

PHCM9615

Principles and Practice of Primary Health Care Services in the Community

Summer Term, U1 2012



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH
AND COMMUNITY MEDICINE

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Contents

Section 1 - Course outline

Welcome	1
Course staff	1
Course information	2
Course aim	2
Learning and teaching rationale	3
Assessment	5
Readings and resources	13
Continual course improvement	14
Additional support to students	14
Course schedule	18
Section 2 – Overview of primary health care	2.1
Section 3 – Primary health care in Australia	3.1
Section 4 – Access	4.1
Section 5 – Consumer and community participation	5.1
Section 6 – Teamwork	6.1
Section 7 – Integrated care	7.1
Section 8 – Integrated primary care centres	8.1
Section 9 – Continuity of care	9.1
Section 10 – Primary care organisations	10.1
Section 11 – Population health and preventive medicine	11.1

Welcome

Welcome to Delivery of Primary Health Services in the Community. This course deals with primary health care and other associated health services which are delivered in the community. Primary Health Care is increasingly recognised as a critical component of any health service and one which has a great potential impact on the efficiency and effectiveness of the whole health care system.

This course will provide participants with an overview of the functions of primary health care as it is delivered in countries such as Australia and especially where there is a mixture of government and non-government involvement in health care. It provides a framework for approaching the subject based on some of the key functions or characteristics of primary health care and presents evidence for the impact of these functions or characteristics on health care delivery and health outcomes for the community. There will also be opportunities for reflecting on how this operates in students' own countries.

You will also learn practical skills in analysing and evaluating health services in a variety of settings, in making comparisons between them and identifying capacities and opportunities for change.

As adult learners you will be expected to read the materials and references and actively participate in discussion and presentations. In the two assignments you will be expected to reflect on what you have learnt and apply it to practical situations or health services.

Course staff

Course convenors

Professor Mark Harris
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I am an Academic General Practitioner and Executive Director of the Centre for Primary Health Care and Equity. I have worked in primary health care services in Australia, Asia and the Pacific Islands. My clinical practice is with Asylum Seekers. My current research is on prevention and management of chronic disease, integration of health care and health equity in primary health care. I have worked as consultant for the Australian Government and for WHO on Non Communicable Disease Prevention and Control in many countries in the Region. It is best to contact me via email.

Assoc. Prof Gawaine Powell Davies
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I am a health services researcher and CEO of the Centre for Primary Health Care and Equity. My current research is on prevention and management of chronic disease, integration of health care and primary health care policy. I have worked as consultant for the Australian and NSW Governments. It is best to contact me also via email.

Ms Julie McDonald
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I am a health services researcher in Centre for Primary Health Care and Equity. My current research is inter-organisational and inter-professional collaboration health care. I have worked as consultant for the Australian and NSW Governments and as Director of QMS in NSSW. It is best to contact me also via email.

Course information

The course is one of the courses in the Primary Health Care Plan within the Masters of Public Health. For more information on this plan see: <http://www.handbook.unsw.edu.au/postgraduate/plans/current/PHCMPS9045.html>
It is also available as an elective for any students doing the MPH or MHSM.

Units of credit

This course is an elective course of the Master of Public Program, comprising 6 units of credit towards the total required for completion of the study program.

Course aim



The aim of this course is to enable you to understand how primary health care can and does address the needs of individuals, population groups and communities in Australia and overseas.

Course outcomes

The outcomes for this course enable you to:

- explain the objectives, functions and organisation of primary health care services;
- identify and examine the population and community needs which primary health care services address in different settings, and evaluate the extent to which this is achieved equitably for different groups in society;
- critically analyse primary health services according to their objectives, functions and organisation;
- critically evaluate the extent to which care is integrated, coordinated and shared between consumers and providers, and between providers involved in the various levels of health care and other human services;
- compare the performance of primary health care services in different health systems and identify opportunities for change.

Learning and teaching rationale

Our educational approach in this course is actively to involve students in analysing and reflecting on the functions and impact of primary health care on the community. This is achieved by ensuring that there are plenty of opportunities for discussion and opportunities for students themselves to present their own experiences and thoughts in small group discussions and presentations. We encourage a critical approach, both to what is presented in classes and to comparisons of the performance of primary health in different countries and states.

The course provides opportunities to further develop your analytic and evaluative skills and to work on projects related to your own workplaces or experience. Students are encouraged to relate what they have learnt to their own experience in the assignments and group discussions.

The course will also be related to active areas of research including our own research in the Centre for Primary Health Care and Equity. This will include opportunities for guest presentations by other researchers and academics as a stimulus for discussion.

