Advanced Diploma of Primary Health Care

The objectives of the Bachelor of Primary Health Care are to provide students with the opportunity to demonstrate a systemic and coherent knowledge of the theory and practice of Primary Health Care from both an Indigenous and a non Indigenous perspective, including the underlying principles and the associated problem solving techniques.

General Course Information

- **Course Code**: APHC
- **Faculty**: VET
- **Sector**: Undergraduate Degree - HED
- **Award**: Advanced Diploma
- **Year Offered**: 2
- **Units Required**: Total 16
  - Core 12
  - Elective 4
- **Last update**: Monday, 03 January 2011 02:39 pm

Course Information Contact

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Course's Descriptors

Course Objectives

- demonstrate a systemic and coherent knowledge of the theory and practice of Primary Health Care from both an Indigenous and a non Indigenous perspective, including the underlying principles and the associated problem solving techniques;
- develop a detailed knowledge of relevant policy and social trends underpinning contemporary health and welfare systems;
- utilise knowledge and skills to implement community development programs and to design and activate advocacy strategies on matters relating to health and wellbeing for general and specific target groups;
- apply knowledge and skills to develop and evaluate primary care programs, including the capacity to comprehend and evaluate new information, concepts and evidence from a range of sources;
- develop the knowledge, skills and competence to perform specialised health interventions which adhere to the requirements for safe health practice;
- demonstrate the ability to liaise with other health and community services professionals, and the competence to act as a resource person on matters affecting the delivery of health and community support services and programs;
- demonstrate the ability and attributes to work collaboratively and in multidisciplinary/inter-professional contexts, and according to the principles of client and community participation; and
- display leadership, education and management skills including the ability to ‘critically reflect’ on personal practice and a commitment to lifelong learning.

Exit Points

The Bachelor of Primary Health Care requires three years full time study or part time equivalent. Students may exit with a Diploma after one year of full time study or part time equivalent; or exit with an Advanced Diploma after two years of full time study or part time equivalent.

Exit Point Summary

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<thead>
<tr>
<th>Year</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1st Year</td>
<td>DPHC</td>
<td>Diploma of Primary Health Care</td>
<td>80</td>
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Residential schools/workshops
This course is delivered by mixed-mode.

Course Fees
All units within the course are HECS liable at the current base level determined by the government.
For further information on the cost of individual units refer to the Batchelor Institute website:

Course Structure
All units carry 100 nominal hours and 10 credit points

Articulation
Advanced Standing and Credit Transfer may be granted through the Institute’s procedures for Credit Transfer and Recognition of Prior Learning. Applicants who are currently enrolled in the courses being replaced, will have their studies to date recognised for articulation into the Bachelor of Primary Health Care as follows.

BIHS-GH -> BPHC Cores, HP and PHC specialisations
ICP101 Public communications (rhetoric) -> ICP101 Public communications (rhetoric)
ICP102 Telling Histories -> ICP102 Telling Histories
HSA202 Health Promotion -> PHC104 Introduction to Health Promotion
HSA101 Primary Health Care -> PHC107 Primary Health Care
HSA301 Introduction to Research -> PHC202 Introduction to Research
HSGB306 Professional Issues -> PHC301 Professional Issues
HSA102 Health Law and Ethics -> PHC303 Health Law and Ethics
HSA302 Project Management -> PHC304 Project Management
HSGB302 Chronic Diseases -> PHC305 Chronic Diseases

Students who have completed the Diploma of Indigenous Health Studies General or Mental Health will receive credit for the Diploma of Primary Health Care at the time of enrolment. Students who have completed the Advanced Diploma of Indigenous Health Studies General or Mental Health will receive credit for the Advanced Diploma of Primary Health Care at the time of enrolment. In addition to this students will receive credit for any remaining units as per the above tables.

If students have completed any remaining units which are not reflected in the above table then they will be given credit on a Credit Point for Credit Point basis as negotiated at the time of enrolment.

Unit Summary

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<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Credits</th>
<th>Type</th>
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<tr>
<td>Year 1 - Semester 1</td>
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<tr>
<td>ICP101</td>
<td>Public communications</td>
<td>10</td>
<td>Core</td>
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<tr>
<td>PHC103</td>
<td>Introduction to Indigenous health policy</td>
<td>10</td>
<td>Core</td>
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<tr>
<td>PHC105</td>
<td>Management 1</td>
<td>10</td>
<td>Core</td>
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<tr>
<td>PHC106</td>
<td>Principles of social care</td>
<td>10</td>
<td>Core</td>
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<tr>
<td>BNC105</td>
<td>Cultural site management</td>
<td>10</td>
<td>Core</td>
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<tr>
<td>BNC116</td>
<td>Visitor management and interpretation</td>
<td>10</td>
<td>Core</td>
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<tr>
<td>BNC120</td>
<td>Introduction to environmental data analysis</td>
<td>10</td>
<td>Core</td>
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<tr>
<td>Year 1 - Semester 2</td>
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<tr>
<td>ICP102</td>
<td>Telling histories</td>
<td>10</td>
<td>Core</td>
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<tr>
<td>PHC107</td>
<td>Primary health care</td>
<td>10</td>
<td>Core</td>
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<tr>
<td>SEW101</td>
<td>Social and emotional wellbeing</td>
<td>10</td>
<td>Elective</td>
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<td>(Elective) 1</td>
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### Individual Unit's Descriptors

**Year: 1 - Semester: 1**

**Public communications**

Unit Code - **ICP101** Credit Points - **10** Unit Type - **Core**

This unit introduces students to the values, genres and skills of public speech and action through a study of rhetoric. The unit exposes students to the long and powerful history of public speech and public action by Indigenous peoples in their struggle for human and Indigenous rights. Students learn the textual patterns and strategies used in public speaking to create speech that is powerful and persuasive. This unit will also introduce students to the conventions and structures of academic discourse. Students are required to explore and research a core public value both individually and collectively and present this in the public domain. The power of public speaking, the affirmation of Indigenous identity and an analysis of current political discourses are all implicit within the collective celebration of Indigenous voices. Students will also gain confidence by speaking in front of a public audience. This unit is based on a group work approach. Students are required to negotiate, participate, consult and support each other. The unit is designed to invite students to become strong Indigenous citizens, students and public leaders in ways that complement, extend and enrich their specific vocational/professional studies. The unit focuses on a collective celebration and each student will be assessed against their input as an individual to the collective whole.

**Introduction to Indigenous health policy**

Unit Code - **PHC103** Credit Points - **10** Unit Type - **Core**

This unit traces the evolution of social policy which has impacted on approaches to health and welfare support of Indigenous Australians. Beginning with an overview of what policy is and how it is developed, the unit then examines different approaches to critiquing health policies (including a brief overview of sociological, political, economic, and epidemiological perspectives). The origins and directions of Indigenous health policy are analysed in detail and compared with mainstream policy responses to health issues. Students will have an opportunity to explore policy developments in their own specialist area such as social and emotional wellbeing, aged and disability or health promotion.

**Management 1**

Unit Code - **PHC105** Credit Points - **10** Unit Type - **Core**

This unit introduces some of the major concepts important for human service management in Australia. The development of major theoretical perspectives underpinning contemporary management techniques is examined. Students will be encouraged to develop knowledge and skills to critique the different approaches to management in human services. Students will develop an awareness of the frameworks for funding, accountability and quality assurance in the human services sector. This will include an examination of different funding models in human services, methods in resource management, relevant legislation, regulatory requirements, service standards and guidelines. Staff supervision, equal opportunity issues, awards, career structures and performance management will also be examined.

**Principles of social care**

Unit Code - **PHC106** Credit Points - **10** Unit Type - **Core**

This unit will develop students' knowledge and skills in social care in a holistic, psycho-social-spiritual context. It will allow students to acquire skills and knowledge required for an understanding that social care involves all people, and involves consideration of a variety of work contexts and target groups. Students also gain an understanding of how the effects of colonisation and dispossession has manifested in Indigenous Australians. The unit provides a review of the history and the development of Indigenous approaches to social and emotional wellbeing (mental health) and practical means of improving communication and self awareness in diverse work contexts. The importance of self care and stress management for people in...
the helping professions will be emphasised in this unit, with students to develop a self care plan as part of their assessments. Students will learn through facilitated focussed group discussion, lectures, self-directed learning and problem solving scenarios, including role-plays. There will be guest speakers with experience in communicating and working with stolen generation issues. The students may also have a visit to a social and emotional/counselling facility or similar field trip.

Cultural site management
Unit Code - BNC105 Credit Points - 10 Unit Type - Core
Students will consider the concept of cultural sites, and the management of sites including; the legislation and roles of agencies, and their impact on, and protection of these sites. Students will also undertake a field trip to sites of cultural significance.

Visitor management and interpretation
Unit Code - BNC116 Credit Points - 10 Unit Type - Core
Students will consider the interplay between conservation and tourism, the management of tourists on land and the determinants of zoning status allocated to areas in parks and reserves. Students will also analyse the structure and content of interpretive materials and strategies for dissemination of information, including the role of the media. They will discuss the ethics of ownership, storage and use of information. Students will carry out a visitor survey and analyse the results as well as prepare and deliver an interpretive program.

Introduction to environmental data analysis
Unit Code - BNC120 Credit Points - 10 Unit Type - Core
In this unit students will study fundamental data collection and analysis techniques including sampling, data preparation, mean, standard deviation, distributions and tests of significance. The methods of presenting and describing data, including tables and graphs, will also be covered.

Year: 1 - Semester: 2

Telling histories
Unit Code - ICP102 Credit Points - 10 Unit Type - Core
This unit introduces students to the ways in which Indigenous Australian histories are constructed and shape the lives of individuals and communities. The different ways that history may be told and used will be examined and discussed. Primary and secondary sources will be used to identify, compare and contrast the different perspectives that may be presented in various ways of telling and representing histories. The impact of histories on Indigenous communities and cultures will be explored. The unit is workshop-based.

Primary health care
Unit Code - PHC107 Credit Points - 10 Unit Type - Core
This unit firstly introduces students to the primary health care approach, which emphasises social justice, equity, community participation and responsiveness to the needs of local populations, as a framework for the delivery of health and primary care services in Indigenous communities. The unit then focuses on designing, structuring and evaluating the effectiveness and sustainability of primary health care services for Indigenous communities. It provides an orientation to multidisciplinary working (including with a range of clinicians) and in communities of practice; and in working with other sectors and groups to address underlying causes of health disadvantages and problems within Indigenous communities.

Social and emotional wellbeing (Elective) 1
Unit Code - SEW101 Credit Points - 10 Unit Type - Elective
This unit will develop the students’ knowledge and skills in counselling. It will allow students to acquire skills and knowledge required to counsel across a range of issues and contexts. Concepts taught include: defining counselling, setting up the counselling session, culturally appropriate counselling, and the importance of supervision for counsellors. The unit provides an overview of the therapies used in counselling and how they are applied in a counselling session. Students will also explore their own values, attitudes, beliefs and ethics in the counselling setting. This unit builds on the concepts of Social and Emotional Wellbeing in the unit Principles of Social Health Care. Students will learn through facilitated focused group discussion, lectures, self-directed learning, and problem solving scenarios including role-plays. There will be guest speakers with experience in counselling Indigenous Australians. The students may also have a visit to a mental health facility/field trip.

Interventions in crisis and trauma (Elective)
Unit Code - SEW102 Credit Points - 10 Unit Type - Elective
Students will be encouraged to recognise their own attitude to suicide and suicidal behaviour. Students will be provided with an introduction to risk estimation and be provided with skills for risk estimation practice. A model of intervention will be examined and students will be given practical experience in the use of this model. Students will be provided with an overview of prevention and post-intervention strategies. The unit will briefly explore the theories and demographic information about suicidal issues, especially reviewing the prevalence and impact of suicidal behaviour. A forum to explore societal attitudes to suicide will be facilitated. The need to recognise early warning signs of suicide and self harm within the community, family and individuals will be examined. Knowledge about implementing appropriate strategies of intervention, particularly intervention with people at immediate risk of suicide will be given. Guidelines to post-intervention strategies will complete this unit. A National Certificate of Recognition will be given to students for the suicide ‘first-aid’ section of this unit. This unit also examines what constitutes crisis and trauma situations and gives students an understanding and the skills to help people who are in these situations. Students will learn through facilitated focused group discussion, lectures, self-directed learning and problem solving scenarios, including role-plays. There will be guest speakers with experience in Indigenous mental health work. The students may also have a visit to a mental health facility/field trip.

Year: 2 - Semester: 1

Management 2
Unit Code - PHC201 Credit Points - 10 Unit Type - Core
This unit will offer students the opportunity to develop the knowledge and skills required in management or coordination roles within Indigenous health/human services organisations. The unit will address the processes involved in developing and communicating organisational and strategic plans, and basic principles for effective management of health (and related) service personnel (such as staff development and good employee relations). Current concepts in knowledge management, including the development and maintenance of information processing systems and the application of relevant technology to support decision making will be covered. The importance of sustaining an environment where continuous improvement and learning are promoted, and some contemporary approaches to achieving this, will be emphasised. Leadership behaviour and the personal and professional competencies necessary to manage at a senior level will be examined.

Introduction to research
Unit Code - PHC202 Credit Points - 10 Unit Type - Core
The unit provides introductory studies in research frameworks, methods and issues. One of the unit aims is to demystify the concept of research. The unit studies quantitative and qualitative research. It examines the role of researchers, Indigenous and non Indigenous, and the nature of and the relationship between researcher, participant and community. Students will have the opportunity to develop skills in critical analysis and to study and evaluate a number of research projects and reports.

Health program implementation and evaluation
Unit Code - PHC203 Credit Points - 10 Unit Type - Core
This unit will enable students to work collaboratively with communities to identify and prioritise health problems using both qualitative and quantitative research methodologies. It will assist students in establishing priorities for action and determining objectives, outputs and indicators based on those priorities. Students will learn how to develop activities within the constraints of available financial, material and human resources. Finally, students will develop the skills necessary to critically analyse and evaluate the program.

Implementing health promotion
Unit Code - PHC204 Credit Points - 10 Unit Type - Core
This unit provides students with the opportunity to develop skills in planning, monitoring and managing health promotion programs for Australian Indigenous communities. Students will develop a detailed understanding of the “Ottawa Charter”, “Jakarta Declaration” and “Bangkok Charter” and their challenges in implementation at local levels. Students will have the opportunity to develop a detailed plan for a health promotion program, with multiple interventions, including the selection and justification of an appropriate framework for the program. This will include detailed examination of needs assessment and an introduction to the principles of consultation and community engagement. Students who continue on to the third year unit Health Promotion Special Project will be given the opportunity to further develop and actually implement their health promotion program within their chosen community.

Year: 2 - Semester: 2

Social and emotional and wellbeing 2 (Elective)
Unit Code - SEW201 Credit Points - 10 Unit Type - Elective
This unit will develop students’ knowledge and skills in mental health in a holistic, psycho-social-spiritual context. It will allow students to acquire skills and knowledge required for an understanding that mental health is a whole of life issue. Concepts in mental health and mental illness are introduced. The unit provides a review of the history and the development of Indigenous
mental health services from both a national and Northern Territory perspective and an understanding of the causes, symptoms and treatment of mental illnesses. The Mental Health Act and its legal implications will also be discussed. Students will learn through facilitated focused group discussion, lectures, self-directed learning and problem solving scenarios, including role-plays. There will be guest speakers with experience in Indigenous mental health work. The students may also have a visit to a mental health facility/field trip.

Community care
Unit Code - PHC205 Credit Points - 10 Unit Type - Core
This unit traces the development of models of care which have led to the contemporary community care system in Australia. Issues examined include consumer and client choice, the role of peak bodies and consumer groups in influencing community care policy and practice, and relationships with other health and human service providers. The different requirements for practice in community care will be examined including multidisciplinary/interdisciplinary working, collaborative practices, coordinated care and case management, client data sharing, and maintenance of primary health care networks. There will be a particular focus on the role of clients and carers in the planning and delivery of care, and the associated skills required of practitioners to encourage client participation. Current policy documents will be examined and critiqued. Case studies will include the Home and Community Care (HACC) program and its administration arrangements, as well as other programs that contribute to the total system of care. The challenges of community care in remote/Indigenous contexts will be emphasised.

Alcohol and drug issues (Elective)
Unit Code - SEW203 Credit Points - 10 Unit Type - Elective
This unit explores the links between the social and cultural contexts of alcohol and other drug use in society, and its impact on mental health. Students are given the opportunity to examine the circle of change and are introduced to the concept of motivational interviewing. Community attitudes and strategies for alcohol and other drug use will be debated. This unit provides the knowledge and skills to identify the relationship between alcohol and other drug use, and how this affects the mental health of an individual, their family and their community. Students will learn through facilitated focused group discussion, lectures, self-directed learning, and problem solving scenarios including role-plays. There will be guest speakers with experience in Indigenous mental health work. The students will have a visit to a mental health facility/field trip.

Course Authorisation
Last update Monday, 03 January 2011 02:39 pm
Approved by
Review Date Sunday, 16 January 2011 02:06 am

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