

Course Outline (Higher Education)

School:	School of Health
Course Title:	RURAL AND REMOTE PRIMARY AND PUBLIC HEALTH CARE
Course ID:	NPHS2401
Credit Points:	15.00
Prerequisite(s):	(NPHS1401)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	061799

Description of the Course:

This course 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. The content is applicable for health practice with rural and remote clients in urban or rural settings and constitutes to fieldwork placement preparation

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

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	✓	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

On successful completion of the course 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.** Develop an appreciation 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.

Course Content:

The Professional Standards for Speech Pathologist in Australia (2020), Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018), The Physiotherapy Board of Australia (PBA) Code of Conduct (2014); Physiotherapy practice thresholds in Australia and Aotearoa New Zealand (2015), The Occupational Therapy Board of Australia (OTBA) Code of Conduct (2014); Australian Occupational Therapy Competency Standards (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 course.

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
- Cross cultural safety
- Working with people who have or are experiencing trauma
- Community engagement
- Self-care
- Using technology

Values:

V1. Appreciate and value vulnerable clients

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, S2, A1	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, S1, S2, A1	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, S1, S2, A1	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, S1, A1	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S1, S2, A1	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2 K3, S1, S2 ,A1	Select a contemporary rural health issue to compare and contrast health status and identify factors influencing health	Group poster and short essay	20-30%
K1,K2, K3, S1, S2 ,A1	Design a community engagement plan focussing on the key health issue explored in Assessment Task 1	Written assignment	30-40%
K1, K2, K3, S1, S2 ,A1	All topics covered	Examination	35-45%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)