



# Course Outline (Higher Education)

<b>School:</b>	School of Health
<b>Course Title:</b>	HEALTH POLICY AND PLANNING
<b>Course ID:</b>	NHPTM4401
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(Nil)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061703

## Description of the Course:

Health professionals require an understanding of the interrelationships between public policy and planning for health service delivery. This course will build the linkages between these two processes and discuss important factors that influence them. Methods used in policy development as well as in the planning and evaluation of health programs will be examined and practised. Power relationships will also be considered.

**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	<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 course the students are expected to be able to:

**Knowledge:**

- K1.** Define health policy and planning
- K2.** Identify the factors that influence different aspects of the health planning process

**Skills:**

- S1.** Demonstrate an understanding of the health policy and planning processes
- S2.** Explore own strengths and weaknesses and areas for development

**Application of knowledge and skills:**

- A1.** Critically analyse health policies and planning processes
- A2.** Identify some of the health policies and planning processes operating in their own health care setting

**Course Content:**

The Occupational Therapy Board of Australia (OTBA) Code of Conduct (2014); Australian Occupational Therapy Competency Standards (2018) and National Safety and Quality Health Service (NSQHS) Standards (2017) have substantially informed the syllabus/content of this course.

Topics may include:

- Concepts and contexts of health frameworks
- Health policy as a systems approach
- The health policy cycle
- Health and disadvantaged groups
- Policy, health and affordability
- Recent changes in health care and future directions
- Exploring controversial policy

**Values:**

- V1.** Understand health policy frameworks
- V2.** Appreciate impact of controversial policies and future directions in policies

**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	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.	A1	AT1 < 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.	S1, S2	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.	A2	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.	A2	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, S1, A1,	The team is tasked with developing a health program/initiative to pursue funding opportunities for a project to address one or more of the risk factors in a given scenario	Group presentation	25-35%
K2, S1, A1, A2	Discuss the implications and application of health policy and health frameworks on health practice in the context of a specific experience, case or situation from the recent placement experience	Written essay	35-45%
K1, K2, S1, S2	1.5 hour examination of key subject matter.	On-line Examination	25-35%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)