NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

COMMUNITY ORIENTED PRIMARY CARE
NQF LEVEL 4

IMPLEMENTATION: JANUARY 2015
INTRODUCTION

A. What is Community Oriented Primary Care?
The subject Community Oriented Primary Care or COPC is an approach to the knowledge and practice of health care and human well being. It simultaneously brings together personal and individual human health with community medicine in locally specific contexts in order to improve health outcomes for both individuals and the society in which they live. It is designed to develop a health focused set of skills that is interdisciplinary and usable across varied settings in the student's professional, civic and personal lives. With the knowledge acquired at NC(V) Level 2 and 3 the subject focuses students' attention on the relevance of COPC for contemporary South Africa as well as its the application through a series of steps informed by the principles of the approach. Especially, it involves practically applying concepts, knowledge and information in simulated or real life contexts in preparation for active participation in health care, as users as well as prospective providers of services.

B. Why is Community Oriented Primary Care important in the learning programme?
Although Community Oriented Primary Care is an optional subject in the programme, it is highly recommended that students choose it if they want to work in any primary care health or allied service activity. COPC provides students with a conceptual and practical framework that will equip them

- to address personal, individual and community health and disease;
- to work in community based, non-governmental, state and private sector organisations;
- to enlist individuals in communities as co-responsible collaborating partners in health care;
- to integrate science into practice to positively influence health care and disease management;
- to work in multi-disciplinary, multi-professional teams to solve complex problems;
- to approaches health care and disease management as a knowledge and service continuum - from promotion through prevention to curative or containing treatment, rehabilitation and/or palliation.

C. How do the learning outcomes of Community Oriented Primary Care link with the Critical and Developmental Outcomes?
By studying Community Oriented Primary Care students will be able to

- situate and address health care in a framework of collaborative partnerships;
- identify and address problems of health and well being in a way that is locally relevant;
- demonstrate the ability to work effectively with others and in teams;
- organise and manage their own learning and practice;
- collect, analyse and critically evaluate information for the development and implementation of projects and programmes;
- communicate effectively using visual, statistical and/or language skills;
- integrate and apply science and technology effectively to investigate, develop and apply strategies for health care;
- understand the world as a set of interrelated systems that are influenced by social systems (the family) and social structure (place, age, race/origin, gender and social class)

D. Which factors contribute to achieving the Learning Outcomes?

- Students must show both curiosity about and interest in understanding how the communities they live in work;
- Lecturers must build critical reflection into and from the acquired knowledge and experience of students in regard to their own health as well as the system of health care to which they are exposed;
- Lecturers need to develop student capacity for informed thinking as well as responsible and responsive agency.
COMMUNITY ORIENTED PRIMARY CARE - LEVEL 4

CONTENTS

1. DURATION AND TUITION TIME
2. SUBJECT LEVEL FOCUS
3. ASSESSMENT
   3.1 Internal assessment
   3.2 External assessment
4. WEIGHTED VALUES OF TOPICS
5. CALCULATION OF FINAL MARK
6. PASS REQUIREMENTS
7. SUBJECT AND LEARNING OUTCOMES
   7.1 The Relevance of Community Oriented Primary Care in contemporary South Africa
   7.2 Application of Community Oriented Primary Care
   7.3 Planning, Monitoring and Evaluation of Community Oriented Primary Care
8. RESOURCE NEEDS FOR THE TEACHING OF COMMUNITY ORIENTED PRIMARY CARE – LEVEL 4
   8.1 Physical resources
   8.2 Human resources
   8.3 Other resources
1  DURATION AND TUITION TIME
This is a one-year instructional programme comprising 200 teaching and learning hours. The
subject may be offered on a part-time basis provided the student meets all the assessment
requirements. Students with special education needs (LSEN) must be catered for in a way
that eliminates barriers to learning.

2.  SUBJECT LEVEL FOCUS / EXIT LEVEL OUTCOMES
SAQA QUALIFICATION ID: 50441 (L4)

EXIT LEVEL OUTCOME 1: Understand the relevance of Community Oriented Primary
Care
Associated Assessment Criteria
• The relevance of Community Oriented Primary Care as an approach to addressing
  individual and community health and wellbeing in contemporary South Africa is
  explained.

