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**Rural Generalist Program**

**Enrolment Planner – 2025**

Psychology

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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 6 preferred Rural Generalist Practice Domain modules, based upon availability.
   * 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 Psychology  [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** | | | | | | | | | | | | | | |
| 1.  Ages & stages across the lifespan | MO1008 Child Development |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |  |
| MO1028 Child Health Conditions |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1009 Older Persons Health |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| 2.  Managing health conditions | MO1010 Diabetes and its Sequelae |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1012 Neurological Conditions |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1014 Community-based Cancer Care |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1026 Alcohol & Drug Services |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1031 Mental Health Across the Lifespan |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| 3.  Clinical skills | MO1030 Trauma & Crisis |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1032 Health Coaching |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| 4.  Service-specific clinical skills | MO1022 Skill-sharing 1 |  |  |  |  |  | **[ ]** | 5/25 |  |  |  |  |  |  |
| MO1024 Advanced & Extended Scope Exposure |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |
| MO1025 Education & Training |  |  |  |  |  | **[ ]** |  |  |  |  |  |  |  |

# 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. |

# MO1008 Child Development

**📚 Read** [MO1008 Child Development](https://handbook.jcu.edu.au/module/2025/MO1008)

**👁️ Watch** Introduction to [MO1008 Child Development](https://www.youtube.com/watch?v=wa-iZaX1JDA) (5min 15s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written - Care plan**

* Word limit: (1000 words maximum, excluding template wording of 250 words)
* Format: .doc, .docx or pdf
* Client type required: A child aged of 0-16 years of age who demonstrates atypical development

Assess and create a Care plan for a client from your current or historic\* case load. Ensure your client is between the ages of 0-16 years of age and demonstrates atypical development. Use the Care plan & Summary of reasoning template made available to you via LearnJCU. The template consists of four sections, intervention plan, summary of reasoning, self-management plan and appendices. The plan will include an evidence-based rationale for intervention choices and strategies used to enhance a collaborative, multi/inter professional approach to intervention.

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

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Learn about child development | * 1. Get the lay of the land   2. Identify a client and prepare for assessment item 1   3. 1.3 Consider the developmental status of children in your local community   4. Learn about child development approaches, domains & theories   5. Learn about development across domains. |
| **2** | Assessment | 2.1 Learn about developmental delay, impairment & disability  2.2 Refresh your knowledge of the family centred approach   * 1. Find assessment and intervention evidence   2.4 Review screening and assessment options  2.5 Discuss and prepare for an assessment with your client. |
| **3** | Assessment, continued | 3.1 Undertake an assessment with your client  3.2 Discuss assessment results  3.3 Submit to receive formative feedback |
| **4** | Intervention | 4.1 Review intervention options  4.2 Identify services relevant to your context and client  4.3 Learn about the National Disability Insurance Scheme  4.4 Consider assistive technology |
| **5** | Intervention, continued | 5.1 Discuss your intervention/s  5.2 Develop a Care Plan |
| **6** | Variation | 6.1 Compare your Care plan with Evidenced-based guidelines.  6.2 Troubleshoot the complexities of delivering evidence-based health care  6.3 Discuss and refine your Care Plan  6.4 Finalise and submit assessment item 1. |

# MO1028 Child Health Conditions

**📚 Read**  [MO1028 Child Health Conditions](https://handbook.jcu.edu.au/module/2025/MO1028)

**👁️ Watch** [Introduction to MO1028 Child Health Conditions](https://www.youtube.com/watch?v=yqqYYgm2aHY&list=PLc81jeKRydQNG6UK25RPo65yr00hBNZvt&index=14) (5min 25s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Performance/Practice/Product > Portfolio**

Client type required: no

Client Education Resource Content - Childhood Condition A

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

Conduct a gap analysis of available client education resources for **Childhood condition A** and identify an important **aspect that would benefit from a client education resource for** parents/guardians of a child client in your local context. Use the Portfolio template made available in LearnJCU to document the content for the client education resource.

