

School / Faculty: Faculty of Health

Course Title: TEACHING, LEARNING & LEADERSHIP FOR CLINICAL PRACTICE

Course ID: NURBN3018

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): 1st and 2nd year Students

ASCED Code: 060301

Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

On successful completion of this course the students are expected to be able to:

Knowledge:

- K1.** Critically analyse the role of the nurse as leader and educator in Australian healthcare systems including principles of managing, leading and delegating to others;
- K2.** Critique teaching and learning theories through their relationships to teaching and learning practices in Australian health care contexts;
- K3.** Critically analyse factors that impact on planning, delivering and assessing effective teaching and learning;

Skills:

- S1.** Develop and implement a peer teaching session using evidence-based principles of teaching and learning;
- S2.** Reflect on own leadership approaches and the teaching and learning styles of self and others;
- S3.** Recognise the need for quality change in delivery of teaching sessions and devise improvement;

Application of knowledge and skills:

- A1.** Create, design and conduct an effective peer teaching session;

Course Outline (Higher Education)

NURBN3018 TEACHING, LEARNING & LEADERSHIP FOR CLINICAL PRACTICE

- A2.** Evaluate own leadership and facilitation of teaching and learning; and
- A3.** Reflect on and devise quality improvement change for peer teaching sessions.

Course Content:

NMBA – Registered Nurses Standards for Practice (2016); NMBA Code of Professional Conduct for Nurses (2013) and NMBA Code of Ethics for Nurses (2013) have been considered in the development of the content of this course. Utilising Inquiry Based Learning (IBL) this course will incorporate a Lifespan Approach to course materials and specific case based examples to address Australian Commission on Safety and Quality in Health Care, Clinical Care Standards (2015).

Topics may include:

- Situational leadership and case management including delegation, supervision of person-centered care.
- Mentoring and peer teaching
- Facilitating clinical teaching and learning of self and others
- Health literacy and teaching to individuals and groups
- Cultural diversity of learners
- Ethics and teaching principles
- Teaching and learning theories and models
- Understanding the context of emotional learning in clinical environments
- Student-centered and person-centered learning
- Understanding the importance of continuing professional development of self and others

Values and Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens. These have been applied to nursing context below;

Nursing Graduate Attributes:

The Bachelor of Nursing is a graduate capabilities outcomes-based curriculum. This course develops and/or assesses the following Federation University Australia and Registered Nursing Graduate Capabilities and the NMBA Registered Nurse Standards for Practice (2016).

Course Outline (Higher Education)

NURBN3018 TEACHING, LEARNING & LEADERSHIP FOR CLINICAL PRACTICE

Federation University Graduate Attributes	Registered Nurse Graduate Capabilities	Introductory (Introduced)	Intermediate (Repeated)	Advanced (Taught)	Assessed
Responsible, ethical, engaged Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker		✓		
	2. Politically astute, situational leader and citizen			✓	✓
	3. Socially and culturally aware agent for change			✓	✓
Critical, creative and enquiring Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning		✓		
	5. Creative problem solver			✓	✓
	6. Life-long researcher			✓	
Capable, flexible and work ready Communication skills Independent & collaborative worker	7. Skilled therapeutic Communicator			✓	✓
	8. Capable Inter-Disciplinary Healthcare Team Member		✓	✓	✓
	9. Competent, caring, safe and professional practitioner		✓		

Values:

- V1.** Recognise the importance of the role of the nurse as clinical leader and manager in providing quality care to others in diverse health care contexts.
- V2.** Appreciate the importance of teaching and learning in managing self and others to facilitate continuous quality improvement in clinical care.

Learning Task and Assessment:

Planned Student Learning Experience

A 15 credit point course will involve a minimum of 150 hours of learning. For every one hour of teacher directed learning there will be a minimum of two hours of student/learner directed learning. The *Teacher-directed* hours of student learning in this course will be experienced primarily through teaching innovations like interactive technology enhanced lectures, class discussions, audio-visual presentations, flexible blended and on-line learning, low and high fidelity simulations, exploration of case studies and inquiry-based learning. Active participation is encouraged during class sessions. Attendance at all clinical placement and laboratory sessions is compulsory.

Learner-directed hours will include focused learning activities, simulated laboratory learning, practice and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning.

Course Outline (Higher Education)

NURBN3018 TEACHING, LEARNING & LEADERSHIP FOR CLINICAL PRACTICE

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1, K2, K3, 1, S2, S3, A1	Group Peer Teaching. Develop a lesson plan for peer teaching	Written Lesson Plan & Conduct Peer Teaching	60-80%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Evaluation/Written critique of leadership approaches and continuous quality improvement of teaching in clinical practice	Written Essay	20-40%

Adopted Reference Style:

APA