### Unit Outline

**NURS4009 Clinical Education for Practice**  
**Semester 2, 2016**

<table>
<thead>
<tr>
<th><strong>Unit study package code:</strong></th>
<th>NURS4009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of study:</strong></td>
<td>Internal</td>
</tr>
</tbody>
</table>
| **Tuition pattern summary:**  | Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section. Lecture: 6 x 2 Hours Semester  
Tutorial: 6 x 2 Hours Semester  
This unit does not have a fieldwork component. |
| **Credit Value:**             | 25.0      |
| **Pre-requisite units:**      | NURS3002 (v.0) Inquiry for Complex Care or any previous version  
OR  
313044 (v.0) Inquiry for Nursing Practice 366 or any previous version  
AND  
MENT3000 (v.0) Behavioural Perspectives of Mental Wellbeing or any previous version  
OR  
313043 (v.0) Behavioural Health Science for Nursing, Midwifery and Paramedicine 366 or any previous version  
AND  
GMED3009 (v.0) Applied Bioscience for Critical Conditions or any previous version  
OR  
GMED3001 (v.0) Applied Bioscience for Critical Care or any previous version  
OR  
313042 (v.0) Applied Bioscience 366 or any previous version  
AND  
CRIT3001 (v.0) Complex Nursing Practice 2 or any previous version  
OR  
313045 (v.0) Nursing Practice 366 or any previous version |
| **Co-requisite units:**       | Nil       |
| **Anti-requisite units:**     | Nil       |
| **Result type:**              | Grade/Mark |
| **Approved incidental fees:** | Information about approved incidental fees can be obtained from our website. Visit [fees.curtin.edu.au/incidental_fees.cfm](http://fees.curtin.edu.au/incidental_fees.cfm) for details. |
| **Unit coordinator:**         | **Title:** Mrs  
**Name:** Helen Godwin  
**Phone:** 08 9266 9282 |
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
The Clinical Education unit explores models of teaching and learning in relation to clinical supervision, peer teaching, patient education and interprofessional learning in a variety of health settings.

Introduction
Welcome to Clinical Education for Practice. This unit is designed to enhance your understanding of clinical education and highlight the vital role that clinical education holds within professional nursing practice. Fundamental teaching and learning theories/models are introduced that link to the common teaching areas that encompass nursing education. These teaching areas include student supervision, peer teaching, interprofessional education and patient education. The unit is structured to provide beginning levels of knowledge in teaching and learning that allows students’ to assess, plan, implement, evaluate and reflect on the learning of others; within a range of professional and health related organisational settings. Students’ will be able to apply this new knowledge to their own clinical/professional settings and specific learning situation/s. The unit ultimately supports improved health outcomes through the application of effective education for nursing students, practicing nurses, other health professionals; plus patients and their families.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.
On successful completion of this unit students can:

<table>
<thead>
<tr>
<th></th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify health education deficit to address the needs of specific audiences / individuals</td>
</tr>
<tr>
<td>2</td>
<td>Apply the principles of adult learning for a variety of audiences</td>
</tr>
<tr>
<td>3</td>
<td>Critically examine clinical teaching and learning to various clinical practice environments</td>
</tr>
<tr>
<td>4</td>
<td>Apply evaluation principles and methods of education in promoting improved health outcomes</td>
</tr>
</tbody>
</table>

**Curtin's Graduate Attributes**

<table>
<thead>
<tr>
<th></th>
<th>Thinking skills (use analytical skills to solve problems)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information skills (confidence to investigate new ideas)</td>
</tr>
<tr>
<td>2</td>
<td>Communication skills (for effective collaboration)</td>
</tr>
<tr>
<td>3</td>
<td>Technology skills (for effective collaboration)</td>
</tr>
<tr>
<td>4</td>
<td>International perspective (value the perspectives of others)</td>
</tr>
<tr>
<td>5</td>
<td>Cultural understanding (value the perspectives of others)</td>
</tr>
<tr>
<td>6</td>
<td>Professional Skills (work independently and as a team)</td>
</tr>
</tbody>
</table>

Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

**Learning Activities**

The content is provided though interactive on-line material and face to face contact. Please see calendar and Blackboard for details.

