

NUR708

Learning and Teaching in the Practice Environment

Course Coordinator: Terri Downer (tdowner@usc.edu.au) **School:** School of Nursing, Midwifery and Paramedicine

2021 Semester 1

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE 1

You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course is designed to assist you to develop your role as health educator, preceptor, clinical facilitator, mentor or coach in health service organisations. You will explore a range of teaching and learning approaches and issues related to quality work-based learning and apply these to develop your education practice in the context of your workplace. Through the course you will develop as a critical and reflective practitioner and change agent, in order to positively influence healthcare services to develop as learning communities and promote quality healthcare.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop	2hrs	Not applicable	Not Yet Determined
ONLINE 1			
Online	2hrs	Not applicable	Not Yet Determined

1.3. Course Topics

- Critical reflection and reflective learning
- Work-based learning theory, pedagogies and practices
- Organisations as learning communities
- Adult learning principles

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Critically reflect on your own practice in relation to teaching and learning in practice environments.	Empowered
2	Investigate and apply theory and approaches relevant to educational practice in health service environments.	Creative and critical thinker Empowered
3	Design, conduct and report on a learning and teaching activity.	Creative and critical thinker Empowered
4	Apply expert judgement to learning and teaching plans.	Creative and critical thinker
5	Advance work-based learning practices which enhance the culture of the workplace as a learning community.	Creative and critical thinker Empowered

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program SC514, SC546, SC723 or SC742

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

The responses to the small written pieces in week 3 and 5 will assist in providing early feedback and guidance for the other assessment pieces in the course.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	20%	2 x 250 words plus comments	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Activity Participation	Individual	30%	1000 words equivalent	Week 8	Online Assignment Submission
All	3	Written Piece	Individual	50%	3000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Written piece

GOAL:	The purpose of this task is for you to use reflective learning frameworks to critically reflect on your learning and teaching practice in practice environments.																
PRODUCT:	Written Piece																
FORMAT:	<p>SUBMIT: Week 3 and Week 5</p> <p>The item is listed as a written piece. This will take the form of an entry posted to the course blog on each of two topics.</p> <p>Topic 1 will be a reflection on your practice using a reflective learning framework provided to you.</p> <p>Topic 2 will be a plan for your continuing professional development based on your review of the Nursing and Midwifery Board Australia (NMBA) continuing professional development standards.</p> <p>In addition, you will contribute to the discourse by reflecting and commenting on a previous educational activity that you delivered.</p> <p>Each topic will be triggered by the course coordinator and you will be given instructions for the requirements for each of the two topics in the blog home page.</p> <p>Each post will be approximately 250 words in length. You may add images or other visual material.</p>																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Evidence of critical reflection drawing on theory and reflective learning framework</td> <td></td> </tr> <tr> <td>2</td> <td>Communication of experience and concepts in the on-line environment</td> <td></td> </tr> <tr> <td>3</td> <td>Engagement with peers to develop discourse on the topic</td> <td></td> </tr> <tr> <td>4</td> <td>Assessment criteria are mapped to the course learning outcomes.</td> <td>1 2 3 4 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Evidence of critical reflection drawing on theory and reflective learning framework		2	Communication of experience and concepts in the on-line environment		3	Engagement with peers to develop discourse on the topic		4	Assessment criteria are mapped to the course learning outcomes.	1 2 3 4 5	
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All - Assessment Task 2: Education Plan and Peer Review.

GOAL:	The purpose of this task is for you to apply relevant educational theory/principles to planning an educational activity for a target population.
PRODUCT:	Activity Participation
FORMAT:	<p>You will choose one of the following target populations (or a topic/target population negotiated with the course coordinator):</p> <ol style="list-style-type: none"> 1. Peers in clinical practice - continuing professional development. 2. Education with students. <p>You will design and prepare a short educational activity plan aimed at the chosen population. The activity plan may be for face-to-face or independent learning. It may be planned as a single point activity or nested in two parts. The activity plan needs to incorporate a visual resource such as PowerPoint (or other digital media software).</p> <p>The plan needs to include information about:</p> <ul style="list-style-type: none"> • the goal(s) • the background and justification of the approach to the planned activity • detail of the activity to be conducted including how the visual resource would be incorporated in the activity. <p>The visual resource will need to be succinct, for example a PowerPoint presentation, will consist of no more than 5 slides. You will need to embed visual/audio techniques and include at least one internet link.</p> <p>You will submit the plan together with references and the visual resource file to your Bb Blog.</p> <p>In addition, you will post comments/feedback to your peers on their presentations based on the assessment criteria.</p> <p>You will find more information on the task in the Bb site.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Application of relevant theory/principles to plan
	2	Evidence of work-based learning practices which enhance the culture of the workplace as a learning community
	3	Incorporation of visual resource into planned activity including alignment with activity goals
	4	Information literacy skills: use of sources and citations
	5	Written presentation including structure, grammar, application of referencing protocol (APA 6th edn.)
	6	Quality of visual resource: Fit with target population group
	7	Communication techniques used in visual resource

All - Assessment Task 3: Report on CPD plan

GOAL:	The purpose of this task is for you to apply your knowledge of learning and teaching and reflective practice to your continuing professional development.	
PRODUCT:	Written Piece	
FORMAT:	You will submit a 3000-word written report which you will submit through SafeAssign. You will draw on your submissions in task 1 to report on your progress against your chosen CPD goal and plan. The report should include the final goal[s], final plan and justification for the plan, a summary of your learning and its outcomes, and critical reflection on your practice.	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of relevant educational theory/principles to practice based educational roles and practices
	2	Evidence of work-based learning practices which enhance the culture of the workplace as a learning community
	3	Evidence of critical reflection drawing on theory and a reflective learning framework
	4	Information literacy skills: use of sources and citations
	5	Written presentation including structure, grammar, application of referencing protocol (APA 6th edn.)

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

N/A however it is recommended that you have reliable internet access. Please consult the USC website for information about the recommended computer, search engines and word processing software.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au