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**Rural Generalist Program**

**Enrolment Planner – 2025**

Medical Imaging

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# Enquires

Welcome to James Cook University’s Rural Generalist Program.

[Rural Generalist Program](https://www.jcu.edu.au/division-of-tropical-health-and-medicine/research/rural-generalist-program)

[cma@jcu.edu.au](mailto:cma@jcu.edu.au)

# Instructions

To complete the Rural Generalist Program you must complete 12 modules in total.

Diagram

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1

Ages & stages

across the

lifespan

2

Managing

health

conditions

3

Clinical

skills

4

Service

specific

clinical

skills

From at least 3 of the 4 focus areas

**Consider and rank modules**

1. Review an example of a completed Enrolment Planner, [Appendix A – Completed Enrolment Planner example](#_Appendix_A_-)
2. Review criteria for choosing modules, [Appendix B – Module Criteria](#AppendixB)
3. Consider the information supplied for each available module

In your [Enrolment Planner](#_Enrolment_Planner)

1. Check off the criteria each module fulfils as you consider the information
2. Based upon your criteria checklist rank Rural Generalist Practice Domain modules, **in each of the four focus areas**, in order of preference, starting with 1 being most favourable.

**Schedule modules**

In your [Enrolment Planner](#_Enrolment_Planner)

1. Consider your availability\* and check off the Study periods you pre-empt being available
2. Choose the study periods in which you’ll complete the Rural Service Delivery Domain modules
3. Now choose the study periods in which you’ll complete your 5 preferred Rural Generalist Practice Domain modules, based upon availability. **Note** As MO1016 is worth 1.0 credit point you only need to complete 5, not 6 modules).
   * You must choose at least 1 module from 3 of 4 the focus areas
4. Ages and Stages Across the Lifespan
5. Managing Health Conditions
6. Clinical Skills; and
7. Service-specific Clinical Skills
   * Take pre-requisites into consideration
   * There is no limit to the number of modules that can be undertaken at one time. Enrolment in one to three modules at a time is recommended.

\*Your availability will be dependent upon personal and work commitments.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Enrolment Planner Medical Imaging  [Student’s Name] | **Module Criteria** | | | | | **Other** | |  | **Module Availabilities** | | | | | |
|  | 1. Personal Interest | 2. Learning goals | 3. Personal capacity | 4. Support availability | 5.Client availability | Module Ranking | Module Pre-requisites | **Study periods – 2025** | | | | | |
|  | **12** | **13** | **14** | **15** | **16** | **17** |
|  | 3  Feb  -  14  Mar | 24  Mar  -  2  May | 12  May  -  20  Jun | 30  Jun  -  8  Aug | 18  Aug  -  26  Sept | 7  Oct  -  14  Nov |
|  | **My Availability** | | | | | |
|  |  |  |  |  |  |  |
|  | **Rural Service Delivery Domain** | | | | | | | | | | | | | | |
|  | MO1001 Project Management Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | MO1002 Rural & Remote Community Context |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | MO1033 Partnering with Aboriginal & Torres Strait Islander Health Consumers |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | MO1004 Rural & Remote Organisational Context |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | MO1005 Strategies for Rural & Remote Service Delivery |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | MO1006 Quality Improvement |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Focus Areas** | **Rural Generalist Practice Domain** | | | | | | | | | | | | | | |
| 2.  Managing health conditions | MO1015 Psycho-social Wellbeing |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |  |
| 3.  Clinical skills | MO1016 Focused Assessment with Sonography in Trauma\* |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1027 Remote Medical Imaging |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1024 Advanced & Extended Scope Exposure |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1025 Education & Training |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |

\*MO1016 is worth 1.0 credit point and requires approximately 44 hours of work to complete.

