



The University of Southern Queensland

## Course specification

<b>Description: Indigenous Health and Primary Health Care</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	3080	45118	2, 2005	ONC	1.00	Wide Bay

<b>Academic group:</b>	FOSCI
<b>Academic org:</b>	FOS004
<b>Student contribution band:</b>	National Priority Nursing
<b>ASCED code:</b>	060301

### STAFFING

Examiner: Trudy Yuginovich

### REQUISITES

Pre-requisite: MHN2020 and MHN3030

### RATIONALE

The purpose of this course is to enable students to recognise inequalities in the health status of individuals, families, or groups. Particular interest will be given to the inequities that remain in Indigenous health status as compared to their non-Indigenous counterparts. In undertaking this course the student will utilise the principles of Primary Health Care to plan collaboratively with these individuals, groups or communities to have equal access to affordable, equitable and appropriate health service provision to meet their needs.

### SYNOPSIS

This course explores the Primary Health Care role of nurses as independent practitioners and as participants in multi-disciplinary and intersectoral practice. The focus is on both the individual and community as clients, and requires a health strategy, which is 'people centred' rather than 'disease centred'. By assessing the health of a community, the role of the professional nurse can increase the integrity and preservation of a community by utilising Primary Health Care philosophy, principles and strategies.

### OBJECTIVES

On completion of this course students will be able to:

1. critically analyse the historical events that have influenced the health status of Australia's Indigenous peoples;
2. identify Primary Health Care practice through the administration of Aboriginal community controlled health services;
3. integrate the philosophy, principles and strategies of primary health care in clinical practice;

4. utilise Irurita's theory of preservation of integrity to sustain the health of both Indigenous and non-Indigenous communities;
5. utilise research skills to perform a rapid community appraisal to identify the strengths and limitations of an identified community;
6. apply the major principles of primary health care to clinical practice in urban, rural and remote settings;
7. identify the collaborative role of the hospital and community nurse in the delivery of primary health care; and
8. relate the concept of health for all and its relevance to nursing practice.

## TOPICS

	Description	Weighting (%)
1.	Foundations for Healthy Communities: definitions and domains of health; primary health care, public health care; public health care movement; principles, philosophy and strategies Alma-Ata	15.00
2.	Health, illness and inequalities in Health Care Systems: inequalities in health; Indigenous health experiences; political and economic impacts on health; social patterns of health in Australia; international social patterns of health	15.00
3.	Assessing Communities: what is a 'community'; understanding community assessment; researching communities; rapid community appraisal	20.00
4.	Empowering communities and individuals through community development: community participation; health promotional principles; Ottawa and Jakarta declaration of health promotion; strategies for community development program	25.00
5.	Indigenous health and primary health care: pre-colonisation health status of Indigenous Australians; primary health care practice; community controlled Indigenous health services; impact of government policy on Indigenous health	25.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Instructional Guide 2004, *Course NUR3080 - Indigenous and Primary Health Care*, USQ Publication, Toowoomba.

McMurray, A 2003, *Community Health & Wellness: A Socioecological Approach*, 2nd edn, Mosby, Sydney.

Thomson, N (Ed) 2003, *The Health of Indigenous Australians*, Oxford University Press, Melbourne.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Anderson, ET & McFarlane, JM 1996, *Community as Partner, Theory & Practice in Nursing*, Lippincott, Philadelphia.

Australian Institute of Health and Welfare 2002, 'Australia's Health 2002' (Available: <http://www.aihw.gov.au/publications/index.cfm?type=list>) .

Baum, F 1998, *The New Public Health: An Australian Perspective*, Oxford University Press, Melbourne.

Bushy, A 2000, *Orientation to Nursing in the Rural Community*, Sage Publications, California.

Commonwealth of Australia 2002, *Census of Population and Housing: Selected Social and Housing Characteristics for Statistical Local Areas*, Australia Bureau of Statistics, Canberra.

Cooney, C (Ed) 1994, *Primary Health Care: The way to the Future*, Prentice Hall, Sydney.

Davis, A & George, J 1998, *States of Health: Health & Illness in Australia*, 3rd edn, Addison-Wesley, Pymble.

Naidoo, J & Wills, J 1998, *Practising Health Promotion: Dilemmas and Challenges*, Bailliere Tindall, London.

National Rural Health Policy Forum 1999, *Healthy Horizons 1999-2003: A Framework for Improving the Health of Rural, Regional and Remote Australians*, National Rural Health Policy Forum, Canberra.

Nutbeam, D 1993, *Goals and Targets for Australia's Health in the Years 2000 and Beyond*, University of Sydney, Sydney.

O'Connor, ML & Parker, E 2001, *Health Promotion, Principles and Practice in the Australian Context*, 2nd edn, Allen & Unwin, St Leonards.

Ong, BN 1996, *Rapid Appraisal and Healthy Policy*, Chapman and Hall, London.

Rogers-Clark, C & Smith, A (Eds) 1998, *Women's Health: A Primary Health Care Approach*, MacLennan & Petty, Sydney.

Seigloff, L (Ed) 1997, *Rural Nursing in the Australian Context*, Royal College of Nursing Australia, Deakin, ACT.

Sinatra, J 1997, *Landscape for Health: Settlement Planning and Development for Better Health in Rural and Remote Indigenous Australia*, RMIT, Victoria.

Strong, K et al 1998, *Health in Rural and Remote Australia*, Australian Institute of Health and Welfare, Canberra.

Waddell, C & Peterson, AR (Eds) 1994, *Just Health: Inequality in Illness Care and Prevention*, Churchill Livingstone, Melbourne.

Wass, A 1994, *Promoting Health: The Primary Health Care Approach*, WB Saunders Bailliere Tindall, Sydney.

Wilkinson, RG 1996, *Unhealthy Societies: From Inequality to well being*, Routledge, London.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Clinical Experience	80.00
Private Study	94.00
Tutorials	52.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
2500 WRD ASSGT INDIGENOUS HLTH	100.00	50.00	02 Sep 2005
GROUP PRESENTATION	100.00	50.00	21 Oct 2005
80HR CLINICAL EXPERIENCE	1.00	0.00	04 Nov 2005 (see note 1)

### NOTES

1. Please refer to the Course Examiner for information about Clinical Experience.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item. To complete the Clinical Experience satisfactorily, students must complete 80 hours of Clinical Experience as organized by the Nursing Department and obtain a satisfactory standard on the performance evaluation profile thus gaining the 1 mark for Clinical Experience.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval then a penalty of 5 marks of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of a passing grade, students must demonstrate, via the assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all assessment items.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

### **ASSESSMENT NOTES**

- 9 Students must retain a copy of each item submitted for assessment. If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.
- 10 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 11 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 12 The Faculty will NOT accept submission of assignments by facsimile.

### **OTHER REQUIREMENTS**

- 1 Students of clinical courses need to be certain they have submitted the following documents to the Faculty Office to ensure they will be allowed to proceed to a clinical placement - Current CPR Certification, Completion of the Queensland Health Orientation and submission of the checklist, Hepatitis B titre declaration and Confidentiality Form.
-