Presentation of an Intervention plan - Childhood Condition B

* Word limit: Nil
* Format: .doc or .docx
* Time limit: Maximum 10 minutes
* Format: MP4

Create a written Intervention Plan transcript that addresses the issues and goals for a client, with the condition you have selected for Child condition B**.** Video record yourself delivering a simulated telehealth session with your client during which you will present and discuss your intervention plan. Use the Portfolio template made available to you via LearnJCU.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to Child Conditions | 1. Get the lay of the land 2. Research the prevalence of Child Condition A 3. Review local child health services 4. Review local, state and national support services 5. Start a gap analysis of client education resources. |
| **2** | Child Condition A - Assessment | 1. Research assessment from your professional perspective for Child Condition A 2. Review professional perspectives on assessment for Child Condition A 3. Discuss and take notes on the assessment resources available to you 4. Share your assessment notes on Child Condition A. |
| **3** | Child Condition A - Intervention | Identify intervention strategies for Child Condition A  Discuss the intervention practices for Child Condition A  Exchange professional perspectives on assessment and intervention for Child Condition A  Finalise your gap analysis  Create the content that will address the identified gap  Submit to receive formative feedback. |
| **4** | Child Condition B - Assessment | 1. Research assessment from your professional perspective for Child Condition B 2. Review professional perspectives on assessment for Child Condition B 3. Discuss and take notes on the assessment resources available to you 4. Share your assessment notes on Child Condition B. |
| **5** | Child Condition B - Intervention | Identify intervention strategies for Child Condition B  Discuss the intervention practices for Child Condition B  Exchange professional perspectives on assessment and intervention for Child Condition B.   1. Identify and map local, regional and state-wide child services. |
| **6** | Family-centred Service | 1. Gain an understanding of Family-centred Service 2. Explore Family-centred Service examples 3. Draft a transcript for your interprofessional intervention plan 4. Finalise and submit assessment item 1. |

# MO1009 Older Persons Health

**📚 Read** [MO1009 Older Persons Health](https://handbook.jcu.edu.au/module/2025/MO1009)

**👁️ Watch** [Introduction to MO1009 Older Persons Health v3](https://www.youtube.com/watch?v=SZY9GAAM3h4) (5min 23s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written - Care plan**

* Word limit: (1000 words maximum, excluding template wording of 250 words)
* Format: .doc, .docx or pdf
* Client type required: A client being an older person, ageing in place who is being impacted by an age-related condition.

Assess and create a Care plan for a client from your current or historic\* case load, who is an older person, ageing in place and who is being impacted by one of the following age-related conditions:

* Incontinence
* Physical/functional decline
* Polypharmacy
* Under-nutrition or malnutrition; or
* Cognitive decline
* Depressive symptoms

Use the Care plan & Summary of reasoning template made available to you via LearnJCU. The template consists of four sections, intervention plan, summary of reasoning, self-management plan and appendices. The plan will include an evidence-based rationale for intervention choices and strategies used to enhance a collaborative multi/inter professional approach to intervention.

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

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Learn about your client's condition | * 1. Get the lay of the land   2. Identify a client and prepare for assessment item 1   3. Gain key insights into older Australians living in rural and remote communities   4. Refresh your knowledge of the ageing process   5. Explore the concept of ageing well |
| **2** | Assessment | * 1. Learn about your clients’ condition   2. Find assessment and intervention evidence   3. Review screening and assessment options   4. Learn about social care and support of older people   5. Discuss and prepare for an assessment with your client. |
| **3** | Assessment, continued | 3.1 Undertake an assessment with your client  3.2 Submit to receive formative feedback. |
| **4** | Intervention | * 1. Review intervention options   2. Identify services relevant to your context and consumer |
| **5** | Intervention, continued | * 1. Discuss your intervention/s.   2. Develop a Care Plan |
| **6** | Variation | * 1. Explore the concept of ageing in place   2. Compare your Care plan with Evidenced-based guidelines.   3. Troubleshoot the complexities of delivering evidence-based health care   4. Summarise the opportunities and challenges presented by your client's intrinsic capacities and environment   5. Discuss and refine your Care Plan   6. Finalise and submit assessment item 1. |

# MO1010 Diabetes and its Sequelae

**📚 Read** [MO1010 Diabetes and its Sequelae](https://handbook.jcu.edu.au/module/2025/MO1010)

**👁️ Watch** [Introduction to MO1010 Diabetes and its Sequelae](https://www.youtube.com/watch?v=inlFH6Re-Zc&list=PLc81jeKRydQNG6UK25RPo65yr00hBNZvt&index=3)(4min 55s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written - self-management plan**

* Word Limit: 800 words, excluding appendices
* Format: .doc. or .docx.
* Client type required: Aclient with Type 2 Diabetes with subsequent complications.

