



Introduction

Welcome

Welcome to NURS 1055 Experiential Learning Activity: Foundation Practicum 1 (ELA 1). ELA 1 is the preparatory course for future Experiential Learning Activities (ELA) courses and will provide you with a sound foundation for clinical practice across different contexts of health care. This course will enable you to apply the beginning level knowledge and skills, which you have gained in your previous Stage One (1) Courses, within the simulated on-campus practice environment. You will also have the opportunity to explore the scope of practice of the Registered Nurse in a variety of community health care contexts.

The clinical component for this course has a two-tiered approach:

- UniSA Hospital Experience
- Professional Placement Visits within the Community setting

This clinical course has three (3) main components:

- Pre-Clinical Workshop
- Professional Placement Visits
- Post-Clinical Workshops

Pre-Clinical Workshop:

The Pre-Clinical Workshops involve a series of **on-campus workshops** which will support your clinical development and allow you to apply prior learning in the simulated environment. The Pre-Clinical workshops will include the UniSA Hospital Experience where students will engage in simulated clinical activities using 'real-world' hospital-based scenarios. You will interact with a combination of 'real' patients and high-fidelity mannequins to experience the hospital-based nursing shift.

In preparation for future clinical placements, you will be introduced to the National Competency Assessment Schedule (NCAS) UniSA Clinical Assessment Tool (NCAS/UniSA Clinical Assessment Tool). This tool is used to assess student achievement of the Nursing and Midwifery Board Australia (NMBA, 2006) National Competency Standards for the Registered Nurse, and will be the assessment tool used throughout your clinical placements. You will also build competence in Medicine Calculations, which you will continue to develop throughout your Bachelor program.

Professional Placements Visits:

All ELA courses have a clinical component where you can apply the knowledge that you have gained in your Bachelor program into practice. In this ELA course, you will perform a health assessment and conduct field visits to identify and evaluate the community health resources available. These activities will build upon the prior learning from Being a Health Professional (BHP) and Global and National Health (GNH); and compliment learning in Public Health (PH) and Mental Health (MH) courses.

Post-Clinical Virtual Classroom Workshops:

Post-clinical workshops will be conducted via virtual classrooms (no on-campus attendance is required) and will provide an opportunity for you to reflect and debrief on your course learning experiences in both the UniSA Hospital and the community health context.

For successful completion of the ELA 1 course, you will need to attend the **compulsory** Pre-Clinical and Post-Clinical workshops

Course Teaching Staff

Primary Coordinator: Miss Maria Chilvers
Location: School of Nursing and Midwifery
C5-31
Telephone: +61 8 8302 2975
Fax: +61 8 8302 2168
Email: Maria.Chilvers@unisa.edu.au
Staff Home Page: people.unisa.edu.au/Maria.Chilvers

Coordinator: Dr Cath Hall
Location: School of Nursing and Midwifery
C5-44
Telephone: +61 8 8302 2354
Fax: +61 8 8302 2168
Email: Catherine.Hall@unisa.edu.au
Staff Home Page: people.unisa.edu.au/Catherine.Hall

* Please refer to your Course homepage for the most up to date list of course teaching staff.

School Contact Details

School of Nursing and Midwifery

Physical Address: Level 6, Room 54, Centenary Building (C)
North Terrace
City East
Adelaide 5000
Postal Address: GPO Box 2471
Adelaide 5001
Phone: +61 8 8302 1832
Fax: +61 8 8302 2168
Email: nursing.enquiries@unisa.edu.au
Website: http://www.unisa.edu.au/nur/get_in_touch/default.asp

Course Overview

Prerequisite(s)

Group Courses

Students must have completed all courses in any of the following group(s).

Group 1

NURS 1033 Being a Health Professional

- or -

Group 2

NURS 1044 Professional Practice N

Prerequisite Comments

Students choose one of the groups above for their pre-requisite.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Aim

The aim of this course is to apply beginning level nursing knowledge and skills in a simulated practice environment and to explore the scope of practice of the Registered Nurse in a variety of community health care contexts.

Course Objectives

On completion of this course, students should be able to:

CO1. Conduct a basic health assessment to support the development of a plan of care.

