



**Centre for the Advancement of Learning and
Teaching**

&

Faculty of Health Science

**CAM502
Foundations of Teaching & Learning
in Health Care Settings**

Semester 1, 2009

Unit Outline

(RURAL CLINICAL SCHOOL)

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Unit Summary

CAM502

Foundations of Learning & Teaching in the Health Care Setting

Offered: Sem 1

This unit explores the principles, theories and practice of learning and teaching in the clinical context of health care settings. Its purpose is twofold: to develop an informed approach to clinical teaching; and to foster an appreciation of the critical role of clinical teaching in undergraduate health care courses. Participants will be asked to reflect on their own experiences (as teacher and learner) in developing an understanding of their role as a clinical educator. A core outcome of this unit is a capacity to implement strategies that encourage deep learning and reduce reliance on surface learning.

Participants will be introduced to a range of approaches to teaching, learning, knowledge development, assessment and evaluation. There will be a focus on small group teaching, supervisory support and feedback - core elements of clinical teaching. The unit will also consider strategies to help meet diverse student needs and integrate technology into the learning and teaching environment.

This unit is the foundation of the Graduate Certificate in Learning and Teaching for Health Professionals. It introduces topics that will be further developed in the remaining units of the course.

Staff: Assoc Prof Craig Zimitat

Unit weight: 12.5%

Teaching pattern: Block teaching (face-to-face) - 3 days in total. Structured small group work (negotiated).

Prerequisites: nil

Required: Ramani, S. & Leinster, S. (2008). Teaching in the clinical environment. Medical Teacher 30: 347-364

Courses: [E5S] and [E5T]

Learning Outcomes

'Foundations of University Learning and Teaching in Healthcare Settings' fulfils two roles. It is the foundation unit in the Graduate Certificate of University Learning and Teaching for the Health professions. It also acts as a primer for new UTAS clinical teaching staff.

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

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

1. Appraise and plan for approaches to teaching that actively engage students in learning.
2. Interpret curriculum documents in terms of their structure, content and guiding philosophy and apply that interpretive understanding appropriately to your own teaching and learning practice and context.
3. Design and implement learning experiences that support learning and teaching (for your own context) that reflect current best practice in health professional education.
4. Articulate the role of assessment in learning and teaching, define and employ assessment terminology, and discriminate between a range of assessment types, specifically those that relate to clinical teaching.
5. Recognise the complexity of the clinical teaching and learning context and plan for learning and teaching experiences that respect and support the development of individual students with diverse needs.
6. Describe and employ a range of strategies to evaluate your teaching (e.g. reflection and peer review) and learner outcomes.

Generic graduate attributes

Course content, teaching and learning methodology, and assessment throughout the units of study within the GradCertULT and GradCertULTHP will develop the University of Tasmania Generic Graduate Attributes in the following ways.

Knowledge will be developed by learning and applying new skills and understandings to participants' particular teaching/learning contexts. This will be assessed through the application of knowledge in the development of teaching resources, the ability to reflect and evaluate on the application of these resources within clinical learning environments; and the ability to situate this work within the literature.

Communication skills will be developed by teaching, modelling and explicitly assessing the oral, written and visual communication skills required in diverse learning contexts.

Problem-solving skills will be developed by demonstrating, modelling and critiquing critical issues in teaching and learning in the clinical setting. Problem solving skills

will be assessed through the ability to find solutions to problems identified within case studies and individual work-place learning and teaching contexts.

An awareness of local, national and global perspectives of teaching and learning will be developed through the analysis of international case-studies and contexts highlighting **global perspectives**, cross-cultural communication issues and an appreciation of difference and inclusive teaching practices.

Social responsibility will be developed through the acknowledgement of social and ethical implications of actions, appreciation of the impact of social change and a practical understanding of access and equity principles. Through assessment tasks participants will be expected to demonstrate ethical understanding and professional teaching and assessment practices and conform to the University's Codes of Conduct, policies and rules.

Prior knowledge and skills

Participants need to have completed a bachelors degree or equivalent, be committed to self improvement in their clinical teaching and other educational activities, and be willing to engage colleagues in this process.

Learning Resources

Biggs, J. (2003). *Teaching for quality learning at university* (2nd ed.). Great Britain: The Society for Research into Higher Education and Open University Press.

Bell, M. (2001). Supported reflective practice: A programme of peer observation and feedback for academic teaching development. *International Journal for Academic Development*, 6: 29-39

Epstein, R.M. (2007). Assessment in medical education. *NEJM* 356: 387-396

Nicol, D. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Assessment & Evaluation in Higher Education*, 31: 199-218.

Ramani, S. & Leinster, S. (2008). Teaching in the clinical environment. *Medical Teacher* 30: 347-364

Other readings of interest

Cox, K. & Ewan, C.E. (1988). *The Medical Teacher*. (2nd ed.). Churchill Livingstone: London

Dent, J.A., Harden, R.M. (2005). *A practical guide for medical teachers*. (2nd ed.). Elsevier: London.

Downie, R.S. & Charlton, B. (1992). Oxford University Press, Oxford.

Hays, R. (2006). *Practice-based teaching*. (2nd ed.). Eruditions Publishing: Melbourne.

Journals – Medical Education

Any relevant articles in the following journals, all available as e-journals through the UTAS library:

- *Medical Education*
- *Learning & Teaching in Medicine*

- *Medical Teacher*
- *Medical Education Online*

General Higher Education Journals

- *Assessment & Evaluation in Higher Education*
- *Journal of Higher Education*
- *Higher Education Research and Development*
- *Review of Higher Education*

Teaching Arrangements

CAM502 will be delivered in different locations, according to staff numbers and locations. CAM502 will be delivered at the Rural Clinical School (9-10 February 2009) and Oral Health Services.

Rural Clinical School

You are required to attend a total of three days of block teaching. The first two days are scheduled for 9-10 February, 2009; 9-5pm. Participants are expected to organise peer-peer meetings during semester and attend two brief face to face meeting (half day) will be negotiated with participants.

	Monday 09 Feb 09	Tuesday 10 Feb 09
AM1 0900-10.30	Welcome Introductions, expectations Introduction to L& T – approaches, conceptions, assessment, outcomes; alignment and equilibrium.	Recap of yesterday – muddy moments Tutorials – Case based learning; Theory and practice.
Morning Tea	-	-
AM2 10.45-12.30	Curriculum Design – History of Medical Education; Focus on Outcomes / competency. Teaching and learning strategies at RCS.	Assessment – (CZ & RM) key concepts and principles, feedback, criterion-based assessment. CRA Task – criteria development. Reflective practice, OSCE.
LUNCH 12.30-1.15	-	-
PM1 1.15-3.00	Simulation-based teaching: Why simulation; Orientation to Clinical Skills Centre; Processes	Peer observation uses, benefits, processes. (Assessment task 2)
Afternoon Tea	-	-
PM2 3.20-5.00	Teaching and Learning Sequences Engagement, Meaningfulness Putting it together. (Assessment task 3)	Learning technologies – access and support. University-Hospital- RCS Where do you fit in all of this?

Specific attendance/performance requirements

Participants must: attend the teaching sessions, attend peer observations and submit all assessment tasks.

Unit schedule

Week beginning	Topic/Activity	Further Information
9-10 th February	RCS Block: Monday – Tuesday 9.00am – 5.00pm	Face-to-face classes
9 th February	Assessment Task 1A DUE	Submit via email AND bring a hard copy.
Feb-Mar, 2009	Peer observations – Group Learning Weeks commencing 23 February (Y4), 9 March (Y6) and 16 March (Y4).	Participants to organise
3 rd April, 2009	Group meeting, Rural Clinical School, 4-6pm	Face-to-face class
3 rd April, 2009	Assessment Task 2 DUE	Submit via email AND post a hard copy.
negotiated	Peer pair meeting – Week of 4 th May	Rose Moore to coordinate
negotiated	Peer-pair meeting - tbc	Rose Moore to coordinate
22 nd May	Assessment Task 1B DUE	Submit via email AND post a hard copy.
22 nd May	Assessment Task 3 DUE	Submit via email AND post a hard copy.
22 nd May	Final Review. Group meeting, Rural Clinical School, 4-6pm	Face-to-face class

Learning expectations and strategies

Expectations

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

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

Participants 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.

Assessment Requirements

Assessment Task 1 – 20% A personal account of teaching	
Task description	<p>Task 1A. Outline your philosophy of clinical teaching. By this I mean, describe your general approach to clinical teaching, why you use that approach, and the outcomes that you hope to achieve through your clinical teaching.</p> <p>Task 1B. Return to this document at the end of semester and write a brief response to it (reflection on where you are now).</p>
Task length	<p>Task 1A - 500-1000 words</p> <p>Task 1B - 250 words or more</p>
Links to learning outcomes	2,3,6
Links to GGAs	Knowledge, Communication skills, Social responsibility
Assessment criteria / guidelines	<ol style="list-style-type: none"> 1. Describes general approach to clinical teaching, 2. Presents rationale for that approach; 3. Describes outcomes that you hope to achieve through your clinical teaching 4. References <i>or</i> inspirations <i>or</i> example included.
Date due	<p>Task 1A: 9 February, 2009</p> <p>Task 1B: 22nd May 2009</p>

Assessment Task 2 – 40% A personal account of the peer observation process	
Task description	<p>Throughout the semester, maintain a journal that chronicles your experience of the peer observation process. The journal should be a personal account of your experiences as (i) a peer observer <i>and</i> (ii) as someone being observed. These notes should be both <i>descriptive</i> (i.e. <i>what</i> happened) and <i>reflective</i> (i.e. what <i>meaning</i> you draw from the experience).</p> <p>You <i>could</i> include reference to:</p> <ul style="list-style-type: none"> • your initial feelings/beliefs about the peer observation process, including an attempt to account for those feelings/beliefs; • any meetings with your peers, including decision-making processes, jointly-established rules etc.; • the observation sessions, including the observation tools used, processes employed, your experience of those processes and critical reflection about the effectiveness of those processes; and • what you have learnt about yourself and your own teaching throughout the process. <p>The actual assessment task is a personal account of the peer observation process. The exact <i>structure</i> of or <i>format</i> for presenting that personal account is non-prescriptive. However, there are some general guidelines for its</p>

	<p>completion. The personal account should:</p> <ul style="list-style-type: none"> • be written in first person; • provide an account of the <i>entire</i> peer observation process, rather than focussing on just one or two elements; • demonstrate a capacity to analyse (look for themes) and synthesise (distil/ refine) both the 'raw data' from your journal and the experience itself; • use an evidence-based approach by drawing upon entries from the personal journal maintained throughout the semester to support your discussion; • demonstrate insight into the impact the peer observation process has had on your thinking about (your) teaching and learning; and • make reference to the readings and literature on peer observation as well as other relevant higher education literature (including that which is discipline-specific).
Task length	2000 words
Links to learning outcomes	1,5,6
Links to GGAs	Knowledge, Communication skills, Problem-solving skills, Social responsibility
Assessment criteria / guidelines	<ul style="list-style-type: none"> • Describe, in appropriate detail, the peer observation process undertaken. • Critically appraise the peer observation process. • Critically analyse and reflect upon your own teaching practice in light of your observations of others' practice. • Provide evidence of understanding of learning and teaching theory and reflection informing potential changes in future teaching practice. • Draw upon literature appropriately to support discussion. • Adhere to presentation conventions including legibility, spelling, punctuation, grammar and current referencing procedures using APA, Harvard or Vancouver styles. <p>See UTAS library page: http://utas.libguides.com/content.php?pid=27520&sid=199805</p>
Date due	3 rd April 2009

Assessment task 3 – 40%

Design, implement and evaluate a teaching sequence

Task description	Design, implement a teaching sequence. The teaching sequence would ideally be part of your normal clinical teaching activities.
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	<p>The task consists of several sections:</p> <ol style="list-style-type: none"> 1. Describe the learning outcomes for your sessions; 2. Describe the teaching and learning strategies that you will use, articulating the reasons for their use; 3. Outline an assessment strategy 4. Evaluate the overall sequence 5. Writing a critique of the process involved in this curriculum design process and the result with reference to the literature.
Task length	3000 words
Links to learning outcomes	2, 3, 4
Links to GGAs	Knowledge, Communication skills, Problem-solving skills, Social responsibility
Assessment criteria / guidelines	<p>Demonstrated alignment of outcomes, strategies and assessment.</p> <p>Demonstrates appropriate selection of assessment and evaluative strategies</p> <p>Use of evidence consistently and appropriately to support argument.</p> <p>Draws upon literature appropriately to support discussion.</p> <p>Adheres to presentation conventions including legibility, spelling, punctuation, grammar and current referencing procedures for Medical Education.</p>
Date due	22 nd May, 2009

Submission of assignments

Completed assessment tasks should be submitted via email to Emily.Marshall@utas.edu.au and meu.medicine@utas.edu.au before 5pm on the due date. A hard copy of the assignment, including a signed cover sheet [attached], appendices and non electronic attachments, should be delivered or mailed to the following address before 5 p.m. on the due date:

Assoc Prof Craig Zimitat
 Medical Education Unit
 Private Bag73
 University of Tasmania, Hobart, 7001

Due to occasional delays in mail between campuses and departments, the date and time the email was sent will be deemed to be the date and time the assignment is received.

Requests for extensions

All requests for extensions should be submitted via email to the unit coordinator (Craig.Zimitat@utas.edu.au) before the due date of the assignment. Generally, foreseeable work commitments will not be grounds for an extension.

Penalties

Unless an extension has been granted in writing, a penalty of 5% of the awarded mark will be deducted for each day the assignment is overdue. As copies of assignments are to be submitted electronically, submission on weekends is possible. Weekend days, therefore, will attract the same penalties as weekdays.

Task length and word limits have been set for every assessment task. Submissions that exceed the word limit by more than 10% will incur a penalty of 10% of the awarded mark for each 10% over the word limit.

Resubmissions

Resubmission of assignments will only be allowed in exceptional circumstances and will be considered on a case-by-case basis by the unit coordinator.

Review of results and appeals

Appeals should go to the lecturer-in-charge in the first instance. If unresolved, appeals are referred to the Course Coordinator and, if necessary, to Faculty Executives (Faculty of Education and Faculty of Health Science).

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 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 required referencing style for this course is APA. The Library has information about how to reference in this style (<http://www.utas.edu.au/library/info/subj/education.html>).

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

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 Participant'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, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>. 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. Details of penalties that can be imposed are available in the Ordinance of Participant Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>

The University reserves the right to submit assignments to plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/>

Occupational health and safety (OH&S)

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 policy at: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

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 your lecturer in the first instance.

