

## GC-CLINTCH Graduate Certificate in Clinical Teaching

<b>Year and Campus:</b>	2013 - Parkville
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Level:</b>	Graduate/Postgraduate
<b>Duration &amp; Credit Points:</b>	50 credit points taken over 12 months part time.
<b>Coordinator:</b>	Professor Stephen Trumble
<b>Contact:</b>	<p><a href="mailto:s.trumble@unimelb.edu.au">s.trumble@unimelb.edu.au</a> (<a href="mailto:s.trumble@unimelb.edu.au">mailto:s.trumble@unimelb.edu.au</a>) 8344 8049</p> <p><b>Administrative Contact:</b> Kathryn Smyth 9810 3221</p>
<b>Course Overview:</b>	<p>This course is part of the University of Melbourne's strategy to ensure that the teaching provided to health professional students undertaking clinical placements during the Faculty of Medicine, Dentistry and Health Science's entry-to-practice courses is of the standard expected of one of the world's best universities.</p> <p>The Graduate Certificate in Clinical Teaching (GCertClinTeach) uses proven pedagogy while locating learning within the clinical context to ensure that it resonates with busy clinicians. In recognition of workforce demands, participants will be able to choose between monthly contact days based at the Parkville campus four times per semester, or an intensive program with four days in the one week.</p> <p>The GCertClinTeach has four practically-orientated subjects and is remarkable for its quality, flexibility and immediate utility.</p> <p>Clinicians who gain the University of Melbourne GCertClinTeach will be valued for their commitment to clinical teaching.</p>
<b>Objectives:</b>	<p>It is the first in a pathway of award courses being developed by FMDHS (along with the Grad Dip Clin Ed and M Clin Ed). It is primarily intended as a high quality professional development opportunity for those clinicians who teach clinical learners (at all levels) in healthcare settings. Graduates who gain the Graduate Certificate in Clinical Teaching will be:</p> <p><b>Academically excellent:</b></p> <ul style="list-style-type: none"> <li>• demonstrate an analytical and reflective approach to their clinical teaching and supervision activities and a recognition of their professional responsibilities in this area;</li> <li>• underpin their clinical teaching with the best available research evidence;</li> <li>• contribute to the scholarly development of the field of clinical teaching.</li> </ul> <p><b>Knowledgeable across disciplines:</b></p> <ul style="list-style-type: none"> <li>• contribute to the learning of students at all levels of the educational continuum;</li> <li>• be aware of the unique and common challenges and approaches involved in developing learners of different health disciplines;</li> <li>• be aware of their strengths and weaknesses as a clinical teacher and/or supervisor and be prepared to collaborate accordingly;</li> <li>• collaborate with practitioners from other health disciplines to achieve best outcomes for their learners.</li> </ul> <p><b>Leaders in communities:</b></p> <ul style="list-style-type: none"> <li>• initiate and implement constructive change in the approach to clinical teaching within their healthcare environment;</li> <li>• mentor future generations of clinical learners;</li> <li>• appreciate the importance of exchanging feedback, support and assistance with colleagues;</li> <li>• be well-informed of the health workforce training needs of the local communities within which they practise.</li> </ul> <p><b>Attuned to cultural diversity:</b></p> <ul style="list-style-type: none"> <li>• develop a student-centred approach to clinical teaching and learning;</li> <li>• respect knowledge, cultures and values of Indigenous students and patients involved in teaching;</li> <li>• maintain and encourage a sensitive and respectful approach to involving people from different cultures in clinical education;</li> </ul>

	<ul style="list-style-type: none"> <li>• be aware of the specific cultural characteristics of the communities within which they practise.</li> </ul> <p><b>Active global citizens:</b></p> <ul style="list-style-type: none"> <li>• accept social and civic responsibilities to help develop an appropriate, accessible and sustainable health workforce;</li> <li>• advocate for environmental sustainability;</li> <li>• seek opportunities to contribute to the improvement of health workforce in developing countries.</li> </ul>
<p><b>Course Structure &amp; Available Subjects:</b></p>	<p>The Graduate Certificate of Clinical Teaching employs a similar structure to the GCUT on which it is based, with 4 subjects of equal weighting (12.5 points each) spread over two semesters.</p> <p>First semester:</p> <ol style="list-style-type: none"> <li>1. Effective Clinical Teaching</li> <li>2. Effective Clinical Supervision</li> </ol> <p>Second semester:</p> <ol style="list-style-type: none"> <li>3. Clinical Education in Practice</li> <li>4. Assessing Clinical Performance</li> </ol> <p>Each subject has learning objectives that immediately impact upon the work of the clinical teacher:</p> <p><b>1. Effective Clinical Teaching</b></p> <p>Along with Effective Clinical Supervision, this subject lays a firm foundation for further studies in the education of health professionals. The basics of teaching and learning theory are presented with clear linkages to the clinical workplace to ensure relevance for our learners. An engaging mix of day-long seminars, workshops, on-line learning and reflective activities in the workplace will meet the needs of a disparate group of learners, while an intensive option will appeal to those with limited availability.</p> <p><b>Objectives:</b> By completing this subject, participants should:</p> <ul style="list-style-type: none"> <li># develop a critical understanding of the principles of effective clinical teaching, learning and assessment;</li> <li># know the basis of the most salient research that underpins clinical teaching and the key debates in this field;</li> <li># be familiar with resources and techniques available to support clinical teachers in their workplace and know how to use them most effectively;</li> <li># develop a student-centred approach to clinical teaching and learning;</li> <li># understand the variety of teaching and learning spaces that exist within clinical health services and of how different teaching approaches can be used within them, in accordance with the University of Melbourne's Nine Principles;</li> <li># demonstrate an analytical and reflective approach to their clinical teaching activities and recognition of their professional responsibilities in this area.</li> </ul> <p><b>Contact hours:</b> 16 hours (4 hours per month) plus approximately 104 non-contact hours. This subject may also be available as part of a four day program in the first semester.</p> <p><b>Assessment:</b> Participants will be required to:</p> <ul style="list-style-type: none"> <li># Mid semester (20%): 15 minute individual oral presentation (1500 words equivalent).</li> <li># End semester (40%): Portfolio documenting outcomes from participation in seminars and workshops during the semester (2000 words).</li> <li># End semester (40%): A written assignment in the form of an issues or discussion paper on a topic relevant to the participant's particular clinical teaching and learning context (1500 words ) for submission by the end of semester.</li> </ul> <p><b>2. Effective Clinical Supervision</b></p> <p>Taught in tandem with Effective Clinical Teaching, this subject provides participants with a foundation in the principles and practices of vocational supervision that are unique to the health professions. In many ways, Effective Clinical Supervision examines the application of those theories and principles studied in the companion subject as they apply to vocational learners preparing for a career as a health professional. A similar range of learning activities will dovetail with those provided in Effective Clinical Teaching to emphasise the similarities and differences between education and training.</p> <p><b>Objectives:</b> By completing this subject, participants should:</p> <ul style="list-style-type: none"> <li># develop a critical understanding of the principles of effective clinical supervision, instruction and assessment of competence;</li> <li># know the basis of the most salient research that underpins clinical supervision and the key debates in this field;</li> </ul>

- # be familiar with resources and techniques available to support clinical supervisors in their workplace and know how to use them most effectively;
- # develop a trainee-centred approach to clinical supervision and training;
- # understand the variety of clinical training opportunities that exist and the different supervision approaches that can be used within them;
- # demonstrate an analytical and reflective approach to their clinical supervision activities and a recognition of their professional responsibilities in this area.

**Contact hours:** 16 hours (4 hours per month) plus approximately 104 non-contact hours. This subject may also be available as part of a four day program in the first semester.

**Assessment:** Participants will be required to submit:

- # Mid semester (20%): 15 minute objective structured teaching examination station (1000 words equivalent)
- # End semester (40%): Portfolio documenting outcomes from participation in seminars and workshops during the semester (2000 words)
- # End semester (40%): A written assignment in the form of an issues or discussion paper on a topic relevant to the participant's particular clinical supervision context (1500 words) for submission by the end of semester.

### 3. Clinical Education in Practice

This subject brings together the two major threads from the first semester's subjects and presents participants with opportunities to apply the principles in their own clinical workplaces. The emphasis is practical, with participants using the theories and concepts explored in the previous semester during their usual clinical teaching and supervision activities, then reflecting on the effectiveness of their work after receiving feedback from peers and learners. A collaborative workshop at the beginning of the semester and another at the completion support this practical experience.

**Objectives:** By completing this subject, participants should:

- # understand how to plan and prepare for clinical teaching to enhance student learning.
- # be aware of their strengths and weaknesses as a clinical teacher and/or supervisor.
- # know how to employ procedures and strategies that enhance effectiveness in various clinical teaching contexts.
- # appreciate the importance of gaining feedback, support and assistance from colleagues.
- # develop skills in presenting, explaining, demonstrating, guiding and supporting the learning of clinical students.

**Contact hours:** 16 hours (4 hours per month) plus approximately 2 hours of reciprocal peer-review activities and 102 non-contact hours. This subject may also be available as part of a four day program in the second semester.

**Assessment:** Participants will be required to complete:

- # Mid semester (10%): Reciprocal peer review of observed clinical teaching (1500 words equivalent - low weighting due to peer assessment).
- # End semester (40%): A teaching portfolio including teaching session plans and notes from the peer review sessions (2000 words).
- # End semester (50%): A written assignment in the form of an issues or discussion paper on a topic relevant to the participant's particular clinical education context (1500 words).

A pass in this subject requires the satisfactory completion of all assessment components. Please note this subject is assessed on a pass/fail basis only.