Assess and create a self-management plan that addresses the issues and goals for a client from your current case load, with a diagnosis of Type 2 diabetes and a subsequent complication/s. Your plan will be informed by an assessment of, and interview with, your identified client in week 4. The number of interview questions you develop (and subsequently the length of the interview undertaken) will be dependent upon your existing knowledge of your identified client's circumstances, so ensure you identify a client:

* Capable of participating in a possible extended interview; and
* That you have access to in week 4 of the module.

Additionally, provide a summary of reasoning that informs the self-management plan including an evidence-based rationale for your choices, comment on the impacts rural and remote practice will have on implementing the self-management plan and appendices, as outlined below. Use the Self-management Plan & Summary of Reasoning template made available to you via LearnJCU. The intended audience for this plan is your identified client.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to diabetes in the rural and remote context | 1. Get the lay of the land 2. Identify a client for assessment item 1 and gain informed consent 3. Gain an overview of diabetes 4. Learn about the prevalence of diabetes 5. Increase your understanding of diabetes risk factors 6. Examine strategies for the prevention of Type 2 diabetes |
| **2** | Diabetes and its management | 1. Learn about the pathophysiology of diabetes 2. Understand the symptoms of diabetes 3. Learn about the presentation, diagnosis and assessment of diabetes 4. Gain an overview of the diabetes management plan 5. Familiarise yourself with the Diabetes Annual Cycle of Care 6. Consider patient centred care in the context of diabetes 7. Explore self-management of diabetes. 8. Submit to receive formative feedback. |
| **3** | Complications of diabetes and life stages | 1. Familiarise yourself with common complications of diabetes 2. Understand diabetic foot ulceration 3. Familiarise yourself with the psycho-social care of clients with diabetes 4. Explore the link between diabetes and disability 5. Consider diabetes in the context of the older adult 6. Consider diabetes in the context of end of life care 7. Compile a description of your client's complication/s. |
| **4** | Assessment | 1. Research assessment and screening options for your identified client 2. Discuss your interview guide and proposed assessment 3. Interview and assess your client 4. Summarise your client’s diabetes journey 5. Discuss the assessment of and potential interventions for your client. |
| **5** | Interventions | 1. Explore health profession involvement in the multi-disciplinary diabetes team 2. Seek out and map diabetes services 3. Research evidence-based interventions for your client |
| **6** | Challenges in the rural and remote context | 1. Explore challenges associated with the rural and remote context 2. Draft a multi-disciplinary self-management plan 3. Discuss your multi-disciplinary self-management plan 4. Finalise and submit assessment item 1. |

# MO1012 Neurological Conditions

**📚 Read**  [MO1012 Neurological Conditions](https://apps.jcu.edu.au/subjectsearch/" \l "/subject/2025/MO1012)

**👁️ Watch** [Introduction to MO1012 Neurological Conditions](https://youtu.be/3bpZNOFr2sk)(4min 46s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written - Care plan**

* Word limit: (1000 words maximum, excluding template wording of 250 words)
* Format: .doc, .docx or pdf
* Client type required: An adult client with a neurological condition.

Assess and create a Care plan for an adult client from your current or historic\* case load, with one of the following neurological conditions:

* Charcot-Marie-Tooth-Disease
* chronic fatigue syndrome
* Guillain-Barre syndrome
* Machado-Joseph disease
* Meniere’s disease
* multiple sclerosis
* muscular dystrophy
* Parkinson’s disease
* spinal cord injury
* stroke
* traumatic brain injury

Use the Care plan & Summary of reasoning template made available to you via LearnJCU. The template consists of four sections, intervention plan, summary of reasoning, self-management plan and appendices. The plan will include an evidence-based rationale for intervention choices and strategies used to enhance a collaborative multi/inter professional approach to intervention.