# MO1001 Project Management Skills

**📚 Read** [MO1001 Project Management Skills](https://handbook.jcu.edu.au/module/2025/MO1001)

**👁️ Watch** [Introduction to MO1001 Project Management Skills](https://www.youtube.com/watch?v=UIevO2vwfp4) (6min 15s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):*

* Word count: (1500 words maximum, excluding template wording of 500 words)
* Format: .pdf

Complete a Project portfolio, using the Project Portfolio Template available via LearnJCU. The completed portfolio will demonstrate the application of project management theory to a current work-based project you are contributing to. The portfolio consists of three parts:

* Part A: Project summary
* Part B: Project performance domain investigation
* Part C: Critical reflection

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | A Standard for Project Management | 1. Get the lay of the land 2. Project work – The current landscape 3. Discuss your project and experience 4. Explore the Standard for Project Management - A system for value delivery |
| **2** | A Standard for Project Management, continued | 1. Explore the Standard for Project Management - 12 Project management principles 2. Assess your power skills 3. Meet with your project’s lead or project management mentor 4. Submit to receive formative feedback |
| **3** | Project performance domains | 1. Gain a brief overview of the Project performance domains 2. Learn about the delivery performance domain 3. Learn about the development approach and lifecycle performance domain 4. Learn about the stakeholder performance domain 5. Discuss the challenges of applying theory to your project 6. Touch base with your module coordinator |
| **4** | Project Performance Domains, continued | 1. Learn about the team performance domain 2. Learn about the planning performance domain 3. Learn about the project work performance domain 4. Meet with your project’s lead or project management mentor |
| **5** | Project Performance Domains, continued | 1. Learn about the measurement performance domain 2. Learn about the measurement performance domain 3. Choose and begin to further investigate one domain |
| **6** | Tailoring, models, methods and artifacts | 1. Consider tailoring, models, methods and artifacts 2. Meet with your project’s lead or project management mentor 3. Reflect upon your application of project principles and power skills 4. Finalise and submit assessment item 1 |

# MO1002 Rural and Remote Community Context

**📚 Read** [MO1002 Rural and Remote Community Context](https://handbook.jcu.edu.au/module/2025/MO1002)

**👁️ Watch** [Introduction to MO1002 Rural and Remote Community Context](https://www.youtube.com/watch?v=Qf9JOTsaeB0&list=PLc81jeKRydQPanRLmU8ETUrkcdZ1DP8gv&index=2) (5min 15s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Oral – Interview & Written - Reflection/reflective task**

* Client type required: A long-standing community member willing to partake in a recorded interview.

Oral interview

* Time limit: 10 minutes
* Format: MP4

Video record yourself interviewing a long-standing community member about the community in which you work, to hear the person’s story and perspective on the community in which they live, while demonstrating while demonstrating your developing attitudes, strategies and skills that promote cultural safety.

Written reflection

* Word limit: Maximum 500 words, excluding appendices
* Format: .doc or .docx

Reflect upon your learning from this module and explain what you have learned about your community’s context. What changes you can make to the health service you provide that could, enhance the suitability of services on offer to the community and promote culturally safe service provision. Discuss how will you go about implementing these proposed changes and the ways in which learning about your community will impact the way in which you learn about communities, in the future. Use the Written Reflection Template provided in your Module Workbook, see Resources in ***LearnJCU***.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Your Community’s Context | 1. Get the lay of the land 2. Begin understanding the rural and/or remote community context 3. Begin exploring your rural and remote community |
| **2** | Your Community’s Context… continued | 1. Continue exploring your rural and remote community  2. Determine gaps in your local knowledge  3. Organise your community tour  4. Submit to receive formative feedback |
| **3** | Diversity in your Community | 1. Learn about the impact of valuing diversity 2. [Learn about cultural safety](#_Toc121745375) 3. [Explore cultural safety in your organisation](#_Toc121745376) 4. [Meet with your supervisor](#_Toc121745377) 5. Touch base with your module coordinator |
| **4** | Community Engagement – On Tour | 1. Complete your community tour |
| **5** | Community Engagement - Observation | [1. Observe the flow of community life](#_Toc121745381)  [2. Prepare for your interview](#_Toc121745382)  [3. Finalise your community description](#_Toc121745383)  4. [Meet with your supervisor](#_Toc121745384) |
| **6** | Community Engagement - Interview & Reflection | [1. Interview your identified community member](#_Toc121745386)  [2. Reflect upon your engagement activities](#_Toc121745387)  [3. Have your proposed changes peer reviewed](#_Toc121745388)  [4. Finalise and submit assessment item](#_Toc121745389) |