### 4. Assessing Clinical Learners

One of the key roles of the clinical teacher is to reliably assess their learners' knowledge, skills, attitudes and performance to decide whether they have achieved competence in the area of instruction. This is not just important for appropriate academic achievement and progression, but to ensure that learners are being appropriately certified as safe and competent health professionals. This subject introduces participants to the current and emerging theories underpinning valid and reliable assessment of clinical learners and provides opportunities to develop and implement clinical assessment items, as well as practical experience in assessment.

**Objectives:** By completing this subject, participants should:

- # understand the basic theories on which assessments of clinical learners are based;
- # be aware of the different formats of clinical learner assessment and the roles, strengths and limitations of each;
- # know how to assess learners in simulated clinical environments;

	<ul style="list-style-type: none"> <li># know how to perform workplace-based assessments;</li> <li># understand the purposes of different assessment formats;</li> <li># be able to use evidence in setting standards and determining competence.</li> </ul> <p><b>Contact hours:</b> 16 hours plus 2 half day sessions spent as an examiner in clinical examinations, plus 96 non-contact hours.</p> <p><b>Assessment:</b> Participants will be required to complete:</p> <ul style="list-style-type: none"> <li># Mid semester (40%): A folio of sample assessment items or tasks (with marking guides) including an analysis of the purpose, strengths and limitations of each (2500 word equivalent).</li> <li># End semester (30%): A 1000 word reflective piece on two half-day sessions spent as an examiner in a clinical examination.</li> <li># End semester (30%): A 1000 word reflective piece on three workplace-based assessments as the examiner.</li> </ul>															
<b>Subject Options:</b>	<p><b>The Graduate Certificate In Clinical Teaching includes the following four core subjects:</b></p> <table border="1" data-bbox="391 667 1481 981"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90741 Effective Clinical Teaching</td> <td>May</td> <td>12.50</td> </tr> <tr> <td>EDUC90742 Effective Clinical Supervisor</td> <td>May</td> <td>12.50</td> </tr> <tr> <td>EDUC90743 Clinical Education in Practice</td> <td>October</td> <td>12.50</td> </tr> <tr> <td>EDUC90744 Assessing Clinical Learners</td> <td>October</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90741 Effective Clinical Teaching	May	12.50	EDUC90742 Effective Clinical Supervisor	May	12.50	EDUC90743 Clinical Education in Practice	October	12.50	EDUC90744 Assessing Clinical Learners	October	12.50
Subject	Study Period Commencement:	Credit Points:														
EDUC90741 Effective Clinical Teaching	May	12.50														
EDUC90742 Effective Clinical Supervisor	May	12.50														
EDUC90743 Clinical Education in Practice	October	12.50														
EDUC90744 Assessing Clinical Learners	October	12.50														
<b>Entry Requirements:</b>	<p>(The GCertClinTeach Selection Committee is composed of representatives of each Graduate School within the Faculty of Medicine Dentistry and Health Sciences with co-opted representation from the Centre for the Study of Higher Education (CSHE). It reports to the Excellence in Clinical Teaching Project Steering Committee, which in turn reports to the FMDHS Clinical Placements Committee.)</p> <p>Applicants may be eligible for entry into the Graduate Certificate of Clinical Teaching if they have:</p> <ul style="list-style-type: none"> <li># Completed an entry-to-practice degree or equivalent in a health discipline, or;</li> <li># Completed a bachelor's degree or equivalent in another area and have at least 3 years' experience of clinical teaching, and are currently involved in the delivery of clinical teaching.</li> </ul> <p>The Selection Committee may conduct interviews or call for referee reports or employer references to elucidate any applicant's eligibility.</p>															
<b>Core Participation Requirements:</b>	<p>The Faculty of Medicine, Dentistry and Health Sciences welcomes applications from applicants with disabilities. It is University and Faculty policy to take reasonable steps to enable the participation of learners with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Faculty's programs. For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this course are articulated in the Course Overview, Objectives and Generic Skills sections of this entry. Students who feel their disability may impact on meeting the requirements of this course are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http:// www.services.unimelb.edu.au/disability/</a> Participants are required to attend healthcare settings and be actively involved in the delivery of clinical teaching and assessment during the second semester of the course, at least.</p>															
<b>Further Study:</b>	Graduates may progress to a range of further coursework programs															
<b>Graduate Attributes:</b>	Please refer to the course objectives.															
<b>Generic Skills:</b>	<p>On successful completion of this course, participants should be able to:</p> <ul style="list-style-type: none"> <li># understand the principles of effective clinical teaching, learning and assessment;</li> </ul>															

- # critically analyse the most salient research that underpins clinical teaching and supervision and the key debates in this field;
- # prepare and deliver effective, efficient and appropriate clinical teaching in a variety of settings;
- # understand the academic basis of effective clinical teaching.