

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 usc.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

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												
FORMAT:	Essay format.												
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Critically reflect on your practice</td> <td>1</td> </tr> <tr> <td>2</td> <td>Engage with key concepts and provide evidence justifying the need for simulation relevant to the chosen aspect of professional practice</td> <td>1</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	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
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	
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:	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
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	
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.	
CRITERIA:	No.	Learning Outcome assessed
	1	Critically appraise simulation modalities and their use in education 1
	2	Use a model of structured reflection to critically reflect on and evaluate the simulation design and implementation. 2 3
	3	Communicate including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.) 4
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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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.

10.7. 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.

10.8. 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>

10.9. 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.

10.10. 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