CO2. Utilise paper based and electronic clinical record systems to document nursing practice.

CO3. Identify evidence that would inform the development of a plan of care.

CO4. Utilise a variety of electronic resources to construct a learning plan for the community health visits.

CO5. Apply appropriate communication strategies to promote an optimal physical, psychosocial, cultural and spiritual environment for individuals and groups.

CO6. Critically reflect on current learning and the implications for ongoing professional development.

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

Graduate Qualities being assessed through the course							
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1	•			•	•	•	
CO2	•	•			•	•	
CO3	•	•	•	•			
CO4	•	•	•				
CO5	•				•	•	•
CO6	•	•	•				

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Holistic nursing assessment, health interview, physical examination, documentation and record keeping, application of law and ethics to practice, health informatics, communication, developing learning plans, self-assessment, self-awareness, reflection, critical thinking, formulating learning objectives, quality and safety, health environments, applying principles of occupational health safety and welfare, mandatory reporting, health promotion, context of practice.

Teaching and Learning Arrangements

Workshop (Pre-clinical)	8 hours x 3 days
Field Placement (Professional Placement Visits)	6 hours x 10 days
Workshop (Post-clinical)	8 hours x 2 days

Unit Value

4.5 units

Additional assessment requirements

To gain an overall pass grade for this course, students must pass all three (3) items of assessment.

Placement Information

All ELA courses have a professional placement or clinical component where you can apply the knowledge that you have gained in your Bachelor program into practice. In ELA 1, the Experiential Learning Activity component for this course has a two-tiered approach:

1. Participation in a UniSA Hospital Experience
2. Engagement with Professional Placement Visits within the Community Setting

1. During the UniSA Hospital Experience, students will engage in simulated clinical activities, using 'real-world' hospital-based scenarios. You will interact with a combination of 'real' patients and high-fidelity mannequins to experience the hospital-based nursing shift.

2. All students have been scheduled Clinical Placement dates for ELA 1. This is the Professional Placement time that you are allocated to complete the Professional Placement activities. Students will need to perform a health assessment on an adult client within the local community and conduct field visits to identify and evaluate the community resources available. This Experiential Learning Activity is not arranged through the Clinical Placement Unit (CPU); However, because you will be interviewing a client regarding their health, students need to ensure that all compulsory documentation is completed, as outlined in the key dates brochure (e.g. current senior first aid certificate, National Criminal History Check through DCSI screening branch).

Attendance at the preclinical workshops in the Practice-Based Laboratories (PBL) is compulsory. Attendance will be recorded at all PBL sessions for both on- and off-campus students.

OHS&W

Students must adhere to safety precautions at all times while in the Practice Based Laboratories. Please refer to the PBL OHS&W information: <http://resource.unisa.edu.au/mod/book/view.php?id=59189&chapterid=23681>

Further Course Information

Communication with students

The University's primary method of communication with students is electronic, through the UniSA student email account and the student portal. You must check your emails regularly during the period of the course. For further information, refer to Guidelines on Electronic Communications with Students at the following website: <http://www.unisa.edu.au/policies/codes/miscell/ecomstudents.asp>

Disability Access Plans (DAP)

Students should contact the Course Coordinator before the start of each course if they have a current disability access plan and believe they may need any adjustments to the course. This includes extending timelines for assessment tasks, predicted absence from course activities, accommodations in the PBLs or professional placement visits. The DAP and course requirements will be reviewed with a course specific plan developed before the student commences the course.

Uniforms

Student uniforms for all preclinical workshops are compulsory. Please refer to the PBL Uniform Policy: <http://resource.unisa.edu.au/mod/book/view.php?id=59189&chapterid=23828>

The uniform consists of:

White shirt with University Logo or White polo shirt with University Logo

Dark blue or navy skirt, culottes or trousers

Black, non-porous enclosed shoes (tops of the feet and the heels must be fully covered)

Please note the following:

Hair is required to be tied up and away from the face

Minimal or no jewellery is to be worn - particularly that which may be a cause of spread of infection or pose a hazard to the patient's skin

Long-sleeve tops are not allowed. Students who need to wear a long-sleeved top for religious or allergy reasons must have permission

Hooded and sleeveless tops, cardigans or other garments are not to be worn over the uniform

Students who have any questions regarding the uniform requirements are asked to speak with one of the PBL Clinical Nurses. Any variation on the uniform, including trouser colour is not acceptable. Students not attired correctly will be asked to leave the PBLs. Lost time must be made up by the student in consultation with one of the PBL Clinical Nurses or the Clinical Facilitator.

