

PHTY90071 Clinicians as Educators

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2012. 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>
Contact:	Physiotherapy Melbourne School of Health Sciences The University of Melbourne Level 1, 200 Berkeley St Carlton Victoria 3010 AUSTRALIA T: +61 3 13 MELB F: +61 3 8344 4188 E: physio-enquiries@unimelb.edu.au (mailto:nursing-enquiries@unimelb.edu.au) W: www.physioth.unimelb.edu.au (http://www.nursing.unimelb.edu.au/)
Subject Overview:	The subject introduces clinicians to theories of learning especially related to experimental learning in the clinical environment. It will include topics related to adult learning, student centred learning, strategies for promoting lifelong learners in the professional environment: the clinician educator.
Objectives:	Students will have the opportunity to: <ul style="list-style-type: none"> # Explore the research on theories of learning # Consider the role of the clinician as an educator # Develop learning and teaching strategies for use in the clinical context
Assessment:	Written plan of a teaching session no more than 1,000 words, due mid semester (15%) Written assignment of 3,500 words, due end of semester (65%) Class presentation, due end of semester (20%)
Prescribed Texts:	TBA
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:	Students will have the opportunity to: <ul style="list-style-type: none"> # Improve their ability to use evidence in their teaching # Demonstrate a willingness to explore new ideas and value the creation of new knowledge

Continue to develop a capacity for self-directed learning and the motivation for life-long independent learning