

## GD-CLINED Graduate Diploma in Clinical Education

<b>Year and Campus:</b>	2014 - 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>	100 credit points taken over 24 months part time.
<b>Coordinator:</b>	Professor Steve Trumble
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<b>Course Overview:</b>	The Graduate Diploma in Clinical Education takes the Graduate Certificate of Clinical Teaching's learner-centred approach and adds levels of flexibility and complexity intended to extend participants beyond their current level of competence. Deeper understanding of the principles of education and assessment is necessary for those who develop clinical examinations rather than just participate in them, and a focus on ensuring that participants are research-driven in their clinical education activities brings a level of opportunity to deepen their knowledge in areas that most apply to their current roles, or to broaden their skills and interests in order to take on new challenges. The Graduate Diploma in Clinical Education is designed as the next step for those who not only do the teaching but are involved in the planning and development of clinical education.
<b>Learning Outcomes:</b>	<p>Graduates who gain the Graduate Diploma in Clinical Education will have:</p> <ol style="list-style-type: none"> <li>1 advanced theoretical and technical knowledge in clinical education;</li> <li>2 advanced cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> <li># analyse critically, evaluate and transform information to complete a range of clinical education activities</li> <li># analyse, generate and transmit solutions to complex problems in clinical education</li> <li># transmit knowledge, skills and ideas to others involved with clinical education.</li> </ul> </li> </ol> <p>Graduates will be able to apply knowledge and skills to demonstrate autonomy, well-developed judgement of knowledge adaptability and responsibility as a clinical practitioner, educator and learner.</p>
<b>Course Structure &amp; Available Subjects:</b>	<p><b>Semester 1, Year 1</b> EDUC90741 - Effective Clinical Teaching, Compulsory, 12.5 points EDUC90742 – Effective Clinical Supervision, Compulsory, 12.5 points</p> <p><b>Semester 2, Year 1</b> EDUC90744 – Assessing Clinical Learners, Compulsory, 12.5 points EDUC90743 – Clinical Education in Practice, Compulsory, 12.5 points</p> <p><b>Semester 1, Year 2</b> EDUC90803 - Pedagogy into Practice, Compulsory, 12.5points EDUC90804 - Clinical Assessment &amp; Course Evaluation, Compulsory, 12.5 points</p> <p><b>Semester 2, Year 2</b> EDUC90805 - Clinical Simulation, Compulsory, 6.5 points EDUC90802 - Research in Clinical Education, Compulsory, 6.5 points EDUC90801 - Clinical Education Modules, Compulsory, 12.5 points</p>
<b>Subject Options:</b>	Core subjects <b>Year 1 subjects</b>

	<b>Subject</b>	<b>Study Period Commencement:</b>	<b>Credit Points:</b>
	EDUC90741 Effective Clinical Teaching	May, Semester 1	12.50
	EDUC90742 Effective Clinical Supervision	May, Semester 1	12.50
	EDUC90743 Clinical Education in Practice	September, Semester 2	12.50
	EDUC90744 Assessing Clinical Learners	September, Semester 2	12.50
<b>Year 2 subjects</b>			
	<b>Subject</b>	<b>Study Period Commencement:</b>	<b>Credit Points:</b>
	EDUC90803 Pedagogy into Practice	Semester 1	12.50
	EDUC90804 Clinical Assessment & Course Evaluation	Semester 1	12.50
	EDUC90805 Clinical Simulation	Semester 2	6.25
	EDUC90802 Research in Clinical Education	Semester 2	6.25
	EDUC90801 Clinical Education Modules	Semester 2	12.50
<b>Entry Requirements:</b>	<p>Applicants may be eligible for entry into the Graduate Diploma in Clinical Education if they are healthcare professionals who have experience of clinical teaching.</p> <p>Applicants with a Graduate Certificate of Clinical Teaching or Graduate Certificate of University Teaching from the University of Melbourne may be eligible to commence at the second year of the program, as may be those with an equivalent qualification in clinical teaching, or medical or health professional education from another university.</p> <p>International applicants must meet the University's English language entry requirements, which require either recent previous postgraduate study completed entirely in English, or an IELTS overall score of 7.0 (with written 7.0, no band less than 6.0) or equivalent.</p>		
<b>Core Participation Requirements:</b>	<p>The School of Melbourne Custom Programs 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 whilst undertaking the course.</p>		
<b>Graduate Attributes:</b>	<p>Graduates who gain the Graduate Diploma in Clinical Education will be: Academically excellent;• demonstrate an analytical and reflective approach to their clinical teaching and supervision activities and a recognition of their professional responsibilities in this area;• underpin their clinical teaching with the best available research evidence;• contribute to the scholarly development of the field of clinical teaching. Knowledgeable across disciplines;• Contribute to the learning of students at all levels of the educational continuum;• be aware of the unique and common challenges and approaches involved in developing learners of different health disciplines; • be aware of their strengths and weaknesses as a clinical teacher and/or supervisor and be prepared to collaborate accordingly;• collaborate with practitioners from other health disciplines to achieve best outcomes for their learners. Leaders in communities;• Initiate and implement constructive change in the approach to clinical teaching within their healthcare environment;• mentor future generations of clinical learners;• appreciate the importance of exchanging feedback, support and assistance with colleagues;• be well-informed of the health workforce training needs of the local communities within which they practise. Attuned to cultural diversity;• Develop a student-centred approach to clinical teaching and learning;• respect knowledge, cultures and values of Indigenous students and patients involved in</p>		

	teaching;• maintain and encourage a sensitive and respectful approach to involving people from different cultures in clinical education;• be aware of the specific cultural characteristics of the communities within which they practise. Active global citizens:• Accept social and civic responsibilities to help develop an appropriate, accessible and sustainable health workforce;• advocate for environmental sustainability;• seek opportunities to contribute to the improvement of health workforce in developing countries.
<b>Generic Skills:</b>	On successful completion of this course, participants should be able to: <ul style="list-style-type: none"><li>• understand the principles of curriculum development and delivery.</li><li>• critically analyse the most salient research that underpins adult education and the key debates in this field;</li><li>• develop and implement approaches to dealing with current and emergent challenges in clinical education;</li><li>• design comprehensive evaluation strategies for educational programs;</li><li>• understand the academic basis of clinical education.</li></ul>