Teaching strategies

In 2011, the course runs over three days from 29th November to 1st December. The course includes elements of both practice and theory. The workshop will

include a mixture of presentations followed by group work on specific issues confronting primary health care services. During the sessions you will be expected to participate in the discussions. There will also be some independent study of the course notes and readings for the assignments. There are two assignments where you are expected to reflect on what you have learnt and apply it to practical situations or health services. The outline of the program is on page 18.

Online learning component using UNSW Blackboard



UNSW Blackboard is a Learning Management System that supports university learning and teaching by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. See: <http://telt.unsw.edu.au/>

The UNSW Blackboard component of this course provides:

1. Course notes with Web links to required readings and additional course information
2. A discussion facility for you to:
 - a. Raise any questions regarding the course or assessment tasks. Unless questions are of a personal nature, please do not email me directly, but raise them using this facility. I will check UNSW Blackboard at least twice weekly and address any issues raised.
 - b. share information with your classmates.
3. A specific section in which you are to submit assignments

Guidance for using UNSW Blackboard

Guidance for using UNSW Blackboard, including some basic tips, can be found at: <http://support.telt.unsw.edu.au/blackboard>

If you are still experiencing difficulties with UNSW Blackboard, please contact the UNSW IT Service Desk for assistance.

Assessment

There are three components to the assessment:

1. Participation in the on-campus sessions, which is a requirement of the course but is not graded.
2. The first assignment, which is to critically review a paper on the contribution of PHC to the health system = 30%.
3. The second assignment, which assesses the performance of a primary health care service in a particular setting against the key functions of primary health care = 40%.
4. The third assignment, which appraises reform proposals for Primary Health Care in Australia or overseas = 30%

Details of assessment requirements

Assignment 1: Critical review of a paper on the contribution of primary health care to the health system

Assignment 1 due 12 December 2011

Weighting: 30%

Task description

Prepare a review of approximately 1000 words of one of the papers provided or another suitable paper, provided the course coordinators agree.

The review should:

1. provide a brief description of the main points in the paper;
2. critically evaluate the quality of the paper including its methods, findings and conclusions;
3. discuss the implications of the paper for the organisation and functions of PHC and for health system organisation, financing and structure.

Learning outcomes addressed

- To critically analyse primary health services according to their objectives, functions and organisation especially in relation to the prevention and management of chronic disease
- To compare the performance of primary health care services in different health systems and identify opportunities for change.

Assessment criteria

The assignment will be assessed according to the following criteria:

- description of the main point of the paper;
- critical analysis of the quality of research in the paper and conclusions drawn from it;
- analysis of its implications PHC role and functions;
- analysis of implications for health system organisation, financing, and structure.
- overall quality of research and expression (communication of ideas).

Assignment 2: Critical review of the performance of a primary health care service in a particular setting against the key functions of primary health care.

Assignment 2 due 16 January 2012

Weighting: 40%

Task description

Prepare a report of approximately 2,000 words which reviews the performance of a primary healthcare service in one setting (eg a region or country) with respect to **one** of the following:-

- Accessibility (eg availability, affordability, appropriateness) OR
- Integration between PHC services and other health or human services

In doing this you should draw upon the literature, published reports and any other information.

The report should:-

- provide a brief description of the particular primary health care service.
- describe and critically evaluate its performance in relation to either access or integration including where possible comparison to other services.
 - What are the successes and problems?
 - What factors contribute to success or poor performance?
 - What are the implications for PHC providers, consumers, and the rest of the health system?
 - What are the equity implications?
 - What opportunities are there for change?

The report should make at least 2 recommendations on how to improve the primary health care service in relation to the function that you have chosen.

Learning outcomes addressed

- Explain the objectives, functions and organisation of primary health care services.
- Critically analyse primary health services according to their objectives, functions and organisation especially in relation to the prevention and management of chronic disease.
- Critically evaluate the extent to which care is integrated, coordinated and shared between consumers and providers, and between providers involved in the various levels of health care and other human services.
- To identify and examine the population and community needs which primary health care services address in different settings and evaluate the extent to which this is achieved equitably for different groups in society.

Assessment criteria

The assignment will be assessed according to the following criteria:

- description of the primary health care service and its performance with respect to the function selected (eg accessibility).
- critical analysis of the performance including comparison with other services and the factors contributing to good or poor performance.
- identification of the extent to which the service addresses community needs and the equity implications.
- analysis of its implications for consumers, health workers and the health system.
- identification of opportunities and recommendations for change.
- overall quality of research and expression (communication of ideas).

Assignment 3

Appraisal of reform proposals for Primary Health Care in Australia or overseas

Assignment 3 due 6 February 2012

Weighting: 30%

Task description

- Prepare a report of approximately 1500 words which reviews proposals or policies for reform of primary health care service in a country.

