



# **NURS20166 Learning and Teaching in the Clinical Setting**

## **Term 1 - 2018**

Profile information current as at 10/04/2024 01:26 am

All details in this unit profile for NURS20166 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This course provides you with a comprehensive framework for planning, guiding and evaluating learning activities in the clinical setting. You will explore theories and concepts that underpin adult learning to support your teaching in the clinical environment. You will develop the skills and knowledge to foster a culture of learning that includes engagement with health professionals and others in the clinical setting, to share knowledge and practices that support person-centered care.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2018

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Workplace Project**

Weighting: 50%

#### 2. **Reflective Practice Assignment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

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

1. Apply clinical education theoretical frameworks to your specialty
2. Explain a philosophy for teaching practice relevant to the clinical context
3. Construct an educational plan for a specific health/patient education context
4. Conduct and evaluate a clinical educational session
5. Examine the ethical and legal issues related to clinical teaching and learning.

NA

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Workplace Project - 50%	•		•	•	
2 - Reflective Practice Assignment - 50%		•			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge					
2 - Communication					
3 - Cognitive, technical and creative skills					
4 - Research					
5 - Self-management					
6 - Ethical and Professional Responsibility					
7 - Leadership					
8 - Aboriginal and Torres Strait Islander Cultures					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Workplace Project - 50%								
2 - Reflective Practice Assignment - 50%								

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Clare Harvey** Unit Coordinator  
[c.l.harvey@cqu.edu.au](mailto:c.l.harvey@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to learning and teaching in the clinical setting Clinical learning and teaching in the international and national context	Nil	<ul style="list-style-type: none"><li>• Readings related to the topic</li><li>• ZOOM tutorial - Introducing the unit of study, identifying milestones, discussion on the assignments</li><li>• Discussion Forum - Tell us a little about yourself and what you hope to learn from this unit of study.</li></ul>

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The teaching and learning cycle Teaching principles Gibbs cycle for reflective practice	Nil	<ul style="list-style-type: none"><li>• Prescribed readings</li><li>• ZOOM Tutorial - Planning your workplace project</li></ul>

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Teaching principles Fundamentals of learning success	Nil	<ul style="list-style-type: none"><li>• Prescribed readings</li><li>• Discussion Forum - Reflection on practice</li></ul>

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for adult learning Planning the learning experience	Nil	<ul style="list-style-type: none"><li>• Prescribed readings</li><li>• Discussion Forum - Reflection on practice</li></ul>

**Week 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The importance of communication in learning and teaching Considering a personal model of teaching	Nil	<ul style="list-style-type: none"> <li>• Prescribed readings</li> <li>• ZOOM Tutorial - Knowing yourself</li> <li>• Assessment 1a - Project plan outline</li> </ul>

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Nil		

**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Teaching methods in clinical practice <ul style="list-style-type: none"> <li>• Simulation</li> <li>• Peer learning</li> <li>• Mentoring in practice</li> <li>• Problem based learning</li> <li>• Reflections</li> <li>• Case studies</li> <li>• Ward rounds and hand over</li> <li>• The teaching moment</li> </ul>	Nil	<ul style="list-style-type: none"> <li>• Literature search on one teaching method</li> <li>• Discussion Forum - Reflection on practice</li> </ul>

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Developing a positive environment for teaching <ul style="list-style-type: none"> <li>• Using learner strengths and abilities</li> <li>• Organisational space and place</li> <li>• Preparation</li> </ul>	Nil	<ul style="list-style-type: none"> <li>• Prescribed readings</li> <li>• ZOOM Tutorial - Identifying learning strengths - avoiding the square peg in a round hole</li> </ul>

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Using evidenced based practice in teaching Testing learner knowledge Setting learning goals Teaching clinical skills	Nil	<ul style="list-style-type: none"> <li>• Discussion Forum - Reflection on practice</li> </ul>

