Diploma in Indigenous Primary Health Care

Outline of Units of Study
Diploma in Indigenous Primary Health Care

Outline of Units of Study
The artwork for the Indigenous Primary Health Care Programs (© Broken Hill Department of Rural Health) is by Walter Dutton, a Barkindji artist, who was born in Broken Hill and attended school in Menindee. His preferred medium is acrylic on canvas but he also does wood carvings.

The painting “Our communities growing strong” depicts the Paaka (Daring River) which represents life for the Paakantji and other people living along it. The circles represent the communities along the river and linked to the river. They interconnect and support each other. The Kaalthi (emu foot) is the logo of the Broken Hill University Department of Rural Health and represents the cooperation between health training (the BHUDRH), health provision (the Far West Area Health Service, Royal Flying Doctor Service and Aboriginal Health Services) and the community.
Diploma in Indigenous Primary Health Care

Broken Hill Department of Rural Health
Faculty of Medicine
University of Sydney

Published by the Broken Hill Department of Rural Health
Corridah Court
PO Box 457
BROKEN HILL NSW 2880
Telephone: (08) 80801200
Fax: (08) 80875240

The artwork for the Indigenous Primary Health Care Programs (© Broken Hill Department of Rural Health) is by Walter Dutton, a Barkindji artist, who was born in Broken Hill and attended school in Menindee. His preferred medium is acrylic on canvas but he also does wood carvings.

The painting “Our communities growing strong” depicts the Paaka (Darling River) which represents life for the Paakantji and other people living along it. The circles represent the communities along the river and linked to the river. They interconnect and support each other. The Kaalthi (emu foot) is the logo of the Broken Hill University Department of Rural Health and represents the cooperation between health training (the BHUDRH), health provision (the Far West Area Health Service, Royal Flying Doctor Service and Aboriginal Health Services) and the community.

Copyright © Broken Hill Department of Rural Health
# Table of Contents

Overview of units of study (credit points) by year and semester ......................... 3

| PHCR 1101 | Professional Development 1A ............................................. 4 |
| PHCR 1102 | Community Development 1A: Aboriginal culture ......................... 6 |
| PHCR 1103 | Community Development 2: Primary health care and community development ............................................. 8 |
| PHCR 1104 | Community Health 1: The individual ........................................ 12 |
| PHCR 1105 | Community Health 2A: The community ...................................... 14 |
| PHCR 1106 | Clinical Skills 1A ................................................................. 16 |
| PHCR 1107 | Professional Development 1B .................................................. 18 |
| PHCR 1108 | Community Development 1B: Aboriginal culture (2) ............................................. 20 |
| PHCR 1109 | Community Health 2B: The community (diabetes) .............................. 22 |
| PHCR 1110 | Community Health 3: Drugs, alcohol and violence ............................... 24 |
| PHCR 1111 | Population Health 2: From infancy to adolescence ................................ 26 |
| PHCR 1112 | Clinical Skills 1B ................................................................. 30 |
| PHCR 2101 | Professional Development 2A .................................................. 32 |
| PHCR 2102 | Community Health 4: Mental health ............................................. 34 |
| PHCR 2103 | Community Health 5A: Lifestyle, nutrition and disease ........................... 36 |
| PHCR 2104 | Community Health 6: Communicable diseases and health promotion activities ............................................. 38 |
| PHCR 2105 | Population Health 1A: Pregnancy (1) ............................................. 40 |
| PHCR 2106 | Clinical Skills 2A ................................................................. 42 |
| PHCR 2107 | Professional Development 2B .................................................. 44 |
| PHCR 2108 | Community Development 3: Planning community development ............... 46 |
| PHCR 2109 | Community Health 5B: Lifestyle, nutrition and disease (heart and renal) ........ 48 |
| PHCR 2110 | Population Health 1B: Pregnancy (2) ............................................. 50 |
| PHCR 2111 | Population Health 3: Women's and men's health ............................... 52 |
| PHCR 2112 | Clinical Skills 2B ................................................................. 54 |
## Overview of units of study (credit points) by year and semester

<table>
<thead>
<tr>
<th>Year 1: Semester 1</th>
<th>Year 1: Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development 1A (3)</td>
<td>Professional Development 1B (3)</td>
</tr>
<tr>
<td>Community Development 1A (Aboriginal culture) (3)</td>
<td>Community Development 1B (Aboriginal culture) (3)</td>
</tr>
<tr>
<td>Community Development 2 (primary health care and community development) (6)</td>
<td>Community Health 2B (the community) (3)</td>
</tr>
<tr>
<td>Community Health 1 (the individual) (6)</td>
<td>Community Health 3 (drugs, alcohol and violence) (6)</td>
</tr>
<tr>
<td>Community Health 2A (the community) (3)</td>
<td>Population Health 2 (from infancy to adolescence) (6)</td>
</tr>
<tr>
<td>Clinical Skills 1A (3)</td>
<td>Clinical Skills 1B (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Semester 1</th>
<th>Year 2: Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development 2A (3)</td>
<td>Professional Development 2B (3)</td>
</tr>
<tr>
<td>Community Health 4 (mental health) (6)</td>
<td>Community Development 3 (planning) (6)</td>
</tr>
<tr>
<td>Population Health 1A (pregnancy) (3)</td>
<td>Population Health 1B (pregnancy) (3)</td>
</tr>
<tr>
<td>Community Health 5A (lifestyle, nutrition and disease) (3)</td>
<td>Community Health 5B (lifestyle, nutrition and disease) (3)</td>
</tr>
<tr>
<td>Community Health 6 (communicable diseases and health promotion activities) (6)</td>
<td>Population Health 3 (men’s and women’s health) (6)</td>
</tr>
<tr>
<td>Clinical Skills 2A (3)</td>
<td>Clinical Skills 2B (3)</td>
</tr>
</tbody>
</table>

Students successfully completing the above units of study have completed the requirements for the Diploma in Indigenous Primary Health Care. Those students who wish to continue their studies – either at this time or in the future – towards an Advanced Diploma in Indigenous Primary Health Care (and a bachelor degree if they so wish) should discuss their plans with Broken Hill Department of Rural Health academic staff.
PHCR1101  Professional Development 1A

CREDIT POINTS: 3
SEMESTER: 1

Unit of study description:

This unit of study is designed to introduce students to their roles and responsibilities as primary health care givers in the health centre, the community in general and the home, and to gain the skills and knowledge to begin working in this new environment. This includes an understanding of the impact of literacy on an individual’s life, and learning to be an effective communicator.

Presentation:

This will be presented as 2 modules of varying length:
Module 1: The Workplace
1. The workplace
2. Ethics
3. OH&S issues
4. Planning your work
5. Study
6. Standard precautions and infection control

Module 2: Communicating
1. The impact of literacy
2. Communicating

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of their roles and responsibilities as a Community Health Worker within the community and as an employee.