Pre- and Post-clinical workshop attendance

Attendance at the preclinical workshop and assessment by a UniSA PBL staff member is compulsory.

Attendance will be recorded for all preclinical sessions for both on- and off-campus students. Failure to attend the preclinical workshops and/or a Fail grade in the preclinical assessments will result in a Fail grade for the course. Students will need to arrange a time to speak with the Program Director for a new study plan and can expect the program completion date to be altered which will extend the time in the program.

Participation in the postclinical workshops (via virtual classroom) is also compulsory.

Learning Resources

Textbook(s)

You will need continual access to the following text(s) to complete this course. Where possible the Library will make the book available for student use. Please check the Library catalogue before purchasing the book(s). The Library will always seek to purchase resources that allow an unlimited number of concurrent users, however availability is dependent on license arrangements with book publishers and platforms. <http://www.library.unisa.edu.au>

Berman, A, Snyder, S J and Levett-Jones T (2012). *Kozier and Erb's Fundamental of Nursing: Concepts, Process and Practice with MyNursingkit* (2nd Australian Edition). Pearson Australia.

Brotto, V & Rafferty, K (2012). *Clinical dosage calculations for Australia and New Zealand* (1st Ed). Cengage Learning Australia Pty Limited.

Tollefson, J (2012). *Clinical Psychomotor Skills: Assessment Tools for Nursing Students* (5th Ed). Cengage Learning Australia Pty Limited.

Materials to be accessed online

learnonline course site

All other course material can be accessed through your learn**online** course site. Once your Course Coordinator has published the site, you will be able to access it from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If submitting in hard copy, please attach an Assignment Cover Sheet which is available on the [learnonline student help](#) and in myUniSA.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Learning Plan	1000 words	-	Pass/Fail	9 Sep 2013, 4:00 PM	learnonline	CO4, CO5
2	Clinical Simulation Activity	1 hours	-	Pass/Fail	Completed during the pre-clinical workshop	learnonline	CO1, CO2, CO3, CO5
3	e-portfolio	2500 words	-	Pass/Fail	18 Oct 2013, 4:00 PM	learnonline	CO1, CO2, CO3, CO4, CO5, CO6

Note: This is a non-graded course and your result will be a pass or fail.

Feedback proformas

The feedback proforma is available on your course site.

Assessments

Learning Plan (Non-Graded)

Assessment 1: Learning plan

This assessment focuses on your ability to develop a Learning Plan that is based on the Course Objectives (CO4, CO5), the Nursing and Midwifery Board of Australia (NMBA, 2006) National Competency Standards for the Registered Nurse (RN), and your identified learning needs. This Learning Plan will form part of your professional ePortfolio, and you will build upon this throughout your Bachelor Program. Please use the template provided (via the course site) to complete your Learning Plan.

Your Learning Plan has three (3) parts:

Part one: Self Assessment (200 words)

The first step in the development of your Learning Plan is to review the Course Objectives and the NMBA (2006) National Competency Standards for the RN. You will then need to reflect upon relevant knowledge, skills or experiences that you may already have (areas of achievement) which relate to these. Consider what skills and knowledge you will need to develop (areas for improvement) in order to improve your abilities relating to the course objectives and the NMBA (2006) RN competencies. An example of the Self Assessment has been provided, as a guide, and is available via the Course site.

Part two: Setting Learning Objectives (600 words)

The next step in developing your Learning Plan is to set learning objectives. You will be provided with two learning objectives and you are required to develop a further two (2) personal objectives that you intend to achieve during this course. Your personal objectives should relate directly to your self assessment and identified learning needs (part one), as well as the course objectives and the NMBA (2006) National Competency Standards for the RN. You still need to achieve all the Course Objectives, but this assessment is designed to show you how to plan your learning.