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Providing effective feedback Planning next steps Managing performance	Nil	<ul style="list-style-type: none"> <li>• ZOOM Tutorial - Managing difficult situations</li> <li>• Assessment 1 - Submission of project report</li> </ul> <p><b>Workplace Teaching project (50%)</b> Due: Week 9 Monday (7 May 2018) 12:00 am AEST</p>

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Barriers to effective teaching and learning Common challenges Finding solutions Workplace conflict		Discussion Forum - Reflection on practice

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Clinical leadership Clinical governance	Nil	ZOOM Tutorial – Continuing practice development for quality care
<b>Week 12 - 28 May 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Monitoring and evaluating learning outcomes Planning the annual learning cycle	Nil	Discussion Forum - Reflection on practice
<b>Review/Exam Week - 04 Jun 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 - Submission of reflective practice journal
		<b>Reflective Practice Journal (50%)</b> Due: Review/Exam Week Monday (4 June 2018) 12:00 am AEST
<b>Exam Week - 11 Jun 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

Welcome to the unit.

In this unit of study, we will guide you through the information and skills development that will assist you in preparing and managing learning and teaching in the clinical setting.

Please make sure that you familiarise yourself with the assignments that are part of this unit. It is advisable that you start considering this work early in the term.

It is also important that you participate in the online discussions and also the ZOOM tutorials because these contribute 10% of the marks for assessment 2. These will be recorded so that you can return to listen to them in your own time. You will notice that there is a FAQ general discussion forum at the beginning of the module. If you have any questions that relate to the unit of study, please use this forum so that all the students can see be involved in the discussions. For any personal discussion, of course, you can email me directly. I will always answer emails within 48 hours, unless I am away, however, I will also always let you know when this may occur.

So, on that note, let the term begin!

Regards Clare

## Assessment Tasks

### 1 Workplace Teaching project (50%)

#### Assessment Type

Workplace Project

#### Task Description

This assignment allows you to develop skills in planning, implementation and evaluating a teaching plan/learning package in your workplace. In this assignment, you will need to consider your preparation, based upon an identified need. Examples of a need could be;

- an issue that has occurred at work, for example, a poor clinical audit result that will need further education and support to improve clinical practice skills,
- A mandatory training skill
- A continuing practice development learning package

You will then need to develop your project using the following steps;

- Title of the project
- Introduction and overview of the project
- Needs analysis
- Objectives

- Learning outcomes
- Evidence based literature underpinning the project
- Identify the learners who will be accessing this teaching
- Describe your consultation process for the development of the project
- Identify communication strategies for dissemination of teaching package/planning delivery
- Identify any barriers to achieving outcomes
- Provide a teaching plan
- Identify materials required, physical environment and teaching support you will need
- Outline the methods of teaching and dissemination of information – you can use any method or medium for the delivery provided it is appropriate for your student cohort
- Outline your assessments and how these will be measured
- Describe how you will provide feedback
- Describe ongoing monitoring and evaluation
- Recording and reporting
- Timelines for delivery, assessment and feedback
- Reflection on the activity

### Assessment Due Date

Week 9 Monday (7 May 2018) 12:00 am AEST

Please upload your Project here

### Return Date to Students

Week 11 Monday (21 May 2018)

Results will be uploaded with feedback.

### Weighting

50%

### Minimum mark or grade

50

### Assessment Criteria

In addition to meeting the criteria provided above in the outline of this assessment, you will also be given credit for the following academic writing points;

Assessment criteria	Performance standard
Writing provides a clear, coherent and independent exposition of knowledge and ideas	<p>Writing</p> <ul style="list-style-type: none"> <li>• reflects the writer's own voice</li> <li>• is persuasive</li> </ul> <p>All ideas</p> <ul style="list-style-type: none"> <li>• are presented logically with no extraneous details</li> <li>• demonstrate fresh, original thought and reflections</li> <li>• show penetrating insights</li> </ul>
Knowledge of content area and development of ideas are demonstrated	<ul style="list-style-type: none"> <li>• All points are fully elaborated and support ideas</li> <li>• Original thoughts and ideas are presented and supported with clear, accurate and detailed information and references</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>• Seeks to understand concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points</li> <li>• Demonstrates an open, non-defensive ability to self-appraise</li> <li>• In-depth synthesis of thoughtfully selected aspects of experiences related to the topic</li> <li>• Makes clear connections between what is learned from outside experiences and the topic</li> </ul>
Participation in discussion	<ul style="list-style-type: none"> <li>• Maintains flow and quality of discussion without prompting</li> <li>• Helps to redirect or refocus discussion when it becomes side-tracked or unproductive</li> </ul>

Critical thinking	<ul style="list-style-type: none"> <li>· Successfully explains why/how main issues they are problems or questions</li> <li>· Identifies embedded or implicit issues, addressing their relationships to each other</li> <li>· Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments</li> <li>· Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these</li> <li>· Also identifies and evaluates some of the more hidden, more abstract concepts</li> <li>· Rigorously evaluates all important evidence offered</li> <li>· Provides new data or information for consideration</li> </ul>
Engagement with the literature	<ul style="list-style-type: none"> <li>· Concepts are drawn from wider literature evaluated in depth</li> </ul>

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Please upload your word document into the drop box provided.

### Learning Outcomes Assessed

- Apply clinical education theoretical frameworks to your specialty
- Construct an educational plan for a specific health/patient education context
- Conduct and evaluate a clinical educational session

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 2 Reflective Practice Journal (50%)

### Assessment Type

Reflective Practice Assignment

### Task Description

Using Gibb's Cycle of Reflective Learning, please provide an evaluation of your learning progress and development of your teaching skills, based upon your previous experience, the work you are undertaking in your current work, and the learning outcomes provided in this unit of study. You will need to commence this assignment early in the course in order to provide evidence of your preparation to demonstrate your ability to reflect on your practice.

After every module, please provide one entry for your reflective journal.

Participation in the online reflective forum discussions will award you 10% towards the final mark for this assignment.

### Assessment Due Date

Review/Exam Week Monday (4 June 2018) 12:00 am AEST

Please upload your assessment here

### Return Date to Students

Exam Week Monday (11 June 2018)

Results will be uploaded online

### Weighting

50%



**Minimum mark or grade**

50

**Assessment Criteria**

Your reflective practice journal will be graded using the following rubric;

<b>Descriptive Writing</b> <b>0 - 25 marks - Unsatisfactory</b>	<b>Descriptive Account With Some Reflection</b> <b>26 - 50 marks - Poor</b>	<b>Reflective Writing</b> <b>51 - 75 marks - Satisfactory</b>	<b>Deeper Reflective Writing</b> <b>76 - 100 - Excellent</b>
<ul style="list-style-type: none"><li>· No self-questioning.</li><li>· Emotions not explored.</li><li>· No standing back from the event.</li><li>· No external information considered.</li></ul>	<ul style="list-style-type: none"><li>· Some questions raised but not answered.</li><li>· Emotions begun to be questioned.</li><li>· Some distance from the event.</li><li>· Some reference to external information.</li></ul>	<ul style="list-style-type: none"><li>· Evidence of self-questioning. Emotions placed in context and questioned.</li><li>· Evidence of standing back and questioning the event.</li><li>· Reference made to theory or literature.</li></ul>	<ul style="list-style-type: none"><li>· Critical analysis of self and own behaviour.</li><li>· Recognition of the role of emotions in shaping events.</li><li>· Examination &amp; appraisal of a range of perspectives.</li><li>· Integration of literature properly referenced.</li><li>· Includes an outline of the implications and plans for future prescribing practice</li></ul>

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Explain a philosophy for teaching practice relevant to the clinical context
- Examine the ethical and legal issues related to clinical teaching and learning.

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem