

MEDS90009 Curriculum Design in Surgical Education

Credit Points:	12.50									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2014, Hawthorn This subject commences in the following study period/s: February, Hawthorn - Taught on campus. Intensive Delivery									
Time Commitment:	Contact Hours: 8 hours (Intensive Delivery) Total Time Commitment: Students should expect to undertake a minimum of 120 hours research, reading, writing and general study to complete this subject successfully									
Prerequisites:	To enrol in this subject, you must be admitted in GC-SURGED, GD-SURGED or MC-SURGED. This subject is not available for students admitted in any other courses. <table border="1" data-bbox="387 660 1484 862"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>MEDS90006 Context of Surgical Education</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>MEDS90007 Learning & Teaching in Surgical Practice</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	MEDS90006 Context of Surgical Education	February	12.50	MEDS90007 Learning & Teaching in Surgical Practice	February	12.50
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Corequisites:	None									
Recommended Background Knowledge:	None									
Non Allowed Subjects:	None									
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:	School of Melbourne Custom Programs Award Programs Team Phone: 61 3 9810 3245 Email: surged@commercial.unimelb.edu.au									
Subject Overview:	This subject draws together essential elements of curriculum design – planning, resourcing, recruitment, selection, development, implementation, assessment and evaluation. Participants will review existing programs with respect to theoretical underpinning, educational methods and structure. Participants will be expected to design a component of a surgical training program using best educational practice. The overall aims of the subject are: <ul style="list-style-type: none"> • To identify best practice in curriculum design • To apply sound curriculum design principles in a surgical training program • To explore basic principles of assessment 									
Learning Outcomes:	After completing the subject participants will be able to:									
Assessment:	Essay (Educational program design for surgical training) 2000 words (mid semester) 50%. The aim of this assessment is to progress knowledge of skills assessed in subject 2. That is, this assessment moves away from reporting and reflecting on the 'micro' teaching session plan									

	(Subject 2) to the higher-level of the program/curriculum. Students are encouraged to design curriculum aligned with their actual practice. Reflective writing (Hurdle assessment) 1500 words (mid semester), Students are expected to reflect on an existing curriculum highlighting strengths and areas for development by drawing on the theoretical materials presented in the subject. Essay – 2000 words (end of semester) 50%. The aim of this assessment is to explore in detail an element of assessment in surgical education. This is a critical element of professional educational activity and will enable participants to develop a deep understanding of at least one facet of high stakes assessment. Assessment in the context of surgical practice has high stakes for not only the surgical trainee but for patients too. It is essential that surgical educators have a deep understanding of assessment methods for those seeking to work in a high risk environment such as surgery.
Prescribed Texts:	Reading materials online
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:	<ul style="list-style-type: none"> # Understand how assessment is used to complement curriculum design # Be able to develop basic curriculum # Study skills related to a range of educational methods # Academic reading skills # Academic writing # Applying theory to practice # Reference manager skills # Work effectively within a small group # Learn independently
Links to further information:	http://www.commercial.unimelb.edu.au/courses
Notes:	<p>IT requirements:</p> <p>Participants will require access to the internet with a minimum connection speed of 256Kbps to access course materials and to participate in on-line discussions and presentations forums. Faster connection speeds are preferred. Participants will also need to verify that their internet connection is configured to allow them to view streamed audio and video files. Test files will be made available for students to test their connections.</p> <p>Participants are expected to have a headset and microphone connected to their computer for participation in on-line activities.</p> <p>Participants will be expected to have access to the following Microsoft Office products to fully participate:</p> <ul style="list-style-type: none"> # MS Word # MS Powerpoint <p>All online applications will be web-based and no special software is required.</p>
Related Course(s):	<p>Graduate Certificate in Surgical Education</p> <p>Graduate Diploma in Surgical Education</p> <p>Master of Surgical Education</p>