Guidelines for case-based learning Feedback Lecture feedback Module feedback Lecturer feedback Return demonstration checklist	Assessments: Formative-expert feedback checklist, Group assignment Peer feedback form, Summative-Case presentation, MCQ,SEQ Guidance Case presentation guidelines Case study guidelines: Guidelines for case-based learning Feedback Lecture feedback Module feedback Lecturer feedback Return demonstration checklist	Assessments: Formative-expert feedback checklist, Group assignment Peer feedback form, Summative-Case presentation, MCQ,SEQ Guidance Case presentation guidelines Case study guidelines: Guidelines for case-based learning Feedback Lecture feedback Module feedback Lecturer feedback Return demonstration checklist	Assessments: Formative-expert feedback checklist, Group assignment Peer feedback form, Summative-Case presentation, MCQ,SEQ Guidance Case presentation guidelines Case study guidelines: Guidelines for case-based learning Feedback Lecture feedback Module feedback Lecturer feedback Return demonstration checklist	Assessments: Formative-expert feedback checklist, Group assignment Peer feedback form, Summative-Case presentation, MCQ,SEQ Guidance Case presentation guidelines Case study guidelines: Guidelines for case-based learning Feedback Lecture feedback Module feedback Lecturer feedback Return demonstration checklist

F. Time Management When is the learning situation scheduled and what is the learner's workload?										
G. Learning Environment What online learning platform and digital tools are used?	Zoom lectures, LMS platform, LEARN and Moodle	Zoom lectures, LMS platform, LEARN and Moodle	Zoom lectures, LMS platform, LEARN and Moodle	Zoom lectures, LMS platform, LEARN and Moodle	Zoom lectures, LMS platform, LEARN and Moodle	Zoom lectures, LMS platform, LEARN and Moodle	Zoom lectures, LMS platform, LEARN and Moodle	Zoom lectures, LMS platform, LEARN and Moodle	Zoom lectures, LMS platform, LEARN and Moodle	Zoom lectures, LMS platform, LEARN and Moodle

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A. Learning Situation

What is the title of the learning situation (module)?

- Provide a clear and concise title that reflects the content and purpose of the module.

B. Objectives

What are the objectives of the learning situation?

- Align these objectives with the overall course objectives.
- Ensure they are clear and understandable for students.

C. Content

What topics, themes, and content does the learning situation include?

- Outline the key concepts and materials that will be covered.
- Ensure the content is relevant and up-to-date.

D. Learning Tasks

What tasks (individual/group) do learners perform in the learning situation?

- Detail the specific activities students will engage in.
- Include instructions and criteria for successful completion.

E. Assessment and Guidance

How is learning assessed and progress monitored? How is guidance and feedback provided?

- Describe the methods used to assess student performance.
- Explain how feedback will be given to support student improvement.

F. Time Management

When is the learning situation scheduled and what is the learner's workload?

- Provide a timeline for the module, including key deadlines.
- Estimate the time required for each task to help students manage their workload.

G. Learning Environment

What online learning platform and digital tools are used?

- Specify the tools and platforms that will be utilized.
- Ensure students have access to and understand how to use these resources.