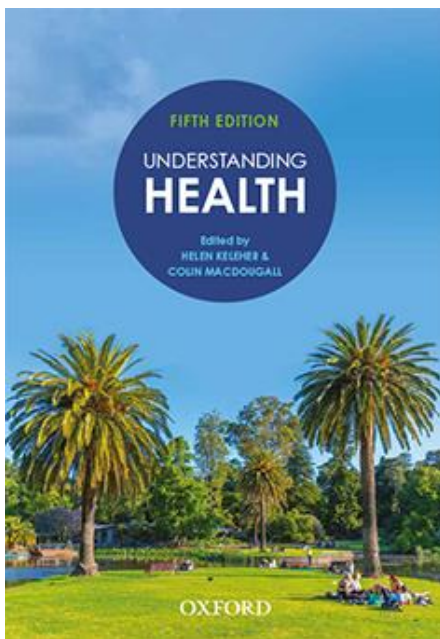


## Chapter 8:

# Teaching and Learning Resources



## Understanding Health

*Fifth Edition*

Edited by Helen Keleher and Colin MacDougall

Teaching and Learning Resource material prepared by Colin MacDougall, based on content from *Understanding Health*, fifth edition

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## Introduction

These teaching and learning resources are designed to help academics to get the most out of this 5th edition of *Understanding Health*. We are all too aware of the multiple pressures facing contemporary academics, be they tenured, contract or casual. Although the move to online or a mix of online and face to face teaching has been evident for some time, it accelerated during the COVID-19 pandemic.

In this resource, we present, chapter by chapter, resources designed to facilitate the planning and delivery of subjects that use the book as a text. There are three parts to each chapter. The first is a brief PowerPoint, the second this Teaching and Learning Resource and the third a Testbank with model answers.

The PowerPoint presents the key questions, key concepts and review questions from the book and can be used in presentations and subject material to highlight the key points in each chapter.

There are two suggested activities for students per chapter, designed primarily for an online environment. Our rationale is that face to face teaching varies according to the length of the session, the number of students, the frequency of meetings and each academic's own style. Our observation is that it is more difficult to translate face to face activities to an online mode than the other way around. Therefore, we provide two activities per chapter with suggestions for both the content and process of online delivery. Naturally these are not prescriptive, rather a scaffold around which to build good teaching and learning. Each activity draws on a table, figure, or quotation from the chapter. We make suggestions for designing the learning process, including highlighting more reflective and exploratory activities that may best be done by students individually, without any pressure to share. We also comment on how each chapter relates to other chapters.

The Testbank includes multiple choice and short answer questions with model answers and reference to the relevant page(s) in the chapter.

*Colin MacDougall*

### About the author

Colin MacDougall is Emeritus Professor of Public Health at Flinders University in Adelaide with honorary appointments at the University of Melbourne in the Centre for Health Equity and at Pokhara University in Nepal. He is experienced in the development and management of programmes, subjects and teaching capacity building in Australia, Nepal, Europe, South Africa and Papua New Guinea. Colin has worked on innovations in public health at undergraduate, masters and doctoral levels and with medical degrees. He received a Vice Chancellor's Teaching Award as part of a public health group and a Lifetime Achievement award in the Flinders College of Medicine and Public Health and served as secretary of the Council of Academic Public Health Institutions Australasia, contributing to the development of public health competencies.

## Chapter 8 Primary health care systems in Australia

Textbook pages 139–156

### Activity 1

#### Learning prompt

Case study 8.2, pages 142–3

#### Activity

Prepare for participation in a small group created from the web-based discussion forum by reading case study 8.2 to understand why Ethiopia and Brazil are seen as good examples of primary health care. In your small group, ensure there is a leader who will support tasks being done in a timely way, a note taker and a designer who polishes the outputs for presentation. Search for countries that have ‘health without wealth’ and describe what is known about how they have succeeded. Compare the reasons for success with the principles of primary health care. Post a presentation to the discussion forum for the whole class in the form of a PowerPoint of up to ten slides including relevant maps, charts, publications and description of how health was achieved without wealth. The final slide should contain take-home messages for Australia.

### Activity 2

#### Learning prompt

Case study 8.3, pages 147–8

#### Activity

Consider the reinforcing cycle of group work in figure 8.1 and the subsequent description. Audit your own skills and write down what you already do well. Then select some skills that you would like to develop and envisage what it would look like to use that skill effectively. Then draft a learning plan to take you from where you are now to becoming highly confident in each skill you have identified. Although this is presented as an individual task, it is optional to seek feedback from a friend, colleague or fellow student.

#### Note

Activity 1 is designed to foster group work and may require some preparatory work about the stages of development and respectful group behaviour. It will make it easier for students if small groups are created for them. They will also need to post the results of their deliberations on the whole group discussion forum. An addition to this task would be to remove the final ‘take-home messages for Australia’ slide and convert this to a more general task for each group once they have read the work of other groups. This task could involve bringing together ideas from three or four other groups into some higher-level recommendations.

Activity 2 recognises that lifelong learning is an important part of professionalism and frequently involves reflection and writing learning plans. Although this task is written as solo and private, it would be possible to add an activity in which students, either in pairs or small groups, seek feedback and act on it.

## Related chapters

The most obvious companion chapter is the next, chapter 9 discussing primary health care in practice. It also informs chapter 10 on health promotion and chapter 13 on working with Indigenous communities.

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