

EDUC90801 Clinical Education Modules

Credit Points:	12.5															
Level:	9 (Graduate/Postgraduate)															
Dates & Locations:	2016, 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 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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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:	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/															
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>Clinical Education Modules is designed to provide students with an opportunity to explore an area of interest in greater depth while remaining within the structure of the Graduate Diploma program.</p> <p>Participants will be asked to choose two modules from a range of module topics offered each year. The topics offered will vary and are presented to participants at the start of the year based on currency, interest, and availability. Examples of module topics to be offered may include:</p> <ul style="list-style-type: none"> * Comparative Clinical Education * Gender & Culture in Clinical Education * Promoting Professionalism 															

	<ul style="list-style-type: none"> * Interprofessional Education * Teaching Clinical Reasoning * Clinical Teaching with the Humanities * Course Design and Curriculum Development * other topics as appropriate. <p>Participants enrolled in the Graduate Diploma in Clinical Education will be provided with a description of each module and will be surveyed early in the year as to their preferences. Only those modules attracting sufficient preferences will be offered each year. The aim of the modules is to allow participants to expand knowledge within a specialised area of interest, while maintaining broad application to the unique requirements of teachers working in health professional contexts.</p> <p>Within each module participants will additionally learn how to:</p> <ul style="list-style-type: none"> # Integrate a range of different elements of the learning and teaching environment into their own teaching context # Discuss and reflect on: different teaching systems, forms of knowledge and reasoning, ideas and understanding relevant to the clinical teaching environment # Recognise the influence of factors including culture, language and gender, that influence educational goals and relationships between health practitioners, students and patients # Use their knowledge of culture, language, academic disciplines, gender and comparative education to create a safe and inclusive teaching environment. # Translate various elements of the teaching environment to specific education strategies to assist clinical learners in the development of their professional skills and identity # Be able to make informed decisions about their approaches to teaching, subject design and assessment in a variety of contexts and with a diversity of students
Learning Outcomes:	<p>The following Learning Outcomes apply across the suite of modules irrespective of which modules are undertaken:</p> <ul style="list-style-type: none"> # Develop a critical understanding of the theoretical concepts and latest discussions in this subject # Articulate and reflect on how this subject is relevant to their specific discipline or learning environments # Identify and develop strategies and/or approaches for enhancing clinical learning # Analyse learning and teaching pedagogies and practices # Critically analyse and design learning experiences and evaluate how best these experiences can be implemented and evaluated # Demonstrate the application of knowledge and skills and make independent judgements about effective teaching and associated evaluation strategies in a range of specialised and professional contexts.
Assessment:	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%
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