

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Rural and Remote Primary and Public Health Care in Occupational Therapy
<b>Unit ID:</b>	NHPOT2016
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NHPHS1401)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061703

## Description of the Unit:

This unit aims to develop professional knowledge, clinical reasoning and cultural safety practice required by occupational therapists to meet the needs of people from diverse backgrounds. This unit introduces students to the principles and practices of delivering occupational therapy services within primary health care and public health in rural and remote Australian contexts. 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 factors that influence the health of rural and remote Australians will be presented, including the health of indigenous Australian peoples. The impact of Australian history and policies 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. Concepts of inter-professional teamwork and the role of occupational therapy will be introduced. The content is applicable for health practice with rural and remote clients in urban or rural settings and contributes to occupational therapy fieldwork placement preparation.

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

## Work Experience:

No work experience

## Placement Component:

**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	■	■	■	■	■	■
Intermediate	■	■	■	✓	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### 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 models of primary and public health care, and occupational therapy models, that can be used in the rural and remote context
- K3.** Examine rural and remote workforce issues and the interdisciplinary role of occupational therapists in these settings

#### Skills:

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

#### Application of knowledge and skills:

- A1.** Apply primary, public health and occupational therapy models of care to create respectful healthcare in rural and remote contexts.
- A2.** Apply reflexivity and humility in occupational therapy practice to continually create respectful healthcare in rural and remote contexts.
- A3.** Apply community engagement models/framework to health-related issues within a rural and remote context.

#### Unit Content:

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), National Aged Care Quality Standards (2019) and Aboriginal and Torres Strait Islander Health Curriculum Framework (2020) have substantially informed the syllabus/content of this unit.

Topics may include:

1. Rural and remote primary and public health care and the health care team
2. Rural and remote health status
3. The nature of rural and remote practice and policy
4. Models of care, expanded practice, skills and interdisciplinary teams
5. Cross cultural safety
6. Working with people who have or are experiencing trauma

7. Community engagement
8. Self-care
9. Reflective practice and lifelong learning

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2, A3	Attendance and participation in at least 80% of Workshops	Attendance and participation	S/U
K1, K2, S1, S2, A1, A2	Cultural Reflection (Part 1) - Hurdle	Written reflection	S/U
K1, K2, K3, S1, S2, A1, A3	Design a community engagement plan	Written Assignment	30-40%
K1, K2, S1, S2, A1, A2	Cultural Reflection (Part 2)	Written reflection	20-30%
K1, K2, K3, S1, S2, A1, A2, A3	All topics covered	Written examination	35-45%

### Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)