The report should:-

- provide a description of the reform policy including the problems being addressed, and proposals for changes to structure, funding and/or organisation of primary health care services
- critically evaluate the proposal or policy with respect to at least one of the following: access and equity, comprehensive care, continuity of care, coordination of care. What are the strengths and weaknesses?
- What are the implications for PHC providers, consumers, and the rest of the health system?
- How is it proposed to evaluate or monitor the reform? If they are not already determined, what might be some relevant performance measures ?

The report should make at least 2 recommendations on how to improve the proposal or policy.

Learning outcomes addressed

- Critically analyse primary health services according to their objectives, functions and organisation especially in relation to the prevention and management of chronic disease

Assessment criteria

The assignment will be assessed according to the following criteria:

- description of the policy and proposal;
- critical analysis of the policy against primary health care principles;
- identification of the implications for consumers, providers, services;
- identification of opportunities and recommendations for change;
- overall quality of analysis and expression (communication of ideas).

Grading and marking

Grades to be used are represented by the following symbols (and corresponding range of marks):

HD (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

- HD** This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.
- DN** This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)
- CR** This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).
- PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.
- FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Submitting your assignments

All assignments must have a cover sheet attached.

Cover sheets can be downloaded from the school website:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms>

All assignments must be submitted online via UNSW Blackboard and have a cover sheet attached.

Cover sheets can be downloaded from the school website:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms>

Make sure your name, course code, date and assignment title is on the front page of their assignment, but preferably in the header or footer so it appears on every page. Please ensure that student name, course code and assignment number are included in the file name.

Please note: any assignment submitted electronically may be checked at random for plagiarism using the tool, Turnitin. For more on how to avoid plagiarism, see section on plagiarism.

See School website for more information on **guidelines on assessment**, including information on extensions and late assignments:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>

Return of assignments

Marked assignments submitted electronically will be sent back electronically by the lecturer, unless otherwise negotiated between academic and student.

Feedback on assessment

All students will be emailed or mailed feedback on their assignment.

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

Faculty of Medicine <http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre <http://www.lc.unsw.edu.au/olib.html#Referencing>

Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is. You need to ensure you understand what it is so you avoid it in any of your assignments or other work. You will find more information on plagiarism and the consequences of plagiarising in the student handbook:

<http://www.lc.unsw.edu.au/plagiarism/link.html>

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else. **It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.**

How to adopt a critical approach to your assignments

It is important that you adopt a critical approach to your assignments, to the material that you obtain for assignments, to the required readings, and to other information with which you are presented in this course.

A critical approach does not mean a disparaging or belittling attitude to information. Rather, it means that you do not absorb what you are reading in a passive way and that you do not accept without question what may often seem to be authoritative pronouncements by authors and commentators. It means you think about and evaluate the material which you are reading and, which you are presenting in assignments. It means that you attempt to cast aside your assumptions and biases and, attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this process.

Readings and resources

Learning resources for this course consist of the following:

1. Lectures
2. Course notes
3. An online learning component

Course notes and readings



Course notes are available for purchase from the UNSW Bookshop. An electronic copy of the course notes with links to Readings will also be available in the 'Course Resource' section in UNSW Blackboard.

A number of resources and references relevant to this course can be found at the Centre for Primary Health Care and Equity website www.cphce.unsw.edu.au

Suggested further reading

Some further readings include the following:

Building a 21st Century Primary Health Care System: A Draft of Australia's First National Primary Health Care Strategy. Available at <http://www.yourhealth.gov.au/internet/yourhealth/publishing.nsf/Content/nphc-draft-report-toc>

General Practice in Australia 2005. Australian Government Department of Health and Ageing 2005.

Hampson JR, Roberts RI and Morgan DA. Shared care: a review of the literature. *Family Practice* 1996; 13: 264-279.

Hogg W, Rowan M, Russell G, Geneau R, Muldoon L. Framework for primary care organisations: the importance of a structural domain. *Int J Quality Health Care* 2007: 1-6 available at <http://intqhc.oxfordjournals.org/cgi/reprint/mzm054v3>

Nolte E, Knai C and McKee M (Eds) European Observatory on Health Systems and Policies Series No 15. World Health Organization Regional Office for Europe, Copenhagen 2008 ISBN 978 92 890 4294 9. http://www.euro.who.int/_data/assets/pdf_file/0008/98414/E92058.pdf

Seddon ME, Marshall MN, Campbell SM and Roland MO. Systematic review of studies of quality of clinical care in general practice in the UK, Australia and New Zealand. *Quality in Health Care* 2001; 10: 152-158