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

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Learn about your client's condition | * 1. Get the lay of the land   2. Identify a client and prepare for assessment item 1   3. Test your knowledge of your client’s specific condition   4. Learn about your clients’ condition. |
| **2** | Assessment | 2.1 Find assessment and intervention evidence  2.2 Review screening and assessment options  2.3 Discuss and prepare for an assessment with your client. |
| **3** | Assessment, continued | 3.1 Undertake an assessment with your client  3.2 Submit to receive formative feedback. |
| **4** | Intervention | * 1. Review intervention options   2. Identify services relevant to your context and consumer |
| **5** | Intervention, continued | 5.1 Discuss your intervention/s.  5.2 Develop a Care Plan |
| **6** | Variation | 6.1 Compare your Care plan with Evidenced-based guidelines.  6.2 Troubleshoot the complexities of delivering evidence-based health care  6.3 Discuss and refine your Care Plan  6.4 Finalise and submit assessment item 1. |

# MO1014 Community-based Cancer Care

**📚 Read** [MO1014 Community-based Cancer Care](https://handbook.jcu.edu.au/module/2025/MO1014)

**👁️ Watch** [Introduction to MO1014 Community-based Cancer Care](https://www.youtube.com/watch?v=_WLQLjeMWQI)(5min 49s)

**Assessment items:** 1

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

* Client type required: A client that is a cancer survivor, a cancer survivor’s family member or significant other.

Interview

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

Case study analysis

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

Identify a client who has experienced cancer and conduct and record an interview with them, or one of their family members or significant other. Drawing from the interview and module learning activities, analyse your client’s lived experience of cancer, 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 Cancer & Cancer Care | * 1. Get the lay of the land   2. Identify a client for assessment item 1 and gain informed consent   3. Explore cancer incidence and prevalence   4. Learn about cancer biology   5. Get familiar with optimal care pathways   6. Learn about cancer symptoms   7. Learn about cancer diagnosis & staging. |
| **2** | Principles of Cancer Management | 2.1 Learn about the principles of disease management  2.2 Gain an overview of supportive care  2.3 Investigate the impact of cancer and cancer treatment  2.4 Submit to receive formative feedback. |
| **3** | Principles of Cancer Management, continued | 3.1 Learn about supportive care frameworks and models   * 1. Explore the concept of distress   2. Explore the concepts of grief, loss and change   3. Consider long term and late effects. |
| **4** | Communication in Cancer Care | 4.1 Explore communication strategies  4.2 Prepare for your interview  4.3 Meet with your supervisor  4.4 Conduct an interview with your client. |
| **5** | Managing Impact of Cancer and Cancer Treatment | 5.1 Investigate one issue, symptom, long term or late effect of cancer  5.2 Consider Complementary & Alternative Medicine  5.3 Consider service provision. |
| **6** | Lived Experience of Cancer | 6.1 Analyse your client’s experience  6.2 Synthesise your learning  6.3 Finalise and submit assessment item 1. |

# MO1026 Alcohol & Drug Services

**📚 Read** [MO1026 Alcohol & Drug Services](https://handbook.jcu.edu.au/module/2025/MO1026)

**👁️ Watch** [Introduction to MO1026 Alcohol & Drug Services](https://www.youtube.com/watch?v=eRCjiFp7RZQ) (4min 58s)

**Assessment items:** 1

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

Client type required:

* a person you are currently working with, you have identified as likely benefiting from psychoeducation; and
* be concerned about their substance use or identified by yourself as having, or been referred to your service for, substance use issues

Plan, conduct, and reflect upon, a psychoeducation session with your client. The psychoeducation session must be informed by informal and/or formal assessments with your client and demonstrate:

* A client-centred approach
* Techniques that positively impact the therapeutic alliance
* Application of a range of Principles and Practices of Psychoeducation; and
* A minimum of two other principles or interventions, examples include:
  + Motivational Interviewing
  + Brief intervention
  + Harm reduction
  + Working with significant others
  + Intensive psychosocial interventions you are your experienced in delivering

Compile a portfolio that evidences your ability to do this. The portfolio will include:

* **Part A**: Audio recording – Delivery of Psychoeducation session
  + Time limit: Nil
  + Format: .MP3
* **Part B**: Reflective critique - Delivery of Psychoeducation session
  + Word limit: Maximum 750 words, excluding references and appendices.
  + Format: .doc. or .docx

