



# Course Outline (Higher Education)

<b>School:</b>	School of Health
<b>Course Title:</b>	COMPLEX CASES IN RURAL, REMOTE AND INDIGENOUS COMMUNITIES
<b>Course ID:</b>	NHPPS3006
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NHPPS2004 and NHPPS3003)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061701

## 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. It aims to develop the professional knowledge, clinical reasoning and problem solving skills that are required by health professionals when working with people from rural remote and Indigenous communities, particularly those with complex needs. The course makes use of targeted lectures and practical sessions. In addition, case studies will be used to provide students with the opportunity to apply clinical reasoning, problem solving and an evidence based approach to the preparation of management plans.

**Grade Scheme:** Graded (HD, D, C, etc.)

**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	■	■	■	■	■	■

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

### Learning Outcomes:

#### Knowledge:

- K1.** Justify, using the ICF framework, critical factors in the management of people with chronic or complex conditions
- K2.** Investigate the factors that affect the ability for those with an indigenous background to access healthcare.

#### Skills:

- S1.** Design management plans for chronic or complex cases that is evidence based, appropriate to an individual's context, culture and beliefs
- S2.** Demonstrate an adaptation in language in the assessment, treatment and discussion of a patient that is appropriate to an individual's context, culture and beliefs

#### Application of knowledge and skills:

- A1.** Adapt ethical and decision-making models, physiotherapy standards and inter-professional principles to manage complex cases and situations relevant to clinical practice.
- A2.** Discuss and identify that potential policies that effect rural, remote and indigenous populations access to healthcare, along with identifying potential changes in healthcare policy which may be of benefit

#### Course Content:

Introduction to NHPPS3006 and clinical education

Clinical education preparation

Working with CALD populations

Professionalism, Ethical and Supported Decision Making

Working in Rural and remote Settings

Mental Health

Working with Children and Families

Working in Diverse Settings

Resilience

Practice of planning/ reasoning

Occupational Violence

#### Values:

- V1.** Appreciate best practice in complex physiotherapy care in Rural, Remote and Indigenous Communities  
**V2.** Appreciate professionalism and professional judgement in physiotherapy practice

### 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; The program develops and assesses Federation University Graduate Attributes together with Physiotherapy Board of Australia and Physiotherapy Board of New Zealand, Physiotherapy practice thresholds in Australia and Aotearoa New Zealand (2015). Federation University aims to have graduates with knowledge, skills and competence that enable them to stand out as Thinkers, Innovators, Citizens, Communicators and Leaders. Each course in the program identifies the focus and development of the graduate attributes, and this course focuses on the graduate attributes listed below.

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning outcomes (KSA)	Code A: Direct B: Indirect N/A: Not Assessed	Assessment task (AT#)	Code: A: Certain B: Likely C: Possible N/A: Not
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, S1, A1	A	AT1, AT2	A
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, S1, A1	A	AT1, AT2	B
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, S1, A1	A	AT1, AT2	A
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	B	AT1, AT2	A
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.	K1, S1, A1	B	AT1, AT2	A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1, A2	Essay on content from classroom and laboratory sessions	Assignment	40-60%
K1, K2, S1, S2, A1	Content from classroom and laboratory sessions	Written Final Examination	40-60%

**Adopted Reference Style:**

APA