

## MEDS90007 Learning & Teaching in Surgical Practice

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Hawthorn This subject commences in the following study period/s: February, Hawthorn - Taught on campus. The program is delivered part-time, with students expected to enrol in 2 subjects each semester. However, it is possible to undertake just one subject per semester. All subjects (with the exception of the Minor Thesis) will be taught using multiple delivery modes. This will include one full day (8 hours) workshop plus self-paced learning activities (e.g. webinars, moderated interactive discussions, and tutorials) spread over 13-week semesters. The self-paced learning activities will be accessed through an online learning management system. Students should expect to commit approximately 8 - 10 hours per week to each subject. This includes formal learning activities, reading and private study
<b>Time Commitment:</b>	Contact Hours: 8 hours (intensive delivery) Total Time Commitment: 170 hours per 12.5 credit point subject.
<b>Prerequisites:</b>	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.
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Coordinator:</b>	Prof Debra Nestel
<b>Contact:</b>	School of Melbourne Custom Programs Award Programs Team Program Coordinator - Gemma Hughes Phone - +61 3 9810 3253 Email: <a href="mailto:surged@commercial.unimelb.edu.au">surged@commercial.unimelb.edu.au</a> ( <a href="mailto:surged@commercial.unimelb.edu.au">mailto:surged@commercial.unimelb.edu.au</a> )
<b>Subject Overview:</b>	This subject introduces participants to a range of educational methods and their application in medical and surgical education. Benefits and challenges of traditional and new methods will be discussed. The subject draws heavily on participants' experiences and educational theory. During a one-day meeting, participants will 'teach' and 'learn' in simulated activities. In workplace-based activities, participants will be required to design, deliver and reflect on their own teaching.  The overall aims of this subject are: # To provide participants with an opportunity to relate educational theory and practice # To promote critical discussion and reflection of current approaches to educational programs
<b>Learning Outcomes:</b>	After completing the subject participants will be able to:

	<ol style="list-style-type: none"> <li>1. Review traditional educational methods (e.g. lectures, tutorials, bedside teaching)</li> <li>2. Review 'contemporary' educational methods (Egs. small group teaching, case based learning, problem based learning, simulation based education, peer assisted learning, e-learning, portfolios etc)</li> <li>3. Design training materials underpinned by educational theory</li> <li>4. Outline the role of feedback in learning</li> <li>5. Use feedback to promote learning in a clinical setting</li> <li>6. Discuss ethical issues associated with teaching and learning in clinical settings</li> <li>7. Reflect on their own teaching practice highlighting strengths and areas for development</li> </ol>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Presentation 25% (Oral presentation supported by written material) - (mid semester). The goal of this assessment is to provide students with an opportunity to study in depth and share with colleagues, a specific educational method (e.g. case-based learning, skills-based teaching, problem-based learning, portfolios, e-learning, peer assisted learning etc) and its application in surgical education; In each tutorial group, students will present a different educational method.</li> <li>• Reflective writing (Hurdle assessment) 1500 words (mid semester), Students are expected to reflect on an educational method reported in the oral presentation tutorials. They must choose a method other than the one they present and are to identify their strengths and areas for development in educational method)</li> <li>• Essay (Session teaching plan) 40% - 2000 words (mid semester). The goal of this assessment is to provide students with an opportunity to apply principles of sound educational practice in one teaching session aligned with their current practice; they will be expected to describe learner objectives, specific learning objectives, alignment of the session with curriculum goals, select educational method/s, measure of outcome for students who are recipients of the teaching.</li> <li>• Essay (Reflection on session teaching plan) 35% -1500 words (end of semester) The goal of this assessment is for students to reflect on the strengths and areas for development in the teaching plan they implemented. They will be expected to provide an evidence-based rationale for their selection of objectives and methods, to outline why elements of the session worked effectively and how they can achieve this in other sessions. Similarly, why elements of the session need development and how they will make those improvements.</li> </ul>
<b>Prescribed Texts:</b>	Reading materials online
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<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>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Understanding of the strengths and limitations of teaching methods in surgical education</li> <li># Be able to develop a basic teaching plan underpinned by educational theory</li> <li># Presentation skills</li> <li># Academic reading skills</li> <li># Academic writing</li> <li># Applying theory to practice</li> <li># Reference manager skills</li> <li># Work effectively within a small group</li> <li># Learn independently</li> <li># Critical reflection of own practice</li> </ul>
<b>Links to further information:</b>	<a href="http://www.commercial.unimelb.edu.au/courses">http://www.commercial.unimelb.edu.au/courses</a>
<b>Notes:</b>	<p><b>IT requirements:</b></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"><li># MS Word</li><li># MS Powerpoint</li></ul> <p>All online applications will be web-based and no special software is required.</p>
<b>Related Course(s):</b>	Graduate Certificate in Surgical Education Graduate Diploma in Surgical Education Master of Surgical Education