On the pages of your Learning Plan relating to your Learning Objectives, you will need to provide information on the following:

Learning Objective: What are you going to learn?

Course Objective(s)/ NMBA (2006) RN competency: to which course objective/NMBA RN competency does

your learning objective relate?

Strategies, resources and learning activities: How do you plan to learn it? What strategies/resources and learning activities will be completed to achieve this stated objective?

Evidence and Submission Dates: How will you demonstrate your learning? What will you be able to successfully do as a result of having achieved your learning objectives? What evidence will be included in your ePortfolio?

Writing sound learning objectives is a skill that takes some practice, and you have been provided with the first two (2) objectives for this assessment activity, as a guide. You will need to research additional information regarding your Professional Placement to complete the 'strategies and resources and learning activities' section. Learning resources and weblinks can be located on the course site to assist you in the development of your Learning Plan. An example of the Setting Learning Objectives Assessment has been provided, as a guide, and is available via the Course site.

Part three: Evidence Summary (200 words)

The final part of your Learning Plan is the evidence summary. Please note that this reflective part of the assessment will be completed after the Professional Placement time, when you conduct the Professional Placement Activities and feedback for Part 3 will be provided as part of Assessment Task 3 (ePortfolio).

To complete the evidence summary, you will need to reflect upon:

- What you have learned in relation to your learning objectives?
- Which learning strategies and resources worked well?
- Which learning strategies and resources did not work well, and what were the barriers?
- What useful learning strategies and resources will be useful in future practice?

An example of the Evidence Summary has been provided, as a guide, and is available via the Course site.

Clinical Simulation Activity (Non-Graded)

Assessment 2: Clinical Simulation Activity

During the Pre-Clinical Workshop, students will be assessed on three (3) core clinical competency areas from the Nursing Competency Assessment Schedule (NCAS) which is the UniSA Clinical Assessment Tool. This tool is used to assess students' achievement of the NMBA (2006) National Competency Standards for the Registered Nurse.

You will find the NMBA (2006) National Competency Standards for the Registered Nurse at: <http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx>

You will find the NCAS/UniSA Clinical Assessment Tool in the Assessment folder on the ELA 1 course page.

To be successful in this assessment item all students must attain the minimum expected level of achievement against the modified Bondy scale for a competency area (skills area). For this course the minimum expected level of achievement is MARGINAL meaning that the student is identified as: "being safe when closely supervised and supported; unskilled and inefficient; uses excess energy and takes a prolonged time period. Continuous verbal and physical cues are required." In addition, students must be able to answer questions and demonstrate skills relating to key safety priority areas for the assessed skill. Failure to accurately and safely answer questions and perform the skill in these key areas will result in a Fail for this assessment item.

The three (3) core clinical competency areas are:

1. The initial and ongoing nursing assessment of a client/patient
2. Teaching a Client/Patient
3. Teaching of a Colleague

During your four (4) hour clinical shift in the Pre-Clinical Workshop (**Workshop session 4**), you will be assessed for your safe and competent practice in the Practice Bases Laboratories in the following two (2) areas:

1. The initial and ongoing nursing assessment of a client/patient:

You will need to implement knowledge gained in previous stage one courses and in the pre-clinical workshop PBL sessions to demonstrate the "initial and ongoing assessment of a client/patient" during a span of care.

Competency exemplar: The initial and ongoing nursing assessment of a client/patient (should include first contact).

Demonstration of: The ability to effectively and safely assess the needs of a single client/patient

Safety Priority Areas for this skill:

Preparation for initial contact with the client/patient

#1: Identifies specific indications for contact/communication/action with the client/patient (i.e what initial information is available if any?).

#4: Effectively and in a timely manner washes hands

Carrying out the initial nursing assessment of the client/patient

#12: Demonstrate a communication style that is meaningful & professional in demeanour illustrating a sense of caring

#17: Maintains dignity at all times, provides privacy and comfort measures- displays problem solving abilities particularly related to; i) the maintenance of appropriate personal space; ii) the management of boundary issues

2. Teaching a Client/Patient:

You will need to implement knowledge gained in previous stage one courses and demonstrate "Teaching a client/patient" the importance and rationale for either infection control measures, mobilisation or hygiene, medications, vital sign observations or urinalysis.

