Faculty of Health

CAM502
FOUNTATIONS OF LEARNING AND TEACHING FOR HEALTH PROFESSIONALS

Semester 1, 2015
Unit Outline

Dr Jo-Anne Kelder
Contact details

Unit coordinator

Unit coordinator: Dr Jo-Anne Kelder
Campus: Hobart city (Medical Science Precinct)
Email: jo.kelder@utas.edu.au
Phone: 03 6226 4791
Consultation: Discussion boards are provided for alerting the teaching staff to problems that are common to everyone in the class. For individual issues, I am best contacted by email using the email function in the CAM502 MyLO. My goal: 48 hour turnaround during business hours, Monday to Friday.

Other teaching staff

Tutor: Dr Andrea Carr
Campus: Hobart city (Medical Science Precinct)
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Topic 4: Associate Professor Annette Marlow
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Phone: 03 6226 1818
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WHAT IS THE UNIT ABOUT?

Unit description

This unit will provide students with an overview of the principles, theories and practice of learning and teaching in higher education. The focus of the unit is the application of that knowledge to the context of educating health professionals in practice settings. This unit is one of two foundation units in the Graduate Certificate in Learning and Teaching for Health Professionals (E5S) and introduces topics that will be further developed in the remaining units of the course. It will be of interest to clinicians acting in roles, such as preceptor, supervisor and facilitator, responsible for teaching and assessing the learning of students on professional experience placement.

Intended Learning Outcomes

The unit is designed to provide information and a collegial environment to support you in developing a rich and integrated understanding of learning and teaching issues, as described in the following intended learning outcomes.

On completion of this unit, you will be able to:

1. Apply theoretical and practical knowledge of best practice in a health professional (clinical practice) setting, to plan and design student-centred curricula.

2. Analyse and evaluate the role of assessment in learning and teaching, and build a repertoire of formative and summative assessment tasks for health students on professional experience placement (PEP).

3. Understand and critically reflect on your teaching role as a clinician in relation to clients, patients, colleagues and specifically health students.

Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Quality Statement.
The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

**Alterations to the unit as a result of student feedback**

CAM502 was offered for the first time as a fully online Unit in Semester 2, 2014. The unit designed in consultation with the Faculty’s Student Placement Policy Committee, which includes representatives from most health disciplines. The unit outline and MyLO site was reviewed by two members of the committee. Feedback from students was invited for each topic studied and at the conclusion of the semester.

**Alternations to the unit in response to feedback:**

Two of the three unweighted assessment tasks are now recommended learning activities and students who complete them within the timeframe will be given formative feedback.

The timing of assessment due dates is adjusted. The final assessment task is due two weeks after the end of Week 13, during the exam period.

**Your contribution to the quality and improvement of this course**

**Quality Improvement**

Continuous and ongoing information from students is necessary to make sure the unit is well designed, the content is relevant and the method of teaching works for students.

The Faculty of Health is committed to the improvement of all units and courses and welcomes the perspectives of students, including insights gained through an eVALUate survey of the teaching and of the Unit administered, by the University’s Student Evaluation Review and Reporting Unit (SERRU).

Formal feedback will be sought from students at the conclusion of a unit in the form of two ‘eVALUate’ surveys: one focused on the Unit and the other on the Teaching of the unit.

Informal feedback from students will be welcome throughout the unit delivery. A discussion forum will be provided for students to post their observations and experiences related to any aspect of the unit. It is hoped that students will be proactive...
in informing the unit coordinator of any learning design or technical issues as well as things that are working well, but could be better

**Educational Research**

The commitment to giving you a high quality course means you will be asked your opinion on different aspects of the content, design and delivery of the course. Educational research uses a variety of methods: surveys, focus groups or interviews and analysing student assessment items. We will also request permission evaluate your assessment items for evidence of effective learning.

The Unit’s learning design includes an integrated evaluation-research framework to ensure an evidence-base for quality improvement of the Unit, as well as research into the effects and impacts of the Unit of teaching practice. Students will be invited to volunteer as participants in this educational research via a link to a separate MyLO site called the **CAM502 Research Room**. The research room contains the information and options to consent to participate in different aspects of the research.

