



# HHSM20001

## Term 1 - 2017

Profile information current as at 27/04/2024 12:19 pm

All details in this unit profile for HHSM20001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

No overview text

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2017

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Residential Schools

This unit has a Optional Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: 60%

#### 2. **Presentation and Written Assessment**

Weighting: 40%

### Assessment Grading

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

There are no learning outcomes available for this unit

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Jen Mulvogue** Unit Coordinator  
[j.mulvogue@cqu.edu.au](mailto:j.mulvogue@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Exploring International Health Models.</b>		

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>The Development of Australia's Health care System.</b>		

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Analysing international influences on Australia's health care policy.</b>		

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## **Exploring how policy determines Australia's healthcare system.**

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### **Exploring types of health care in Australia.**

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### **Analysing funding in the health care system and responsibilities across the sector.**

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### **Critically analysing health care reform and changes to health care systems.**

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### **Researching governance structures.**

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### **Exploring governance and diversity.**

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### **Analysing risk management in governance.**

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Exploring the inter relationship between reform, health care issues and health management practice.

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Assessing Australian health structures and the consumer voice.

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Portfolio

#### Assessment Type

Portfolio

#### Task Description

### What is expected from the Portfolio?

- Complete all tasks
- A total of 900 - 1000 words to be written each week (in total) for portfolio tasks.
- Portfolio tasks are described on the Moodle site. A marking guide is used to assess your knowledge and application of portfolio tasks.
- Portfolio tasks are due at the end of the following week. This is the case for all weeks, except for Week 1 and Week 2, which are due at the end of Week 3.

#### Assessment Due Date

- Portfolio tasks are due at the end of the following week. This is the case for all weeks, except for Week 1 and Week 2, which are due at the end of Week 3.

#### Return Date to Students

Marked portfolio tasks will be returned the week following submission.

#### Weighting

60%

#### Minimum mark or grade

50%

#### Assessment Criteria

<b>High Distinction</b> 85-100%	<b>Distinction</b> 75-84%	<b>Credit</b> 65-74%	<b>Pass</b> 50-64%	<b>Fail</b> Below 50%
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#### Structure 20%

Presentation 15%

Very well presented. No spelling or grammatical errors. Well proof read. Written in clear and cohesive style. Referencing 5%	Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in clear and easy to read style.	Well presented. Some spelling and grammatical errors. Written in an easy to read style.	There may be one or more areas where there was evidence of lack of attention to presentation.	Many errors in presentation.
Consistently integrates appropriate references to support and reflect all ideas, factual information and quotations.	Generally integrates appropriate references to support and reflect ideas, factual information and quotations with one or two exceptions.	Partly integrates appropriate references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates appropriate references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, factual information and quotations.
Accurate referencing. No errors.	Accurate referencing. One error.	Accurate referencing. Two errors.	Accurate referencing. Three errors.	More than three errors.
<b>Analysis 80%</b> The response is clearly described. The information is well thought through and the information is easy to read and coherent.	The response is clearly described. The information is well thought through, easy to read and coherent.	The response is somewhat well described. The information is easy to read and coherent.	The response is not well described. There is relevant content missing.	The response is not described or the answer is not appropriate.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

The assessment tasks are to be submitted online through Moodle.

### Learning Outcomes Assessed

- Evaluate the influence of international health care models on the evolution of the Australian health care system
- Determine the inter-relationship between health care structures and health care policy
- Contrast the difference in governance between Government, non-Government, private and the charitable health care sectors
- Examine the relationship between health care reform, health care issues and health management practice.

### Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 2 Presentation and Written Assessment

### Assessment Type

Presentation and Written Assessment

### Task Description

#### Written assignment. 80% of this assessment mark.

Explore where your organisation is positioned within the health system. Describe the history of the organisation in terms of;

- health sector policy
- how it is funded
- the legal identify of the organisation and how this influences the organisation

- the governance structure and how the structure affects the organisation. Critically analyse key challenges for your organisation and the sector, the impact of health reform on your organisation, international influences impacting sector directions and political decision making influencing your organisation. Explore the literature to assist your analysis.