2. Apply ethical principles in their role as a Community Health Worker, including informed consent and decision making, confidentiality, the truth, above all, do no harm, positive action and intervention, and justice.

3. Practice Occupational Health and Safety at all times.

4. Practice Standard Precautions at all times.

5. Develop an understanding of the local health system, other service providers, and referral agencies in and to their community.

6. Develop an understanding of the principle of multi-sectoral co-operation.

7. Practice daily operational skills (e.g. Filling out forms, filing, telephone skills etc.).
8. Practice planning their workday, including prioritising activities and allocating and effectively using study time.

9. Develop an understanding of how literacy can impact on an individual’s life.

10. Develop an understanding of different methods of communication both verbal and non-verbal.

11. Develop an understanding of the importance of Aboriginal (cultural) patterns of communication and the issues related to communication across cultures.

12. Develop an understanding of barriers to effective communication.

13. Begin developing appropriate listening skills.

14. Begin developing appropriate basic interviewing skills.

15. Develop confidence and assertiveness.

Content:

Content includes: The job description; ethics [informed consent and decision making, confidentiality, the truth, above all, do no harm, positive action and intervention, and justice]; the health system, other service providers and referral agencies; Occupational Health and Safety Issues; Standard precautions; working in the Health Centre, the Community and the Home; planning your workday; coping on the job; literacy and its impact; study techniques- time management and goal setting; why we communicate; modes of messages; do you know what you are saying?; getting the message across; communication breakdown! and developing communication skills.

Teaching/Learning strategies:

Self-directed learning modules, lecture discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is skills based and centred on the objectives listed above. There will be short answer questions (written or oral) and assessment on workplace practice of ethical principles, Standard Precautions and Occupational Health and Safety issues, and written skills as well as participation in a number of exercises in communication, including individual, small group, large group and family settings.
PHCR 1102       Community Development 1A

Aboriginal culture

CREDIT POINTS:     3
SEMESTER:          1

Unit of study description:

This unit of study is designed to help the student become aware of how current health problems in their community reflect the culture and history of that community and that community health and development do not occur in a vacuum. The first half of the unit of study looks at the impact of non-Aboriginal history on Aboriginal health.

Presentation:

This will be presented as 2 modules:

Module 1: Traditional and contemporary Aboriginal society

Module 2: Aboriginal and non-Aboriginal interaction: past and present

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Discuss traditional Aboriginal society and Aboriginal communities today.
2. Develop an understanding of the social, economic and political consequences of the past 200 years of Aboriginal history.
3. Develop an understanding of the changes in Aboriginal health that have occurred in the context of contact with non-Aboriginal cultures.
4. Discuss effective traditional medicine and healing practices in their community.
Broken Hill University Department of Rural Health

Content:

Content covers: traditional Aboriginal society and Aboriginal communities today, in particular: Aboriginality and Aboriginal identity, Aboriginal belief systems and folklore, family organisation, patterns of reciprocity and decision making, socio-cultural change, community empowerment, traditional medicine and practices; Aboriginal and non-Aboriginal interaction from the past to the present, including colonialism and government policies, stratification in Australia and social distance between groups, and the cycle of poverty.

Teaching / Learning strategies:

Self-directed learning packages, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral.
PHCR 1103 Community Development 2

Primary health care and community development

CREDIT POINTS: 6
SEMESTER: 1

Unit of study description:

This unit of study is designed to assist the student understand what primary health care [PHC] and community development is, its history, and the important role of Community Health Workers in both primary health care delivery and the process of community development. The strengths and implications of PHC as a model of health care delivery are examined in both a local and a national context.

The unit of study will also enable a student to develop their understanding of the role of health promotion and education in primary health care prior to becoming involved in health promotion and education-specific programs later in the course. The focus is on the challenge of how to change people’s behaviour.

Presentation:

This will be presented as 3 modules:

Module 1: Primary Health Care
1 Primary Health Care
2 On being agents of change
3 Implementation of PHC
4 Community participation

Module 2: Community Development
1 Community development
2 The community profile

Module 3: Health Promotion
1 Health promotion today
2 Changing people’s behaviour
3 Strategies for change
4 Local health promotion strategies: do they work?

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the history of PHC and the role of CHWs in its development as a model of health care delivery.

2. Develop an understanding of the principles and key features of PHC according to the WHO model.
3. Develop an understanding of the implications of PHC as a model of health care, locally and nationally.

4. Relate the key features of PHC to health service delivery in their community.

5. Develop an understanding of the potential of CHWs as agents of change in their communities.

6. Discuss what allowing community participation really means for the health worker, the community and the health service.

7. Define ‘a community’ and what is meant by the term community development.

8. Discuss the role of community development as a strategy for improving the health of the community.

9. Describe the roles of "the individual" and "the community" in the community development process.

10. Discuss the terms used in community development and their implications for the community and for service providers.

11. Develop an understanding of their role in the process of community development.

12. Participate in the development of a community profile and needs survey of their community.

13. Discuss the current role of health promotion as a component of primary health care and community development.

14. Develop further understanding of the cultural factors affecting learning and behavioural change.

15. Develop an understanding of the role of the AHW/CHW as a culturally appropriate health promoter.

16. Develop an understanding of models of behaviour and changing behaviour.
Content:

Content of Primary Health Care includes: the history of primary health care (PHC) and of community health workers (CHWs); the theory and practice of PHC: the rhetoric and the reality; what implementing PHC would mean: the implications for re-orienting health service delivery to a PHC model; the players: government policy, bureaucracies, communities and others (NGOs); the place: hospitals versus PHC posts; staffing for PHC: tunnel vision or visionary?; agents of change: the role of CHWs and others; allowing community participation.

Content of Community Development includes: what is a community?; what is community development?; the history of community development; the role of community development as a strategy for health improvement; the role of "the individual" and "the community" in community development; terms used in community development: what do they really mean e.g.: community control, empowerment, self-management etc.; the role of CHWs in community development; development of a community profile / needs survey of a community;

Content of Health Promotion includes: Health Promotion: what does it mean?; Primary Health Care, the Ottawa Charter and “New” Public Health: the role of Health Promotion; health behaviour: why people do what they do and how do we get them to change; the CHW: a culturally appropriate health promoter?; strategies for change and how do we know it really works? e.g. community consultation, networking, health education for the individual and for the group, the media, the politicians; players in health promotion: local, state and national programs, intersectoral co-operation; identified areas for Health Promotion strategies: what works elsewhere, and what we can do here? e.g. smoking, alcohol and substance abuse; nutrition and lifestyle: including diabetes and obesity, hypertension and cardiovascular disease, safe sex / safe drug use; family health: including mental health, family conflict, women’s health, men’s health, adolescent health and the environment.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral.
PHCR1104 Community Health 1

The individual

CREDIT POINTS: 6
SEMESTER: 1

Unit of study description:

This unit of study is one of two focusing on community health issues. This first unit of study is designed to enhance the student’s understanding of the human body and the relationship between the body and its environment, and cross-cultural wellness, health and illness. The student will be introduced to the anatomy and physiology of the major body systems, with cultural attitudes and practices that relate to sexuality being considered with the anatomy and physiology of the reproductive system.