# MO1033 Partnering with Aboriginal and Torres Strait Islander Health Consumers

**📚 Read** [MO1033 Partnering with Aboriginal and Torres Strait Islander Health Consumers](https://handbook.jcu.edu.au/module/2025/MO1033)

**👁️ Watch** [Introduction to Partnering with Aboriginal and Torres Strait Islander Health Consumers](https://www.youtube.com/watch?v=TczbUZkQ80M)  (5min 35s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written – Problem task**

Word limit: Maximum 750 words

Format: .PDF

Review local governance structures, policies and processes, relating to partnering with consumers against best practice to generate recommendations to enhance community and consumer engagement before explaining how the recommendation/s could be implemented and used to provide culturally safe services to an identified client.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Aboriginal and Torres Strait Islander Peoples Context | * 1. Get the lay of the land   2. Consider the essential features of cultural safety   3. Learn about Australia’s Aboriginal and Torres Strait Islander population   4. Learn about Aboriginal and Torres Strait Islander people’s disadvantage   5. Explore the links between Aboriginal and Torres Strait Islander people’s culture and wellbeing   6. Explore the Aboriginal and Torres Strait Islander people’s community in which you work and/or live. |
| **2** | Australia’s shared history and the impact on the health of its citizens | 2.1 Learn more about Australia’s shared history  2.2 Explore the impacts of colonisation on the Aboriginal and Torres Strait Islander people’s community context in which you work and/or live  2.3 Begin to understand the impact of colonisation on the health of Aboriginal and Torres Strait Islander people  2.4 Submit to receive formative feedback. |
| **3** | Introduction to partnering with consumers | 3.1 Refresh your knowledge of the Partnering with Consumers Standard  3.2 Learn about approaches to partnering with consumers  3.3 Understand how health services can work in partnership with Aboriginal and Torres Strait Islander communities  3.4 Identify a client for assessment task 1 and gain informed consent.  3.5 Touch base with your module coordinator |
| **4** | Barriers and enablers to partnering | 4.1 Meet with your supervisor  4.2 Learn about factors that help and hinder engagement  4.3 Deepen your understanding of the relationship between partnering with consumers and cultural safety. |
| **5** | Mapping engagement methods | 5.1 Map your services’ current methods for engaging with Aboriginal and Torres Strait Islander people. |
| **6** | Recommendations and implementation | 6.1 Identify engagement opportunities and develop recommendations  6.2 Create an implementation plan  6.3 Meet with your supervisor  6.4 Illustrate your understanding of the relationship between partnering with clients and cultural safety  6.5 Finalise and submit assessment item 1. |

# MO1004 Rural and Remote Organisational Context

**📚 Read** [MO1004 Rural and Remote Organisational Context](https://handbook.jcu.edu.au/module/2025/MO1004)

**👁️ Watch** [Introduction to MO1004 Rural and Remote Organisational Context](https://www.youtube.com/watch?v=-RqOHtVtME0) (4min 59s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written – Problem task**

* Word limit: Maximum 1000 words excluding images, figures and references
* Format: .doc. or .docx

Produce a report that will demonstrate the value of your work unit to the health service of which your unit is a part of and to the wider stakeholder groups involved in the integrated care pathway.

Content areas will include:

* How your work unit contributes to achieving the objectives/outcomes of the health service
* The value of your work unit to the health of the community
* The alignment of your work unit with strategic priorities of the health organisation, including examples of recent service outputs, outcomes and objective performance indicators.
* An elevator pitch consisting of three concise statements, no more than 150 words, that best describe and promote the value of your work unit. (Consider finding yourself in an elevator with the Minister for Health and you are asked, “What does your work unit do?”).

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to the health system | 1. Get the lay of the land 2. Identify the role and responsibilities of your work unit, division, local service and health sector 3. Complete an Organisation and Structure Flow Chart 4. Map how funding is received for your organisation 5. Identify regulatory bodies that monitor your practice and organisation 6. Discuss this week's activities |
| **2** | Health services and the local community | 1. Map stakeholders in relation to your work unit 2. Describe a typical client of the service provided by your work unit 3. Identify and map stakeholders involved in care of the client described 4. Arrange your engagement activity for stakeholders. |
| **3** | Operation of your work unit within the health service and community | 1. Complete your concept map 2. Submit to receive formative feedback 3. Touch base with your module coordinator |
| **4** | Health service performance | 1. Identify the priorities for your organisation and work unit 2. Familiarise yourself with performance frameworks 3. Locate performance measures or KPIs 4. Determine how, why and for whom, performance has been measured 5. Establish how value for clients is measured 6. Identify how performance data is managed 7. Compare differences in performance measurement across sectors |
| **5** | Engage with service providers for integrated client care | 1. Conduct your engagement activity. |
| **6** | Report on the value of your work unit | 1. Review your draft report 2. Organise a peer review of and refine your report 3. Finalise and submit assessment item 1. |

# MO1005 Strategies for Rural and Remote Service Delivery

**📚 Read** [MO1005 Strategies for Rural and Remote Service Delivery](https://handbook.jcu.edu.au/module/2025/MO1005)

**👁️ Watch** [Introduction to MO1005 Strategies for Rural and Remote Service Delivery](https://www.youtube.com/watch?v=MPCdpdL0K3M&list=PLc81jeKRydQPanRLmU8ETUrkcdZ1DP8gv&index=6) (4min 55s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written – Problem task**

* Word limit: Maximum 800 words, excluding references.
* Format: .doc. or .docx
* Client type required: A client who you can demonstrate, could benefit from the Rural Generalist Service Delivery Strategy you chose and who belongs to the clinical group (with a defined care pathway) you’ll identify in week 2.

Produce a report on a client’s experience when a chosen Rural Generalist Service Delivery Strategy is integrated into their care pathway. The Rural Generalist Service Delivery Strategies you can choose from include:

* Telehealth
* Delegation
* Extended scope/Skill sharing
* Partnership/Shared care

Identify a client from your current or historic\* case load that you can demonstrate could benefit from the strategy and who belongs to the clinical group (with a defined care pathway) identified in week 2.

The report should address one of the following options:

1. A service in which the strategy is currently in place: Relate to a client who has accessed the service.
2. A service in which the strategy is being developed: Relate to a client who could have accessed the service had it been in place.

\*You must request permission from both your local supervisor and module coordinator before identifying a historic, rather than current, client on which to base your assessment item.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to key service delivery strategies relevant to a rural and remote setting. | 1. Get the lay of the land 2. Define rural generalist service delivery strategy 3. Watch the rural generalist service delivery strategies vodcast 4. Read examples of two rural generalist service delivery strategies 5. Describe scope of practice, responsibility and accountability for each healthcare worker 6. Test your knowledge of key rural generalist service delivery strategies 7. Plan weeks 2 to 6 |
| **2** | A rural generalist service delivery strategy for your service | 1. Get the lay of the land 2. Choose one rural generalist service delivery strategy 3. Identify recommended training and implementation resources 4. Identify a clinical group suitable for the rural generalist service delivery strategy 5. Identify requirements for implementation 6. Identify how clinical practice will be adapted 7. Identify a client for assessment item 1 and gain informed consent. |
| **3** | Integration of the rural generalist service delivery strategy into the care pathway | 1. Create a care pathway flow chart 2. Refine your flowchart in response to peer review 3. Share your care pathway flowchart 4. Submit to receive formative feedback 5. Touch base with your module coordinator. |
| **4** | Risk and Quality  . | 1. Identify potential risks to clinical effectiveness and quality 2. Learn about ways to mitigate risks and maximise clinical quality 3. Explore risk management in the context of clinical practice adaptation 4. Complete the Risk section of the Service Strategy Template. |
| **5** | Systems and processes for supporting rural generalist service delivery strategies | 1. Identify systems and processes required to support the rural generalist service delivery strategy 2. Investigate the use of the strategy by an expert. |
| **6** | Rural generalist service delivery strategy requirements for implementation | 1. Prepare your report for review 2. Request peer-review of your report 3. Finalise and submit assessment item 1. |

# MO1006 Quality Improvement

**📚 Read** [MO1006 Quality Improvement](https://handbook.jcu.edu.au/module/2025/MO1006)

**👁️ Watch** [Introduction to MO1006 Quality Improvement](https://www.youtube.com/watch?v=P-HPSl90-8k)(4min 47s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written – Problem task**

* Word limit: Maximum 1000 words excluding images, figures and references.
* Format: .doc, .docx or .pdf
* Client type required: No

Identify a Quality Improvement (QI) initiative that is relevant to your work unit and complete a task or task/s that contribute to this initiative. Report on the initiative and reflect on your experience contributing to it, in relation to The Improvement Process, using the Quality Improvement Initiative – Report template, made available via LearnJCU.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to Quality Improvement | 1. Get the lay of the land 2. Learn about Quality Improvement 3. Learn about other approaches to QI 4. Explore QI knowledge, skills & attitudes 5. Understand the six dimensions of healthcare quality 6. Take a closer look at the dimension of equity 7. Explore quality improvement and accreditation within your organisation. |
| **2** | Introduction to Quality Improvement, continued | Learn about common QI Methods  Take a closer look at the Model for Improvement  Familiarise yourself with the Improvement Process  Discuss your learning and establish the scope of your QI contribution  Document what you know about your chosen Initiative  Submit to receive formative feedback. |
| **3** | Project, Diagnostic and Intervention Phases | 1. The Project Phase 2. The Diagnostic Phase 3. The Intervention Phase 4. Touch base with your module coordinator. |
| **4** | Impact, Implementation and Sustaining Improvement Phases | 1. The Impact and Implementation Phase 2. The Sustaining Improvement Phase 3. Consolidate your learning 4. Plan and discuss the details of your contribution. |
| **5** | Complete your QI Task/s | 1. Complete your QI task/s. |
| **6** | Document and Reflection | 1. Document your QI task/s 2. Reflect on the use of the Improvement Process 3. Reflect on your QI knowledge, skills & attitudes 4. Finalise and submit assessment item 1. |

# MO1015 Psycho-social Wellbeing

**📚 Read** [MO1015 Psycho-social Wellbeing](https://handbook.jcu.edu.au/module/2025/MO1015)

**👁️ Watch** [Introduction to MO1015 Psycho-social Wellbeing](https://www.youtube.com/watch?v=ZgIfaujPBHU) (5min 12s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Oral – Interview & Written - Case study analysis**

* Client type required: A client with a health condition that is impacting on their psycho-social wellbeing (other than a diagnosis of a mental health condition or cancer\*).

Interview

* Time limit: Nil
* Format: MP3 (audio only)

Case Study Analysis

* Word limit: Maximum 1000 words, excluding references.
* Format: .doc. or .docx

Proof eLearning

* Satisfactorily complete, Mental Health First Aid Australia’s, *eLearning Component* of the Blended Mental Health First Aid Course for Tertiary Students
* Append a copy of the Proof of eLearning Completion certificate, issued to you on completion of the course
* **This course includes an additional cost to participants. As of August 2024 this was $60.**

Identify a client who has experienced a detrimental impact to their psycho-social wellbeing through either a current health condition (other than a diagnosis of a mental health condition or cancer\*) or other life circumstances. Drawing from the interview and module learning activities, analyse your client’s lived experience of wellbeing that is compromised, interpreting the relationships between this and the service they received and provide strategies to improve service and specific actions you’ll take to implement these strategies.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to wellbeing | * 1. Get the lay of the land   2. Register for online Mental Health First Aid Training   3. Explore the meaning of wellbeing   4. Explore wellbeing frameworks   5. Explore wellbeing models   6. Consider wellbeing in rural and remote communities. |
| **2** | Wellbeing strategies | 2.1 Identify a client for assessment item 1 and gain informed consent  2.2 Learn about the link between mental health and wellbeing  2.3 Learn about the importance of worker wellbeing  2.4 Explore wellbeing measures  2.5 Extend your knowledge of wellbeing techniques & strategies  2.6 Submit to receive formative feedback. |
| **3** | Mental Health First Aid | 3.1 Commence eLearning component of the blended mental health first aid course for tertiary students. |
| **4** | Mental Health First Aid, continued | 4.1 Complete eLearning component of the blended mental health first aid course for tertiary students  4.2 Consider service provision. |
| **5** | Lived experience of wellbeing | 5.1 Prepare for your interview  5.2 Meet with your supervisor  5.3 Conduct an interview with your client. |
| **6** | Lived experience of wellbeing, continued | 6.1 Analyse your client’s experience  6.2 Synthesise your learning  6.3 Finalise and submit assessment item 1. |

# MO1016 Focused Assessment with Sonography in Trauma

**📚 Read** [MO1016 Focused Assessment with Sonography in Trauma](https://handbook.jcu.edu.au/module/2025/MO1016)

**👁️ Watch** [Introduction to MO1016 Focused Assessment with Sonography in Trauma](https://www.youtube.com/watch?v=YmyR_N2fqOA) (4min 28s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Portfolio**

Create a portfolio that demonstrates your knowledge and application of FAST scanning, sonographic anatomy, appearances, techniques and processes using the Portfolio template supplied in LearnJCU.

The Portfolio will consist of:

A video recording of you conducting a FAST scan (Time limit: Maximum 10 minutes - edit if required)

A critical reflection of your FAST scan (Word limit: Maximum 600 words, excluding images, figures and appendices)

A selection of representative images from your FAST scan (Image limit: Maximum 8 images)

The FAST scanning procedure you develop.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to FAST scanning and technical parameters | 1. Get the lay of the land 2. Understand the professional responsibilities for ultrasound imaging 3. Develop a comprehensive overview of FAST scanning 4. Plan your ultrasonography observation and supervised practice sessions 5. Identify and develop an understanding of the technical ultrasound image production parameters 6. Understand ultrasound imaging planes, corresponding image orientations and recommended transducer approaches |
|
| **2** | Anatomy, image correlation and recognising variations to normal | 1. Test your knowledge 2. Identify relevant structural anatomy in the regions of interest covered by FAST scanning 3. Learn about ultrasound terminology and appearances of relevant structural anatomy 4. Test your knowledge of ultrasound appearances and terminology 5. Identify common ultrasound pathologies and pitfalls in FAST scanning 6. Discuss your test results 7. Submit to receive formative feedback. |
|
| **3** | Sonographic Observation | 1. Implement your observation sessions 2. Critically reflect upon your observation sessions 3. Discuss your observation log and critical reflection. |
|
| **4** | Supervised Practice | 1. Implement your supervised practice sessions 2. Critically reflect upon your supervised practice sessions 3. Discuss your supervised practice log and critical reflection |
|
| **5** | The process and practicality of FAST scanning | 1. Consolidate your knowledge of FAST scanning 2. Develop a FAST scanning procedure for your local context 3. Consider FAST scanning in the rural and/or remote context. |
|
| **6** | Conduct your FAST scan | 1. Conduct your FAST scan 2. Discuss your FAST scan 3. Critically reflect upon your FAST scan 4. Finalise and submit assessment item 1. |
|

# MO1027 Remote Medical Imaging

**📚 Read** [MO1027 Remote Medical Imaging](https://handbook.jcu.edu.au/module/2025/MO1027)

**👁️ Watch** [Introduction to MO1027 Remote Medical Imaging](https://www.youtube.com/watch?v=DQImyuWHJZY) (4min 20s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written – Problem task**

* Word limit: Maximum 1000 words excluding figures and references
* Format: .PDF

This assessment requires you to determine a process for evaluating the quality of imaging examinations undertaken by x-ray operators and a strategy to support operator skill development.

Undertake an audit to gain information about the nature of improvements needed in a single remote area operator site, to increase the quality of images taken by the site’s x-ray operator/s. The audit should be confined to two imaging examination types only (including rejected images), for example:

1. Chest x-ray on an ambulant patient; and

2. Chest x-ray on a patient confined to a trolley.

Analyse the audit data to develop recommendations and illustrate how recommendations will be implemented.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Legislation, Governance and the Remote Area Operator Team | 1. Get the lay of the land 2. Review licensing and relevant legislation in your jurisdiction 3. Explore the roles and responsibilities of the remote area operator team |
| **2** | Remote Area Operator Sites and Rural and Remote Challenges | 1. Create a remote area operator site resource 2. Explore challenges associated with the rural and remote context 3. Submit to receive formative feedback. |
| **3** | Audit preparation | 1. Understand your audit 2. Prepare for your audit 3. Meet with your supervisor. |
| **4** | Completing the audit | 1. Undertake your audit. |
| **5** | Recommendations | 1. Summarise outcomes and develop recommendations 2. Choose appropriate feedback mechanisms. |
| **6** | Implementation | 1. Create an implementation plan. 2. Reflect upon your audit process 3. Meet with your supervisor 4. Finalise and submit assessment item 1. |

# MO1024 Advanced & Extended Scope Exposure

**📚 Read** [MO1024 Advanced & Extended Scope Exposure](https://handbook.jcu.edu.au/module/2025/MO1024)

**👁️ Watch** [Introduction to MO1024 Advanced & Extended Scope Exposure](https://www.youtube.com/watch?v=qcKzpq-_6So&list=PLc81jeKRydQNG6UK25RPo65yr00hBNZvt&index=12) (4min 48s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Portfolio**

Word limit: 1000 words excluding images, figures and references

* Format: .doc. or .docx or PDF

Prepare a Proposal, Protocol and Training Plan for the introduction of your chosen advanced practice, extended scope or dual qualification role, using the template supplied via LearnJCU. You will include a recommendation based upon your assessment of the chosen advanced practice, extended scope or dual qualification role as a means of extending and reframing early career knowledge and skills to match local service needs;

* The Proposal will outline the advanced practice, extended scope or dual qualification role that you are proposing be introduced to your local context.
* The Protocol will define the set of rules determining the boundaries of the advanced practice, extended scope or dual qualification role if introduced to your context.
* The Training plan outlines the training requirements of the chosen advanced practice, extended scope or dual qualification role

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to expanded scope of practice | 1. Get the lay of the land 2. Explore expanded scope of practice and associated terms 3. Familiarise yourself with your profession's idea of scope of practice 4. Gain insight into the application of advanced practice, extended scope and dual qualification roles 5. Discuss and start planning your exposure experience. |
| **2** | Introduction to expanded scope of practice, continued | 1. Consider the impact of context on your individual scope of practice 2. Learn about the progressive nature of scope of practice 3. Record your own scope of practice & share 4. Familiarise yourself with assessment item 1 5. Draft and discuss your exposure experience plan 6. Submit for formative feedback. |
| **3** | Researching your chosen practice, scope or role | 1. Undertake independent study on your chosen practice, scope or role. |
| **4** | Exploring specific aspects of your chosen practice, scope or role | 1. Learn about credentialing & defining a scope of practice 2. Discuss & define your chosen practice, scope or role 3. Explore the challenge of establishing professional role boundaries 4. Determine stakeholder engagement needs. |
| **5** | Undertaking your exposure experience | 1. Undertake your exposure experience. |
| **6** | Reflecting upon the exposure experience | 1. Reflect upon, discuss and share insights from your exposure experience 2. Finalise and submit assessment item 1. |

# MO1025 Education & Training

**📚 Read** [MO1025 Education & Training](https://handbook.jcu.edu.au/module/2025/MO1025)

**👁️ Watch** [Introduction to MO1025 Education & Training](https://www.youtube.com/watch?v=tc1JDGzGwgo&list=PLc81jeKRydQNG6UK25RPo65yr00hBNZvt&index=13) (4min 24s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written > Self-reflection task**

Word limit: Maximum 1000 words excluding images, figures and references.

Format: .doc or .docx

Complete a self-assessment of the educational activity that you completed in week 5, using the Educational Activity Self-Assessment template provided in LearnJCU and your in-situ responses to the questions on the Reflective Critique template completed in week 6. Analyse the outcomes achieved, demonstrating your ability to draw on learning and teaching principles to reflect critically on the outcomes of the educational activity conducted in the workplace. Where possible, obtain feedback from a colleague with training experience to inform your self-assessment.

Append the Learning Plan developed in week 2.

Your self-assessment must address each of the components in the template:

Teaching plan, timing, content, resources and structure

Participant engagement

Outcome/conclusion

What worked/didn’t work; what would you change next time?

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to learning in the workplace | 1. Get the lay of the land 2. Reflect on your own experiences of learning in the workplace 3. Describe frameworks for understanding the process of learning 4. Explore different styles of learning and teaching 5. Examine enablers and barriers regarding workplace learning 6. Meet with your supervisor. |
| **2** | Planning an educational activity | * 1. Articulate the learning need or opportunity to be addressed  1. Identify the profile of your learner or learners 2. Develop learning objectives and measures to evaluate outcomes 3. Identify potential enablers and barriers to achieving the learning outcomes 4. Identify key content and teaching methods 5. Submit for formative feedback. |
| **3** | Planning an educational activity, continued | 1. Share your draft Learning Plan 2. Meet with your supervisor and consider feedback. |
| **4** | Implementing an educational activity | 1. Describe principles for building effective learning and teaching relationships 2. Identify frameworks for structuring an educational session or training activity 3. Use questioning to promote critical thinking 4. Identify a model for assisting skills acquisition 5. Explore a model for facilitating reflection on learning 6. Learn how to provide constructive feedback to learners. |
| **5** | Implementing an educational activity, continued | 1. Carry out your educational activity 2. Document your observations of the experience 3. Seek feedback on the activity 4. Summarise feedback on the activity. |
| **6** | Reflecting on outcomes | 1. Meet with supervisor to discuss the outcomes of your activity 2. Finalise your reflective critique 3. Finalise and submit assessment item 1. |

# Appendix A - Completed Enrolment Planner example

Calendar

Description automatically generated with medium confidence

# Appendix B – Module Criteria

*While reading the information about each module consider the questions below.*

**Criteria 1. Personal interest**

❓ Consider - What areas of my profession am I most interested in? Does the module interest me?

**Criteria 2. Learning goals**

❓ Consider - What are my learning goals? Is the module going to help me meet my personal learning goals?

**Criteria 3. Capacity**

❓ Consider - Do you have the capacity to enrol in this module at this time?

Participants are responsible for ensuring they are practicing in accordance with the regulatory instruments of their specific allied health profession, within their own personal scope of practice and experience level and in accordance with the policies of their employer. Your personal capacity may impact module choice or timing.

**Criteria 4. Support**

❓ Consider - Do you have access to the required supervision to enrol in this module at this time?

Supervisors will be an experienced health professional of the same profession as you, will be co-located alongside yourself or highly accessible (onsite and available >50% work hours). It is anticipated that you may require up to 60-90 mins per week of learning-focused engagement with your supervisor, however this will vary dependent upon individual module activities and your capability.

**Criteria 5. Client availability**

❓ **Consider -** Do you have access to a suitable client to complete this module?

A number of modules require access to a particular client type to be able to demonstrate achievement of module outcomes in the appropriate clinical context. Identified clients will form the basis of assessment items and you will be required to follow the RGP Recognised Process for Community Engagement and Informed Consent on these occasions.