**Learning Resources**

**Essential texts**


**Other resources**

Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Report - Prepare Teaching Plan</td>
<td>30 percent</td>
<td>Week: Study week 4</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day: Monday 22nd August 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time: 8am</td>
<td></td>
</tr>
<tr>
<td>2 Exercise - Presentation of Teaching Plan</td>
<td>40 percent</td>
<td>Week: Study week 5</td>
<td>2,3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day: Monday 5th September</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time: 8am</td>
<td></td>
</tr>
<tr>
<td>3 Reflection - Reflection of Experience</td>
<td>30 percent</td>
<td>Week: Week 12</td>
<td>3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day: Monday 31st October 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time: 8am</td>
<td></td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Written Report** – Prepare teaching plan (30%) A teaching plan of 1500 words

   To be submitted as a ‘Word document’ via Turnitin within blackboard under ‘Assessment 1’.

   A teaching plan is a holistic analysis and plan of the learning situation prior to a program being implemented.

   Students must provide a teaching plan (written report) for their own selected context, specific learner/audience and particular learning need. The teaching plan must analyse the context, learner, learning need, and provide the intended learning outcomes, before the teaching strategy/s and methods are presented. Any anticipated strengths and limitations to the teaching plan must also be considered; along with the planned evaluation strategy.

   This plan must include the following components (Please use the following underlined sub-headings in your paper):

   - **Introduction**
   - **Learning Context** (discuss the background of the general setting/organisation; & where the learning will actually take place)
   - **Learning Need** (discuss the learning need/health education deficit focus based on EBP)
   - **Learner Type** (discuss the dynamics of the intended learner/audience – e.g. learning needs, readiness to learn, learning style/s, sociocultural background/s and current situation)
   - **Learning Aims and Outcomes** (discuss the specific learning aims/outcomes and objectives expected from the teaching strategy/session being provided.)
   - **Teaching Strategy and Methods** (discuss the various learning theory/s; plus the teaching strategies and methods intended to be used)
   - **Anticipated Strengths and Limitations** (discuss and validate any anticipated strengths and/or limitations of your teaching plan. How are these impacts planned to be dealt with?)
   - **Evaluation plan** (briefly discuss how you intend to evaluate both teaching and learning after it has been implemented from all perspectives – e.g. learner, educator, etc.).

   - **Conclusion**

   All statements/ideas need to be fully supported with in-text referencing. All ideas and plans need to show that they are ‘evidenced based’ from quality sources.

   All these items must be correctly referenced using the Curtin APA 6th edition format (Please see the Curtin University Library Referencing Guide link for the latest APA guidelines http://libguides.library.curtin.edu.au/referencing).

   Papers that are more than 1750 words will not be marked.

   Papers that are incorrectly submitted into Turnitin will attract a 5% grade penalty (Please closely check the file you have uploaded in the Turnitin viewing window before clicking ‘confirm’). Ensure the file is also named correctly.

   The submission will only be accepted in a Word document format – (i.e. NOT in a pdf file).

   Late penalties will apply (please see the ‘Late Penalty’ policies in this Unit Outline) Further Assessment 1 information can
2. **Presentation of Teaching plan 5th tutorial** – Note: The actual PowerPoint slides need to be pre-submitted on Monday 5th September by 8am (08.00 hours) via Blackboard under ‘Assessment 2’.

The presentation encompasses a 4-5 minute* overview presentation of the teaching plan delivered by each student during the tutorials. (An overview refers to a discussion about the teaching plan)

The presentation is done while using PowerPoint slides (A Maximum of 10 slides are allowed only. Note: The 1st slide must be a title cover slide - this slide must also contain your full name and student ID. The final slide must display all your used in-text slide references in full APA format).

The aim of this presentation exercise is to share an overview of your teaching plan assessment paper content with your peers (NOTE: You are not delivering the actual teaching). The information should be delivered concisely, as well as performed in a way to actively engage and interest the tutorial audience.

Marks will be awarded for presentation; content and delivery (as per the marking guide).

*Note: The timing of each presentation will not be allowed to go over 5 minutes. In the event of going overtime, the tutor will ask students to stop their presentation (Staying within this timing is a skill that should be practiced beforehand).

As for other assessments, marks will only be allocated to students after all the student presentations have been delivered and grades have been reviewed/moderated by the Unit Coordinator.

**Submission slide files that are incorrectly submitted into Blackboard will attract a 5% grade penalty** (Please closely check the file before you submit).

Late penalties will apply (please see the ‘Late Penalties’ policies on page 12). Further Assessment 2 information can be found in Blackboard

3. **A Written Reflection of 1500 words** - Due Week 12

This is to be submitted as a ‘Word document’ via Turnitin on Blackboard under ‘Assessment 3’.