Presentation:

This will be presented as 2 modules:

Module 1: Health and well-being
1. The human body and its environment
2. Cross-cultural health and illness
3. Health and well-being
4. The healing process
5. Introductory nutrition
6. Clinical history and examination
7. Sexuality and patterns of identity

Module 2: Introduction to the body systems (Presented in 3 parts)
1. The structure of living organisms; the integumentary system; the circulatory system; the respiratory system; the nervous system; the skeletal system; the muscular system; the digestive system
2. The endocrine system; the urinary system; the special senses; the lymphatic system; the reproductive system
3. The immune system, immunity and disease

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the relationship between the body and the environment from both the Aboriginal and non-Aboriginal view.
2. Outline indicators of health and illness in a cross-cultural context, including definitions of terms such as 'health', 'well-being', 'illness' and 'disease'.
3. Discuss 'the healing process' and the consequences different approaches have for health workers.

4. Assess their own health and well-being.

5. Develop an understanding of the basic structure and function of the major body systems.

6. Develop an understanding of how cultural attitudes and practices relate to sexuality as part of the reproductive system.

7. Describe the relationship between immunity and health.

8. Develop skills in observing, measuring and recording defined functions of the human body.

9. Develop basic clinical skills: clinical history and examination; temperature; pulse; blood pressure for adult and child; dipstick urinalysis; care of equipment; care of wounds; and Standard Precautions (in conjunction with clinical skills unit).

Content:

Content includes: the human body and its environment from both the Aboriginal view and the Western view; cross cultural health and illness; factors in health and well-being; self, health and well-being; healing processes: natural and interventionist; 'traditional' and 'scientific'; introduction to body systems (applied anatomy and physiology of all systems); the immune system, immunity and disease; nutrition for health; clinical history and examination (in conjunction with Clinical Skills 1); sexuality in traditional society and patterns of development and identity.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral as well as assessment of competency of the basic clinical skills listed.
PHCR 1105  Community Health 2A

The community

CREDIT POINTS: 3
SEMESTER: 1

Unit of study description:

This unit of study is the second of two focusing on community health issues. This unit of study is designed to assist a student to understand community health as a whole and how aspects of individual, family and community health impact on each other. The focus is indicators of health and illhealth, the healthy family and a nurturing environment, the unhealthy family and abuse, violence and neglect, lifestyle and the environment as a whole. Ways in which the student can improve community health are examined.

Presentation:

This will be presented as 3 modules.
Module 1: Community health: the individual, the family and the community
   1. Health, illness and disease
   2. The healthy family
   3. The unhealthy family
   4. The lifestyle factor

Module 2: Introduction to communicable diseases

Module 3: Groups with special needs
   1. The elderly
   2. Those with a disability

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the environmental and domestic issues that impact on the health of individuals, families and the community.

2. Develop an understanding of environmental problems, their associated clinical conditions, and the management and prevention of them in their community.

3. Develop an understanding of the problems of overcrowding and the clinical conditions associated with this.

4. Develop an understanding of the basics of communicable disease control in the community.

5. Develop an understanding of the factors that encourage a healthy and happy family environment compared with those of an unhappy and unhealthy family environment.
6. Develop an understanding of the lifestyle of their community as a whole and suggest strategies for improving lifestyle in general.

7. Develop an understanding of the special needs of the handicapped and the strategies present in their community to foster the well-being of the handicapped.

8. Develop an understanding of the special needs of the elderly and the strategies present in their community to foster the well-being of the elderly.

9. Develop an understanding of the Lifestyle Factor in the prevention of major chronic diseases such as diabetes and heart disease.

Content:

Content includes: health, illness and disease in Aboriginal communities today; indicators of health and disease; the environment; the healthy family and a nurturing environment; the unhealthy family and abuse, violence and neglect; The LS (lifestyle) Factor; introduction to communicable diseases; the needs of the handicapped and the elderly; lifestyle, risk factors, and the prevention of diabetes and other chronic conditions such as some forms of heart disease.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral as well as assessment of competency of the basic clinical skills required for community screening programs for diabetes.
PHCR 1106  Clinical Skills 1A

CREDIT POINTS:  3
SEMESTER:  1

Unit of study description:

This unit of study is designed to assist a student develop the knowledge and skills to provide basic first aid, and basic clinical procedures. The student is introduced to national competency standards for Aboriginal and Torres Strait Islander health workers and how these will be determined locally. The theory to support the core clinical skills is provided in this unit, although achieving competency may occur later.

Presentation:

This will be presented as 2 modules of varying length:

Module 1:  Basic clinical skills
1. Handwash
2. Vital signs
3. Blood glucose
4. Weight and height measurements
5. Physical assessment
5. Urinalysis
7. Wounds and dressings

Module 2:  Basic First Aid  (First Aid Course/Certificate)

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Demonstrate competency in the life sustaining skills of CPR (cardiopulmonary resuscitation) and EAR (expired air resuscitation).
2. Demonstrate competency in the management of shock.
3. Demonstrate competency in the management of haemorrhage.
4. Demonstrate competency in the control of fractures.
5. Demonstrate knowledge of the correct treatment for spider bites, snake bites, burns and scalds.
6. Demonstrate knowledge of issues related to safety in the home and workplace.
7. Demonstrate knowledge of the correct procedures for calling emergency services.
8. Demonstrate competency in all of the designated clinical skills.

Content:

Content of First Aid Unit of study
The life sustaining skills of CPR (cardiopulmonary resuscitation) and EAR (expired air resuscitation; the management of haemorrhage; the treatment of shock; the control of fractures; miscellaneous treatments: including spider bites, snake bites and burns and scalds; safety in the home and workplace; and correct procedures for calling emergency services.

Content of Basic Clinical Skills
History taking, physical assessment; weight and height assessment; blood pressure; temperature; pulse; blood sugar level; urinalysis; collection of specimens: care and paperwork; standard precautions and infection control; respiratory assessment; treatment of small wounds; and collection urine for PCR testing.

Teaching / Learning strategies:
Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:
Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. Students will demonstrate competency in the designated clinical skills. A qualified St. John Ambulance First Aid Instructor or NSW Ambulance First Aid Instructor will assess the Basic First Aid, with a certificate being given on successful completion of their particular course.
PHCR 1107     Professional Development 1B

CREDIT POINTS: 3
SEMESTER: 2

Unit of study description:

This unit of study is designed to introduce students to their roles and responsibilities as primary health care givers in the health centre, the community in general and the home, and to gain the skills and knowledge to begin working in this new environment. The emphasis of the second part of Professional Development 1 is on seeking information, writing skills and introductory computer use.

Presentation:

This will be presented as 2 modules of varying length:

Module 1: Writing

Module 2: Presentations (revisited in semester 4)

Plus: Seeking information and introductory computer as practical sessions.

Objectives:

At the completion of this unit of study students will have had the opportunity to develop skills in a variety of written tasks, according to needs and desires (can be specified for each individual but will be at least to basic standard).

Content:

Content includes: writing skills, including note taking and writing summaries, record keeping, report and official letter writing; information seeking skills, including using set books effectively and researching other sources, using the computer as a tool.
Teaching/Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is skills based and centred on the objective listed above. Students are monitored to see that there is a continuing improvement in basic written skills and computer use.
PHCR 1108       Community Development 1B

Aboriginal culture (2)

CREDIT POINTS: 3
SEMESTER: 2

Unit of study description:

This unit of study is designed to help the student become aware of how current health problems in their community reflect the culture and history of that community and that community health and development do not occur in a vacuum. The second part of this unit of study compares Indigenous Australian’s health with indigenous people elsewhere and explores issues of special interest.

Presentation:

This will be presented as 2 modules and a workshop:

Module 1: The interaction between disease and humans
Module 2: Comparative studies in health status
Workshop: Current issues

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Discuss traditional Aboriginal society and Aboriginal communities today.
2. Develop an understanding of the social, economic and political consequences of the past 200 years of Aboriginal history.
3. Develop an understanding of the changes in Aboriginal health that have occurred in the context of contact with non-Aboriginal cultures.
4. Discuss effective traditional medicine and healing practices in their community.
5. Develop an understanding of the concept of the interaction between disease and humans.
6. Describe the effect of major national policies on Aboriginal health.
7. Compare the health status of a developing country with Australia.
8. Compare the health status of an overseas indigenous people with that of Australian Aboriginal people.
Content:

Content covers Aboriginal health problems in the context of Aboriginal culture and history; disease history and local history; comparative studies of the health status of third world and first world countries; comparative studies of the health of Indigenous people; current issues: e.g. deaths in custody, Mabo and Crown Law, the Media etc.

Teaching / Learning strategies:

Self-directed learning packages, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral.
PHCR 1109    Community Health 2B

The community (diabetes)

CREDIT POINTS: 3
SEMESTER: 2

Unit of study description:

This unit of study is the second part of the unit focusing on community health issues. Ways in which the student can improve community health are examined, with diabetes used as an example of a lifestyle disease with major complications but for which much can be done. Emphasis is given not only to the skills required for diabetes programs but also to health education/promotion strategies to encourage healthy lifestyles and the prevention of other chronic conditions such as some forms of heart disease.

Presentation:

This will be presented as 1 module in 4 sections:

Module 1: Diabetes
1 What is diabetes?
2 Lifestyle factors
3 The management of a person with diabetes
4 Diabetes complications and their prevention

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1 Define what diabetes is.
2 Explain the types of diabetes that affect Aboriginal people and why.
3 Identify clients at risk of developing diabetes.
4 Identify the signs and symptoms of hyperglycaemia and hypoglycaemia.
5 Demonstrate how to Self Blood Glucose Monitor.
6 Describe the effect of various foods on blood glucose levels in a person with diabetes.
7 Explain the benefits of achieving and maintaining ideal body weight for a person with Type 2 diabetes.
8 Advise on the appropriate food choices for a person with diabetes.
9 Advise on lifestyle changes necessary for good blood glucose control.
10 Explain the initial diagnostic tests performed by the medical practitioner.
11 Explain complication screening and the routine diagnostic tests performed by the medical practitioner or others as part of this screening.

12 Identify when to refer a client to specialist care.

13 Demonstrate how to care for the feet.

14 Explain the effect / action of Oral Hypoglycaemic Agents and Insulin.

15 Plan and implement strategies for diabetes prevention and control in their community.

Content:

Content includes the prevention of diabetes and other chronic conditions such as some forms of heart disease; understanding diabetes: types and treatments available; complications of diabetes and why we screen; screening; maintaining a healthy lifestyle with diabetes; the role of the CHW in community diabetes programs.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral as well as assessment of competency of the basic clinical skills required for community screening programs for diabetes.
PHCR 1110 Community Health 3

Drugs, alcohol and violence

CREDIT POINTS: 6
SEMESTER: 2

Unit of study description:

This unit of study is designed to assist the student understand the effect that drugs and alcohol use have on the individual, the family and the community, and to develop skills to deal with problems associated with misuse. Violence and abuse is closely linked with drug and alcohol use and so issues of domestic and sexual violence and abuse are also examined.

Presentation:

This will be presented as 2 modules of varying length:

Module 1: Alcohol and drug use in the community
1 The history of drug and alcohol misuse
2 Drug and alcohol misuse in the community
3 Health promotion / prevention strategies
4 The health of the carer

Module 2: Violence and Abuse
1 Domestic violence and abuse
2 Sexual violence and abuse
3 Child abuse and neglect

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of substance use and misuse and the major effects of “using”.
2. Develop an understanding of the social, economic, political and health effects of substance use and misuse.
3. Develop an awareness of strategies available to reduce substance use and misuse in their community.
4. Develop basic skills in the assessment and management of substance use problems in their community.
5. Develop an understanding of violence and abuse as it affects all ages.
6. Develop basic skills in the assessment and management of violence and abuse.

7. Develop skills in maintaining their own health and well-being.

Content:

Content includes: the history of alcohol and substance use and misuse; the effect of alcohol and substance use on the mind and body; patterns of substance use and abuse and their consequences (includes the health [psychological and physical], social, economic and political effects of use): on the individual, the family and the community; health promotion / prevention strategies for substance misuse; patterns of physical violence and abuse as it affects all ages - child abuse and neglect, rape and sexual abuse, domestic violence and abuse; health promotion activities for preventing violence in communities; skills in assessment and management of drug related social and psychological problems, including basic counselling (with members of mental health team); skills in assessment and management of violence related social and psychological problems, including basic counselling (with staff of the mental health team); maintaining the health and well-being of the carer.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral as well as assessment of competency of the basic clinical skills required for community drug and alcohol and violence programs.
PHCR 1111  Population Health 2

From infancy to adolescence

CREDIT POINTS:  6
SEMESTER:  2

Unit of study description:

This unit of study is designed to assist the student understand the normal growth and development of children and adolescents in their community and be able to identify and respond to common problems. Three age groups are focused on, each with a different emphasis: the provision of primary health care to the 0 - 5 year olds, with recognition and treatment of common problems, the school aged child and the role of school health programs and the adolescent with particular emphasis on those seen to be vulnerable. Given the current concerns for adolescent mental health and youth suicide, issues of adolescence are considered in the third semester, in conjunction with the unit of study on mental health.

Presentation:

This will be presented as 4 modules of varying length:

Module 1:  From infancy to adolescence
1  The newborn
2  Growth and development
3  The older child
4  The adolescent

Module 2:  Major childhood illnesses

Module 3:  Public health programs
1  Immunisation
2  Screening
3  Dental health
4  School health

Module 4:  The child with special needs
1  The child with a disability
2  The child with diabetes
Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Describe traditional cultural values, attitudes and practices relating to child rearing - from birth to adolescence.

2. Develop an understanding of the normal stages in the growth and development of the infant, child and adolescent according to Aboriginal and non-Aboriginal views.

3. Assess a healthy and a sick infant.

4. Develop an understanding of the consequences of a premature and light-for-weight baby and local strategies to prevent such births.

5. Describe local patterns of breast-feeding and weaning and the implications for growth and development.

6. Demonstrate competency in the assessment of the growth and development of the infant and child.

7. Develop an understanding of the impact of vaccine-preventable diseases, the concept of individual protection and “herd immunity” and what this means for immunisation programs in the community.

8. Demonstrate knowledge of the immunisation schedule and maintenance of the local cold chain.

9. Develop an understanding of screening programs and the public health benefits of screening.

10. Demonstrate competency in the skills required to assist in screening programs in children.

11. Develop an understanding of the importance of dental health for overall good health.

12. Assess and manage, according to local protocols, the care of children with diarrhoea, acute respiratory infections, asthma, diabetes, infectious diseases (vaccine preventable and others), poisoning, accidents and trauma, acute and chronic ear disease, skin infections, eye diseases, the physically and mentally challenged child.

13. Develop an understanding of the school health program and the reasons for it.

14. Develop an understanding of screening and the benefits of screening for identifying hearing, vision and developmental problems.

15. Demonstrate proficiency in the skills required for school screening programs.

16. Develop an understanding of the special issues relating to adolescent health.

17. Assist in the development of and participate in health education / promotion activities that target adolescents.
Content:

Content includes: the new-born, including the premature infant, low birth weight infant, normal new-born, and the sick infant; traditional care and practices in child rearing; breast feeding and weaning; normal growth and development; assessment of growth and development; immunisation; screening; hearing; eyes; dental health; major childhood problems - including diarrhoea, acute respiratory infections, asthma, diabetes, infectious diseases [vaccine preventable and others], poisoning, accidents and trauma, acute and chronic ear disease, skin infections, eye diseases; the child with a disability; growth and development of school age child; school health and screening; the adolescent and those with special needs.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. The student will demonstrate competency in the skills required for providing primary health care for children in their community.
PHCR 1112    Clinical Skills 1B

CREDIT POINTS: 3
SEMESTER: 2

Unit of study description:

This unit of study is designed to assist the student continue to develop the knowledge and skills to provide basic clinical procedures and basic counselling skills. The theory to support the core clinical skills is provided in this unit, although achieving competency may occur later.

Presentation:

This will be presented as 2 modules

Module 1: The role of the health worker in counselling
Module 2: Developing counselling skills

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the counselling process and its relevance in community mental health.

2. Develop an understanding of, in general terms, the range of problems that require counselling.

3. Describe the counselling services available to the community and the referral process locally.

4. Understand and describe the guidelines to follow when acting in a counselling role.

5. Develop basic skills and strategies in community counselling.
Content:

Content includes: but what is counselling?; what do counsellors do and say?; who should counsel?; who should be counselled?; how to go about it: the role of the CHW in counselling; developing counselling skills;

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral.
PHCR 2101 Professional Development 2A

CREDIT POINTS: 3
SEMESTER: 3

Unit of study description:

In this unit of study students continue to develop skills and knowledge relevant to their roles and responsibilities as primary health care workers by focusing on issues of literacy and language. It looks at how people learn in different cultural settings and how the health worker is able to use this knowledge for both personal development and in developing community health education/promotion strategies. The impact of language on daily life, both personally and professionally, is examined, including the role of the health worker as an interpreter / translator. Practical skills relating to basic computing continue to be developed.

Presentation:

This will be presented as 1 module plus computer laboratory time

Module 1: Learning and language
   1. The learning process
   2. Culturally appropriate learning strategies
   3. How language changes
   4. Language and the health worker

Computer laboratory: Basic computing

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the relevance of traditional educational practices in their community.
2. Develop an understanding of cross-cultural learning processes.
3. Develop an understanding of health education/promotion activities that reflect culturally appropriate learning patterns.
4. Demonstrate an understanding of the role of interpreting and translating in their role as a community health worker.
5. Continue to develop skills in basic computing.
Content:

Content includes: the learning process cross-culturally (learning, remembering, thinking); traditional Aboriginal education; developing culturally appropriate education strategies; relationship between language and culture; how language changes; language and the health worker; computing skills, including keyboard operation, word processing, basic DOS commands and other software.

Teaching/Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is skills based and centred on the objectives listed above. There will be short answer questions (written or oral) and assessment of basic skills in making presentations and managing meetings will occur. The development of basic computing skills will be encouraged throughout the Unit of study.
PHCR 2102 Community Health 4

Mental health

CREDIT POINTS: 6
SEMESTER: 3

Unit of study description:

This unit of study is designed to assist students understand those factors in daily life that can affect the mental health of community members and to develop skills that will help them be effective community health workers. It begins by providing the theory for developing culturally appropriate counselling skills to deal with individual or family crises; to recognise those situations where their skills can meet presenting needs, when referral is required and what options are available for referral. The clinical skill of mental health assessment is also consolidated. The student also looks at cross-cultural concepts of mental health, factors affecting mental development, care of mental illness in the community, with particular emphasis on the needs of Indigenous Australians and those living in rural/remote areas.

Presentation:

This will be presented as 3 modules plus basic clinical skill

Module 1: Mental health: an introduction
1. Introduction to mental health
2. Normal mental development through the ages
3. Critical events during development

Module 2: Community mental health
1. Introduction to community mental health
2. Legal aspects
3. Mental health assessment
4. Care of mental illness in the community
5. Managing emergencies

Module 3: Readings

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the cultural differences in the presentation of mental health and illness and the relevance of this to their community.

2. Develop an understanding of the predisposing and precipitating factors that can affect mental health in their community.

3. Develop an understanding of human development through the different stages of life.
4. Develop an understanding of common patterns of mental illness in their community.

5. Demonstrate competency in mental health assessment according to guidelines.

6. Develop skills in responding appropriately to common patterns of mental illness in their community.

7. Develop skills in responding according to local protocols to mental health emergencies in their community.

**Content:**

Content includes: community Mental Health philosophy; concepts of mental health and illness; differences cross-culturally; predisposing and precipitating factors of mental health; issues of Aboriginal mental health and rural/remote mental health; mental health development through the ages (normal development): pregnancy and childbirth, prenatal, infancy and childhood, adolescence, adulthood, ageing, loss and grief, neglect and abuse; mental health assessment; Mental Health Act; CHWs and mental health; care of mental (psychiatric) illness in the community: abnormal behaviour, anxiety and stress disorders, mood disorders, schizophrenia, personality disorders; emergencies: suicidal behaviour, violent behaviour, disorganised behaviour, paranoid behaviour, stupor.

**Teaching / Learning strategies:**

Self-directed learning modules, lecture, discussion, role play, individual study and tuition, clinical scenarios and small group work.

**Assessment strategies:**

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral as well as assessment of competency of the basic clinical skills required for supporting counselling and mental health programs in their community.
PHCR 2103    Community Health 5A

Lifestyle, nutrition and disease

CREDIT POINTS: 3
SEMESTER: 3

Unit of study description:

This unit of study is designed to assist students understand how what we eat affects our health. Topics covered include the basics of good nutrition, nutrition in traditional and changing societies, the nutritional needs of special groups, safe food handling, and nutrition and disease. Children are particularly vulnerable to the effects of poor nutrition and the student is encouraged to develop skills in identifying children who are not growing as they should and to carry out culturally appropriate nutrition education and promotion activities.

Presentation:

This will be presented as 2 modules.

Module 1: Basics of good nutrition
Module 2: Nutrition and changing societies and nutritional assessment

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of why the body needs food.
2. Develop an understanding of traditional patterns of diet and lifestyle and their impact on health.
3. Describe the changes that have occurred in Aboriginal diet and lifestyle and the impact recent changes in diet patterns have had on health.
4. Describe what is good food and nutrition.
5. Develop four (4) nutritional models and describe their usefulness in teaching ‘good nutrition’ to their community.
6. Develop an understanding of the role of nutrition as it relates to chronic diseases, including: cardiovascular disease, diabetes and obesity, cancer and dental disease.
7. Develop an understanding of the relationship between nutrition and infection.
8. Develop an understanding of the relationship between food handling, food pathogens and food-borne disease.
9. Demonstrate skills in food handling, preparation and storage.

10. Complete a variety of nutrition education / nutrition promotion exercises in their community, including the preparation of a healthy meal from locally available foods.

11. Develop an understanding of the methods of assessing nutritional status and recognising clinical signs of poor nutrition.

Content:

Content includes: the basics of good nutrition; nutrition in traditional societies; nutrition in changing societies; nutrition and disease; nutrition and dentition; nutritional deficiencies; food and chronic diseases; food and specific target groups; food and life skills; how to improve community nutrition and food supplies; development of skills in assessment of nutritional deficiencies; nutrition education and promotion; healthy cooking; lifestyle, risk factors, and the prevention of heart disease and other chronic conditions.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. The student will show they know how to handle, prepare and store food safely, and will demonstrate this in the home environment. With other CHWs they will demonstrate the preparation of a healthy meal from locally available foods. They will also demonstrate competency in assessing child growth.
PHCR 2104 Community Health 6

Communicable diseases and health promotion activities

CREDIT POINTS: 6
SEMESTER: 3

Unit of study description:

This unit of study is designed to assist the student understand communicable disease transmission, prevention and control, and their roles and responsibilities as a health worker. The impact communicable disease has had on populations in the past and currently, what it means to be ‘at risk’, the law and communicable diseases and diseases of public health importance (STIs, HIV, Hepatitis B and C and TB in particular) are examined. The student will use knowledge gained in the previous semester to develop and participate in health promotion projects focusing on sexual health programs in their community.

Presentation:

This will be presented as 3 modules and a health promotion project

Module 1: Communicable diseases
1 The impact of communicable diseases
2 Disease transmission and being ‘at risk’
3 The law and communicable diseases

Module 2: Disease outbreaks: what to do (an exercise)

Module 3: Sexually transmitted infections, including a major activity on health promotion, adolescence and STIs

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the impact of communicable diseases on populations.
2. Develop an understanding of the different ways infectious diseases are transmitted, the concept of "at risk" and its impact on a community.
3. Develop an understanding of strategies to prevent infectious diseases occurring in the community and the relevance of each to their community.
4. Demonstrate an understanding of the sexually transmitted infections and their consequences to the individual and the community.
5. Demonstrate proficiency in health education/promotion activities relating to infectious diseases prevention strategies.
6. Develop an understanding of state laws relating to surveillance and notifiable diseases.

7. Develop an understanding of their role in the reporting and follow-up of notifiable diseases.

8. Develop an understanding of their role in an infectious disease outbreak.

Content:

Content includes: the impact of communicable diseases on a community; ways infection spreads and those "at risk" in a community; prevention strategies, including immunisation, education, and lifestyle choices; the law and notifiable diseases; sexually transmitted infections (including HIV/AIDS) and their consequences; reporting and follow-up of communicable diseases, including contact tracing; outbreaks: how to control and prevention. Special emphasis will be given to the following diseases as examples of transmission and risk: HIV infection, hepatitis B and C, tuberculosis, acute respiratory infections, gastro-enteritis and measles.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. Students will develop and participate in a sexual health education program for adolescents in their community.
PHCR 2105 Population Health 1A

Pregnancy (1)

CREDIT POINTS:  3
SEMESTER:       3

Unit of study description:
This unit of study is designed to assist the student understand the reasons for giving care during the antenatal period and to develop the skills for supporting the provision of antenatal care in the community. The potential impact on a baby of health related behaviours of the parents prior to conception and in early pregnancy are considered. Preparing the mother for successful breastfeeding is emphasised.

Presentation:
This will be presented as 2 modules of varying length:

Module 1: Pre-pregnancy health
1. Pre-pregnancy health and conception
2. Genetics for beginners

Module 2: Pregnancy
1. Traditional birthing
2. Fetal growth and development
3. Antenatal care and pregnancy

Objectives:
At the completion of this unit of study students will have had the opportunity to:

1. Describe traditional cultural values, attitudes and practices relating to the pre-pregnancy, pregnancy and birthing.

2. Demonstrate an understanding of the female and male reproductive system as it relates to conception and contraception, pregnancy and delivery.

3. Develop an understanding of the importance of nutrition in the pre-pregnancy period.

4. Develop an understanding of the effects of drugs and substance abuse on the developing fetus.

5. Develop an understanding of how genes affect the development of an individual and the role of genetic counselling in the community.

6. Explain the significance of birthing and birthplace in the development of cultural identity.

7. Develop an understanding of the development of the fetus and the consequences of abnormal development.

Outline of Units of Study
8. Develop an understanding of normal pregnancy and why antenatal care is important.

9. Develop an understanding of the antenatal care protocols in their community and the reasons for this protocol.

10. Demonstrate competency in providing antenatal care according to protocol guidelines

11. Develop an understanding of the major complications of pregnancy and their emergency management in the community.

Content:

Content includes: conception and contraception; nutrition and conception; substance abuse and conception; genetics for beginners; traditional care and practices in pre-pregnancy, pregnancy and post-delivery; fetal growth and development; routine antenatal care: why?; normal and abnormal pregnancy.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. The student will be expected to demonstrate competency in the skills required supporting antenatal and postnatal care in the community.
PHCR 2106  Clinical Skills 2A

CREDIT POINTS: 3
SEMESTER: 3

Unit of study description:

This unit of study is designed to assist the student further develop their knowledge and skills to provide more comprehensive First Aid and emergency care in their community. Advanced first aid care for given emergencies is provided with emphasis on personal safety, on preventing such accidents and potential dangers for each (what not to do). A review of drug administration as a more advanced clinical skill also occurs.

Presentation:

This will be presented as 2 modules of varying length:

Module 1: Drugs and medications
Module 2: Advanced First Aid 1

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Demonstrate an understanding of regulations and protocols associated with drug administration.

2. Demonstrate an understanding of emergency care required for the following: heart attack / chest pain; acute asthmatic attack; fitting; burns and scalds; fractures and dislocations; chest injuries; diabetic episodes; bites and stings; and poisoning.
Content:

**Basic Clinical Skills**
1. Drug administration
2. Revision of all clinical competencies

**Content of Advanced First Aid and Emergency Care**
Chest pain; unconsciousness; acute asthma; fitting; burns and scalds; exposure (cold and heat); poisoning; and bites and stings (envenomation and anaphylaxis).

**Teaching / Learning strategies:**

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

**Assessment strategies:**

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. Students will demonstrate competency in responding to all the above situations.
PHCR 2107      Professional Development 2B

CREDIT POINTS:  6  
SEMESTER:  4  

Unit of study description:

In this unit of study students continue to develop skills and knowledge relevant to their roles and responsibilities as primary health care workers. There is increasing emphasis on computer skills, presentation skills and preparing themselves for the workforce (managing meetings, interviews, CV writing etc.)

Presentation:

This will be presented as 2 modules and computer laboratory work of varying length:

Module 1:   Workforce skills  
Module 2:   Presentations (revisited)

Computer laboratory: Basic computing

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1.  Continue to develop skills in basic computing.

2.  Develop presentation skills.

3.  Develop skills for the workforce.
Content:

Content includes: presentation techniques, including preparing talks, delivering talks and other forms of presentations; computing skills: Word level 2 and advanced, and Excel level 2, with a focus on poster creation, tables, graphs, exporting material and importing material; managing meetings skills; brainstorming; writing CVs; preparing for an interview.

Teaching/Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is skills based and centred on the objectives listed above. There will be short answer questions (written or oral) and assessment of basic skills in making presentations and managing meetings will occur. The development of basic computing skills will be encouraged throughout the Unit of study.
PHCR 2108    Community Development 3

Planning community development

CREDIT POINTS:    6
SEMESTER:         4

Unit of study description:

This unit of study is designed to assist the student enhance their understanding of community development and the process of planning community development. Firstly, the importance of appropriate and accurate health information to support community diagnosis, health planning, and for evaluating the effect of health interventions is addressed. The student then develops the knowledge and skills gained to look at their community profile, undertake a basic situational analysis of their community and begin the process of planning a community development project.

Presentation:

This will be presented as 2 modules:

Module 1:   Introduction to health information
1    Collecting health information
2    Interpreting health information
3    Presenting health information
4    Using health information

Module 2:   Introduction to planning community development

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop confidence in using basic mathematical skills.
2. Develop an understanding of the role health information plays in primary health care and community development.
3. Develop an understanding of the issues to be considered in the collection of data.
4. Develop an understanding of the following basic concepts relating to statistics and epidemiology: raw data, frequency distribution, representative data, variation, population and sampling and reliability.
5. Undertake the planning of a community development project in their community.

6. Develop skills in presenting basic forms of tabulation and graphic representation of community statistics.

**Content:**

Content includes: what is data?; where does it come from?; collecting your own data; what should be considered in its collection?; how reliable is it?; what do we do with it?; and an introduction to the principles of situational analysis, planning, implementing and evaluating programs for community development.

**Teaching / Learning strategies:**

Self-directed learning modules, lecture discussion, individual study and tuition, clinical scenarios and small group work.

**Assessment strategies:**

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. The student’s will use the information gathered in carrying out the community profile and skills developed in the health information module to prepare a written community profile document and assist in planning a community development project.
PHCR 2109    Community Health 5B

Lifestyle, nutrition and disease

CREDIT POINTS: 3
SEMESTER: 4

Unit of study description:

This unit of study continues the focus on lifestyle and disease. Poor food choices often occur in association with other adverse lifestyle choices (lack of exercise and substance misuse for example), which can result in chronic disease later in life. Both diabetes and heart disease are good examples of current common lifestyle diseases. In a previous unit students focused on diabetes as a lifestyle disease with implications for the individual and the community. In this unit the major focus is on the major cause of mortality and morbidity in Australia today – cardiovascular disease.

There is also a focus on renal disease, which can have a devastating effect on both the individual and the family. There are higher levels of diabetes, hypertension and kidney infection following streptococcal skin infections in some Aboriginal populations and these contribute to the higher rates of renal disease experienced in these populations. Such renal disease can lead to kidney failure later in life if not detected early and appropriately managed. Students are encouraged to develop skills in carrying out culturally appropriate nutrition and lifestyle education and promotion and screening activities that target these chronic diseases.

Presentation:

This will be presented as 2 modules of varying length:

Module 1: Heart disease and its prevention

Module 2: Renal disease and its prevention

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the role of nutrition as it relates to chronic diseases, in particular heart disease.

2. Develop an understanding of the lifestyle factor in the prevention of major chronic diseases such as heart disease (and diabetes).

