

EDUC90801 Clinical Education Modules

Credit Points:	12.5																	
Level:	9 (Graduate/Postgraduate)																	
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: August, Parkville - Taught on campus.																	
Time Commitment:	Contact Hours: 16 hours (intensive delivery) Total Time Commitment: 170 hours																	
Prerequisites:	<p>To enrol in this subject, you must be admitted in the Graduate Diploma in Clinical Education (GD-CLINED) or the Master of Clinical Education (MC-CLINED). This subject is not available for students admitted in any other courses.</p> <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90741 Effective Clinical Teaching</td><td>February, April</td><td>12.50</td></tr><tr><td>EDUC90742 Effective Clinical Supervision</td><td>February, April</td><td>12.50</td></tr><tr><td>EDUC90743 Clinical Education in Practice</td><td>October, Semester 2</td><td>12.50</td></tr><tr><td>EDUC90744 Assessing Clinical Learners</td><td>October, Semester 2</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90741 Effective Clinical Teaching	February, April	12.50	EDUC90742 Effective Clinical Supervision	February, April	12.50	EDUC90743 Clinical Education in Practice	October, Semester 2	12.50	EDUC90744 Assessing Clinical Learners	October, Semester 2	12.50
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Corequisites:	None																	
Recommended Background Knowledge:	Participants undertaking this subject should have knowledge and experience of clinical education in healthcare settings.																	
Non Allowed Subjects:	None																	
Core Participation Requirements:	Clinical Education Modules welcomes applications from students with disabilities. It is University and degree 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 degree. 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 (www.excite.mdhs.unimelb.edu.au)																	
Subject Overview:	Clinical Education Modules allows participants to choose two of four modules to complete from the following: <ul style="list-style-type: none">• Comparative Clinical Education• Gender & Culture in Clinical Education• Promoting Professionalism• Interprofessional Education																	

	<p>This subject is intended to allow participants to choose to explore an area of interest in greater depth while remaining within the structure of the Graduate Diploma program. Each module has its own overview:</p> <p>Module 1: Comparative Clinical Education The aim of this module is to explore clinical teaching in select countries, the context and the training. The participants are invited to discuss and reflect on: different teaching systems, forms of knowledge, ideas and understanding clinical teachers have about their teaching environment, analyse problems and trends in clinical teaching, explore the formation of practices in teaching and learning, and use international comparisons to contribute to the reconceptualisation of the field of clinical education. Participants may choose to visit other institutions as part of this module.</p> <p>Module 2: Gender & Culture in Clinical Education This module aims to firstly increase participants' awareness of factors that influence relationships between health practitioners, students and patients, and how to create a safe and inclusive teaching environment. Secondly, to develop and build on current perspectives concerning gender and diversity in clinical teaching and learning contexts including; challenges and opportunities of working with culturally and linguistically diverse (CALD) learners, debates around entrenched cultural habits and thinking, and a critical examination of equality issues.</p> <p>Module 3: Promoting Professionalism Helping a health professional develop the non-technical skills of their discipline is one of the greatest challenges confronting clinical educators, and yet a well-developed professional persona is vital to successful practice. This module examines the development of professional identity and proposes strategies to assist clinical learners who are struggling to achieve this.</p> <p>Module 4: Interprofessional Education Commonly defined as health professionals learning with, from and about each other, interprofessional education is a core part of health workforce preparation and is mandated by many health professional accreditation agencies. This module presents the benefits and challenges of interprofessional education and provides participants with the opportunity to develop a meaningful interprofessional learning activity.</p>
Learning Outcomes:	<p>Each module has its own learning outcomes. By choosing two modules and completing this subject, participants should be able to (two of four):</p> <p>1. Comparative Clinical Education</p> <ul style="list-style-type: none"> • Develop a critical understanding of clinical teaching in different settings • Acquire and share a range of resources for internationalising learning and teaching • Enhance skills and capabilities to work in diverse global settings <p>2. Gender & Culture in Clinical Education</p> <ul style="list-style-type: none"> • Have an awareness of the relationship between gender diversity concepts and learning • Understand gender perspectives, cross-cultural and cultural issues in the teaching environment • Be familiar with the teaching of content and skills in the culturally-specific language of each discipline <p>3. Promoting Professionalism</p> <ul style="list-style-type: none"> • Describe the main indicators of professionalism relevant to their discipline • Discuss approaches for measuring professionalism amongst clinical learners • Provide strategies for enhancing professionalism or remediating unprofessional behaviour amongst clinical learners <p>4. Interprofessional Education</p> <ul style="list-style-type: none"> • Outline the benefits and challenges of interprofessional education • Identify opportunities for introducing interprofessional education to their workplace • Describe an effective interprofessional education program.
Assessment:	<p>A 10 minute individual or group presentation for both modules (total 2000 words equivalent) - 40% A written assignment for each module undertaken (1500 words each, total of 3000 words) - 60%</p>
Prescribed Texts:	N/A
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 program and assessment contexts;# access and use relevant research literature;# identify and implement best practice in clinical assessment and course evaluation;# demonstrate understanding of the subject in concise oral and written formats.
Links to further information:	http://excite.mdhs.unimelb.edu.au/award_courses/grad_dip_in_clinical_education
Related Course(s):	Graduate Diploma in Clinical Education Master of Clinical Education