Competency exemplar: Teaching a client/patient

Demonstration of: The ability to effectively teach a client/patient

Safety priority areas for this skill:

Preparation for teaching the client/patient

1: Identifies specific indications for teaching the client/patient

#2: Verifies the validity of any written information concerning this client/patient

#5: Effectively plans the activities to work through with the client/patient (and carer) to optimise their learning

#8: Ensures that the setting/environment is conducive to the activity in order to minimise distractions and maximise concentration

#9: Makes the client/patient 'feel at ease' and identifies the client/patient's ability to engage visually/ verbally/ cognitively and physically whilst explaining the activity

Carrying out the teaching of a client/patient

#10: Carries out a comprehensive and systematic assessment with/of the client/patient concerning their understanding of the intended teaching event

#12: Uses a range of questioning styles and demonstrates appropriate listening skills during exploration/ explanation of the activity

#13: Demonstrates the skill at an appropriate pace, exhibits a professional demeanour which illustrates a sense of caring

#19: Maintains dignity at all times, provides privacy and comfort measures - displays problem solving abilities particularly related to; i) the maintenance of appropriate personal space; ii) the management of boundary issues

Closing the activity

#22: Concludes the teaching activity with the client/patient by considerately concluding the therapeutic relationship

During your four (4) hour ePortfolio session in the Pre-Clinical Workshop (**Workshop session 5**), you will be assessed for competent practice in the following area:

3. Teaching of a Colleague

You will need to implement new knowledge gained from your ePortfolio session and demonstrate "Teaching of a Colleague" by either demonstrating **how to create a secret URL to share your ePortfolio** or **how to upload files to the ePortfolio**. This clinical skill area will be assessed using Peer Assessment

Competency exemplar: Teaching of a colleague

Demonstration of: The ability to effectively teach a colleague

Safety priority areas for this skill include:

1: Identifies specific indications for teaching the colleague (i.e what initial information is available? If any? Examples may be a specific procedure, use of equipment, etc)

#3: Effectively plans the activities to work through with the colleague to optimise their learning

#5: Ensures that the setting/environment is conducive to the activity in order to minimise distractions and maximise concentration

Carrying out the teaching of a colleague

#8: Acts appropriately and supportively during the teaching activities

#9: Uses a range of questioning styles and demonstrates appropriate listening skills during exploration/ explanation of the activity

#10 Demonstrates the skill at an appropriate pace, exhibits a professional demeanor which illustrates a sense of caring

Closing the activity

#15: Concludes the teaching activity with the colleague by considerately concluding the therapeutic relationship

Documentation & Communication

#18 Reports and Records of relevant information where appropriate

e-portfolio (Non-Graded)

Assessment 3: e-Portfolio

This assessment focuses on your ability to develop an ePortfolio that you will build upon throughout your nursing program and your professional nursing career. The use of an ePortfolio, as a student, will facilitate your personal reflections and allow you to document your individual professional development. Assessments undertaken in Global and National Health (NURS 1036) have prepared you to write for an ePortfolio, at a beginning level. Similarly, the Learning Plan in this course (Assessment Task 1) will assist you to identify your learning needs based upon the Course Objectives and the NMBA (2006) National Competency Standards for the RN. The practical ePortfolio session, undertaken in the Pre-Clinical Workshop (Workshop session 5) will enable you to set up an ePortfolio. The private reflection journal, which you complete during the Professional

Placement, will demonstrate your ability to reflect on your learning.

The following is considered equivalent to the length of 2,500 words for this assessment task:

- Practical on-campus session (4 hours) on setting up an ePortfolio.
- Setting up own profile
- Uploading documents

Essential e-Portfolio documents for submission NURS 1055:

- ELA: Foundation Practicum 1 (NURS 1055) Learning Plan Evidence Summary (Part 3 Assessment Task 1)
- ELA: Foundation Practicum 1 (NURS 1055) Professional Placement Journal (Private Reflection)
- ELA: Foundation Practicum 1 (NURS 1055) Personal Student Immunisation Record
- ELA: Foundation Practicum 1 (NURS 1055) Medication Calculation Test
- ELA: Foundation Practicum 1 (NURS 1055) NCAS/UniSA Tool (Assessment Task 2)

The following items are suggestions for addition to your e-Portfolio. However, they are not essential documents for successful completion of NURS 1055.

