



HHSM20001

Term 2 - 2020

Profile information current as at 13/12/2025 03:57 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 2 - 2020

- Melbourne
- Online
- Sydney

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).

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 Student surveys and emails

Feedback

Students noted Mahara was difficult to negotiate

Recommendation

The portfolio has been changed to the Portfolium platform

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jen Mulvogue Unit Coordinator
j.mulvogue@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

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

Week 2 - 20 Jul 2020

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

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
International health care influences		

Week 4 - 03 Aug 2020

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

Week 5 - 10 Aug 2020

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

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		

Week 6 - 24 Aug 2020

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

Week 7 - 31 Aug 2020

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

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Health care governance		

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Governance and diversity		

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk management		21/9/2020. Written assessment and presentation Written Assessment and Presentation Due: Week 10 Monday (21 Sept 2020) 4:00 pm AEST

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Links to health care management		

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Consumer voice and influence		5/10/2020 Portfolio Portfolio Due: Week 12 Monday (5 Oct 2020) 4:00 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Portfolio

Assessment Type

Portfolio

Task Description

This assessment relates to learning outcomes:

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.

Weighting 60%

Word count 350 words each week (+/- 10%) for weeks 1 – 10.

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 6th edition referencing abridged guide term 1, 2019.

Due date: 5th October 2020

Portfolio tasks

In this assessment, you are required to answer questions, complete tasks and activities within a portfolio. Tasks introduced through your Moodle pages and a summary of tasks is listed at the end of each week, after the recommended reading section.

You will need to create an e-portfolio and enter your tasks on a weekly basis. On completion, the portfolio is submitted electronically.

Assessment Due Date

Week 12 Monday (5 Oct 2020) 4:00 pm AEST

Submit electronically through e-portfolio

Return Date to Students

Review/Exam Week Monday (12 Oct 2020)

Students will be advised by email that marking has occurred

Weighting

60%

Assessment Criteria

Marking Rubric. Term 2, 2020

HHSM20001

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	
Structure					
Presentation 15%					
Very well presented. No spelling or grammatical errors. Comprehensively proof read. Written in clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors (1-4). Proof reading evident. 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 (attention to the task) is very clearly described. The response is very well thought through, is easy to read/understand and coherent. There is analysis and clear justification of the presenting topic and very clear discussion.

The response (attention to task) is clearly described, well thought through, easy to read/understand and coherent. There is some analysis and justification of the presenting topic and clear discussion within the analysis.

The response (attention to task) 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 (attention to task) is not well described. There is relevant content missing.

The response (attention to task) is not described, or the answer is not appropriate.

/80

TOTAL

/100

Comments

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

No submission method provided.

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

Assessment Task

This assessment relates to learning outcomes

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
4. Examine the relationship between health care reform, health care issues and health management practice.

This assessment has two parts. It has a written component and a presentation.

Written assignment

Style: Essay

Presentation: Complete a YouTube recording and forward the URL on the cover sheet you develop or this assessment task.

The essay and the presentation form a weighting of 40% toward your overall assessment for this unit.

Word length: 2000 (+/- 10%)

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) 6th edition abridged guide

term 1, 2019 referencing

Due date: 21st September 2020

Written Assessment

Australia has a universal health care system, which aims to provide accessible health care to all citizens. In this essay you will explore one area of the health care system. In this case, you are to explore the area of pandemic preparation for the health care system. Analyse the impact of international and national policy, and health care reforms on either the historical roots of this health care area and/or more recent developments. This analysis should relate to all aspects of this area and include broad national and/or state structures and more localised areas such as management practices and customer health outcomes. Explain how international and national policy has shaped and/or influenced the health care area you have selected. Describe the inter-relationship between health care reform in this area of health and its impact on management practices and customer health outcomes.

Presentation

Develop a presentation to the board of your health or hospital service, describing the impact of the pandemic on your health or hospital services. Create a YouTube clip describing the impact a pandemic may have, based on the information you have learned from the written component of this assessment area. Your presentation should be no more than five minutes in length. Describe five major take-home messages you have learned on the subject you have explored.

Assessment Due Date

Week 10 Monday (21 Sept 2020) 4:00 pm AEST

Submit under the assessment tab in Moodle

Return Date to Students

Week 12 Monday (5 Oct 2020)

Students will be advised by email when marking has occurred

Weighting

40%

Assessment Criteria

Marking rubric. HHSM20001. Semester 2, 2020.

Key Criteria	Exceeds Expectations HD	Exceeds Expectations D	Meets Expectations C	Meets Expectations P	Below Expectations F	Absent F
Completion of required task (10%)	Exemplary effort. Professional approach with no gaps. Attention to detail is without fault and all requirements of task have been met. (8.5-10)	Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.5-8.4)	Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.5-7.4)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (5-6.4)	Submission is missing aspects of task, or task requirements have been misunderstood. (<5)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Introduction paragraph of the essay (10%)	The introduction clearly connects all aspects of the report. (8.5-10)	The introduction mostly connects all aspects of the report. (7.5-8.4)	The introduction connects some (but misses others) aspects of the report. (6.5-7.4)	Although there are gaps, there are sufficient connections to aspects of the report. (5-6.4)	There are little or no connections between aspects to the report. (<5)	No introduction to the report. (0)

Analysis to form a conclusion or conjecture (20%)	Analysis logically assimilates evidence from multiple areas to describe the health care area. (17-20)	Analysis logically assimilates most evidence from areas to describe the health care area. (15-16.9)	Analysis assimilates some evidence from areas to describe the health care area (13-14.9)	Analysis identifies and assimilates sufficient evidence from areas to describe the health care area (10-12.9)	Analysis presents a poorly conceived sufficient evidence from areas to describe the health care area. (<10)	No analysis present. (0)
Analysis of impact of policy and reform documentation and analysis (40%)	Policy and reform details explaining international, national and state linkages and expressed succinctly and with clarity showing linkages with concepts learned in the unit. (34-40)	Policy and reform details explaining international, national and state linkages expressed with clarity using some linkages with concepts learned in the unit. (30-33.9)	Policy and reform details explaining international, national and state linkages. Is mostly clear with minor misunderstanding as they relate to concepts learned in the unit. (26-29.9)	Policy and reform details explaining international, national and state linkages is used in some parts with only minor misunderstandings. Concepts learned in the unit and/or it may lack some detail. (20-25.9)	Policy and reform details explaining international, national and state linkages. Comprehension of the problem or issue and has little to no relationship to concepts learned in the unit and/or is lacking greatly in detail. (<20)	Policy and reform details explaining international, national and state linkages draw inadequate linkages with concepts learned in the unit. (0)
The presentation includes lessons learned from essay (10%)	At least five significant 'take home' lessons have been expressed arising from engagement with the assessment item. (8.5-10)	Four significant 'take home' lessons have been expressed arising from engagement with the assessment item. (7.5-8.4)	Three significant 'take home' lessons have been expressed arising from engagement with the assessment item. (6.5 - 7.4)	Two significant 'take home' lessons have been expressed arising from engagement with the assessment item. (5-6.4)	Less than two significant 'take home' lessons have been expressed arising from engagement with the assessment item. (<5)	No 'take home' lessons have been expressed arising from engagement with the assessment item. (0)
Ability to write and present effectively (10%)	Exemplary writing and presentation standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. If appropriate, very clear and compelling presentation. (8.5-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. If appropriate, clear and convincing presentation. (7.5-8.4)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. . If appropriate, somewhat convincing presentation. (6.5-7.4)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. If appropriate, a somewhat appropriate presentation (5-6.4)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. The presentation is not appropriate. (<5)	Little to no meaningful writing or presentation not evident. (0)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

No submission method provided.

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