



# HHSM20002 *Managing Access and Equity in Health Care Settings*

## Term 1 - 2018

Profile information current as at 30/04/2024 04:11 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 - 2018

- 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](#).

## 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 Emails

**Feedback**

Students fed back that the unit was useful in linking learnings to the workplace. Portfolio tasks and activities enabled the student to relate specifically to the health sector the student worked in

**Recommendation**

Continue with portfolio and tasks related to students workplace.

## 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



### 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: [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 - 05 Mar 2018

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

### Week 2 - 12 Mar 2018

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

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Examine ethical principles underpinning access and equity		

### Week 4 - 26 Mar 2018

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

### Week 5 - 02 Apr 2018

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

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		

Week 6 - 16 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Analysing social determinants, geographic and demographic factors		
Week 7 - 23 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Exploring global themes in access and equity		
Week 8 - 30 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Exploring international reform in access and equity		
Week 9 - 07 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Analysing the influence of national reform		
Week 10 - 14 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Explore barriers and enablers to access and equity for specific population groups		Written assessment due at the end of week 10  <b>Written presentation</b> Due: Week 10 Friday (18 May 2018) 11:40 pm AEST
Week 11 - 21 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Analysing equity in human resource management		The portfolio is due at the end of week 11.  <b>Portfolio</b> Due: Week 11 Friday (25 May 2018) 11:00 pm AEST
Week 12 - 28 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Workplace planning for a more equitable and accessible workforce		
Review/Exam Week - 04 Jun 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 11 Jun 2018		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Portfolio

#### Assessment Type

Portfolio

#### Task Description

**HHSM20002. Managing access and equity and health care settings**

### Portfolio requirements

The portfolio is 60% of your mark. The portfolio is completed each week and is made up of tasks and activities relating to the learning material, from week 1 – 11. The portfolio is due in its completion at the end of Week 11. The due date for the portfolio is listed under the 'assignment tab'.

The portfolio requires you to answer questions, complete tasks and activities. You will see portfolio tasks introduced throughout the reading material. A summary of tasks is listed at the end of each week, after the recommended reading section. It is suggested that you keep a separate word document where you will develop your portfolio.

Each week the word count for the portfolio is 500 words with a variation of +/- 10%. For example, if you had three portfolio tasks for the week, you would need to divide the words accordingly and the total word count for all three combined tasks would 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 and understanding and critical thinking in regard to the task requirements.

## What to include when you submit your portfolio

Your portfolio tasks should be submitted online under the tab 'assignment' at the end of week 11. While you compile the portfolio tasks, please name the week and the task you are writing about. For example: Week 4, Task 1. Write a heading describing what task you are completing, for example *How is access and equitable health care measured in your organisation? Are the current methods of measuring access and equity to services appropriate? Is there things you should measure better?*

When you submit the portfolio in its completion, please include:

Please include;

- Your name
- The course code
- Your student number
- The date submitted
- Your portfolio should be double spaced and in Calibri font 11 or Times New Roman 12

### Assessment Due Date

Week 11 Friday (25 May 2018) 11:00 pm AEST

Submit through Moodle

### Return Date to Students

Review/Exam Week Friday (8 June 2018)

To Moodle

### Weighting

60%

### Assessment Criteria

Marking Rubric HHSM20002. Portfolio. Semester 1, 2018

Marking is divided into:

- Structure (20%). Structure consists of presentation (15%) and referencing (5%).

- Analysis (80%)

#### High Distinction 85-100%

##### Structure 20%

##### Presentation 15%

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

Referencing 5%

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

Accurate APA referencing. No errors.

#### Distinction 75-84%

Very well presented. Minimal spelling and grammatical errors (1-4). 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 APA referencing. One error.

#### Credit 65-74%

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 APA referencing. Two errors.

#### Pass 50-64%

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 APA referencing. Three errors.

#### Fail Below 50%

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.

### Analysis 80%

The response is very clearly described. The information is very well thought through and the information is easy to read and coherent. There is critical analysis of the presenting topic and very clear discussion within the analysis.

The response is clearly described. The information is well thought through, easy to read and coherent. There is some critical analysis 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.

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

Submit 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 presentation

### Assessment Type

Written Assessment

### Task Description

## Written Assignment. Marking guide.

Marking is divided into:

- Structure (20%). Structure consists of introduction (5%), conclusion (5%), presentation (5%) and referencing (5%).
- Analysis (80%)

The written assignment is due at the end of Week 10. The assignment should be no more than 2500 words.

In Australia, it is evident that some population groups 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 one of the following population groups:

- Aboriginal and Torres Strait Islander people
- Lesbian, Bisexual, Gay, Transgender and Intersex Australians
- Australians from non-English speaking countries
- People with a lived experience of mental illness
- Another population group with poorer health outcomes than other Australians (please discuss with Coordinator prior)
- Analyse how social determinants (e.g. the conditions in which people are born, grow, live, work and age) of a population group may impact on access and equity for your selected population in the sector you work in
- Evaluate current policy, strategies, innovations and interventions to address access and health care for your population group

You are required to reference relevant literature.



## Assessment Due Date

Week 10 Friday (18 May 2018) 11:40 pm AEST

Submit to Moodle

## Return Date to Students

Week 12 Monday (28 May 2018)

To Moodle

## Weighting

40%

## Assessment Criteria

# Marking Guide. HHS20002. Semester 1, 2018

## Written Assessment

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<b>Structure 20%</b> <i>Introduction 5%</i> 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.
<i>Conclusion 5%</i> 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.
<i>Presentation 5%</i> 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.
<i>Referencing 5%</i> 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 APA referencing. No errors.	Accurate APA referencing. One error.	Accurate APA referencing. Two errors.	Accurate APA referencing. Three errors.	More than three errors.
<b>Analysis 80%</b> The assessment information is described very clearly. The content is relevant and logical. There is very clear critical analysis of the topic discussed.	The information is described clearly. The content is relevant and logical. There is some critical analysis of the topic discussed.	The information is described somewhat clearly. There is some confusion with content relevance and logic. There is minimal critical analysis.	The information is occasionally explained and other times not explained.	The information is not clear or is absent.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit to 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
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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