Non-essential e-Portfolio documents for submission NURS 1055:

- Global and National Health (HLTH 1036) Assessment 2
- Compulsory Documentation for Clinical Practice

If you have already completed these items, you should upload them into your e-Portfolio. This list will grow and evolve during your nursing program, and you should upload all relevant items upon completion.

Supplementary Assessment

Supplementary assessment is not available for this course.

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:
<http://www.unisa.edu.au/policies/manual/default.asp>.

Students with disabilities or medical conditions

Students with disabilities may be entitled to a variation or modification to standard assessment arrangements.

Information for students with disabilities is available at:
<http://www.unisa.edu.au/disabilityservices/support/default.asp>.

Variations to assessment tasks

Variation to assessment methods, tasks and timelines can be provided in:

1. **Unexpected or exceptional circumstances**, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation can be considered are discussed in clauses 7.5 & 7.6 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.
2. **Special circumstances**, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.8 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

More information about variation to assessment may be found by consulting the relevant policy: <http://www.unisa.edu.au/policies/manual/default.asp> (sections 3 and 7).

Academic Integrity

The University aims to foster and preserve the scholarly values of inquiry, experimentation, critical appraisal and integrity, and to foster these values in its students.

Academic integrity is a term used at university to describe honest behaviour as it relates to all academic work (for example papers written by staff, student assignments, conduct in exams, etc) and is the foundation of university life. One of the main principles is respecting other people's ideas and not claiming them as your own. Anyone found to have used another person's ideas without proper acknowledgement is deemed guilty of Academic Misconduct and the University considers this to be a serious matter.

The University of South Australia wants its students to display academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens and that students adhere to high standards of academic integrity and honesty at all times, the University has policies and procedures in place to promote academic integrity and manage academic misconduct for all students. Work submitted electronically by students for assessment will be tested using the text comparison software Turnitin.

More information about academic integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment Policies and Procedures Manual (APPM) at: <http://www.unisa.edu.au/policies/manual/> or on the Learning and Teaching Unit website at: <http://www.unisa.edu.au/ltu/integrity/default.asp>

Submission and return of assessment tasks

See above under Assessment Details.

Evaluation of the course

Students are encouraged to complete an online Course Evaluation Instrument (CEI) and the Student Evaluation of Teaching (SET) to provide feedback about this course and individual tutors. These questionnaires will be available at the end of the study period and details for completion will be emailed to you at the completion of the course. Feedback from 2012 students has resulted in several changes in relation to the delivery of this course. Student feedback will continue to be welcomed and will lead to improvements to the future offerings of this course, so your participation is appreciated.

Conceded and Terminating Passes

Conceded and Terminating passes are not available in this course.

Course Calendar

Study Period 5 - 2013

Weeks	Topic	Notes	Assessment Details (Adelaide Time)
12 - 18 August	Pre-teaching		
1 19 - 25 August	Online component commences	self-directed learning activities to develop Learning Plan	
2 26 August - 1 September			
3 02 - 8 September			
4 09 - 15 September	Pre-Clinical Workshops (on-campus)	Clinical Simulation Assessments in PBL	Learning Plan due 09 Sep 2013, 4:00 PM
5 16 - 22 September	Pre-Clinical Workshops (on-campus)	Clinical Simulation Assessments in PBL	
6 23 - 29 September	Professional Placement visit dates	Professional Placement activities	
7 30 September - 6 October	Professional Placement visit dates	Professional Placement activities	
8 07 - 13 October	Post-Clinical Workshops (via Virtual Classroom)		
9 14 - 20 October			e-portfolio due 18 Oct 2013, 4:00 PM
10 21 - 27 October			
11 28 October - 3 November			
12 04 - 10 November			