

# 510-111 Health Practice 1

<b>Credit Points:</b>	12.500
<b>Level:</b>	Undergraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: Ten lectures of one hour; Fifteen 90-minute tutorials, and 3 clinical placements/visits. Estimated non-contact time commitment: 9 hours per week Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; <p>&lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p> </p>
<b>Coordinator:</b>	Dr P. Barson
<b>Subject Overview:</b>	<p>There are three aspects to this subject: an introduction to 1) the theory and 2) the practice of medicine with a focus on the doctor and patient and the therapeutic relationship and 3) professional skills with an emphasis on fundamental academic skills. It also provides a brief overview of the broader context of where patients and doctors come from and how origins may impact on professional and patient behaviour and expectations and on the doctor-patient relationship. Issues of culturally appropriate care and key ethical principles in doctor-patient relationships and doctor roles will be covered. Lectures are complemented by a series of tutorials that integrate with the PBS and Introduction to Clinical Medicine (ICM) tutorials. ICM introduces communication and consulting skills and their effect in enhancing the doctor-patient relationship. Information gathering skills are practised in the form of contextual social history taking. Field visits will complement these tutorials.</p>
<b>Assessment:</b>	<p>Assessment: First Aid test at St John's Ambulance Certificate Level 2 standard (hurdle requirement); ICM performance-based assessment in the form of an objective structured clinical examination (OSCE) which includes direct observation of a clinical interview (20%); tutor assessment (10%); mid-semester written assignment of 1000 words (25%); 2-hour end-of-semester written examination (45%).Hurdle requirement: 75% attendance at lectures, tutorials and practical classes and 100% attendance at clinical placements and field visits.</p>
<b>Prescribed Texts:</b>	None
<b>Recommended Texts:</b>	Information Not Available
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>

**Generic Skills:**

The following generic professional skills apply to all the Semester 1-5 Health Practice subjects. It is expected that these generic professional skills will increase in complexity and sophistication over the five semesters; in Semester 1 a basic level of skills acquisition is expected, developing to more advanced skills development by Semester 5. However, each semester will focus on a particular set of Clinical Skills Applications and Professional Skills and these are highlighted in the learning objectives.

*Critical thinking and problem-solving skills*

- # generate curiosity as to the cause and effect of health and illness, and an ability to use clinical evidence to reach appropriate conclusions
- # analyse the determinants of health for an individual and a population, and evaluate the impact of such determinants for particular individuals
- # identify the inter-relationship between biological, social and psychological factors in an individual's experience of health and illness
- # use decision-making skills with awareness of the impact of such decisions on all of those involved, including the doctor, patient, society and themselves
- # identify the developmental stage of a person in order to understand their response to health and illness
- # evaluate the impact of dealing with illness on their own health

*Attitudes towards knowledge*

- # identify ethical principles including autonomy, confidentiality and justice as they apply to the doctor-patient interaction, the information obtained, and apply these in their own interactions with patients.
- # value diversity of opinion within medicine

*Capacity for information seeking, evaluation and retrieval*

- # analyse the information required to solve health-related problems
- # evaluate the depth and breadth of knowledge required
- # identify appropriate use of the information gathered, with respect for the privacy of the individual

*Intercultural sensitivity*

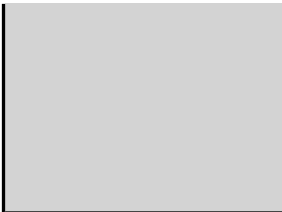
- # value diversity in health beliefs, lifestyles, ethnic background
- # demonstrate a non-judgemental approach to their interactions within the health care system, with other health professionals and patients

*Communication skills*

- # identify personal communication skills that can be developed to enhance the quality of the student-patient, student-student and student-teacher relationship
- # provide feedback to colleagues regarding their communication skills
- # generate methods to provide information to patients in lay language
- # develop a patient-centred approach to communication, with respect for human dignity and human rights
- # develop communication skills sufficient to describe a patient's presentation, symptom profile and physical signs to a colleague

*Planning and time management*

- # develop skills in conducting a medical interview and physical examination under particular time constraints

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- # teamwork skills
  - # evaluate the efficiency and effectiveness of health care teams, analyse knowledge skills and attitudes that enhance such teams
  - # analyse their own contribution to a team