

EDUC90744 Assessing Clinical Learners

Credit Points:	12.50									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2014, Parkville This subject commences in the following study period/s: September, Parkville - Taught on campus.									
Time Commitment:	Contact Hours: 16 hours plus 2 half day sessions spent as an examiner in clinical examinations. Total Time Commitment: 120 hrs									
Prerequisites:	To enrol in this subject, you must be admitted in GC-CLINTCH. This subject is not available for students admitted in any other courses. <table border="1"> <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, Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90742 Effective Clinical Supervision</td> <td>May, Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90741 Effective Clinical Teaching	May, Semester 1	12.50	EDUC90742 Effective Clinical Supervision	May, Semester 1	12.50
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Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90743 Clinical Education in Practice</td> <td>September, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90743 Clinical Education in Practice	September, Semester 2	12.50			
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Recommended Background Knowledge:	It is recommended that participants have some experience of teaching in healthcare settings and they are required to have spent at least three years in clinical practice.									
Non Allowed Subjects:	Nil									
Core Participation Requirements:	For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Commonwealth 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. 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 course are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/									
Contact:	Administrative Contact: Erin Turner E.X.C.I.T.E. Program Administrator Phone 03 8344 2591 Email erin.turner@unimelb.edu.au (mailto:erin.turner@unimelb.edu.au) Web www.excite.mdhs.unimelb.edu.au (http://www.excite.mdhs.unimelb.edu.au)									
Subject Overview:	One of the key roles of the clinical teacher is to reliably assess their learners' knowledge, skills 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.									

	In recognition of clinicians' work patterns, there will be four contact half-days per semester (shared equally with the co-requisite subject). Each half-day will comprise a 1 hour lecture, a 1 hour seminar, and 2 hours of small group work (or visits to a nearby clinical teaching facility or simulation centre). An intensive option might appeal to clinicians requiring greater flexibility.
Learning Outcomes:	By completing this subject, participants should: <ul style="list-style-type: none"> # understand the main 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; # know how to perform workplace-based assessments; # understand the purposes of different assessment formats; # be able to use evidence in setting standards and determining competence.
Assessment:	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) End semester (30%): A 1000 word reflective piece on two half-day sessions spent as an examiner in a clinical examination End semester (30%): A 1000 word reflective piece on three workplace-based assessments as the examiner.
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:	After completing this subject, participants should be able to: <ul style="list-style-type: none"> # apply theories and principles to specific clinical education contexts; # access and use relevant research literature; # identify best practice in the assessment of clinical learners; # demonstrate understanding of the subject in concise oral and written formats.
Links to further information:	http://www.commercial.unimelb.edu.au/courses
Related Course(s):	Graduate Certificate in Clinical Teaching Graduate Diploma in Clinical Education