

PHTY90106 Healthcare in Context 2

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. June, Parkville - Taught on campus.									
Time Commitment:	Contact Hours: 36 hours direct contact, comprising ten hours of lectures and ten hours of Community Engagement Total Time Commitment: Approximately 170 hours. In addition to the contact hours, students will need to allow approximately 2 hours a week for self directed learning and assignment preparation.									
Prerequisites:	Prerequisites cannot be taken concurrently <table border="1"> <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> <tr> <td>PHTY90093 Healthcare in Context 1</td> <td>February, June</td> <td>12.5</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	PHTY90101 Research and Evidence 2	January	12.50	PHTY90093 Healthcare in Context 1	February, June	12.5
Subject	Study Period Commencement:	Credit Points:								
PHTY90101 Research and Evidence 2	January	12.50								
PHTY90093 Healthcare in Context 1	February, June	12.5								
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>									
Coordinator:	Mrs Tamara Clements									
Contact:	tclem@unimelb.edu.au (mailto:tclem@unimelb.edu.au)									
Subject Overview:	<p>The subject Healthcare in Context (HCC) 2 provides students with the opportunity to build their knowledge of the socio-politico-cultural influences on healthcare in a local and global context and to develop skills in health promotion. Students will draw on previous learning from the DPT program to design, implement and evaluate a community health promotion project. HCC 2 will also build directly on the community engagement established in HCC1, in which students completed a community needs analysis and identified the health and wellness priorities of a community. In HCC2, students will use the findings from their needs analysis to design a project that meets one of the prioritised needs of the community.</p> <p>To support this project, student will cover the theory and practice of health promotion and the social and economic factors that support community health and wellness. Attention will also be paid to the health needs of Australian Indigenous peoples and the complexity of their health experiences within current local and global contexts.</p> <p>The culmination of this subject will be in a mini-Conference presentation, in which students will present their community project to their peers, academic staff and community members. Attendance at this final conference is mandatory.</p> <p>This subject, together with HCC1 is the capstone experience for the DPT program.</p>									

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. Identify the cultural, economic and ethical considerations in using Health Needs Analysis data to build on a nominated Community's Health and Wellness priorities 2. Examine current healthcare strategies that afford and constrain the health and wellness of culturally diverse communities 3. Build on prior knowledge of a community needs assessment to design a health promotion project that addresses identified and prioritised community needs 4. Justify the selection of health promotion strategies drawing on the diverse range of social, cultural, political, and economic factors that influence the community <p>Element 2: Research and Evidence</p> <ol style="list-style-type: none"> 5. Critically appraise the evidence available to support the health promotion project 6. Devise an evidence-based project in collaboration with the community <p>Element 3: Healthcare in context</p> <ol style="list-style-type: none"> 7. Demonstrate reflexivity and insight when discussing factors that influence the ongoing health disparities of indigenous people in this country, including history, cultural development and the impact of colonization in Australia and the wellness of the community 8. Creatively and critically think, discuss and write about the local, regional, national and global ramifications of health care issues
Assessment:	<p>Essay – Reflection on Health promotion theory and practice (1000 words), due in week 5 (20%) Peer review on group collaboration (completion of Peer Evaluation Form & peer review), due at the end of semester (5% completion of Peer Evaluation Form, 5% Peer Rating - to total 10%) Community Health Promotion Report (Groups of 4; 2500 words per student, 10000 words total), due at the end of semester (50%) Conference presentation on Community Health Promotion project (Group; 20 minutes), due at the end of semester (20%) Hurdle requirement: Attendance at conference, end of semester</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