**Benefit to Students**

Systematic gathering of feedback, or evidence, and making changes based on that evidence is part of the principle of ‘evidence based practice’. This principle applies to improving teaching practice in health services workplaces.

Your participation (as a source of evidence for informing changes in this unit) may give you insights into how to apply the same principle in your teaching practice. The approach that we model will enable you to gather your student perspectives. This should directly contribute to improved outcomes for the health students you teach in clinical experience placement.

**Prior knowledge &/or skills**

You need to have a bachelor’s degree or equivalent that qualifies you to supervise/teach students who are enrolled in a health services related degree and who are undertaking professional experience placement.

You need to have web-based research skills, including use of a library database system, and be able navigate and use standard university learning management systems such as MyLO. If you need assistance in this, “**Getting Started in MyLO**” is a good place to start. Once logged into MyLO, you can find the unit “Getting Started in MyLO” unit via “Select a Unit …” next to the “My Home” tab in MyLO.

The “Getting Started in MyLO” unit has been designed to give you an overview of the MyLO learning environment; how to navigate MyLO; and how to customise the MyLO system to your preferences. This unit can be completed by any new user to MyLO and we recommend it as a good introduction to become familiar with your online learning environment.
You also need to be committed to self improvement in your teaching and other educational activities, and be willing to engage colleagues in this process.

**HOW WILL I BE ASSESSED?**

<table>
<thead>
<tr>
<th>Assessment schedule</th>
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<tbody>
<tr>
<td><strong>Assessment task</strong></td>
</tr>
<tr>
<td>Unweighted Assessment Task: Introducing Yourself</td>
</tr>
<tr>
<td>Assessment Task 1: Discussion Posts</td>
</tr>
<tr>
<td>Assessment Task 2: Report – teaching design</td>
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<tr>
<td>Assessment Task 3: Report – assessment design</td>
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<td>Assessment Task 4: Report – critical reflection</td>
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</tbody>
</table>

*Assessment tasks are due Monday 2pm to allow students opportunity to access IT support in the event of technical issues, uploading to MyLO.
### Unweighted Assessment task 1

<table>
<thead>
<tr>
<th>Task description</th>
<th>This assessment task is to be completed during Topic 1. <em>Introductions</em>. It has two parts, each post to be 100-150 words. Post to the “Introducing yourself” discussion board in week 1 and week 2 and respond to posts by fellow students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POST week 1: Considering myself as teacher</strong></td>
<td>For your introductory post, please include in your post an answer the following questions: 1. Who do I teach? 2. What do I teach? 3. How do I teach?</td>
</tr>
<tr>
<td><strong>POST week 2: Draft Learning Outcomes</strong></td>
<td>Drawing on the chapters you have read from Biggs and Tang. 1. Think of the students you supervise in a Professional Experience Placement (PEP) learning context. 2. Devise 2-3 intended learning outcomes for one or a group of health students you will teach 3. Describe how the wording will enable you to design a Teaching Learning Activity (TLA) and assessment task that are constructively aligned.</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>Completes the task according to instructions</td>
</tr>
<tr>
<td>Links to unit’s intended learning outcomes</td>
<td>Beginning the process of meeting ILO3</td>
</tr>
<tr>
<td>Assessment details</td>
<td></td>
</tr>
</tbody>
</table>
Assessment task 1

Task description
Topic 2. *Global Perspectives* is completed within the GPP Hub on MyLO. You are to post answers to the designated discussion board topics and respond to at least two posts by fellow students. Please choose to respond to posts that do not have many responses to ensure each student has at least one comment.

On completion of Topic 2 within the GPP Hub, fill out the template in the Assessment Task 1_submission template.docx document with the following:

1. Cover sheet information
2. A discussion post you made in the GPP Hub
3. A reply to a discussion post a classmate made in the GPP Hub
4. A discussion post you made in the CAM502 MyLO reflecting on an application of the Global Perspectives Program to your teaching practice.

Upload this document to the Assessment Task 1 Drop Box with your student number in the file name. (e.g. 123456_Assessment Task 1.docx)

Assessment criteria
Standard descriptors for these criteria are included in the assessment rubric, located at the end of the assessment task description in the Assessment module in MyLO

Links to unit’s intended learning outcomes
ILO3

Task length
450 words. (Three posts of 150 words each).

