



ALLH13011 Rural and Remote Practice for Health Professionals

Term 1 - 2022

Profile information current as at 29/04/2024 04:09 pm

All details in this unit profile for ALLH13011 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will develop a broad understanding of rural and remote health, and the role that health professionals play within this context. You will identify and evaluate current issues and priorities for rural and remote health from a range of stakeholder perspectives. You will develop an applied project that requires you to further exercise your critical thinking and problem-solving skills to generate new and innovative solutions to current rural and remote inequities. Finally, you will communicate your project findings to a broad allied health community via an allied health online forum/conference.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Students must have successfully completed 48 credit points of study

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2022

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Project (applied)**

Weighting: 40%

3. **Presentation**

Weighting: 20%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from 'Have your Say' survey

Feedback

The format of content delivery, and thorough content analysis and discussion enhanced learning in this unit.

Recommendation

It is recommended that this unit continue to utilise multiple short lectorial videos in place of larger lecture videos. Furthermore, it is recommended that discussion questions continue to be utilised in the tutorial setting to prompt and stimulate discussion and informed debate between students and tutors.

Feedback from Student email

Feedback

Regular communication through a variety of forums including biweekly email and weekly Moodle forum posts to students allow clear and effective communication and ability to have questions answered promptly.

Recommendation

It is recommended that this unit continue to employ a variety of communication strategies to engage with students and allow free-flowing communication.

Feedback from 'Have your Say' survey

Feedback

Guest speakers were insightful, however a further range of guest speakers could be utilised to provide insight from professionals working in practice within culturally diverse rural communities.

Recommendation

It is recommended that this unit continue to utilise guest speakers in the tutorial setting. Furthermore, it is recommended that further guest speakers from industry be engaged within this unit to provide insight to their experiences in a range of rural health environments.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Outline and explain the challenges associated with health in rural and remote communities
2. Identify and evaluate current issues and priorities for rural and remote health
3. Generate solutions for inequities within rural and remote healthcare exercising critical thinking and problem-solving skills
4. Analyse the role of health professionals in rural and remote communities.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|------------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Written Assessment - 40% | • | • | | • |

| Assessment Tasks | Learning Outcomes | | | |
|-----------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 2 - Project (applied) - 40% | | • | • | • |
| 3 - Presentation - 20% | • | | • | |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | • | • | • | • |
| 2 - Problem Solving | | • | • | • |
| 3 - Critical Thinking | | • | • | • |
| 4 - Information Literacy | • | • | • | • |
| 5 - Team Work | | | | |
| 6 - Information Technology Competence | • | • | • | • |
| 7 - Cross Cultural Competence | • | • | • | • |
| 8 - Ethical practice | • | • | • | |
| 9 - Social Innovation | | | • | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Written Assessment - 40% | • | • | • | • | | • | • | • | | |
| 2 - Project (applied) - 40% | • | • | • | • | | • | • | • | • | |
| 3 - Presentation - 20% | • | • | • | • | | • | • | • | • | |

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Thomas Doering Unit Coordinator
t.doering@cqu.edu.au

Schedule

Week 1: What is rural and remote health? - 07 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 2: An overview of rural health - 14 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 3: Who lives in rural communities? - 21 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 4: Aboriginal and Torres Strait Islander peoples - 28 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 5: Challenges for rural health - part 1 - 04 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Vacation/Break Week - 11 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6: Challenges for rural health - part 2 - 18 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|---|
| | | Challenges of rural and remote health care Due: Week 6 Friday (22 Apr 2022) 5:00 pm AEST |

Week 7: Chronic condition management and care in rural Australia - 25 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 8: Childhood and aged care in rural Australia - 02 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 9: Indigenous health care in rural Australia - 09 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|--|
| | | What could be done to improve rural and remote health care? Due: Week 9 Friday (13 May 2022) 5:00 pm AEST |

Week 10: Mental health care in rural Australia - 16 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 11: No lecture - Tutorial only - 23 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 12: Q&A - No new content - 30 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|---|
| | | Selling the solutions Due: Week 12 Friday (3 June 2022) 5:00 pm AEST |

Term Specific Information

In Term 1 2022, the tutorials for Rural and Remote Practice for Health Professionals are scheduled on a Monday. As tutorials are based on the weekly content, each tutorial will examine and discuss the prior week's lectorial content. i.e., Week 2's tutorial will examine and discuss Week 1 content. Thus, the expectation is that you have worked your way through the prior week's lectorial content and activities before attending the tutorial.

Assessment Tasks

1 Challenges of rural and remote health care

Assessment Type

Written Assessment

Task Description

For this assessment task, you are required to identify and evaluate a current health-related challenge being experienced in rural and remote communities. To do this, you are required to draw on appropriate literature to address:

- What is the challenge?
- Where and who does this challenge affect?
- How and why is this challenge unique (or more prevalent) to rural/remote communities?
- What are the social underpinnings of this problem?
- What is the impact of this challenge on patients' and/or community health?

Please refer to the ALLH13011 Rural and Remote Practice for Health Professionals Moodle page for additional information, including a detailed task description.