EXIT LEVEL OUTCOME 2: Discuss the key components of Community Oriented
Primary Care and their application
Associated Assessment Criteria
• The approach and key steps to implement COPC in a community is outlined.
• Institutional and organisational resources and capacities are assessed and the health
  status of a community explained.
• A health plan is conceptualised through a process of prioritisation and developing
  intervention strategies.

EXIT LEVEL OUTCOME 3: Plan, monitor and evaluate COPC
Associated Assessment Criteria
• A community health strategy is developed and evaluated.
• Goal specific action plans, monitoring indicators and ways of evaluating a community
  health plan are described and applied.

3.  ASSESSMENT
Information provided in this document on internal and external assessment aims to inform,
assist and guide a lecturer to effectively plan the teaching of the subject.
The Assessment Guidelines accompanying this document provides detailed information to
plan and conduct internal and external assessments.

3.1  Internal assessment (50 percent)
Detailed information regarding internal assessment and moderation is outlined in the current
Internal Continuous Assessment (ICASS) Guideline document provided by the Department
of Higher Education and Training (DHET).

3.2  External assessment (50 percent)
A National examination is conducted annually in October or November by means of a
paper(s) set and moderated externally. A practical component Integrated Summative
Assessment Task (ISAT) will also be assessed as a component of external assessment.
Detailed information regarding external assessment and moderation is outlined in the
4. WEIGHTED VALUES OF TOPICS

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>WEIGHTED VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Relevance of Community Oriented Primary Care in Contemporary</td>
<td>15</td>
</tr>
<tr>
<td>South Africa</td>
<td></td>
</tr>
<tr>
<td>2. Application of Community Oriented Primary Care</td>
<td>65</td>
</tr>
<tr>
<td>3. Planning, Monitoring and Evaluation of Community Oriented Primary</td>
<td>20</td>
</tr>
<tr>
<td>Care</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

5. CALCULATION OF FINAL MARK

Internal assessment mark: Student’s mark/100 x 50 = a mark out of 50 (a)
External assessment mark: Student’s mark/100 x 50 = a mark out of 50 (b)
Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, purposes of moderation and verification as well as reporting.

6. PASS REQUIREMENTS
A student must obtain at least fifty per cent (50%) in the ICASS and fifty per cent (50%) in the examination.

7. SUBJECT AND LEARNING OUTCOMES
On completion of COPC Level 4, the student should have covered the following topics:

7.1 Topic 1: The Relevance of Community Oriented Primary Care in Contemporary South Africa
7.2 Topic 2: The application of Community Oriented Primary Care
7.3 Topic 3: Planning, Monitoring and Evaluation of Community Oriented Primary Care

**Topic 1: The Relevance of Community Oriented Primary Care in Contemporary South Africa**

**Subject Outcome 1.1: Explain the relevance of COPC in contemporary South Africa**

**Learning Outcomes**

The student should be able to:

- List and describe the four health epidemics (range: infectious diseases especially HIV/TB; chronic non-communicable diseases especially cardiovascular, diabetes, kidney diseases and cancer; violence and trauma, especially interpersonal domestic violence and road accidents; mental illness, especially depression)
- Name and describe the main social and economic challenges to individual and public health (range: poverty, education, unemployment, cost and burden of disease)
- Describe the main challenges of the existing health care system in SA (range: curative/specialist focus, costs, poor integration within and between sectors, inadequate service provider-user-community relations, undervalued/dissatisfied service providers, public dissatisfaction, out of control illness and disease)
• Explain how COPC can contribute to improving health (range: Principle 1: local health and institutional analysis, Principle 2: focused service, Principle 3: equity, Principle 4: practice with science, Principle 5: service integration around users)
• Identify the main obstacles and opportunities to implement COPC in South Africa (range: politics, funding, policy, education, training, management and cooperation)

