

## PHTY90110 Healthcare in Context 3

<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: Semester 2, Parkville - Taught on campus.											
<b>Time Commitment:</b>	Contact Hours: Campus component - 20 hours of lectures, Clinical component - 105 hours (3 weeks x 35 hrs per week) 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.											
<b>Prerequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PHTY90093 Healthcare in Context 1</td> <td>Not offered 2016</td> <td>12.50</td> </tr> <tr> <td>PHTY90106 Healthcare in Context 2</td> <td>June</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	PHTY90093 Healthcare in Context 1	Not offered 2016	12.50	PHTY90106 Healthcare in Context 2	June	12.50
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PHTY90093 Healthcare in Context 1	Not offered 2016	12.50										
PHTY90106 Healthcare in Context 2	June	12.50										
<b>Corequisites:</b>	None											
<b>Recommended Background Knowledge:</b>	Theory covered in Healthcare in Context 1 and Healthcare in Context 2											
<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; &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>											
<b>Coordinator:</b>	Mrs Tamara Clements											
<b>Contact:</b>	<a href="mailto:louisajr@unimelb.edu.au">louisajr@unimelb.edu.au</a> (mailto:louisajr@unimelb.edu.au)											
<b>Subject Overview:</b>	<p>The key aim of Healthcare in Context (HCC) 3 is to provide students with the opportunity to build their knowledge of the socio-politico-cultural influences on healthcare in a local and global context and to apply this leaning by designing a project that meets the prioritised health needs of a community. HCC 3 follows on from two previous HCC subjects run in the first two years of the DPT program. In HCC1, students undertook a community engagement program, in which they learnt about determinants of health relevant to a selected community. In HCC2, students conducted and analysed a needs assessment of their community and identified the health and wellness priorities of this community. In HCC3, students will use their findings from their needs analysis to design a project that meets one of the prioritised needs of their community.</p> <p>To support this project, student will cover theory related to environmental factors within the Ecological Model of Health and the International Classification of Functioning, Disability &amp; Health. Topics covered will include public health priorities, disease prevention, health promotion, government and non government funding and State and Federal resources that support community health and wellness. Specific attention will 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>To further expand on their understanding of diverse and complex healthcare contexts, students will have the opportunity to choose from 3 'placement' electives that will allow them to compare and contrast different models of healthcare as practiced locally and globally. The elective will</p>											

	<p>involve a 3 week 'clinical experience' or professional management experience that will draw from the following.</p> <p>Elective 1) Global elective. Students will have an opportunity to travel either overseas, rurally or remotely to build their understanding of diversity of community contexts.</p> <p>Elective 2) Student-led clinical elective. Students will spend the equivalent of three weeks working with the Executive of the student-led clinic to support the development of this project in Melbourne.</p> <p>Elective 3) Healthcare Conference committee - students will spend the equivalent of three weeks working with the HCC conference committee to build skills in promoting knowledge translation.</p> <p>The global elective can be completed during the Christmas holidays while the student-led clinic and the conference clinic committee elective can be completed during the semester.</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>
<b>Learning Outcomes:</b>	<p>The curriculum for the DPT program has been designed around 8 learning outcomes under 3 elements</p> <p><b>Element 1: Physiotherapy Theory and practice</b></p> <ul style="list-style-type: none"> <li># Contrast models of healthcare practice operating in selected Australian and global contexts, integrating knowledge of the role of social, cultural, political, and economic systems in shaping these healthcare models of practice</li> <li># Examine current healthcare strategies that afford and constrain the health and wellness of culturally diverse communities</li> <li># Build on prior knowledge of a community needs assessment to design a health promotion project that addresses identified and prioritised community needs</li> <li># Justify the selection of health promotion strategies drawing on the diverse range of social, cultural, political, and economic factors that influence the community.</li> </ul> <p><b>Element 2: Research and Evidence</b></p> <ul style="list-style-type: none"> <li># Critically appraise the evidence available to support the health promotion project.</li> <li># Devise an evidence-based project in collaboration with the community</li> </ul> <p><b>Element 3: Healthcare in context</b></p> <ul style="list-style-type: none"> <li># 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.</li> <li># Creatively and critically think, discuss and write about the local, regional, national and global ramifications of health care issues</li> </ul>
<b>Assessment:</b>	<p>Individual Selective Placement (December/January or during semester) - Hurdle requirement  Individual 1500 word written assignment on elective placement (2 weeks following completion of elective placement) 30% Group Community health promotion project report (2500 words per student) (end of semester) 50% Group 15 minute Conference presentation on Community project (end of semester) 20%</p>
<b>Prescribed 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>On completion of this subject students will have the opportunity to develop the skills associated with the DPT graduate attributes including:</p> <ul style="list-style-type: none"> <li># respecting community values, including an appreciation of a diversity of backgrounds and cultural values</li> <li># demonstrating a willingness and ability to contribute to the health education of the community and therefore operate as change agents</li> <li># being well-informed citizens able to contribute to their communities wherever they choose to live and work</li> </ul>

# having a broad global understanding, with a high regard for human rights, equity and ethics.