

513-654 Assessment of Clinical Learning

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2009. Campus based lectures, tutorials and seminars
Time Commitment:	Contact Hours: 28 hours taught over 4 designated days scheduled throughout the semester Total Time Commitment: 80 hours of self directed learning
Prerequisites:	Nil
Corequisites:	Nil
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>
Subject Overview:	This subject introduces clinicians to the research literature on assessment and in particular assessment in the clinical work place context. It will include topics such as assessment of clinical practice; individual pacing; learning contracts; the role of feedback in learning and assessment; the role of the clinical educator in assessment; reliability of assessment. Students will examine these principles as it applies to their own work context and develop processes that can assist them in their role as clinical educators.
Objectives:	At the completion of this subject, students will have had the opportunity to: <ul style="list-style-type: none"> # Research the literature on assessment in practice # Develop an understanding of the theoretical frameworks underpinning assessment # Reflect on their own practices in giving student feedback
Assessment:	A 1,500 word reflective essay on their feedback practices in clinical education, due mid semester (30%) A 3,500 word essay on a topic dealing with assessment, due at the end of semester (70%)
Prescribed Texts:	None
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:	At the completion of this subject, students will have had the opportunity to: <ul style="list-style-type: none"> # Develop further skills in searching for evidence around practice # Build on their skills of reflection and lifelong learning # Refine their scholarly writing