# HHSM20001
## Term 1 - 2019

Profile information current as at 08/05/2024 10:45 am

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 - 2019

- Online

### 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](#).

# Previous Student Feedback

## Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

### Feedback from email from student on completion of unit

**Feedback**
I learned heaps from this unit!

**Recommendation**
Continue to ensure learning material is relevant to the health industry of students, creating opportunities for students to explore policy and literature related to their health sector.

### Feedback from discussions with student by phone

**Feedback**
Students enjoyed forum discussions and debate on health policy

**Recommendation**
To continue lively discussions of contemporary policy issues in the health care system through forums

# Unit Learning Outcomes

There are no learning outcomes available for this unit

# Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level    ○ Introductory Level    ○ Intermediate Level    ● Graduate Level    ○ Professional Level    ○ Advanced Level

# 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 - 11 Mar 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Defining health and health care | | |

**Week 2 - 18 Mar 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The development of Australia's health care system | | |

**Week 3 - 25 Mar 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| International influences | | |

**Week 4 - 01 Apr 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Health care policy | | |

**Week 5 - 08 Apr 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Health care types | | |

**Vacation Week - 15 Apr 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

**Week 6 - 22 Apr 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Funding and responsibilities | | |

**Week 7 - 29 Apr 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Health care reform | | |

**Week 8 - 06 May 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Defining governance | | |

**Week 9 - 13 May 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Governance and diversity | | Written assignment and presentation due 17/05/2019. **Written Assessment and presentation** Due: Week 9 Friday (17 May 2019) 11:45 pm AEST |

**Week 10 - 20 May 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Risk management in governance | | |

**Week 11 - 27 May 2019**

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

**Week 12 - 03 Jun 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Consumer voice | | Portfolio due 7/06/2019. <br><br>**Portfolio** Due: Week 12 Friday (7 June 2019) 11:45 pm AEST |

**Review/Exam Week - 10 Jun 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

**Exam Week - 17 Jun 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

# Assessment Tasks

## 1 Portfolio

**Assessment Type**
Portfolio

**Task Description**
Portfolio requirements
The portfolio tasks relate to learning outcomes 1, 2, 3 and 4. These are listed below.

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

Due date: 7/06/2019
Weighting: 60%
What to include when you submit your portfolio
Your portfolio tasks should be entered into Mahara. A Zoom guide will show you how to navigate Mahara. Try to complete the portfolio activities and tasks each week. Enter the week and the task into your portfolio.
For example: Week 4, Task 2.
*Describe the social factors influencing female breast cancer mortality in Brazil. Describe barriers to understanding the extent of breast cancer mortality across Brazil and what considerations could be measured to achieve equitable health care.*
The portfolio requires you to answer questions, complete tasks and activities. You will see portfolio tasks introduced throughout the reading material on Moodle. A summary of tasks is listed at the end of each week, after the recommended reading section.
Each week the word count for the portfolio is 500 words with a variation of +/- 10%. For example, if you have three portfolio tasks for the week, you would need to divide the words accordingly and the total word count for all three combined tasks should equal 500 (+/- 10%) words. For example – you may decide to divide the word count like this:
Task 1 – 200 words
Task 2 – 200 words
Task 3 – 100 words

Total words = 500 words
A marking guide is used to assess your knowledge and application of portfolio tasks. You are expected to use references to show a wide breadth of reading in regard to the task requirements. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

You are required to use American Psychological Association (APA) abridged guide term 2, 2018.

**Assessment Due Date**
Week 12 Friday (7 June 2019) 11:45 pm AEST
The portfolio should be entered into Mahara. The link to the URL should be posted to Moodle under the assignment tab.

**Return Date to Students**
Week 2 Monday (18 Mar 2019)
Students will receive an email when the assignment has been marked. The grade will appear in grade book.

**Weighting**
60%

**Assessment Criteria**
PORTFOLIO RUBRIC. HHSM20001. Semester 1, 2019.
The following rubric will be applied to each portfolio entry.

| High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail Below 50% | |
|---|---|---|---|---|---|
| Structure 20% | | | | | |
| *Presentation 15%* | | | | | |
| Very well presented. No spelling or grammatical errors. Very well proof read. Written in clear and cohesive style. | Very well presented. Minimal spelling and grammatical errors (1-4). 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. | /15 |
| Referencing 5% | | | | | |
| Consistently integrates appropriate references to support and reflect 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. 0-1 | /5 |
| Accurate APA referencing. No errors. | Accurate APA referencing. One error. | Accurate APA referencing. Two errors. | Accurate APA referencing. Three errors. | More than three errors. | |
| Analysis 80% | | | | | |
| The response is very clearly described. The response is very well thought through, is easy to read and coherent. There is analysis and clear justification of the presenting topic and very clear discussion. | The response is clearly described, well thought through, easy to read and coherent. There is some analysis and justification of the presenting topic and clear discussion within the analysis. | The response is somewhat well described. The information is easy to read and coherent. There is some analysis evident in the topic presented however key components of analysis are missing. | The response is not well described. There is relevant content missing. | The response is not described or the answer is not appropriate. | /80 |

## Comments

**Referencing Style**

- American Psychological Association 6th Edition (APA 6th edition)

**Submission**
No submission method provided.

**Submission Instructions**
Submit to Moodle under the assignment tab and provide the Mahara/portfolio URL.

**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 Written Assessment and presentation

**Assessment Type**
Presentation and Written Assessment

**Task Description**
This written assessment and presentation relates to objectives 1, 2 & 4.
These include:
1. Evaluate the influence of international health care models on the evolution of the Australian health care system
2. Determine the inter-relationship between health care structures and health care policy, and
4. Examine the relationship between health care reform, health care issues and health management practice
Due date: 17/05/2019
Weighting: 40% of overall mark
Word count: 2000 words (+/- 10%). Recorded presentation: 5 minutes.
Written Assessment
Explore where your organisation is positioned within the health system. Describe the history of the organisation in terms of:

- health sector policy and how it has influenced your organisation
- the impact of reform on health care issues and health management practices on your organisation

American Psychological Association (APA) abridged guide term 2, 2018.
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.
The Presentation
The presentation should be recorded and in You Tube style. The scoring of the presentation will be combined with the written assessment and the total of the marks combined will determine your mark.
You are required to present a five minute You Tube recording of yourself describing how the reforms influence contemporary management practice. Describe the risks and benefits of the current reforms to your customers.

**Assessment Due Date**
Week 9 Friday (17 May 2019) 11:45 pm AEST
Submit to Moodle under the assignment tab

**Return Date to Students**
Week 2 Monday (18 Mar 2019)
Students will be notified by email when the paper has been marked. The results will be in grade book.

**Weighting**
40%

**Assessment Criteria**

Marking Guide. Written Assessment and Presentation. Semester 1, 2019.
HHSM20001. Australian Health Care Structures.

| High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail Below 50% | |
|---|---|---|---|---|---|
| **Structure 20%** | | | | | |
| *Introduction (essay) 5%* | | | | | |
| Highly appropriate and relevant to content. Provides very clear sense of what follows. | Very appropriate and relevant to content. Provides clear sense of what follows. | Somewhat appropriate and relevant to content. Provides sense of what follows. | At times appropriate and relevant to content. Provides some sense of what follows. | Not evident and/or not appropriate. | /5 |
| *Conclusion (essay) 5%* | | | | | |
| Provides strong sense of closure and highly appropriate. | Provides sound sense of closure and appropriate. | Somewhat provides a sense of closure and largely appropriate. | At times provides a sense of closure and somewhat appropriate. | No recognizable conclusion or conclusion is inappropriate. | /5 |
| *Presentation (essay) 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. | /5 |
| *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. | /5 |
| Accurate APA referencing. No errors. | Accurate APA referencing. One error. | Accurate APA referencing. Two errors. | Accurate APA referencing. Three errors. | More than three errors. | |
| **Analysis 80%** | | | | | |
| *40% written assessment* | | | | | |
| The content is described very clearly, and is very relevant and logical. | The content is described clearly, is relevant and logical. Some minor concepts are missing. | The content is described somewhat clearly. Key concepts are missing. | The content is described poorly. Most of the key concepts are missing. | Content is not clear or is absent. | /40 |
| *40% presentation* | | | | | |
| The presentation is very clear. The content is very relevant and logical. The presentation clearly demonstrates how reforms influence contemporary management practice and the impact on reforms will have on customers | The presentation is clearly presented. The content is relevant and logical. The presentation demonstrates how reforms influence contemporary management practice and the impact this will have on customers. Some minor concepts are missing. | The presentation is somewhat clear. There may be some irrelevant content and does not address key concepts. | The presentation occasionally explains appropriate content but at other times is not well explained. | There is no presentation or is not logical. | /40 |

## Comments

### Referencing Style

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

### Submission
Online

### Submission Instructions
Submit to Moodle under the assignment tab

### 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