

# PHTY90093 Healthcare in Context 1

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. June, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 40 hours in total Total Time Commitment: 120 hours
<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>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: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a></p>
<b>Coordinator:</b>	Mrs Tamara Clements
<b>Contact:</b>	<a href="mailto:tclem@unimelb.edu.au">tclem@unimelb.edu.au</a> (mailto:tclem@unimelb.edu.au)
<b>Subject Overview:</b>	This subject is the first in a series of three Healthcare in Context subjects that will be completed over the duration of three semesters. Students will further develop their understanding of the Australian health care system and and different models of health. Specific attention will be paid to the bio-psychosocial model of health, including the relevance of sociology and behavioural sciences as explanatory concepts of health experience and delivery. Concepts such as inter-professional collaborative practice; primary health care; and Health Promotion will form the theoretical framework underpinning this subject. Students will further build on their ability to use the International Classification of Functioning, Disability and Disease as a way of understanding health experiences from the person and community perspective. Students will be encouraged and assisted to access and establish relationships with communities as a way to understand theory in a health related context. Working in small groups, students will be assigned to local, rural, indigenous and refugee communities within Australia.
<b>Learning Outcomes:</b>	<p><b>Element 1: Physiotherapy Theory and Practice</b></p> <ul style="list-style-type: none"> <li># Explain the role of the physiotherapists and physiotherapy practice in different models of health with reference to individuals and communities operating in Australia.</li> <li># Differentiate the WHO ICF classification of health and disability from other models of disability and illness.</li> <li># Explain key psychological, social, economic and cultural determinants of health from the perspective of those responsible for health care provision and those making use of health care services.</li> <li># Describe the political and economic context for the delivery of health care in Australia.</li> </ul> <p><b>Element 2: Evidence in Physiotherapy</b></p> <ul style="list-style-type: none"> <li># Explain how patient preference is incorporated into the evidence based practice model when adopted in physiotherapy practice.</li> </ul>

	<ul style="list-style-type: none"> <li># Apply the WHO ICF model of health and disability when evaluating the impact of acute and chronic conditions at an individual level.</li> </ul> <p><b>Element 3: Health in Context</b></p> <ul style="list-style-type: none"> <li># Work ethically and collaboratively to gather community members' narratives about health and healthcare services as a way of understanding different perceptions of 'health' and 'wellness'.</li> <li># Identify and contrast how two communities interpret 'health' and 'wellness' and the social, economic and cultural elements that shape this perception.</li> </ul>
<b>Assessment:</b>	<p>Written assignment: based on literature review of key psychological, social, economic and cultural determinants of health (2,000 words) - due approximately week 6 of semester (30%).</p> <p>Group assignment: based on 1) interview of community members and 2) research (individual assignment) to prepare a Wiki summarising factors that influence a community's perception of health and wellness (2,000 words) - due approximately week 12 of semester (35%).</p> <p>Group presentation: E-poster that contrasts the determinants of health between two communities - due end of the semester (35%).</p>
<b>Prescribed Texts:</b>	None.
<b>Recommended Texts:</b>	None.
<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>
<b>Generic Skills:</b>	<p>By the completion of this subject, students will have had the opportunity to develop the following generic skills:</p> <ul style="list-style-type: none"> <li># Awareness of social and cultural factors that may affect their professional career;</li> <li># An appreciation of the importance of, and skills in developing a team approach in working with colleagues;</li> <li># Recognition of diversity in health belief, lifestyles, culture and values.</li> </ul>
<b>Related Course(s):</b>	Doctor of Physiotherapy