

MEDS90010 Minor Thesis - Surgical Education

Credit Points:	25																				
Level:	9 (Graduate/Postgraduate)																				
Dates & Locations:	2013, Hawthorn This subject commences in the following study period/s: Semester 1, Hawthorn - Taught on campus. Semester 2, Hawthorn - Taught on campus.																				
Time Commitment:	Contact Hours: 144 hours Total Time Commitment: 480 hours																				
Prerequisites:	<p>Students must complete the below core subjects plus at least one elective subjects.</p> <p>Elective subjects</p> <ul style="list-style-type: none">1 MEDS90012 Recruitment and Selection in Surgery2 MEDS90013 Teaching Professional Skills in Surgery3 MEDS90014 Managing Underperforming Trainees4 MEDS90015 Simulation in Surgical Education5 MEDS90016 Teaching Surgical Science6 MEDS90017 Educational Leadership in Surgery7 MEDS90018 Assessment and Evaluation in Surgery <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>MEDS90006 Context of Surgical Education</td><td>Not offered 2013</td><td>12.50</td></tr><tr><td>MEDS90007 Learning & Teaching in Surgical Practice</td><td>Not offered 2013</td><td>12.50</td></tr><tr><td>MEDS90008 Educational Theory for Surgical Training</td><td>February, Semester 2</td><td>12.50</td></tr><tr><td>MEDS90009 Curriculum Design in Surgical Education</td><td>February</td><td>12.50</td></tr><tr><td>MEDS90011 Research Methods in Surgical Education</td><td>Semester 2</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	MEDS90006 Context of Surgical Education	Not offered 2013	12.50	MEDS90007 Learning & Teaching in Surgical Practice	Not offered 2013	12.50	MEDS90008 Educational Theory for Surgical Training	February, Semester 2	12.50	MEDS90009 Curriculum Design in Surgical Education	February	12.50	MEDS90011 Research Methods in Surgical Education	Semester 2	12.50
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Corequisites:	None																				
Recommended Background Knowledge:	None																				
Non Allowed Subjects:	None																				
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>																				
Coordinator:	Prof Debra Nestel																				
Contact:	<p>University of Melbourne Commercial The University of Melbourne Level 3, 442 Auburn Road Hawthorn, Vic 3122 Australia</p> <p>E: surged@commercial.unimelb.edu.au (mailto:surged@commercial.unimelb.edu.au)</p>																				

Subject Overview:	<p>This subject will allow students to develop and investigate a research question of relevance to surgical education. Participants will design and implement a research project drawing on research methodologies from education. Participants will need to consider and where appropriate seek human research ethics approval for their study. Traditional approaches to research projects will be followed including a critical review of relevant literature, writing researchable question/s, designing appropriate methodologies, analyzing and reporting results, discussion including framing results in existing literature and drawing conclusion. Participants are also expected to demonstrate effective academic writing skills and present their project in an oral presentation.</p> <p>The overall aims of this subject are:</p> <ul style="list-style-type: none"> # To deepen understanding of educational research methodology # To provide participants with an opportunity to conduct a research project in surgical education # To apply skills relevant for educational research
Objectives:	<p>After completing the subject participants will be able to:</p> <ol style="list-style-type: none"> 1 Design, implement and write up a surgical education research project 2 Successfully manage all phases of a surgical education research project 3 Identify challenges to conducting surgical educational research 4 Demonstrate formal research presentation skills 5 Understand the theoretical context of an issue of concern in surgical education 6 Demonstrate a capacity to engage in reflective, critical discussion of the area of particular interest
Assessment:	<p>Presentation (15 minute verbal online tutorial) (Hurdle assessment) (mid semester). In this assessment, students are expected to perform at a very high level integrating knowledge and skills learned in earlier subjects together with outstanding presentation skills. Final presentation (20-minute) (20%) (end semester). In this assessment, students are expected to perform at the highest level extending knowledge and skills from the first presentation and other generic professional skills learned during the course. Thesis (Written submission, suitable for publication) (10,000-15,000 words) to be assessed by an external examiner (80%). In this assessment students are expected to present work of a high standard that draws together knowledge and skills learned throughout the course. This includes analytic writing ability, knowledge of educational and research theory.</p>
Prescribed Texts:	None
Recommended Texts:	Database searches, Text processor (e.g Word), Endnote
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify relationships between theory, research and teaching # Be flexible and able to adapt to change through knowing how to learn using research processes # Understand the significance of developing teaching practice on the basis of research evidence # Critical appraisal skills # Teaching related problem-solving skills # Academic writing skills # Presentation skills # Research project skills
Links to further information:	http://www.mccp.unimelb.edu.au/surgical-ed
Related Course(s):	Master of Surgical Education