

EDUC90741 Effective Clinical Teaching

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	<p>2016, Parkville</p> <p>This subject commences in the following study period/s: February, Parkville - Taught on campus. April, Parkville - Taught on campus.</p> <p>Participants may select either a standard or an intensive mode of study (contact hours are the same for both modes): Standard mode : teaching of semester subjects is spread across the semester. Intensive mode : teaching of semester subjects is offered in one intensive week.</p> <p>Participants can also choose between a full-load or half-load study options: Full-load option: Participants will complete two subjects per semester, attending four full-day seminars (8.30 am - 5.00 pm) for each subject. Half-load option: Participants may apply to undertake just one subject per semester and thus complete the Graduate Certificate over two years.</p>						
Time Commitment:	Contact Hours: 16 hours Total Time Commitment: 170 hours per 12.5 credit point subject						
Prerequisites:	To enrol in this subject, you must be admitted in GC-CLINTCH, GD-CLINED, or MC-CLINED. This subject is not available for students admitted in any other courses.						
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90742 Effective Clinical Supervision</td> <td>February, April</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90742 Effective Clinical Supervision	February, April	12.50
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EDUC90742 Effective Clinical Supervision	February, April	12.50					
Recommended Background Knowledge:	It is recommended that participants have some experience of teaching in healthcare settings and have spent at least three years in clinical practice.						
Non Allowed Subjects:	Nil						
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 subject are articulated in the Subject Overview, Objectives, Assessment 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 the Student Equity and Disability Support Team: http://www.services.unimelb.edu.au/disability/						
Coordinator:	Ms Jayne Lysk						
Contact:	<p>Administrative Contact</p> <p>Erin Turner E.X.C.I.T.E. 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)</p>						
Subject Overview:	<p>This subject lays a firm foundation for further studies in the education of health professionals. The basics of teaching and learning theory are presented with clear linkages to the clinical workplace to ensure immediate relevance and applicability.</p> <p>An engaging mix of day-long seminars, workshops, on-line learning and practical activities in the workplace meets the needs of clinicians who teach learners at any level, while an intensive option might appeal to those with limited availability.</p>						

	<p>In recognition of the occupational demands on busy clinicians, contact days will typically occur once per month at the Parkville campus during the semester with 4 hours devoted to this subject on each of the days.</p> <p>Teaching will be split between lectures (1 hour), seminars or symposia (1 hour), and small group work (2 hours).</p>
Learning Outcomes:	<p>By completing this subject, participants should:</p> <ul style="list-style-type: none"> # develop a critical understanding of the principles of effective clinical teaching and learning; # know the basis of the most salient research that underpins clinical teaching and the key debates in this field; # be familiar with resources and techniques available to support clinical teachers in their workplace and know how to use them most effectively; # develop a student-centred approach to clinical teaching and learning; # understand the variety of teaching and learning spaces that exist within clinical health services and of how different teaching approaches can be used within them, in accordance with the University of Melbourne's Nine Principles; # demonstrate an analytical and reflective approach to their clinical teaching activities and recognition of their professional responsibilities in this area.
Assessment:	<p>Mid semester (20%): 15 minute individual oral presentation (1500 words equivalent). End semester (40%): Portfolio documenting outcomes from participation in seminars and workshops during the semester (2000 words). End semester (40%): A written assignment in the form of an issues or discussion paper on a topic relevant to the participant's particular clinical teaching and learning context (1500 words) for submission by the end of semester.</p>
Prescribed Texts:	None
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:	<p>After completing this subject, participants should be able to:</p> <ul style="list-style-type: none"> • apply theories and principles to specific clinical teaching and learning contexts; • access and use relevant research literature; • identify best practice in clinical teaching; • demonstrate understanding of the subject in concise oral and written formats.
Links to further information:	http://excite.mdhs.unimelb.edu.au/award_courses/graduate_certificate_in_clinical_teaching
Related Course(s):	<p>Graduate Certificate in Clinical Teaching Graduate Diploma in Clinical Education Master of Clinical Education</p>