

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	HEALTHCARE IN RURAL AND REGIONAL AUSTRALIA
Unit ID:	HEASP3021
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(NPHPS2401)
ASCED:	061707

Description of the Unit:

This unit introduces students to the principles and practices of primary health care and public health in the rural and remote Australian context. Students will gain an understanding of the nature of rural society and how these societies have changed over time, including the influences of economy, environment, geography and cultural diversity. Demography and demographic change and its impact on rural society and life will be discussed and the health status and factor that influence the health of rural and remote Australians will be presented, including the health of Indigenous Australian peoples. The impact of Australian history upon Indigenous peoples will be introduced. Students will be introduced to the concept of cultural safety which includes basic communication principles for effective engagement with Indigenous Australian clients. Different models of primary health care service planning and delivery will be presented. Concepts for inter professional teamwork practice will be introduced. Students will gain an understanding of policies affecting rural health as well as learning about the role of health professionals in work in rural and remote areas and the issues that they face. This unit modules maybe co-taught with NPHPS 2401.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

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

Knowledge:

- K1.** Compare and contrast the health status of rural and remote Indigenous and non-Indigenous Australians and factors influencing health and health care needs;
- K2.** Identify different models of primary health care delivery in rural and remote communities and key policy influences;
- K3.** Examine rural and remote workforce issues and the interdisciplinary role of health professionals in these settings;

Skills:

- S1.** Demonstrate an appreciation and understanding of how history impacts on the health status of Aboriginal and Torres Strait Islander people living in rural and remote regions;
- S2.** Develop effective communication and culturally safe health practices for working with diverse rural and remote populations;

Application of knowledge and skills:

- A1.** Apply primary and public health concepts and models of care in remote and rural contexts.
- A2.** Apply cultural responsiveness, knowledge and understandings to develop healthcare and speech pathology options for Aboriginal and Torres Strait Islander community as per Speech Pathology Australia guidelines (2018)

Unit Content:

Professional Standards for Speech Pathologist in Australia (2020), Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018), National Quality and Safeguarding Framework (NQSF, 2018), National Safety and Quality Health Service (NSQHS) Standards (2017-2019) and National Aged Care Quality Standards (2019) have substantially informed the syllabus/content of this unit.

Topics may include:

- Rural and remote primary and public health care and the health care team
- Rural and remote health status
- The nature of rural and remote practice and policy
- Models of care, expanded practice, skills and interdisciplinary teams'
- Aboriginal and Torres Strait Islander Health Curriculum Framework (2018)
- Cultural Responsiveness in Action Australian Allied Health Framework (2015)
- Federation University Aboriginal and Torres Strait Islander Reconciliation Action Plan 2019-2021)

- Cross cultural safety and communication for cultural safety
- Working with people who have or are experiencing trauma
- Community engagement
- Self-care
- Using technology in healthcare

Learning Task and Assessment:

Professional Standards for Speech Pathologist in Australia (2020), Federation University Graduate Attributes and Unit Intended Learning Outcomes are assessed in the assessment task.

Students must complete all assessment tasks and achieve a minimum overall grade of 50% to pass this unit

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
1. K1, K2 K3 S1, S2 ,A1	Fictitious town case study for students to select one health issue	Written assignment	20-30%
2. K1, K2, K3, S1, S2, A1, A2	Description and analysis of a community with a predominately Indigenous population	Group presentation	20-30%
3. K1, K2, K3, S1, S2 ,A1, A2	All topics covered	Written Examination	40-60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)