Diploma in Health Science - Standard

Subject Description

Academic English
This unit is designed to improve English proficiency across the four macro skills of overseas and local students who wish to progress to university studies. In particular, the course aims to help students access the conventions of academic English by focusing on attitudes to knowledge, the ways in which ideas are structured and presented and surface language correctness. In addition, the course encourages students to develop strategies to maximize their learning and to reflect on their own learning styles.

Science for Health Sciences
Students will study introductory topics in physics and chemistry that relate to the health sciences such as energy, machines, and the structure and behaviour of matter. Human physiology and disease are covered more extensively and a discussion of the tools for diagnosis and treatment is included.

Tertiary Study Skills
This non-award subject is designed to introduce students to academic writing conventions, provide knowledge of different academic genres, taking lecture notes, exam preparation methods, effective study techniques and organisational skills.

Communication in Health
Communication is integral to professional relationships. In this unit students develop skills in both written and verbal communication in preparation for work within the health professions. Students will develop self-awareness of their professional, interpersonal and communication skills, enhancing their ability to develop appropriate professional relationships with clients and colleagues.

Culture, Diversity and Health
This unit introduces skills for understanding and engaging effectively with the culturally and socially diverse world in which we live and work. Indigenous Australia is a major theme and students will gain an appreciation of the achievements and needs of Indigenous Australians. The unit examines cultural awareness more broadly and puts these issues in the context of health professionals working in multicultural settings and handling culturally different health philosophies and practices. Cultural diversity is increasingly recognised as a major issue in the delivery of health care and a major issue in the delivery of health care and a major determinant of Indigenous health.

Foundations of Research and Evidence-Based Practice
This unit will consider the reasons and roles of evidence-based practice and research, and introduce students to their language and core concepts. Skills will be developed for asking clinical or professional healthcare questions and to translate these into search strategies for finding evidence. To make sense of that evidence, students will be introduced to quantitative and qualitative research methods, types of data, how data is described and how biostatistics is used to provide meaning to research data.
**Introduction to Human Biology**
This unit gives a basic understanding of the human body and introduces the scientific and medical terminology used for anatomy, physiology and biochemistry. It deals with gross structure and microscopic structure of the human body. It also examines microbial organisms, their classification, how they differ from eukaryotic cells and how our body defends against them. Where appropriate, examples of functional diseases will be discussed.

**Population Health and Society**
This unit deals with foundational concepts and factors relating to population health in our society. Issues that determine both social and environmental aspects of disease, health and wellbeing will be examined. Contemporary problems impacting on states of health will be explored, including current day trends in communicable and non-communicable disease.

**Professional Health Competencies**
This unit introduces skills for studying and working in health science. Students will gain an understanding of the interdisciplinary and multi-disciplinary nature of health science practice in the 21st century, and how this interacts with the specialty health professions, client and community expectations of health care and employment opportunities in health science. Students will learn foundation competencies that will underpin their academic development and their safe, responsible and ethical practice in health science service environments.

**Psychology and Health**
This unit commences in spring 2010. This unit provides an introduction to the psychology of health and behaviour as relevant to the health sciences. Students will be introduced to the principles and applications of psychology and health behaviour using a developmental framework. This will be followed by an examination of the psychological aspects of injury and illness and an introduction to psychological interventions for health concerns. Emphasis is upon understanding health status and behaviour in light of relevant theory and research.

**Approaches to Health Promotion**
Health promotion is a process that seeks to enable individuals, carers, communities and populations to increase control over their health by addressing the determinants of health and equity issues, resulting in improved health outcomes. Theoretical underpinnings of the various approaches to health promotion are explored, enhancing and limiting factors analysed and the levels of health promoting actions demonstrated, including the bigger picture approaches of working with policy, environmental and engineering solutions. Health promotion competencies are developed including conducting a needs and stakeholder analysis, also planning and evaluating an intervention. The best practice, evidence base for health promotion is outlined and the need to move beyond education.

**OR**

**Fundamentals of Exercise Science**
This unit is designed to provide fundamental basic science and sport and exercise science content, with the intent to prepare the students for the more advanced scientific applications to the study and research of the sport and exercise sciences. Students will be exposed to computer software applications to aid data processing used in the sport and exercise sciences, with special applications to fields such as biomechanics, exercise physiology, motor learning, skill acquisition and sport psychology. In addition, students will be exposed at the introductory level to principles of cycle ergometry, treadmill exercise, and resistance training.