**Presentation. 20% of this assessment mark.**

You are required to present a five minute video of yourself describing sector reforms related to your workplace. In this presentation, describe the history of the reforms and what it means to your sector. Describe future considerations, identified risks and concerns (if there are any) surrounding the reform and the impact of reform to your customers.

**Assessment Due Date**

The assessment and the presentation are due to be submitted on the first day of Week 11

**Return Date to Students**

Marked assessments and presentations will be returned the week following submission.

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

**Presentation**

<b>High Distinction 85-100%</b>	<b>Distinction 75-84%</b>	<b>Credit 65-74%</b>	<b>Pass 50-64%</b>	<b>Fail Below 50%</b>
<b>Structure 20%</b>				
<i>Introduction</i>				
Highly appropriate and relevant to content. Provides very clear sense of what follows.	Appropriate and relevant to content. Provides clear sense of what follows.	Largely appropriate and relevant to content. Provides sense of what follows.	Somewhat appropriate and relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
<i>Conclusion</i>				
Provides strong sense of closure and highly appropriate.	Provides sound sense of closure and appropriate.	Provides a sense of closure and largely appropriate.	Somewhat provides a sense of closure and somewhat appropriate.	No recognizable conclusion or conclusion is inappropriate.
<b>Presentation 20%</b>				
Very well presented. Very engaging and informative. Very cohesive delivery. Easy to understand language.	Well presented. Engaging and informative. Cohesive delivery. Easy to understand language.	Well presented. Engaging and informative. Some less than cohesive moments in delivery. Easy to understand language.	Somewhat well presented. Some less than cohesive moments in delivery. Not easy to understand language.	Not well presented. Not cohesive in delivery. Language difficult to understand.
<b>Content 60%</b>				
The content is very clear and coherent. The information is relevant and logical.	The content is clear and coherent. The information is relevant and logical.	The content is somewhat coherent and the information somewhat relevant and logical.	The content is not clear at times and the information not relevant at times.	The content is absent or not appropriate.

**Written Assignment**

**High Distinction 85-100%**

**Distinction 75-84%**

**Credit 65-74%**

**Pass 50-64%**

**Fail Below 50%**

**Structure 20%**

### Introduction 5%

Highly appropriate and relevant to content. Provides very clear sense of what follows.

Appropriate and relevant to content. Provides clear sense of what follows.

Largely appropriate and relevant to content. Provides sense of what follows.

Somewhat appropriate and relevant to content. Provides some sense of what follows.

Not evident and/or not appropriate.

### Conclusion 5%

Provides strong sense of closure and highly appropriate.

Provides sound sense of closure and appropriate.

Provides a sense of closure and largely appropriate.

Somewhat provides a sense of closure and somewhat appropriate.

No recognizable conclusion or conclusion is inappropriate.

### Presentation 5%

Very well presented. No spelling or grammatical errors. Well proof read. Written in clear and cohesive style.

Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in clear and easy to read style.

Well presented. Some spelling and grammatical errors. Written in an easy to read style.

There may be one or more areas where there was evidence of lack of attention to presentation.

Many errors in presentation.

### Referencing 5%

Consistently integrates appropriate references to support and reflect all ideas, factual information and quotations.

Generally integrates appropriate references to support and reflect ideas, factual information and quotations with one or two exceptions.

Partly integrates appropriate references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.

Occasionally integrates appropriate references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.

Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, factual information and quotations.

Accurate referencing. No errors.

Accurate referencing. One error.

Accurate referencing. Two errors.

Accurate referencing. Three errors.

More than three errors.

### Analysis 80%

The assessment information is described very clearly. The content is relevant and logical.

The information is described clearly. The content is relevant and logical.

The information is described somewhat clearly. There is some confusion with content relevance and logic.

The information is not explained at times.

The information is not clear or is absent.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

The assessment tasks are to be submitted online through Moodle.

### Learning Outcomes Assessed

- Evaluate the influence of international health care models on the evolution of the Australian health care system
- Determine the inter-relationship between health care structures and health care policy
- Examine the relationship between health care reform, health care issues and health management practice.

### Graduate Attributes

- Knowledge
- Communication
- Research
- Ethical and Professional Responsibility
- Leadership



## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem