

HLT702 Simulation in Practice Education

School: School of Health - Nursing

2023 | Session 4

UniSC Sunshine Coast

**BLENDED
LEARNING**

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

Please go to unisc.edu.au 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

You will design, develop and critically evaluate an immersive simulation learning activity, to develop knowledge and skills for the successful utilisation of simulation in a practice education setting.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Face to face workshop held in simulation suite 4 workshops of 7 hours held in weeks 1, 3, 5 and 7	7hrs	Week 1	4 times
Learning materials – Online learning modules	4hrs	Week 1	4 times

1.3. Course Topics

- Simulation modalities and their use in education
- Design, implementation and critical evaluation of simulation teaching and learning scenarios and resources for education contexts
- Learning theory underpinning simulation
- Ethical issues in simulation
- Developing characters and working with the public
- Debriefing techniques
- Reflective practice

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 Investigate and critically appraise simulation modalities and their use in practice education.	Knowledgeable Empowered Sustainability-focussed
2 Design, implement and critically evaluate simulation teaching and learning resource for education contexts.	Engaged
3 Critically reflect on simulation design and implementation.	Creative and critical thinker
4 Communicate, including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.)	Knowledgeable

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

Enrolled in any PGRD level Program or SC420

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Knowledge of principles and models of healthcare education and critical reflection is an advantage

5.5. Microcredential Information

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

Feedback is provided throughout this course. Assessment One is designed to assist students in determining parameters for project and assessment work. Further opportunities for feedback are built into presentations during workshops. These are designed to support students, understand course content, refine ideas, prepare for and undertake assessment tasks.

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	Plan	Individual	10%	500 words	Week 2	Online Assignment Submission with plagiarism check
All	2	Plan	Individual	45%	2,000 words	Week 5	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Written Piece	Individual	45%	Video recording length: approx. 10 min Accompanying reflective essay: 2,500 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Simulation Proposal

GOAL:	The goal of this assessment is to critically reflect on practice, identify an issue where simulation could be utilised to address an educational need and develop a proposal for a simulation teaching and learning activity.		
PRODUCT:	Plan		
AUTHORSHIP STATEMENT:			
FORMAT:	Essay format.		
CRITERIA:	No.		Learning Outcome assessed
	1	Critically reflect on your practice	1
	2	Engage with key concepts and provide evidence justifying the need for simulation relevant to the chosen aspect of professional practice	1
	3	Communicate, including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.)	4
GENERIC SKILLS:	Communication, Problem solving, Information literacy		

All - Assessment Task 2: Simulation Teaching Plan

GOAL:	The goal of this assessment is to develop a simulation teaching plan for an immersive simulation.													
PRODUCT:	Plan													
AUTHORSHIP STATEMENT:														
FORMAT:	Using the provided simulation plan template, your simulation teaching plan will outline: the practice issue and significance; simulation design and justification, learning outcomes; ethical considerations; the simulation structure and management; roles; associated resources and equipment and structured debrief model with guided reflective questions. This work is supported by research, with a reference list provided at the end of the plan.													
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Apply learning theory and pedagogy underpinning simulation</td><td>1</td></tr><tr><td>2</td><td>Engage in simulation design and development, employing teaching and learning resource for education contexts</td><td>2</td></tr><tr><td>3</td><td>Communicate, including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.)</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Apply learning theory and pedagogy underpinning simulation	1	2	Engage in simulation design and development, employing teaching and learning resource for education contexts	2	3	Communicate, including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.)	4	
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2	Engage in simulation design and development, employing teaching and learning resource for education contexts	2												
3	Communicate, including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.)	4												
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy													

All - Assessment Task 3: Simulation recording and Reflective essay

GOAL:	The goal of this assessment is to implement the simulation designed in assessment task two, capture this on video recording and critically reflect on the effectiveness of the design and implementation of your teaching plan.													
PRODUCT:	Artefact - Creative, and Written Piece													
AUTHORSHIP STATEMENT:														
FORMAT:	Implement the simulation plan developed in assessment task two. Capture this on video recording and use a model of structured reflection as a framework to write an essay that critically appraises the simulation learning activity captured on the video recording.													
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GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy													

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. 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 Canvas 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

Closed shoes are required to be worn in the clinical practice environment

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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au