The written reflection encompasses aspects of evaluation, analysis and other personal experiences of the teaching and learning plan after it has been developed and presented. Both of Schön’s (1987) reflection perspectives need to be incorporated into the discussions – i.e. Reflection-in-action (thinking that occurred during the event); and Reflection-on-action (thinking that occurred after the event).

Evidence of your reflections should be given to substantiate your ideas (e.g. references and linked ideas).

This reflection should include the following areas (Please use the same underlined sub-headings in your paper):

- **Introduction** (purpose and scope of paper, plus Schön’s reflection is introduced)
- **Re-introduction of the original teaching plan** (concise overview of the original teaching plan to give background insight)
- **Reflection of the experience in developing the teaching plan**
- **Reflection of the experience on presenting the teaching plan**
- **Reflection of viewing other teaching plan presentations**
- **Overall Reflections**
- **Conclusion** General conclusion/overview of main points; including your own perspectives on the Schön’s reflection process.

IMPORTANT - Please remember to incorporate the specified reflection model, teaching and learning theories plus other supporting ideas from related academic literature (including educational research) throughout your reflection. All statements, ideas and areas of analysis need to be fully supported with in-text referencing (i.e. ideas, evaluations and plans all need to show that they are ‘evidenced based’). Your reflection should be more from an educator perspective. Please refer to the marking score allocation when considering each content section.

All these items must be correctly referenced using the Curtin APA 6th-ed format (Please see the Curtin University Library Referencing Guide link for the latest APA guidelines http://libguides.library.curtin.edu.au/referencing).

**Papers that are more than 1750 words will not be marked.**

Papers that are incorrectly submitted into Turnitin will attract a 5% grade penalty (Please closely check the file you have uploaded in the Turnitin viewing window before clicking ‘confirm’ to do the final submit).

The submission will only be accepted in a Word document format – (i.e. NOT in a pdf file).

Late Penalties will apply (please see ‘Late Penalty’ policies on page 12). Further Assessment 3 information can be found in Blackboard.
Pass requirements
Your final grade for this unit will be a score out of 100.
To pass this unit, students must fulfill both of the following criteria:

- Complete and submit ALL three pieces of assessment; &
- Achieve a combined final total unit mark of at least 50 overall

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 16/12/2016 and 16/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.
Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The second time the unit has run at the Bently Campus, students did want any changes from last semester.
## Program Calendar
### Program Calendar – Semester 2 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Study week</th>
<th>Module</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td></td>
<td>Orientation Week</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1 August</td>
<td>1</td>
<td>Module One</td>
<td>Introduction to Clinical Education</td>
</tr>
<tr>
<td>2.</td>
<td>8 August</td>
<td>2</td>
<td>Module Two</td>
<td>Major Teaching &amp; Learning Concepts</td>
</tr>
<tr>
<td>3.</td>
<td>15 August</td>
<td>3</td>
<td>Module Three</td>
<td>Clinical Teaching &amp; Learning Areas</td>
</tr>
<tr>
<td>4.</td>
<td>22 August</td>
<td>4</td>
<td>Module Four</td>
<td>Teaching Application &amp; Evaluation</td>
</tr>
<tr>
<td>5.</td>
<td>29 August</td>
<td></td>
<td>Tuition Free Week</td>
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<tr>
<td>6.</td>
<td>5 September</td>
<td>5</td>
<td>Presentations</td>
<td>Two</td>
</tr>
<tr>
<td>7.</td>
<td>12 September</td>
<td>6</td>
<td>Module Five</td>
<td>Writing reflections</td>
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<tr>
<td>8.</td>
<td>19 September</td>
<td>7</td>
<td></td>
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<tr>
<td>9.</td>
<td>26 September</td>
<td></td>
<td>Tuition Free Week</td>
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<tr>
<td>10.</td>
<td>3 October</td>
<td>8</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td>10 October</td>
<td>9</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>17 October</td>
<td>10</td>
<td></td>
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<tr>
<td>13.</td>
<td>24 October</td>
<td>11</td>
<td></td>
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<tr>
<td>14.</td>
<td>31 October</td>
<td>12</td>
<td></td>
<td>Three</td>
</tr>
<tr>
<td>15.</td>
<td>7 November</td>
<td></td>
<td>Study Week</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>14 November</td>
<td></td>
<td>Examinations</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>21 November</td>
<td></td>
<td>Examinations</td>
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</tbody>
</table>