



## COURSE OUTLINE

# HLT702 Simulation in Practice Education

**Course Coordinator:** Samantha Edwards (sedwards@usc.edu.au) **School:** School of Nursing, Midwifery and Paramedicine

2021 | Session 4

USC Sunshine Coast

**ON CAMPUS**

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

*Please go to the USC website 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 focus on design, development and evaluation of immersive simulation learning activities, to develop knowledge and skills for the successful utilisation of simulation in an educational setting. There is an emphasis on application and development which will provide you with opportunities to apply theoretical concepts and develop your individual professional interests in practice education and produce simulation learning objects.

### 1.2. How will this course be delivered?

| ACTIVITY                   | HOURS | BEGINNING WEEK | FREQUENCY          |
|----------------------------|-------|----------------|--------------------|
| <b>ON CAMPUS LOCATIONS</b> |       |                |                    |
| <b>Tutorial/Workshop</b>   | 6hrs  | Not applicable | Not Yet Determined |

### 1.3. Course Topics

- Learning theory and pedagogy underpinning simulation
- Simulation modalities and their use in education
- Ethical issues in simulation
- Developing characters and working with the public
- Design, implementation and critical evaluation of simulation teaching and learning scenarios and resources for education contexts
- 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 education.                       | Knowledgeable<br>Empowered<br>Sustainability-focussed                  |
| 2 Design, implement and critically evaluate simulation teaching and learning resource for education contexts. | Engaged  |
| 3 Apply learning theory and pedagogy and engage in simulation development.                                    | Creative and critical thinker<br>Engaged                               |
| 4 Critically reflect on ethical issues impacting on simulation implementation.                                | Creative and critical thinker  |

## 5. Am I eligible to enrol in this course?

Refer to the [USC 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 will be provided early in this course. Assessment One is formative and 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          | 0%          | 500 words  | Week 2                | Online Assignment Submission with plagiarism check |
| All           | 2        | Plan                                   | Individual          | 50%         | 2,000 words  | Week 5                | Online Assignment Submission with plagiarism check |
| All           | 3        | Artefact - Creative, and Written Piece | Individual          | 50%         | Video recording length: 10 min<br>Accompanying reflective essay: 2,500 words | Week 8                | Online Assignment Submission with plagiarism check |

#### All - Assessment Task 1: Simulation Proposal (Formative Assessment)

| <b>GOAL:</b>     | The goal of this formative 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.  |     |                           |   |                                     |   |   |   |  |   |  |  |
|------------------|--|-----|---------------------------|---|-------------------------------------|---|---|---|--|---|--|--|
|                  | Feedback from this formative assessment exercise will assist you to develop the simulation teaching plan (Assessment Task Two).  |     |                           |   |                                     |   |   |   |  |   |  |  |
| <b>PRODUCT:</b>  | Plan   |     |                           |   |                                     |   |   |   |  |   |  |  |
| <b>FORMAT:</b>   | This is an individual task. Essay format with headings is acceptable.  |     |                           |   |                                     |   |   |   |  |   |  |  |
| <b>CRITERIA:</b> | <table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Critically reflect on your practice</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> </tr> <tr> <td>3</td> <td>Communicate, including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.)</td> </tr> <tr> <td>4</td> <td>Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3 4</span></td> </tr> </tbody> </table> | No. | Learning Outcome assessed | 1 | Critically reflect on your practice | 2 | Engage with key concepts and provide evidence justifying the need for simulation relevant to the chosen aspect of professional practice | 3 | Communicate, including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.) | 4 | Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3 4</span> |  |
| No.              | Learning Outcome assessed  |     |                           |   |                                     |   |   |   |  |   |  |  |
| 1                | Critically reflect on your practice  |     |                           |   |                                     |   |   |   |  |   |  |  |
| 2                | Engage with key concepts and provide evidence justifying the need for simulation relevant to the chosen aspect of professional practice  |     |                           |   |                                     |   |   |   |  |   |  |  |
| 3                | Communicate, including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.)   |     |                           |   |                                     |   |   |   |  |   |  |  |
| 4                | Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3 4</span>   |     |                           |   |                                     |   |   |   |  |   |  |  |

#### All - Assessment Task 2: Simulation Teaching Plan

|                 |   |
|-----------------|---|
| <b>GOAL:</b>    | The goal of this assessment is to develop a teaching plan for an immersive simulation.  |
| <b>PRODUCT:</b> | Plan  |
| <b>FORMAT:</b>  | This is an individual task. Your simulation teaching plan will outline: the issue / focus of simulation development including significance; the simulation approach, understanding and application of underpinning learning theory in relation to the simulation design; the aim(s) and learning outcomes; ethical considerations; the simulation structure and management; environment; roles; modality; associated resources and equipment; assessment and competencies (where appropriate). This work is supported by research/ literature. Headings may be used to organise the plan. |

| CRITERIA: | No. | Learning Outcome assessed  |
|-----------|-----|--|
|           | 1   | Apply learning theory and pedagogy underpinning simulation   |
|           | 2   | Engage in simulation design and development, employing teaching and learning resource for education contexts             |
|           | 3   | Communicate, including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.) |

### All - Assessment Task 3: Simulation recording and Reflective essay

| <b>GOAL:</b>     | 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 outcome of the implantation of your teaching plan.  |     |                           |   |  |   |  |   |   |
|------------------|---|-----|---------------------------|---|--|---|--|---|---|
| <b>PRODUCT:</b>  | Artefact - Creative, and Written Piece  |     |                           |   |  |   |  |   |   |
| <b>FORMAT:</b>   | Implement the simulation plan developed in assessment task two. Capture this on video recording and use a model of structured reflection as a framework write an essay that critically appraises the simulation teaching and learning activity captured on the video recording.   |     |                           |   |  |   |  |   |   |
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| No.              | Learning Outcome assessed   |     |                           |   |  |   |  |   |   |
| 1                | Critically appraise simulation modalities and their use in education  |     |                           |   |  |   |  |   |   |
| 2                | Use a model of structured reflection to critically reflect on and evaluate the simulation design and implementation.  |     |                           |   |  |   |  |   |   |
| 3                | Communicate including: written expression, structure, integration of literature, citation and referencing (APA 7th ed.)   |     |                           |   |  |   |  |   |   |

## 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. Directed study hours may vary by location. 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 Blackboard 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 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. 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](mailto:studentcentral@usc.edu.au).

## 10.5. 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](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. 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](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)