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Conceptualising Alcohol and Other Drugs in the rural and remote context | 1. Get the lay of the land 2. Understand language and current discourses 3. Learn about theories and models that help us understand substance use 4. Explore harm minimisation 5. Gain an overview alcohol and drug use in the rural and remote context 6. Explore challenges and benefits of working in rural and remote contexts 7. Identify a client for assessment item 1 and gain informed consent |
| **2** | Learning about and extending your knowledge of substances | 1. Introduction to substances 2. Refresh/extend your knowledge of common drugs classified as Stimulants 3. Refresh/extend your knowledge of common drugs classified as Depressants 4. Refresh/extend your knowledge of common drugs classified as Empathogens 5. Refresh/extend your knowledge of common drugs classified as Cannabinoids 6. Research suitable educational resources 7. Submit to receive formative feedback |
| **3** | Introduction to treatment & interventions to reduce harm | 1. Consider treatment, services & settings 2. Understand the principles of working with people who use substances 3. Further explore harm reduction 4. Learn about working with significant others 5. Deepen your understanding of Psychoeducation - Principles and Practices 6. Prepare for your psychoeducation session 7. Meet with your supervisor. |
| **4** | Health Behaviour Change | 1. Understand motivation & self-efficacy & their relationship to stages of change 2. Match interventions to stages of change 3. Complete a Motivational Interviewing self-assessment 4. Consider brief intervention models |
| **5** | Interventions to screen and assess & Intensive interventions | 1. Learn about assessment in the AOD context 2. Familiarise yourself with common cooccurring conditions 3. Gain an overview of Intensive interventions |
| **6** | Other treatment planning considerations | 1. Map referral pathways 2. Refresh your understanding of relevant mental health acts 3. Conduct your psychoeducation session 4. Reflect upon your psychoeducation session 5. Finalise and submit assessment item 1 |

# MO1031 Mental Health Across the Lifespan

**📚 Read** [MO1031 Mental Health Across the Lifespan](https://handbook.jcu.edu.au/module/2025/MO1031)

**👁️ Watch** [Introduction to MO1031 Mental Health Across the Lifespan](https://www.youtube.com/watch?v=sLWhNTxyOWM) (4min 59s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Written - Intervention plan**

Word limit: Maximum 800 words, excluding references.

Format: .doc. or .docx

Client type required: A client from your current or historic\* case load, with a diagnosed mood or anxiety disorder**.**

Create an intervention plan that addresses the issues and goals for your client.

Additionally, provide a summary of reasoning that informs the intervention plan including an evidence-based rationale for your choices, comment on the impacts rural and remote practice will have on implementing the intervention plan and appendices, as outlined below. Use the Intervention Plan & Summary of Reasoning template made available to you via LearnJCU. The intended audience for this plan is fellow health professionals.

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

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to mental health in the rural and remote context | 1. Get the lay of the land 2. Identify a client for assessment item 1 and gain informed consent 3. Gain an understanding of the mental health continuum 4. Understand prevalence of mental disorders 5. Refresh your knowledge of mental disorders 6. Consider the influences of diversity and culture on mental disorders 7. Refresh your understanding of mood disorders 8. Refresh your understanding of anxiety disorders 9. Summarise your client's specific disorder/s 10. Share a summary of your client's disorder/s. |
| **2** | Mental health across the lifespan | 1. Understand mental health across the lifespan 2. Explore the specific impacts of Social Determinants of Mental Health across the lifespan 3. Consider the role of mental health in child protection 4. Consider the role of mental health in elder abuse 5. Consider suicide and self-harm 6. Share your summary of local context issues and professional strategies 7. Submit for formative feedback. |
| **3** | Diagnosis and continuing assessment | 1. Gain a general understanding of considerations in diagnosing mood and anxiety disorders 2. Consider relationships 3. Consider case formulation in context of Social Determinants of Health 4. Familiarise yourself with common assessment and screening tools 5. Choose and discuss an assessment or screening tool 6. Conduct an assessment with your client. |
| **4** | Recovery | 1. Explore recovery approaches 2. Consider your client’s recovery to date 3. Learn about the impact of mental ill health on life functioning 4. Explore social support alternatives 5. Learn about the importance of family and carers and their need for support 6. Explore self-management 7. Consider advanced care planning and mental health 8. Understand the importance of community follow up. |
| **5** | Recovery continued | 1. Seek out and map mental health services 2. Explore relapse prevention 3. Explore common evidenced-based interventions 4. Learn more about your chosen intervention/s 5. Practice intervention planning 6. Discuss your intervention, support and relapse prevention strategies. |
| **6** | Other considerations in intervention planning | 1. Explore challenges of treating mental health disorders in the rural and remote context 2. Refresh your understanding of relevant mental health acts 3. Draft your assessment item 4. Finalise and submit assessment item 1. |

# MO1030 Trauma & Crisis

**📚 Read** [MO1030 Trauma & Crisis](https://handbook.jcu.edu.au/module/2025/MO1030)

**👁️ Watch** [Introduction to MO1030 Trauma & Crisis](https://www.youtube.com/watch?v=KKt9uiDrwQo) (4min 25s)

**Assessment items:** 1

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

* Slide limit: Maximum 10 slides excluding title, case scenario and reference slides.
* Time limit: Maximum 10 minutes.
* Format: MP4

Collate and apply theory and skills for working with people affected by trauma and crisis by creating a narrated slide presentation, using the Trauma and Crisis Presentation template made available in LearnJCU.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Introduction to Trauma and Crisis | 1. Get the lay of the land 2. Review resources on trauma 3. Review resources on crisis 4. Record your reflections 5. Discuss your reflections. |
| **2** | Impacts of Trauma | 1. Review resources on the impact of trauma 2. Choose and consider one impact of trauma 3. Record your reflections 4. Discuss your learning to date 5. Submit to receive formative feedback. |
| **3** | Principles of Trauma-Informed Care and Vicarious Trauma | 1. Review resources on trauma informed care 2. Record your reflections 3. Review resources on vicarious trauma 4. Develop a plan for identifying and responding to vicarious trauma 5. Discuss your reflections. |
| **4** | Trauma-specific Clinical Interventions and Assessments | 1. Review resources on trauma-specific clinical interventions 2. Familiarise yourself with standardised assessment tools for people affected by trauma 3. Practice undertaking an assessment 4. Consider the case scenario 5. Record your reflections 6. Discuss your reflections. |
| **5** | Cultural Considerations for Working with People Affected by Trauma | 1. Review resources on trauma and culturally competent or sensitive practice 2. Consider the case scenario 3. Discuss your learnings to date 4. Record your reflections. |
| **6** | Support Services for People Affected by Trauma and Crisis | 1. Seek out and map local, state and national support services 2. Explore challenges associated with the rural and remote context 3. Consider the case scenario 4. Record your reflections 5. Draft your assessment item 1 6. Discuss your reflections and assessment item 7. Finalise and submit assessment item 1. |

# MO1032 Health Coaching

**📚 Read** [MO1032 Health Coaching](https://handbook.jcu.edu.au/module/2025/MO1032)

**👁️ Watch** [Introduction to MO1032 Health Coaching](https://www.youtube.com/watch?v=OzO4tQVFIrE&list=PLc81jeKRydQNG6UK25RPo65yr00hBNZvt&index=15) (5min 33s)

**Assessment items:** 1

**Assessment item 1 description** *(abridged):* **Performance/Practice/Product > Portfolio**

**Part A:** Consultation or interview

* Time limit: nil
* Format: .MP3

Identify a client or volunteer (friend or colleague) who requires support in managing behavioural aspects of either lifestyle factors and/or a medical condition and conduct a consultation or interview with them in which you demonstrate your developing health coaching knowledge and skills. Make an audio recording of this consultation or interview. Using advanced communication skills (open-ended questioning, affirmations, reflective listening and summarising) and motivational interviewing processes (engaging, focusing, evoking and planning), collaboratively formulate an action plan that illustrates the steps the client or volunteer will take to achieve a determined goal/s. The action plan can be in a format of your choosing but must be appended to the Portfolio template.

