Graduate Certificate Health Professional Education 4 compulsory units

**Introduction to Tertiary Teaching and Learning in Health Professional Education ED5121**

*Unit Pre-requisites: Nil*

This unit will introduce you to contemporary pedagogy in the context of your own teaching practice. You will be encouraged to further develop and apply your core set of knowledge, skills and attributes in the context of facilitating quality teaching and learning in the health professions. With an emphasis on mutual enquiry, you will explore the unique pedagogical approaches (e.g. problem and case-based learning) and specific types of knowledge and skills (e.g. clinical reasoning) required when teaching and facilitating learning in a complex learning environment within specific regulatory, ethical and legal frameworks. You will be provided with an opportunity to reflect on your personal teaching philosophy and related instructional strategies, across the cognitive, affective and psychomotor domains. You will be encouraged to draw on the theoretical underpinnings which you value, considering why and how you teach and the way in which you enact your teaching role. In concluding the unit you will be encouraged to build reflection into your practice as a deliberate approach to better inform your role as both a teacher and learner.

**Contemporary issues in HPE RM5110**

*Unit Pre-requisites: Nil*

This unit aims to acquaint participants with some critical issues facing health professional educators in the Twenty First Century. You will identify key principles for participating in educational change and innovation in health education practice as a foundation to explore a range of issues including: the tension between competency- and outcomes-based approaches to health education; issues around the scarcity of clinical placements and the need to seek alternative approaches to clinical skills development (e.g. Simulated Learning Environments); current trends towards inter-professional health and what this might mean for health professional education; the role of information and communications technologies (ICT) in the provision and support of health services (e.g. e-health and tele-health) and subsequent implications for educators; and educational implications of moves to reduce disparities across populations and manage global threats that transcend national borders (global health).

**Designing Curriculum for Effective Learning ED5116**

*Unit Pre-requisites: Nil*

The lens used to create curriculum in this unit is constructive alignment. Students will examine curricula as an iterative design that is a product developed through: shared deliberation on context, policy, politics; scholarship of teaching and learning; and pedagogical imagination. This includes opportunities to examine curricula paradigms for inclusion, blended learning, research, constructivist approaches and authentic workplace and service-learning. Curriculum is presented as space that should be negotiated, communicated, managed and improved within clear processes that reflect quality practices. With this grounding students can build and evaluate a teaching activity, module, unit and / or a course.

**Principles and Practices of Assessment and Evaluation ED5117**

*Unit Pre-requisites: Nil*

Good assessment and evaluation in Higher Education has the potential to improve student learning, satisfaction, confidence in academic standards and retention. This unit allows teachers in higher education to advance their understanding of contemporary assessment practice by a critical engagement with contemporary assessment literature. From this foundation, students have the opportunity to examine how assessment is woven into the teaching and learning cycle and design and develop assessment instruments appropriate to Higher Education.
Graduate Diploma HPE Units

2 compulsory units and choice of 2 electives

Choice of electives - students select two units from the following three options:

- Teaching Clinical Reasoning
- Best Practice in Clinical Supervision in Health Professional Education
- One elective choice from existing postgraduate offerings at another School within the University (with the approval of the Course Coordinator)

Best practice clinical supervision in HPE (Elective) ED5124

Unit Pre-requisites: nil

This unit considers the specific challenges of teaching and learning in clinical settings. By linking contemporary educational approaches to the clinical environment (e.g. setting learning objectives, acknowledging students prior understandings, activating a student-centred approach to teaching and learning, providing critical feedback), participants can situate themselves within a framework for best practice in clinical supervision. The unit also investigates the principles that underpin effective mentoring and role-modelling, and examines how these principles can be linked to the clinical context.

Teaching clinical reasoning (elective) Ed5123

Unit Pre-requisites: nil

This unit will examine the concept of clinical reasoning and decision-making as a construct embedded in clinical practice across medical, nursing and allied-health literature. Students will be introduced to a range of teaching and learning theories, models and strategies to facilitate the development of clinical reasoning practices. Students will be encouraged to explore what clinical reasoning means to them as a clinician and as an educator. They will be given opportunities to plan, implement and evaluate clinical reasoning strategies in the context of their own educational environments.

Assessing competence in HPE (compulsory) ED5122

Unit Pre-requisites: nil

This unit aims to provide participants with an opportunity to explore the theoretical rationale for assessing the multiple dimensions of competence in the variety of contexts that characterise the health professions. Developing valid and reliable assessment practices is critical both from an educative and credentialing perspective. This unit unpacks the complexity of formative and summative assessment in health professional education, taking account of knowledge, skills and attitudinal domains. It also discusses the important role of psychometrics in increasing the reliability, validity and overall integrity of assessment programs. Participants are encouraged to critically analyse and synthesise best practice assessment techniques in health professional education, seeking authentic assessment solutions to apply to their own teaching practice.

Ethical issues in professional life (compulsory) ET 502

Unit Pre-requisites: nil

In this unit we explore the relations between moral philosophy and practical ethics in professional life. Further, we study such issues as the relevance of ethics to specialisation, power and privilege in the professions, performance assessment, codes of ethics institutional values and corporate ethical culture. Specialist seminar topics may include: confidentiality, secrecy and truth telling in counselling; professional and management responsibility and accountability; dealing with power and authority, conflict resolution, performance assessment & discipline. Elective options may include: Ethics in teaching; legal practice, corporate life; pastoral care, academic research; and health care (both clinical and administrative).
Master of HPE units

Developing a Research Proposal RSCH7003

This unit is designed to assist students in understanding the principles of writing a research proposal through the process of preparing a proposal for their Higher Degree by Research project. Students will be introduced to the key components of preparing and writing a proposal including: the purpose(s) of the research question; critically analysing and reviewing the existing literature; preparing an abstract; deciding on a research methodology and methods of data collection; proposing an approach for data analysis; identifying ethical issues and preparing for an ethics application; providing a clear plan and timeline for each stage of research. Students may find their supervisors a useful resource for defining the specifics of the research and the disciplinary context, and supervisors will be invited to participate in the development of the proposal.

Research methods RM5010A

This unit provides a broad exposure to the principal forms of social science research used in counselling, educational and related social sciences. As such, it provides a basic foundation in research design, methods, data collection and data analysis for higher degree students planning to proceed to a dissertation or thesis. At the same time, it offers a general understanding of research design and methodological issues for professionals who may be required to commission investigations or approve proposals for study by others, and who need to be able to interpret and critically evaluate the findings of published research. Students gain experience in a range of qualitative and quantitative techniques which can be used by practising professionals to carry out individual or team-based action-research into issues arising from their own work settings, organisations, or wider professional activities. Emphasis is on differentiating between, and making appropriate and justified choices among, the principal paradigms or methodological approaches used by contemporary social science researchers.

Dissertation Unit SR7903

A research-based dissertation is also required to graduate in the Master of HPE.

This unit provides a framework to support students undertaking research in a supervised environment. Students will develop an ethics proposal in accordance with the University of Notre Dame Australia’s Policy for Ethics Approval Involving Humans; present a research proposal to peers; deliver a conference paper articulating the findings of the research; and develop a manuscript to the standard of a nominated peer reviewed journal. Through these processes students will contribute to the research literature in health professional education.