Assessment Due Date

Week 6 Friday (22 Apr 2022) 5:00 pm AEST

Return Date to Students

Week 8 Friday (6 May 2022)

NOTE: If your assessment is not submitted in accordance with the due date, grades and feedback will be returned two weeks after submission date.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

For this task, you will be graded against the following criteria:

- Evaluate data to demonstrate rural/remote prevalence, and the population/s and community or communities affected
- Critically analyse research and statistical data to demonstrate rural/remote health inequalities and their social underpinnings
- Academic writing
- Appropriate referencing, in accordance with APA referencing requirements

Total weighing of this task: 40% of overall grade. **This assessment task has a minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit overall.**

Please refer to the ALLH13011 Rural and Remote Practice for Health Professionals Moodle page for additional information, including a detailed criteria sheet.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Your submission must be uploaded as a single word file (doc. or docx. format) via the ALLH13011 Rural and Remote Practice for Health Professionals Moodle page. Ensure that you upload the correct document and that you complete the

submission process in its entirety, as late submissions are penalised.

Learning Outcomes Assessed

- Outline and explain the challenges associated with health in rural and remote communities
- Identify and evaluate current issues and priorities for rural and remote health
- Analyse the role of health professionals in rural and remote communities.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 What could be done to improve rural and remote health care?

Assessment Type

Project (applied)

Task Description

For this assessment task, you are required to build on your completed Assessment Task 1. Specifically, you are required to develop an applied project that draws on appropriate literature and statistics to:

- Discuss what is currently being done to alleviate/remove/resolve the inequity/inequality you previously outlined in Assessment Task 1
- Discuss the strengths, weaknesses, threats and opportunities associated with the current approach/s
- Propose a socially innovative solution (opportunity) to reduce the health inequality
- Outline the potential impact your solution might have on people and/or communities

Please refer to the ALLH13011 Rural and Remote Practice for Health Professionals Moodle page for additional information, including a detailed task description.

Assessment Due Date

Week 9 Friday (13 May 2022) 5:00 pm AEST

Return Date to Students

Week 11 Friday (27 May 2022)

NOTE: If your assessment is not submitted in accordance with the due date, grades and feedback will be returned two weeks after submission date.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

For this task, you will be graded against the following criteria:

- Critically analyse existing health-related programs
- Identify and succinctly discuss opportunities to improve rural health in specific Australian locations
- Succinctly detail a socially innovative project to address to outlined opportunity
- Academic writing
- Appropriate referencing, in accordance with APA referencing requirements

Total weighing of this task: 40% of overall grade. **This assessment task has a minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit overall.**

Please refer to the ALLH13011 Rural and Remote Practice for Health Professionals Moodle page for additional information, including a detailed criteria sheet.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Your submission must be uploaded as a single word file (doc. or docx. format) via the ALLH13011 Rural and Remote Practice for Health Professionals Moodle page. Ensure that you upload the correct document and that you complete the submission process in its entirety, as late submissions are penalised.

Learning Outcomes Assessed

- Identify and evaluate current issues and priorities for rural and remote health
- Generate solutions for inequities within rural and remote healthcare exercising critical thinking and problem-solving skills
- Analyse the role of health professionals in rural and remote communities.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

3 Selling the solutions

Assessment Type

Presentation

Task Description

For this task, you are required to synthesise your findings from Assessment Tasks 1 and 2 to create a presentation using audio, visual and a PowerPoint presentation, to:

- Outline to who, and where does this challenge exist
- Discuss the social underpinnings of this problem
- Discuss the strengths, weaknesses, threats and opportunities associated with the current approach/s to alleviate/remove/resolve the inequity/inequality
- Propose a socially innovative solution (opportunity) to reduce the health inequality
- Outline the potential impact your solution may have on people and/or communities

Please refer to the ALLH13011 Rural and Remote Practice for Health Professionals Moodle page for additional information, including a detailed task description.

Assessment Due Date

Week 12 Friday (3 June 2022) 5:00 pm AEST

Return Date to Students

Exam Week Friday (17 June 2022)

NOTE: If your assessment is not submitted in accordance with the due date, grades and feedback will be returned two weeks after submission date.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

For this task, you will be graded against the following criteria:

- Present background statistical and research data to effectively demonstrate the problem at hand
- Critically analyse health-related programs and problems, and succinctly communicate to an audience of health professionals
- Create socially innovative solutions to health-related problems
- Use effective presentation and communication skills to engage your audience
- Support your presentation with appropriate referencing throughout, in accordance with APA referencing requirements

Total weighing of this task: 20% of overall grade. **This assessment task has a minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit overall.**

Please refer to the ALLH13011 Rural and Remote Practice for Health Professionals Moodle page for additional information, including a detailed criteria sheet.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Your presentation must be uploaded as a single MP4 file via the ALLH13011 Rural and Remote Practice for Health Professionals Moodle page. Ensure that you upload the correct file and that you complete the submission process in its entirety, as late submissions are penalised.

Learning Outcomes Assessed

- Outline and explain the challenges associated with health in rural and remote communities
- Generate solutions for inequities within rural and remote healthcare exercising critical thinking and problem-solving skills

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem