



HHSM20002 *Managing Access and Equity in Health Care Settings*

Term 1 - 2017

Profile information current as at 12/05/2024 01:52 am

All details in this unit profile for HHSM20002 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

Health managers are challenged to ensure access and equity across all sectors of health care services. This unit introduces you to the ethics and law underpinning these important health care concerns. Policies and strategies are examined for groups who may experience difficulties with access and equity in health care. You will have the opportunity to identify strategies in an organisational setting that may improve health outcomes for a specific group. The impact of access on workforce planning will also be examined together with issues relating to equity and human resource management.

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. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

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

On successful completion of this unit, you will be able to:

1. Examine the ethical principles underpinning access and equity with a focus on how these are reflected in Australian law and policy
2. Analyse social determinants that may impact on access and equity in health care
3. Explore barriers and enablers related to access and equity in health care for specific population groups
4. Evaluate current policy, strategies, innovations and interventions to address access and equity issues in health care
5. Analyse the impact of access in work-force planning, equity in human resource management and strategies to address the issues identified.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 60%	•	•	•	•	•
2 - Written Assessment - 40%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills					
4 - Research		○	○	○	○
5 - Self-management				○	
6 - Ethical and Professional Responsibility		○	○	○	○
7 - Leadership		○		○	○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Portfolio - 60%	○	○		○	○	○	○	
2 - Written Assessment - 40%	○	○		○		○	○	

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: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Jen Mulvogue Unit Coordinator
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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Defining equity and economic influences in health care systems		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Defining access in health care systems		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Examine ethical principles underpinning access and equity and their reflection in Australian law		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theoretical approaches to conceptualising inequity		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Analysing economic distribution and its role in health outcomes

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 social determinants, geographical and demographical factors influencing equity and access

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exploring global themes in access and equity

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exploring international reform in access and equity to health services

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Analysing the influence of the national reform agenda

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Explore barriers and enablers related to access and equity for specific population groups

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Analysing equity in human resource management

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Workplace planning for a more equitable and accessible workforce

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

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**Portfolio**

Week 1 – Week 11

**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.
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 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.
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Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

The assessment tasks are to be submitted online through Moodle.

Learning Outcomes Assessed

- Examine the ethical principles underpinning access and equity with a focus on how these are reflected in Australian law and policy
- Analyse social determinants that may impact on access and equity in health care
- Explore barriers and enablers related to access and equity in health care for specific population groups
- Evaluate current policy, strategies, innovations and interventions to address access and equity issues in health care
- Analyse the impact of access in work-force planning, equity in human resource management and strategies to address the issues identified.

Graduate Attributes

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

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Written assignment

The written assignment is due on the first day of Week 11. It should not be more than 2,500 words.

Written Assignment

In Australia, it is evident that Aboriginal and Torres Strait Islander people have poorer health outcomes than other Australians. The reason for this is complex and multifaceted. Some of these factors are related to access and equity.

In this assignment, you are required to explore health care access and equity issues related to Aboriginal and Torres Strait Islander people. Your assignment should;

- Analyse social determinants impacting on access and equity for Aboriginal and Torres Strait Islander Australians in the sector you work in
- Evaluate current policy, strategies, innovations and interventions to address access and health care of Aboriginal and Torres Strait Islander people.

You are required to reference relevant literature.

Assessment Due Date

The assessment is due to be submitted on the first day of Week 11

Return Date to Students

Marked assessments will be returned the week following submission.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Written assignment

High Distinction 85-100%

Structure 20%

Introduction 5%

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

Conclusion 5%

Provides strong sense of closure and highly appropriate.

Presentation 5%

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

Referencing 5%

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

Accurate referencing. No errors.

Analysis 80%

A very clearly documented analysis and content. The information is cohesive and easy to read.

Distinction 75-84%

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

Provides sound sense of closure and appropriate.

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

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

Accurate referencing. One error.

A clearly documented analysis and content. The information is cohesive and easy to read.

Credit 65-74%

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

Provides a sense of closure and largely appropriate.

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

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

Accurate referencing. Two errors.

Somewhat well documented content. The information lacks analysis, is easy to read.

Pass 50-64%

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

Somewhat provides a sense of closure and somewhat appropriate.

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

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

Accurate referencing. Three errors.

The content lacks key components and is not cohesively presented.

Fail Below 50%

Not evident and/or not appropriate.

No recognizable conclusion or conclusion is inappropriate.

Many errors in presentation.

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

More than three errors.

The content is not complete or attempted or is not appropriate.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

The assessment tasks are to be submitted online through Moodle.

Learning Outcomes Assessed

- Examine the ethical principles underpinning access and equity with a focus on how these are reflected in Australian law and policy

- Analyse social determinants that may impact on access and equity in health care
- Explore barriers and enablers related to access and equity in health care for specific population groups
- Evaluate current policy, strategies, innovations and interventions to address access and equity issues in health care
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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