

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	COMPLEX CASES IN RURAL, REMOTE AND INDIGENOUS COMMUNITIES
Unit ID:	NHPPS2224
Credit Points:	15.00
Prerequisite(s):	(NHPPS2013 and NHPPS2113)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	061701

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. The past and current history and diverse and complex cultures of Aboriginal & Torres Strait Islander Peoples will be explored, through engagement with the experiences of Indigenous Australians particularly in Victoria, and of the Gunai Kurnai People, the Traditional Custodians of the land the Churchill Campus is situated on. The role of Health professionals in Closing the Gap will be explored and Cultural Safety will be imbedded into clinical reasoning & practice. The unit aims to develop professional knowledge, clinical reasoning, problem-solving, cultural sensitivity and Cultural Safety practices that are required by health professionals to meet the health needs of people from diverse backgrounds in rural, remote and Indigenous communities. Complexity and diversity will be identified and explored from a strengths based approach and will include consideration of location & availability of services, connections to and within communities, intercultural understandings, systems of care, structural competency, health literacy & practitioner scope of practice. The unit makes use of targeted lectures, tutorials, and practical sessions. Case based scenarios will be used to provide students with the opportunity to develop a deeper engagement with the biopsychosocial model of health to facilitate more informed decision making and effective therapeutic alliances. Students will apply learning of Cultural Safety and collaborative practice to support clinical reasoning, problem solving and an evidence-based approach to physiotherapy practice.

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						
Intermediate			✓			
Advanced						

Learning Outcomes:

Knowledge:

- K1.** Demonstrate foundational understanding of Aboriginal and Torres Strait Islander People's health and wellbeing with particular focus on the social determinants of health & wellbeing for Indigenous people living in Gippsland and of the people of the Gunai Kurnai nation, Traditional Custodians of the land on which this unit is delivered
- K2.** Understand the concepts of humility, reflexivity & reflective practice as they apply to developing as a future physiotherapist & lifelong learner
- K3.** Identify the regional and rural services, communities, organisations and systems which support and/or impact the health & wellbeing of the people of regional and rural Australia, with special attention to Gippsland

Skills:

- S1.** Demonstrate foundational skills in building therapeutic alliances with patients, families and communities to support clinical decision making that is evidence based and appropriate to an individual's context, culture and beliefs
- S2.** Identify and engage in respectful communication that is appropriate to an individual's context, culture and beliefs and promote culturally safe collaborative practice
- S3.** Incorporate self-reflexivity and humility into practice as a developing health professional to develop respectful health care practice and contribute to the structural competency of the health care sector

Application of knowledge and skills:

- A1.** Engage ethical and decision-making models and apply physiotherapy standards and collaborative practice principles when engaging with people as represented in complex scenarios
- A2.** Incorporate an understanding of advocacy in clinical scenarios alongside a preparedness to be leaders and agents of change as part of a developing professional identity
- A3.** Source & discuss policies that affect rural, remote and Indigenous populations' health and wellbeing and including identifying potential ways to inform future policy development
- A4.** Incorporate self-reflexivity and humility into development as a health professional to continually develop respectful, Culturally Safe health care practice

Unit Content:

Topics May Include

- Reflective practice for lifelong learning
- Aboriginal and Torres Strait Islander Peoples of Australia and Gippsland.
- Indigenous health and wellbeing
- Cultural Safety
- The role of Health practitioners in Closing the Gap
- Working with diverse populations
- Ethical Practice & Professionalism
- Developing therapeutic alliances
- Working in rural and remote settings
- Working with Children and Families
- Collaborative practice within & across diverse settings
- Allyship and advocacy

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3, A4	Tutorial participation and collaborative learning	Participation & resource contribution	5-20%
K1, K2, S3, A3, A4	ePortfolio - Early intervention	Reflective ePortfolio submission	5-10%
K1, K3, S3, A2, A3	Electronic Poster	Group Poster Presentation	20-40%
K1, K2, S3, A3, A4	ePortfolio - Final submission	Reflective ePortfolio submission	20-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3, A4	Group presentation relating to rural challenges (Oral Viva) during examination period	Group Oral presentation	20-40%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)