Topic 2: Application of Community Oriented Primary Care

Subject Outcome 2.1: Outline the start up and implementation processes of COPC in a community

Learning Outcomes
The student should be able to:
• Explain how to select a physical or social community for COPC implementation
• Describe how to identify principle institutional and organisational partners
• Describe how to develop a shared understanding of COPC principles among stakeholders
• Explain how to form a COPC Steering Committee

Subject Outcome 2.2: Assess institutional and organisational resources in a community

Learning Outcomes
The student should be able to:
• Identify key health and well-being related institutions and organisations in the local community
• Ascertain the purpose and focus of each identified organisation or institution
• Ascertain resources and the level of commitment to COPC of each identified organisation
• Describe shared areas of interest, cooperation and collaboration between the organisations and institutions
• Identify and describe ways of addressing organisational and institutional resource gaps

Subject Outcome 2.3: Explain and apply a community health status assessment

Learning Outcomes
The student should be able to:
• Prepare for a community health status assessment (range: create a sub-committee, agree on indicators, agree on implementation steps, agree on ethical issues)
• Develop or adapt a survey instrument to assess the general health status of the community
• Collect, capture and describe primary health status data in the community
• Collect and describe secondary data on the health status of the community
• Compile and analyse all available data on health in the community
• Prepare and present a community health profile

Subject Outcome 2.4: Explain health care prioritization and develop an intervention strategy to address health care needs

Learning Outcomes
The student should be able to:
• Identify challenges and opportunities arising from the community health profile
• Determine and prioritise health care needs from the community health profile
• Formulate a strategic goal to address health care needs in the community
• Develop approaches to achieve the strategic goal (range: alternate, more than one)
• Develop an approach to implement the strategic goal (range: actions, timelines, organisational responsibilities and resource needs)
• Assess the barriers to implementation
• Select and adopt an appropriate community health intervention strategy
Topic 3: Planning, Monitoring and Evaluation of Community Oriented Primary Care

Subject Outcome 3.1: Explain Planning, Implementation and Monitoring
Learning Outcomes
The student should be able to:
- Define the P(lan)-I(mplement)-E(valuate)-A(ction) cycle
- Describe the key components of an action plan for an agreed health priority in the intervention strategy
- Explain the concept of monitoring
- Identify monitoring mechanisms in the action plan of an agreed health priority

Subject Outcome 3.2: Explain and apply Evaluation of a Community Health Plan
Learning Outcomes
The student should be able to:
- Define evaluation
- Discuss the purpose and advantages of evaluating action plans or the community health intervention strategy (range: whole plan or a part of the plan)
- Identify criteria for evaluating the action plans or community health intervention strategy
- Describe the performance standards and the levels that must be achieved to indicate success
- Explain ways in which evaluation of the community health evidence are collected
- Describe the importance of credible evidence and justifiable conclusions
- Write a monitoring and evaluation report on an action plan or the community health intervention strategy

8. RESOURCE NEEDS FOR THE TEACHING OF COPC – LEVEL 4

8.1 PHYSICAL RESOURCES
- Equipment including data projector, white boards, flipcharts with pens, overhead projector, CD/DVD player, TV monitors, screens, computers
- Research and resource centers with access to the internet, subject related reference and text books, magazines, DVDs, CDs
- Simulation room or learning environment suitable for micro-teaching, practicals, presentations etc.

8.2 HUMAN RESOURCES
The lecturer should have a Bachelors Degree in the social sciences, economic and management sciences including public administration, health sciences
Post-graduate exposure to public health, health promotion would be an advantage
NQF Level 5 in Sociology, Social Work, Psychology would be an advantage
Post graduate exposure to monitoring and evaluation would be an advantage
Exposure to teaching adult learners would be an advantage
Guest lecturers (health care professionals, social workers, non-governmental organisation and community based organisation managers, ward counsellors, school principals)
8.3 OTHER RESOURCES

Consumables (stationery, CDs/DVDs, memory sticks, toner, transparencies)
Text books
Reference books
Films (DVD and CD)
Subject literature