**Part B:** Reflective critique – Interview or consultation

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

Format: .doc or .docx

Using the Portfolio template provided in LearnJCU, complete a reflective critique of the consultation or interview and subsequently develop a personal action plan based upon your findings, that aims to further develop your health coaching knowledge and skills. Address each of the components in the template and provide examples from your audio recording (using timestamps) to illustrate your reflections, where applicable.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | What is health coaching | 1. Get the lay of the land 2. Learn about health coaching and its effectiveness 3. Consider the health coaching context 4. Explore challenges and benefits of integrating health coaching into clinical practice 5. Identify a client for assessment item 1 and gain informed consent. |
| **2** | Competencies and social determinants | 1. Consider core Competencies 2. Understand the importance of empathy 3. Understand different ideas of health 4. Explore the impacts of social determinants on health coaching 5. Submit to receive formative feedback. |
| **3** | Theories, models and processes | 1. Consider behaviour and health behaviour theories and models 2. Learn about the process of health coaching 3. Understand motivation and its importance 4. Understand [self-efficacy](#SelfEfficacy) (confidence) and how to build it 5. Consider the relationship between stages of change motivation and self-efficacy. |
| **4** | Motivational Interviewing: Communication skills toolkit | 1. Take the Motivational Interviewing self-assessment 2. Communication skills in health coaching – Reflective listening 3. Communication skills in health coaching – Open-ended questioning, affirmation & summarising. |
| **5** | Motivational Interviewing: The 4 processes | 1. Learn about Engaging 2. Learn about Focusing 3. Learn about Evoking 4. Learn about Planning |
| **6** | Practice your skills | 1. Evaluate your personal experience of behaviour change 2. Meet with your client or volunteer 3. Reflect upon and critique your consultation or interview 4. Finalise and submit assessment item 1. |

# MO1022 Skill-sharing 1

**📚 Read** [MO1022 Skill-sharing 1](https://handbook.jcu.edu.au/module/2025/MO1022)

**👁️ Watch** [Introduction to MO1022 Skill-sharing 1](https://www.youtube.com/watch?v=FM4DH8tCCN0&list=PLc81jeKRydQNG6UK25RPo65yr00hBNZvt&index=11&t=12s) (1min 11s)

**Assessment items:** 1

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

* Word limit: 500 words excluding images, figures and references.
* Format: .doc. or .docx or PDF

Complete and submit the Competency Progression, Reflection & Report Template made available via LearnJCU. In this template record:

1. The competency progression of your chosen clinical task; and
2. Reflective critiques on your supervised practice task delivery implemented in weeks 4 and 5

Use these reflective critiques and the comparison of your delivery techniques undertaken in week 6 to report on your experience during your supervised practice task delivery and record this in the template.

**Calendar**

| **Week** | **Topic** | **Learning Activity** |
| --- | --- | --- |
| **1** | Skill Sharing and Training Programs in your Local Context | 1. Get the lay of the land 2. Refresh your understanding of Skill-sharing 3. Get familiar with your organisation's training processes 4. Conduct an organisational readiness check 5. Conduct a training review 6. Review your skills and experience 7. Review your clinical knowledge. |
| **2** | Skill Share Training Task Plans | 1. Familiarise yourself with your chosen clinical task 2. Conduct a task implementation check on your chosen task 3. Add task specific training skills and knowledge details to your plan 4. Develop a learning description 5. Organise your practice sessions 6. Add details to your competency assessment overview and sign off 7. Submit for formative feedback. |
| **3** | Independent study | 1. Undertake independent study. |
| **4** | Supervised Practice Task Delivery 1 | 1. Observe or simulate practice of the task 2. Deliver your chosen task while supervised 3. Discuss your Performance Criteria Checklist and Clinical Reasoning Record 4. Reflect upon your delivery and share 1. |
| **5** | Supervised Practice Task Delivery 2 | 1. Deliver & video record your chosen task while supervised 2. Discuss your Performance Criteria Checklist and Clinical Reasoning Record 3. Reflect upon your delivery and share 2. |
| **6** | Supervised Practice Task Delivery 3 | 1. Deliver & video record your chosen task while supervised 2. Discuss your Performance Criteria Checklist and Clinical Reasoning Record 3. Compare your delivery techniques 4. 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.