

GC-CLINTCH Graduate Certificate in Clinical Teaching

Year and Campus:	2015 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	50 credit points taken over 12 months part time.
Coordinator:	Professor Stephen Trumble
Contact:	<p>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/)</p>
Course Overview:	<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>
Learning Outcomes:	<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>Academically excellent:</p> <ul style="list-style-type: none"> • 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. <p>Knowledgeable across disciplines:</p> <ul style="list-style-type: none"> • 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. <p>Leaders in communities:</p> <ul style="list-style-type: none"> • 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. <p>Attuned to cultural diversity:</p> <ul style="list-style-type: none"> • develop a student-centred approach to clinical teaching and learning; • respect knowledge, cultures and values of Indigenous students and patients involved in teaching;

	<ul style="list-style-type: none"> • 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. <p>Active global citizens:</p> <ul style="list-style-type: none"> • 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. 															
Course Structure & Available Subjects:	<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"> 1. Effective Clinical Teaching 2. Effective Clinical Supervision <p>Second semester:</p> <ol style="list-style-type: none"> 3. Clinical Education in Practice 4. Assessing Clinical Performance 															
Subject Options:	<p>The Graduate Certificate In Clinical Teaching includes the following four core subjects:</p> <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>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> </tbody> </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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Entry Requirements:	<ol style="list-style-type: none"> 1. In order to be considered for entry, applicants must have completed: <ul style="list-style-type: none"> • an entry-to-practice degree or equivalent in a health discipline, or • a bachelor's degree or equivalent in another area and have at least three years' experience of clinical teaching; and • current involvement in the delivery of clinical teaching. Meeting this requirement does not guarantee selection. 2. In ranking and/or assessing applications, the Selection Committee will consider: <ul style="list-style-type: none"> • prior academic qualification and performance; and • the professional experience. 3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Student Application and Selection Procedure (https://policy.unimelb.edu.au/MPF1034). 4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 6.5 (http://about.unimelb.edu.au/academicboard/resolutions) is required. <p>Note.</p> <p>Priority for entry to the course will be given to holders of FMDHS Excellence in Clinical Teaching scholarships.</p> <p>The Selection Committee is composed of representatives of the Faculty of Medicine Dentistry and Health Sciences. It reports to the Excellence in Clinical Teaching Project Steering Committee, which in turn reports to the Medical Courses Committee.</p>															
Core Participation Requirements:	<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</p>															

	encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http:// www.services.unimelb.edu.au/disability/ 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.
Further Study:	Graduates may progress to a range of further coursework programs, including the Graduate Diploma in Clinical Education (GD-CLINED) and the Master of Clinical Education (MC-CLINED).
Graduate Attributes:	The Melbourne Experience enables our graduates to become: <ul style="list-style-type: none"> · Academically excellent: <ul style="list-style-type: none"> o have a strong sense of intellectual integrity and the ethics of scholarship o have in-depth knowledge of their specialist discipline(s) o reach a high level of achievement in writing, generic research activities, problem-solving and communication o be critical and creative thinkers, with an aptitude for continued self-directed learning o be adept at learning in a range of ways, including through information and communication technologies · Knowledgeable across disciplines: <ul style="list-style-type: none"> o examine critically, synthesise and evaluate knowledge across a broad range of disciplines o expand their analytical and cognitive skills through learning experiences in diverse subjects o have the capacity to participate fully in collaborative learning and to confront unfamiliar problems o have a set of flexible and transferable skills for different types of employment · Leaders in communities: <ul style="list-style-type: none"> o initiate and implement constructive change in their communities, including professions and workplaces o have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations o mentor future generations of learners o engage in meaningful public discourse, with a profound awareness of community needs · Attuned to cultural diversity: <ul style="list-style-type: none"> o value different cultures o be well-informed citizens able to contribute to their communities wherever they choose to live and work o have an understanding of the social and cultural diversity in our community o respect indigenous knowledge, cultures and values · Active global citizens: <ul style="list-style-type: none"> o accept social and civic responsibilities o be advocates for improving the sustainability of the environment <p>have a broad global understanding, with a high regard for human rights, equity and ethics</p>
Generic Skills:	On successful completion of this course, participants should be able to: <ul style="list-style-type: none"> # understand the principles of effective clinical teaching, learning and assessment; # 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.
Links to further information:	http://excite.mdhs.unimelb.edu.au/