

PHTY90106 Healthcare in Context 2

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: June, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: Lectures and Seminars = 24 hours, community engagement = 10 hours. Clinical Component = 105 hours (3 weeks x 35 hrs per week) Total Time Commitment: 190 hours Students will need to allow time for self-directed learning (SDL) and any additional community engagement they wish to draw on.						
Prerequisites:	Prerequisites cannot be taken concurrently <table border="1" data-bbox="387 629 1485 779"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PHTY90101 Research and Evidence 2</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	PHTY90101 Research and Evidence 2	January	12.50
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PHTY90101 Research and Evidence 2	January	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	<p><p>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.</p> <p>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: http://services.unimelb.edu.au/disability</p> </p>						
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Subject Overview:	'Healthcare in Context 2: Learning how to assist the community' is the second of three subjects that develop students' knowledge and skills in community healthcare. Students will continue to work in small groups to build on their engagement with an identified community and add to their theoretical knowledge of the 'Felt, Normative, Expressed and Comparative' needs of the community. Students will specifically learn theory relating to the selection of an ethically and culturally sensitive 'Needs Analysis' instruments that will be used to learn more about the health and wellness priorities of the community. Students will administer the Needs Analysis instrument to key stakeholders from their community and use knowledge and skills learned in Research and Evidence 2 (semester 1) to analyse the qualitative and quantitative data gathered. Their involvement as a health researcher will be situated within the theoretical context of community health practice and health promotion from the perspective of primary healthcare.						

Learning Outcomes:	<p>The curriculum for the DPT program has been designed around 8 Learning Outcomes under 3 elements.</p> <p>Element 1: Physiotherapy Theory and Practice</p> <ol style="list-style-type: none"> 1. Differentiate between strategies to identify the Felt, Normative, Expressed and Comparative needs of a community as a way to identify the Health and Wellness priorities that are amenable to Physiotherapy intervention. 2. Source and synthesise findings from relevant literature on existing Needs Analysis instruments and Health promotion strategies relevant to their communities. 3. Identify the cultural and ethical considerations in selecting an appropriate Needs analysis instrument to gather data on the Communities Health and Wellness priorities 4. Discuss the complexity of Health Promotion and existing tensions between Primary Healthcare aspirations and existing political, economic and legislative factors within the Australian healthcare context <p>Element 2: Research and Evidence</p> <ol style="list-style-type: none"> 5. Ethically administer a Needs Analysis instrument to key community stakeholders while working to promote optimal data collection 6. Apply knowledge from Research and Evidence 2 to analyse the quantitative and qualitative data gathered with the Needs analysis instrument <p>Element 3: Healthcare contexts</p> <ol style="list-style-type: none"> 7. Complete a thematic analysis of the qualitative data gathered with the Needs analysis instrument 8. Present a reflective response to the data gathered on community health and wellness priorities
Assessment:	<p>2000 word group assignment on the rationale for selection and intended administration of a Needs Analysis instrument for a selected community - week 6 (30%) 2000 word individual reflective report on the analysis of selected data gathered with the Needs Analysis instrument - week 13 (35%) 15 minute group presentation on the identified Felt, Normative Expressed and Comparative needs of the Community - Exam week at end of semester (35%)</p>
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject, students will have had the opportunity to develop the skills associated with:</p> <ul style="list-style-type: none"> # Reading and interpreting text related to the determinants of a well society and the economic, political, psychological, social and cultural factors that contribute to the development and persistence of health and illness # Thinking innovatively about how health workers can contribute to the community # Working with others to understand the principles of efficient and equitable allocation and use of finite resources in healthcare systems # Improving personal commitment and skills to contribute to the resolution of health inequities locally
Related Course(s):	Doctor of Physiotherapy