3. Understand the value of prevention, early detection and management of heart disease at the community level.

4. Revisit the physiology of the kidney.
5. Understand the common causes of kidney failure in Aboriginal communities.

6. Understand the value of early detection and management of chronic renal disease at the community level.

7. Develop a heart disease or renal disease education, prevention and control program.

**Content:**

Content includes: the extent of heart disease in Australian society; lifestyle; and risk factors; the prevention of heart disease and other chronic conditions; renal physiology; renal disease and the extent of renal disease in Aboriginal communities; management of chronic renal failure in the community; planning and evaluating health promotion, health education and chronic disease prevention programs.

**Teaching / Learning strategies:**

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

**Assessment strategies:**

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. The student will be involved in the development and implementation of a health promotion program targeting cardiovascular or renal health
PHCR 2110    Population Health 1B

Pregnancy (2)

CREDIT POINTS:    3
SEMESTER:    4

Unit of study description:

This unit of study is designed to assist a student understand the reasons for giving care during delivery and the post-natal period and to develop the skills for supporting the provision of postnatal care in the community. The issue of family spacing as it affects mother and baby are also included.

Presentation:

This will be presented as 2 modules of varying length:

Module 1:    Post-natal care
1  Delivery
2  Post-natal care

Module 2:    Contraception

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the major complications of delivery and their emergency management in the community.
2. Develop an understanding of the common problems following delivery.
3. Demonstrate competency in caring for the post-natal woman in her home, including supporting breast-feeding.
4. Demonstrate competency in the examination of the new-born infant.
5. Advise mothers on the nutritional requirements of both mother and infant, and the benefits of breast feeding.
6. Develop an understanding of the benefits of family spacing and how to encourage this in the community.
7. Develop an understanding of the full range of contraceptives available, and those available locally, and factors to be considered in the choice of appropriate contraception.
8. Develop an understanding of the difference between the terms contraception, family planning and family spacing.
Content:

Content includes: normal delivery; abnormal delivery; post-natal care including postnatal depression and contraception; contraception, and the differences between Family Planning and Family Spacing.

Teaching / Learning strategies:

Self-directed learning modules, lecture discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. The student will be expected to demonstrate competency in the skills required supporting antenatal and postnatal care in the community.
PHCR 2111 Population Health 3

Women’s and men’s health

CREDIT POINTS: 6
SEMESTER: 4

Unit of study description:

This unit of study is designed to assist the student understand issues that affect women’s and men's health and develop competency in designated skills related to targeting men’s and women’s health. The differences between gender roles in traditional and contemporary society will be considered and there is an emphasis on health maintenance and routine screening activities related to specific programs. Topical issues are also examined, including parenting, institutionalisation, dealing with anger, stress and grief, rural health and safety, violence and traditional food patterns (bush tucker). Students are encouraged to participate in activities that support women’s or men’s health programs. This unit of study is sensitive to local cultural values: this usually means that female students will do the activities and assignments associated with women’s health and male students will do the activities and assignments associated with men’s health but that all students are familiar with the information on both genders.

Presentation:

This will be presented as 3 modules and a workshop

Module 1: Women’s health
1. Women in traditional society and today
2. Women’s health
3. Screening
4. Women’s health: some special topics

Module 2: Men’s health
1. Men in traditional society and today
2. Men’s health
3. Screening
4. Men’s health: some special topics

Module 3: Health when confined (Prison health)

Workshop: Women’s and men’s health: special topics

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Describe (as their culture permits) ceremonies that are important to women / men from birth through to death.
2. Describe the practices and beliefs that affect women's men’s well-being, traditionally and today.

3. Describe how to recognise and manage health problems specific to women's men’s health.

4. Demonstrate an understanding of the concept of screening and the benefits of screening women men for hypertension, diabetes and cancer.

5. Demonstrate proficiency in the basic skills related to screening for hypertension, diabetes and cancer.

6. Participate in the development and implementation of programs that focus on special topics: dealing with stress, anger, grief; being institutionalised (prison health); rural health and safety issues; parenting; prevention of domestic violence and sexual abuse; issues relating to sexuality; issues relating to drinking and smoking; promoting healthy tucker in the family and community.

Content:

Content of women’s health includes: women’s well-being in traditional society and today; women’s health issues, including gynaecological problems and the menopause; health programs for females, includes screening for hypertension, diabetes and cancer; and women’s health: special topics: dealing with stress, anger, grief; being institutionalised; rural health and safety issues; parenting; prevention of domestic violence and sexual abuse; issues relating to sexuality; issues relating to drinking and smoking; promoting healthy tucker in the family and community.

Content of men’s health includes: men's well-being in traditional society and today; men’s health issues; health programs for males, includes screening for hypertension, diabetes and cancer; men’s health: special topics: dealing with stress, anger, grief; being institutionalised (prison health); rural health and safety issues; parenting; prevention of domestic violence and sexual abuse; issues relating to sexuality; issues relating to drinking and smoking; promoting healthy tucker in the family and community.

Teaching / Learning strategies:

Self-directed learning modules, lecture, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. The students will demonstrate competency in the skills associated with women and men’s health programs.
PHCR 2112  Clinical Skills 2B

CREDIT POINTS:  3  
SEMESTER:  3

Unit of study description:

This unit of study is designed to assist the student further develop their knowledge and skills to provide more comprehensive First Aid and emergency care in their community. Principles of disaster planning and triage are introduced, basic life support in emergency situations is reviewed and advanced first aid care for given emergencies is provided with emphasis on personal safety, on preventing such accidents and potential dangers for each (what not to do).

Presentation:

This will be presented as 2 modules.

Module 1: Triage and life-threatening emergencies

Module 2: Advanced First Aid 2

Objectives:

At the completion of this unit of study students will have had the opportunity to:

1. Develop an understanding of the principles of First Aid and Triage.

2. Explain a hazardous environment and describe ways of preventing injury.

3. Demonstrate an understanding of the principle of Standard Precautions and demonstrate proficiency in practising this where required.

4. Demonstrate competency in managing emergency situations such as shock and haemorrhage, cardiac and respiratory arrest, and unconsciousness.

5. Demonstrate an understanding of emergency care required for the following; fractures and dislocations; chest injuries; diabetic episodes; eye injuries; ear and nose injuries; emergency childbirth; wounds; multiple trauma; and pelvic and abdominal injuries.
Content:

Content includes: Principles of First Aid, including Triage; the First Aid site and kit; Standard Precautions; management of life threatening situations; the acutely ill; diabetes complications; wounds; injuries to the limbs; injuries to the head, neck and spinal area; injuries to the chest; eye injuries; ear and nose injuries; injuries to the abdomen and pelvic area; multiple trauma; and principles of emergency childbirth.

Teaching / Learning strategies:

Self-directed learning modules, lectures, discussion, individual study and tuition, clinical scenarios and small group work.

Assessment strategies:

Assessment is centred on the learning outcomes listed above and will consist of a variety of assessment methods, both written and oral. Students will demonstrate competency in responding to all the above situations.