Date due
2pm 23/3/2015 (Monday W5)
## Assessment task 2

| Task description | Design and justify a teaching learning activity to meet at least one of the intended learning outcomes you have devised *as well as* an ILO from the Global Perspectives Program.  
  i. Describe the teaching learning context (situation)  
  ii. Report and explain the intended learning outcomes  
  iii. Describe the teaching learning activity design, including how you would embed a dimension of cultural competence into the TLA  
  iv. Make a case for (explain and justify) the relevance of the TLA and its constructive alignment with the ILOs  
Reflect on how you would integrate the concepts of cultural competence into the TLA and how you would model cultural competence in your teaching practice. |
| Assessment criteria | Standard descriptors for these criteria are included in the assessment rubric, located at the end of the assessment task description in the Assessment module in MyLO |
| Links to unit’s intended learning outcomes | ILO1, ILO2 |
| Task length | 1500 words |
| Date due | 2pm 20/4/2015 (Monday W8) |

## Assessment task 3

| Task description | Design, with justification, an assessment task for the teaching learning activity you designed in Assessment Task 2. You can decide to revise the ILOs and TLA designed in Assessment Task 2 in the light of feedback received. This assessment task is linked to Topic 2 and Topic 4.  
  i. Describe the context of the assessment task (what is the learning situation?)  
  ii. Outline the ILOs to be assessed and the teaching learning activity that is the focus of assessment  
  iii. Present the information about the assessment task as you would give it to a student on placement.  
  iv. Critically discuss with justification the design of the assessment task (including its limitations). Include consideration of:  
  a. assessing the extent and level of the knowledge/skills the student is required to demonstrate? |
b. incorporating measurement of an ILO associated with cultural competence  
c. elements of the assessment task design to ensure constructive alignment  
v. Outline how would you provide feedback about the level and extent of the learning demonstrated (topic 4) with justification

<table>
<thead>
<tr>
<th>Assessment criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Links to unit’s intended learning outcomes</td>
<td>ILO1, ILO2</td>
</tr>
<tr>
<td>Task length</td>
<td>1500 words</td>
</tr>
<tr>
<td>Date due</td>
<td>2pm 25/5/2015 (Monday W13)</td>
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</tbody>
</table>

**Assessment task 4**

| Task description | Write a report in which you:  
Critically reflect on your role as clinical teacher (outcomes for students) and your teaching practice (values, assumptions, learning designs, delivery) in relation to content of Topics 2 and 4.  
i. Identify principles of ‘good learning design’ from the literature and examples of ‘good practice’ that are relevant to your teaching context  
ii. Discuss how you have or could apply these to your teaching practice and evaluate how they were (or could be) implemented.  
iii. Include considerations of cultural competence (topic 2) and providing useful feedback to students (topic 4). |
<table>
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<th></th>
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<td>Assessment criteria</td>
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</tr>
<tr>
<td>Links to unit’s intended learning outcomes</td>
<td>ILO3</td>
</tr>
<tr>
<td>Task length</td>
<td>1500 words</td>
</tr>
<tr>
<td>Date due</td>
<td>2pm 15/6/2015 (Monday W15)</td>
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How your final result is determined

Your final result is determined by summing the marks obtained for all assessment tasks. It is the practice of the Faculty of Health that moderation of marks may occur. It is also the practice of the Faculty that individual pieces of assessment be graded according to the University’s grading system, that is, percentages/marks for individual pieces of assessment are not released.

Submission of assignments

Completed assessment tasks, and a signed cover sheet, must be submitted via the MyLO drop box before 2pm on the due date. **Due dates and times** are mid-afternoon to allow students time to access IT Services support in the event of technical difficulties in uploading assessment tasks to MyLO.

Requests for extensions

All requests for extensions should be submitted using the email function within MyLO to Dr Jo-Anne Kelder (jo.kelder@utas.edu.au) one week before the due date of the assessment task. Deferred due dates for Assessment Tasks 3 and 4 can be negotiated with the Unit Coordinator but all assessment tasks *must* be completed by the final date listed in the Assessment Schedule.

A request for an extension does not guarantee that the request will be granted.

Penalties

Students may submit assessment tasks for grading before the due date (via the means specified by the unit coordinator). A penalty will be applied for submission after the due date unless a formal extension has been granted, in writing. Electronic submission means that weekend days will attract the same penalties as weekdays.

The following late penalties apply.

- Ten-percent (10%) of the maximum mark available for the assignment for each day late (including weekend days and public holidays) up until five days late.
- No acceptance of any assessment tasks submitted **more than five days** after the due date (with a zero grade awarded for the item).

Word limits have been set for every assessment task. Submissions that exceed, or are below the word limit by more than 10% may incur a penalty of 10% of the awarded mark for each 10% over or under the word limit. The word limit excludes references.

Link to school assessment guidelines

Review of results and appeals

Appeals should go to the Unit Coordinator - Dr Jo-Anne Kelder - in the first instance. If unresolved, appeals are referred to the Course Coordinator – Dr Andrea Adam – and
then, if necessary, to the Faculty Executive (Education).

**Academic referencing**

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is **Author Date**. There are several versions of Author Date which can be selected.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

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**Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.
Honesty site on MyLO.

**Academic misconduct**

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

CAM 502 is a ‘fully online’ unit. It is important that students log in to MyLO and go to the “CAM502” section at least two (2) times per week. The Unit Coordinator will post information related to being a student in the “News Item” section. Students can email the Unit Coordinator from within MyLO – using the “Email” function.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit. For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website. If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

You will need the following text:


It is available from the Co-op Bookshop (Hobart and Launceston campus or online). It is also available as an online loan via the link [CAM502 Library Text List].

You will also be required to search for read peer-reviewed articles and information about resources that are relevant to teaching practice in the context of your professional experience placement supervision and your specific health discipline.

Recommended readings

It is important that you read peer reviewed literature (e.g. journal articles) throughout the semester. This is particularly important in relation to Assessment Tasks 2, 3 and 4. A summary list of journals that may be of interest is provided below. These are all accessible from UTAS e-journals, unless otherwise indicated.

Assessment and Evaluation in Higher Education
Higher Education
Higher Education Research and Development
Innovations in Education and Teaching International
International Journal for the Scholarship of Teaching and Learning
Journal of Further and Higher Education
The Journal of Higher Education
Journal of the Scholarship of Teaching and Learning (JoSoTL) - www.iupui.edu/~josotl/
Studies in Higher Education
Teaching in Higher Education

CAM 502 MyLO will have a discussion board where students can share peer reviewed articles or books they recommend for fellow students by discipline or generically applicable.

The Tasmanian Institute Learning and Teaching, University of Tasmania has several web pages on learning design and assessment design as well as policies for learning and teaching.


Assessment Readings

The following resources will be of interest when focussing on assessment, particularly in relation to Assessment Task 3:


Activities

Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Details of teaching arrangements

CAM502 is designed for Asynchronous Learning, primarily through online discussions and self-paced learning materials.

You will be required to search for read peer-reviewed articles and information about resources that are relevant to teaching practice in the context of your professional experience placement supervision and your specific health discipline.

Specific attendance/performance requirements

Students must complete and submit all assessment tasks, including the unweighted assessment tasks, to be eligible to pass the Unit.

• Topic 1. Introductions must be completed within the designated timeframe (weeks 1-2). Learning outcomes will be formatively assessed by unweighted Assessment Task 1.

• Topic 2. Global Perspectives must be started and completed within the designated time frame (weeks 3-4). Learning outcomes will be summatively assessed in Assessment Task 1 and also by a criterion within the rubric for Assessment Tasks 2 and 4.
• Topic 3. *Learning and Teaching in Higher Education* - 1 must be completed in the designated timeframe (weeks 5-7). Learning outcomes will be summatively assessed by Assessment Task 2.

• Topic 4. *Supporting Health Students in the Workplace* learning program can be started at any time but **must be completed by** end of week 9. Intended Learning outcomes will be assessed via a criterion in the rubrics for Assessment Tasks 3 and 4.

