



# ALLH13011 Rural and Remote Practice for Health Professionals

## Term 1 - 2024

Profile information current as at 10/05/2024 08:01 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. Finally, you will develop an applied project that requires you to exercise your critical thinking and problem-solving skills to generate new and innovative solutions to current rural and remote inequities.

### 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 - 2024

- Bundaberg
- 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. **Poster Sessions**

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 Student Unit and Teaching Evaluation (SUTE).

**Feedback**

Students found it difficult to provide all the information requested for Assessment Task 3 within the poster format of the assessment submission.

**Recommendation**

It is recommended that Assessment Task 3 be revised for future offerings of this unit.

#### Feedback from Student emails.

**Feedback**

Regular email communication is appreciated by students, allowing open communication and opportunities to raise concerns if required.

**Recommendation**

It is recommended that regular email communication continue to be initiated by staff in future offerings of this unit.

## 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. Identify and evaluate the health challenges and appropriate health resources for Aboriginal and Torres Strait Islander peoples in rural and remote communities

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•		
2 - Project (applied) - 40%		•	•	
3 - Poster Sessions - 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				•

## 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

**Kristie-Lee Alfrey** Unit Coordinator  
[k.alfrey@cqu.edu.au](mailto:k.alfrey@cqu.edu.au)

## Schedule

### Week 1: What is rural and remote health? - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 2: An overview of rural health - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 3: Who lives in rural communities? - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 4: Aboriginal and Torres Strait Islander peoples - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 5: Challenges for rural health - part 1 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Vacation/Break Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6: Challenges for rural health - part 2 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Challenges for rural and remote health care</b> Due: Week 6 Friday (19 Apr 2024) 5:00 pm AEST

### Week 7: Chronic condition management and care in rural Australia - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 8: Childhood and aged care in rural Australia - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 9: Aboriginal and Torres Strait Islander health care in rural Australia - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>What could be done to improve rural and remote health care?</b> Due: Week 9 Friday (10 May 2024) 5:00 pm AEST

### Week 10: Mental health care in rural Australia - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 11: No new content - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 12: No new content - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Aboriginal and Torres Strait Islander peoples healthcare in rural and remote Australia</b> Due: Week 12 Friday (31 May 2024) 5:00 pm AEST

### Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

This unit consists of lectorials, H5P activities and tutorials. Lectorials are a series of short pre-recorded videos that provide fundamental knowledge. H5P activities consist of various types of activities and are usually situated between lectorial videos, as they are designed to help reinforce your knowledge and understanding. Tutorials are designed to enable you to apply your theoretical understanding in a practical manner, and with group/discussion-based learning. It is expected that you work through all lectorial videos and H5P activities *prior* to attending your weekly tutorial.

## Assessment Tasks

### 1 Challenges for 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 challenge?
- 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 (19 Apr 2024) 5:00 pm AEST

#### Return Date to Students

Week 8 Friday (3 May 2024)

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 communication and 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 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
- Identify and evaluate current issues and priorities for rural and remote health

## 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 create a pre-recorded presentation, using audio, visual and a PowerPoint presentation, that draws on appropriate literature and statistics to:

- Discuss what is currently being done to alleviate/remove/resolve the health-related challenge 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 improve health outcomes;
- 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 (10 May 2024) 5:00 pm AEST

### Return Date to Students

Week 11 Friday (24 May 2024)

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;
- Use effective presentation skills to engage your audience;
- 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 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

- 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

## 3 Aboriginal and Torres Strait Islander peoples healthcare in rural and remote Australia

### Assessment Type

Poster Sessions

### Task Description

For this assessment task, you are required to create a poster/infographic resource about Aboriginal and Torres Strait Islander health and healthcare. This resource may be based on one of the following topics covered in this unit: mental health concerns, ageing/aged care, youth health, or chronic disease in rural Australia. You will draw on appropriate literature and statistics to:

- Outline the magnitude of the health-related challenge;
- Identify available health-related programs aimed to assist with your chosen health-related concern, that are available in a specific region/community that you identify.

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 (31 May 2024) 5:00 pm AEST

### Return Date to Students

Exam Week Friday (14 June 2024)

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:

- Succinctly detail health-related concerns using appropriate literature and statistics;
- Classify specific Australian locations using appropriate classifications of remoteness;
- Identify and succinctly describe health-related programs;
- Use effective presentation skills to engage your audience;
- Appropriate referencing, 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 poster submission must be uploaded as a single file (pdf 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 the health challenges and appropriate health resources for Aboriginal and Torres Strait Islander peoples in rural and remote communities

## 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