



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

## Term 1 - 2019

Profile information current as at 07/05/2024 08:07 pm

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 - 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. **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: [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 equity and economic influences in health care systems		

### Week 2 - 18 Mar 2019

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

### Week 3 - 25 Mar 2019

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

### Week 4 - 01 Apr 2019

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

### Week 5 - 08 Apr 2019

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

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 22 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Analysing social determinants, geographical and demographic factors influencing equity and access		

**Week 7 - 29 Apr 2019**

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

**Week 8 - 06 May 2019**

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

**Week 9 - 13 May 2019**

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

**Week 10 - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Exploring barriers and enablers of access and equity for specific population groups		

**Week 11 - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Analysing equity in human resource management		Written assessment is due 27/05/2019  <b>Written assignment</b> Due: Week 11 Monday (27 May 2019) 11:45 pm AEST

**Week 12 - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Workplace planning for a more equitable and accessible workforce		Portfolio is due 03/06/2019  <b>Portfolio</b> Due: Week 12 Monday (3 June 2019) 12:00 pm AEST

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

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 17 Jun 2019**

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

### 1 Portfolio

**Assessment Type**

Portfolio

**Task Description**

Term 1. 2019.

Portfolio requirements

The portfolio tasks relate to unit learning outcomes 1, 2, 3, 4 &amp; 5. These are listed below:

1. 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

Due date: 3<sup>rd</sup> June, 2019

Weighting: 60%

What to include when you submit your portfolio

Your portfolio tasks should be entered into Mahara. There is a Zoom guide to show you how to navigate Mahara. Try to complete the portfolio each week. You will find this keeps you up to date. While you compile the portfolio tasks, please include the week and the task you are completing.

Week 2, task 1.

*Would we think about access differently if we were to approach it with the etymological definition? Please describe.* 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 Australian Psychological Association referencing abridged guide term 2 2018

### Assessment Due Date

Week 12 Monday (3 June 2019) 12:00 pm AEST

Submit to assignment tab on Moodle. Copy the URL to your Mahara portfolio.

### Return Date to Students

Exam Week Monday (17 June 2019)

Students will receive an email once marking is complete.

### Weighting

60%

### Assessment Criteria

PORTFOLIO RUBRIC. HHSM20001. Semester 1, 2019.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<b>Structure 20%</b>				
<i>Presentation 15%</i>				
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 (5-8). Written in an easy to read style.	There may be one or more areas where there was evidence of lack of attention to presentation. There are significant spelling and grammatical errors (9-13)	Many errors in presentation (more than 14 errors in spelling or grammar). /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. /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 information is very well thought through and the response is easy to read and coherent. Excellent analysis and clear justification of the presenting topic and an excellent level of discussion.	The response is clearly described. The information is well thought through, easy to read and coherent. There is a good level of 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 poorly described or the answer is not appropriate or logical. /80
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Comments

#### Referencing Style

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

#### Submission

No submission method provided.

#### Submission Instructions

Submit the URL to the assignment tab of 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 assignment

#### Assessment Type

Written Assessment

#### Task Description

#### Written Assignment.

The written assignment relates to unit learning outcomes 1, 2, 3, 4 and 5. These include:

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.

This assignment is weighted at 40% of your overall mark

Word limit: 2500 words (+/- 10%).

Format: Essay.

Due date: 27<sup>th</sup> May 2019.

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 consider the access and equity issues related to a particular population, relevant to your workplace. You can select one of the population groups listed below:

- First Nations 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)

You are required to:

- Analyse how social determinants (e.g. the conditions in which people are born, grow, live, work and age) 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

Read the marking rubric prior to writing your assignment

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 Australian Psychological Association referencing abridged guide term 2 2018

### Assessment Due Date

Week 11 Monday (27 May 2019) 11:45 pm AEST

Submit to alignment tab in Moodle.

### Return Date to Students

Exam Week Monday (17 June 2019)

Students will receive an email once marking is complete. The results will be in grade book.

### Weighting

40%

### Assessment Criteria

Marking Guide. HHSM20002. Managing Access and Equity in Health Care Settings.

Written Assessment. Semester 1, 2019

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.	/5
<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.	/5
<b>Presentation 5%</b>					
Excellent presentation. No spelling or grammatical errors. Well proof read. Written in clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors (1-2). Well proof read. Written in clear and easy to read style.	Well presented. Some spelling and grammatical errors (3-4). Written in an easy to read style.	There may be one or more areas where there was evidence of lack of attention to presentation. There are spelling or grammatical errors (5-6).	Many errors in presentation. Errors in spelling and grammar (more than 7 errors).	/5
<b>Referencing 5%</b>					
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.	
<b>Analysis 40%</b>					
The analysis of the social determinants is described very clearly. The content is relevant and logical. There is very clear critical analysis of the topic discussed.	The analysis is described clearly. The content is relevant and logical. There is some critical analysis of the topic discussed.	The analysis is described although not well articulated.	The analysis is descriptive in nature and somewhat lacks clarity.	There is no or little analysis. Content is not relevant and/or not logical.	/40
<b>Justification 40%</b>					
There is a very high level of justification of currently policy issues and of strategy to address access and equity relating to the population group	There is a clear justification of currently policy issues and of strategy to address access and equity relating to the population group	There is some confusion with content relevance and logic. There is minimal justification in the areas addressed.	The information is occasionally justified.	There is no or little justification.	/40

## Comments

### Referencing Style

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

### Submission

No submission method provided.

### Submission Instructions

Submit to assessment tab in 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
- 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