• Topic 5. *Learning and Teaching in Higher Education* – 2 must be completed in the designated timeframe (weeks 10-12). Intended Learning outcomes will be assessed by Assessment Task 3.

• Topic 6. *Conclusions* must be completed in the designated time frame (week 13). Learning Outcomes will be summatively assessed by Assessment Task 4.

**Further information is available in the Requests for Extensions and Penalties sections of the Unit Outline.**

**Teaching and learning strategies**


Regular teaching learning activities throughout the unit are intended to prompt cycles of communication, practice and modelling interactions between teacher and peers to motivate internal learning by students.

This Unit makes use of a range of learning strategies including:

**Peer Discussion**

Peer discussion is one of the learning strategies that you will use throughout this Unit.

• Discussion posts nominated as weighted or unweighted assessment must be completed.

• Discussion posts nominated as teaching learning activities (TLAs) are an opportunity to extend your learning by sharing knowledge and discussing each others’ contributions.

Guidance on how to engage in online discussion is available from the Essential Information for Students module in the CAM502 MyLO space.

**Self-Directed Reading**

This Unit requires you to read, critique and apply the required text, Biggs and Tang (2011) *Teaching for Quality Learning at University*, SHRE and Open University Press (3rd edition). The aim of the text is “to enhance teaching and learning through reflective practice using constructive alignment as the

You are also expected read widely in the area of educational theory and practice in your own health discipline, select information relevant to the Assessment Tasks and present it in an academic format.

**Designing a Professional Experience Placement learning experience**

The Unit requires you to apply the principle of constructive alignment to two key areas of your own teaching practice: 1) design a teaching and learning activity (TLA) for 1 or 2 intended learning outcomes that you devise and 2) design an assessment task that will enable students to demonstrate their level of achievement of those intended learning outcomes.

**Reflective Writing**

Critical self-reflection is a well-established technique for improvement in the health disciplines. This unit is an opportunity to extend your knowledge and apply the principles and techniques of critical reflection to your teaching practice, incorporating what you have learned from the Unit.

**Required Discussion Post Participation (topics 1 and 2)**

In addition to providing opportunities to engage with your peers in all topics in this unit, **Topics 1 and 2 participation** in discussion is linked to assessment. These are:

- **Topic 1 Introductions** includes a discussion post as an unweighted assessment task in which you are to introduce yourself to fellow students and engage in a preliminary way with the topic of learning and teaching including drafting a set of intended learning outcomes that will form a foundation for Assessment Tasks 3 and 4.

- **Topic 2, Global Perspectives** requires students to engage with online content designed to teach cultural competence and communication skills. Learning outcomes will be assessed from discussion posts submitted as Assessment Task 1 and also by a criterion within the rubric for Assessment Tasks 3 and 4.

**TCEN Supporting Health Students in the Workplace (topic 4)**

Topic 4 is based on the *Supporting Health Students in the Workplace* program that is funded by the TCEN and has been running throughout Tasmania since 2012. The program is made available throughout Tasmania through the HWA funded TCEN in conjunction with UTAS lecturers. The program is designed to develop the capacity and capability of clinical supervisors of health students during their clinical placements. It is recognised by Health Workforce Australia as aligning to the National Clinical Supervision Competency Resource. The program involves the completion of a learning package (about 3 hours) which is followed by a 4.5 hour workshop. To improve accessibility, the program has also been developed into an
on-line resource. It and many other resources can be accessed via the TCEN Clinical Supervision website: [http://www.tcen.com.au/](http://www.tcen.com.au/)

**Expectations**

- CAM502 students can access the Supporting Students in the Workplace program via the [www.supportingstudents.org.au](http://www.supportingstudents.org.au) website. You need to work through the activities listed under the “Learning Package” tab and watch / read the transcript of the “Workshop” videos under the “Learning and Teaching” tab and the “Feedback” tab. Each “Workshop” is a video from the 4.5 hour face-to-face workshop. You are expected to post to the Supporting Health Students in the Workplace discussion board and reply to the post of at least one other student.

- Alternatively, students may have the opportunity to attend a face-to-face workshop which are being run throughout the state and do the “Learning Package” component online. For more information on dates and location, visit the TCEN website: [http://www.tcen.com.au/projects/clinical-supervision-support-program](http://www.tcen.com.au/projects/clinical-supervision-support-program).

- This program is recognised by Health Workforce Australia as aligning to the National Clinical Supervision Competency Resource.

- Completing the program online is estimated to take 10 hours.

**Work Health and Safety (WHS)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s [Work Health and Safety website](http://www.tcen.com.au) and policy.

**Communication**

News and announcements will be posted to MyLO News, and students will be expected to be aware of the content of such posts within 48 hours of them being posted.

All questions about assessment that have not been answered in the descriptions here in the Unit Outline, or in the instructions on MyLO, can be asked using the Assessment Discussion Topic. Questions will be responded to within the same Discussion within 72 hours.

**Further information and assistance**

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including [Student Learning Support](http://www.tcen.com.au), [Student Advisers](http://www.tcen.com.au), [Disability Services](http://www.tcen.com.au), and more which can be found
on the Student Support and Development page of the University website. Should you require assistance in accessing the Library, visit their website for more information.

## Unit schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Beginning</th>
<th>Topic/ Module/ Focus Area</th>
<th>Activities</th>
<th>Resources/ Readings/ Further Information</th>
</tr>
</thead>
</table>
| 1 - 2 | 23 February | 1. **Introductions**  
Introducing yourself:  
• Who do I teach? How do I teach?  
• What do I teach? (my objectives)  
Introducing Higher Education concepts  
• Biggs and Tang 2011 |  
*MyLO Module: “Topic 1”*  
Post to “Introducing Yourself” Discussion Board  
Begin working on Assessment Task 2 (learning outcomes) |  
Biggs & Tang (2011). Chapters 1-6  
**Unweighted Assessment Task 1 due 2pm 9 March 2015.** |
| 3-4 | 9 March | 2. **Global Perspectives Program**  
CAM502 students will be enrolled in an additional MyLO Unit: “GPP Hub” accessed by “select unit” within MyLO |  
*MyLO Module: “Topic 2”*  
GPP Hub Unit in MyLO  
Must participate & complete GPP activities, including discussion posts during weeks 3-4. |  
Link to  
• Assessment Task 1  
• Assessment Task 2  
• Assessment Task 4 |
| 5-7 | 23 March | 3. **Learning and teaching in Higher Education - 1**  
• Teaching Learning Activities  
• Implementing constructive alignment |  
*MyLO Module: “Topic 3”* |  
Biggs & Tang Ch 7-9  
Link to  
• Assessment Task 2  
*Topic 3 spans the mid-semester break* |

**Mid-semester break (Thursday 2/4/2015 to Wednesday 9/4/2015)**

| 8-9 | 20 April | 4. **Supporting Health Students in the workplace**  
Tasmanian Clinical Supervision Learning Package for Health Professionals that has been developed to help |  
*MyLO Module: “Topic 4”*  
Supporting Health Students in the Workplace Learning Package  
Post to the “Supporting Students” discussion |  
**Assessment Task 2 due 20/4/2015**  
Latest completion date for Topic 4 is 25<sup>th</sup> May  
Link to  
• Assessment Task 3 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date Beginning</th>
<th>Topic/Module/Focus Area</th>
<th>Activities</th>
<th>Resources/Readings/Further Information</th>
</tr>
</thead>
</table>
| 10-12 | 4 May | **5. Learning and teaching in Higher Education - 2**  
- Constructive alignment – learning outcomes and assessment  
- Kinds of assessment (formative, summative)  
- Giving feedback | board | MyLO Module: “Topic 5”  
Biggs & Tang Ch 10-12  
Link to:  
• Assessment Task 3 |
| 13 | 25 May | **6 Conclusions**  
- Peer comments and discussion on learning outcomes of this unit  
- Evaluate the process of this unit in terms of own learning and impact on teaching | MyLO Module: “Topic 6”  
Post to “Concluding Reflections” Discussion Board | Assessment Task 3 due 25 May 2015 |
| | 29 May | | | Assessment Task 4 due 15/6/2015 |