Shi L, Starfield B, Politzer R, Regan J. Primary care, self-rated health and reduction in social disparities in health. *Health Services Research* 2002; 37(3): 529-50

Starfield B (1994). Primary care: is it essential? *Lancet* 344: 1129-1133

Wagner EH. The role of patient care teams in chronic disease. *BMJ* 2000; 320: 569-572

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

In order to improve this course we will ask you for your views about the workshop (at the end of the workshop). I will also ask you to complete the CATEI form on-line at the end of the course.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at: <https://www.it.unsw.edu.au/students/policies/index.html>

UNSW IT Service Desk (UNSW Blackboard support)

The IT Service Desk is your central point of contact for assistance and support with UNSW Blackboard, UniPass, zPass, UniMail, UniWide Wireless, zMail

and Anti-virus software. Contact them directly for assistance with IT related matters, including UNSW Blackboard:

Website: <http://www.it.unsw.edu.au/index.html>
Tel: +61 (2) 9385 1333
Email: itservicecentre@unsw.edu.au
Location: UNSW Library

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://www.library.unsw.edu.au/>
Postgraduate Services: <http://www.library.unsw.edu.au/servicesfor/PGandH.html>
Tel: 02 9385 2650

Library resources

Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program such as: searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites, and citing references. These resources are designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. It is highly recommended that students complete the **Online Information Skills Tutorial** prior to commencing their studies and assignments. <http://eliseplus.library.unsw.edu.au/>

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

UNSW Library Subject Guides: <http://subjectguides.library.unsw.edu.au/>

Public Health and Community Medicine Subject Guide:
<http://subjectguides.library.unsw.edu.au/publichealth>

Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see <http://vph.sphcm.med.unsw.edu.au/>

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: <http://www.lc.unsw.edu.au>

Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments: <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download it from the web. <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/Current%20Students>

For any further assistance, you can contact:

Postgraduate Office
School of Public Health and Community Medicine
The University of New South Wales
Level 2, Samuels Building
UNSW Sydney NSW 2052, Australia

T: + 61 (2) 9385 1699 - Graduate Health Management Programs
T: + 61 (2) 9385 2507 - Graduate Public Health Programs
T: + 61 (2) 9385 1928 - Graduate International Public Health Programs

F: + 61 (2) 9385 1526
E: postgrad-sphcm@unsw.edu.au

Other matters

Occupational Health & Safety:

http://www.ohs.unsw.edu.au/ohs_students/index.html

Complaints procedures: <https://my.unsw.edu.au/student/atoz/Complaints.html>

Equity & Diversity: <http://www.studentequity.unsw.edu.au/content/default.cfm?ss=0>

Assessments

Assignment 1 due 12 December 2011

Critical review of a paper on the contribution of primary health care to the health system

Assignment 2 due 16 January 2012

Critical review of the performance of a primary health care service in a particular setting against the key functions of primary health care.

Assignment 3 due 6 February 2012

Appraisal of reform proposals for Primary Health Care in Australia or overseas

Course schedule

Day 1: Tuesday 29th November 2011

	Topic	Presenters
9-10.30	Introduction to course, Primary Health Care – objectives, functions, organization, structure, financing	M Harris
11-11.30	Break	
11.30-1	Primary Health Care in Australia	G Powell Davies
1-2	Lunch	
2-3.30	Access to Primary Health Care	M Harris
3.30-4	Break	
4-5	Consumer and community engagement in PHC	S Nathan

Day 2: Wednesday 30th November 2011

9-9.30	Review of previous day Reflections	M Harris
9.30-11	Case study: Connecting care (primary and secondary care and coordination of chronic disease)	G Powell Davies, J McDonald
11-11.30	Break	
11.30-1	Prevention across the lifecycle: community and individual approaches at service and regional levels	G Powell Davies
1-1.30	Lunch	
1.30-2.30	Equity: How can PHC contribute to improving equity	Liz Harris & Marilyn Wise
2.30-3	Break	
3-4	Prevention case study: Cancer screening – who gets it and what happens next?	N.Zwar

Day 3: Thursday 1st December 2011

9-9.30	Review of previous day	G Powell Davies
9.30-11	Integrated care from the perspective of patient/family, and service	G Powell Davies J McDonald
10.30-11	Break	
11-1	Planning health services at a local or district level and private	GPD Julie McDonald
1-2	Lunch	
2-3.30	Evaluation of PHC: What's the impact? <ul style="list-style-type: none"> • Role play: • Case study small group discussion groups. • Framework for evaluation 	M Harris, G Powell Davies, Julie McDonald, Vanessa Rose
3.30-4	Break	
4-5	Assignments and Evaluation	M Harris