



HHSM20003 *Using Health Data: Recognising Risk to Initiate Change*

Term 2 - 2017

Profile information current as at 08/05/2024 03:50 am

All details in this unit profile for HHSM20003 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

Managing risk is a significant factor in ensuring effective organisational outcomes. In this unit you will explore the use of historical and contemporary health data, benchmarking and strategies to identify and reduce risk. You will have the opportunity to analyse a set of health data, determine risk against compliance and recommend change.

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 - 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. **Presentation and 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. Explore historical and current use of different types of health data
2. Analyse how health care data is used to establish risk and address issues of compliance
3. Examine the use of benchmarking tools and quality frameworks in risk management
4. Develop a framework of interventions to minimise risk and to meet regulatory compliance.

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
1 - Portfolio - 60%	•	•	•	•
2 - Presentation and Written Assessment - 40%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Presentation and 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

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Defining data		Portfolio tasks and activities

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Analysing data quality		Portfolio tasks and activities

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Exploring data types and data bases		Portfolio tasks and activities

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Predictive analytics		Portfolio tasks and activities

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Social determinants		Portfolio tasks and activities

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Linking data to best practice in health care settings

Portfolio tasks and activities

Presentation and Written Assessment Due: Week 6 Friday (25 Aug 2017) 11:00 pm AEST

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Data Management, ethics, standards and privacy		Portfolio tasks and activities

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Developing quality frameworks		Portfolio tasks and activities

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Research data and management		Portfolio tasks and activities

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Finding solutions through effective data management		Portfolio tasks and activities

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Benchmarking healthcare data		Portfolio tasks and activities

Portfolio Due: Week 11 Friday (29 Sept 2017) 11:00 pm AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Implementing data management tools		

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Portfolio

Assessment Type

Portfolio

Task Description

The Portfolio is made up of tasks and activities completed each week, linking the learning to the workplace. Students are expected to complete up to 900 words in total each week, for ten weeks of the semester.

Assessment Due Date

Week 11 Friday (29 Sept 2017) 11:00 pm AEST
Submission of completed portfolio

Return Date to Students

Week 12 Friday (6 Oct 2017)

Weighting

60%

Assessment Criteria

The student will be marked on content and relevance to workplace
The student will be marked on presentation, spelling and grammar

Referencing Style

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

Submission

Online

Submission Instructions

The portfolio will be submitted through Moodle

Learning Outcomes Assessed

- Explore historical and current use of different types of health data
- Analyse how health care data is used to establish risk and address issues of compliance
- Examine the use of benchmarking tools and quality frameworks in risk management
- Develop a framework of interventions to minimise risk and to meet regulatory compliance.

Graduate Attributes

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

2 Presentation and Written Assessment

Assessment Type

Presentation and Written Assessment

Task Description

This assignment has two parts; a written assignment and a presentation

Assignment 1. 2500 words. Written Assignment. Due Week 6.

You are managing a small regional hospital in an acute admissions unit. You are concerned that the numbers of falls and near miss falls in patients over the age of 65 is increasing. Your current data is collected by hand and then entered into an excel spread sheet. It shows that falls for the unit have increased by 20% over the last month. You find that the current way of collecting data does not provide many answers to explain the increase in falls.

Managers, for this assignment you are required to present a report to the hospital board recommending a system of improving data management in the hospital. Within this report you should include:

- an analysis of the current data management process and its strengths and shortcomings
- provide recommendations as to how the data management could be improved
- justification of how your recommendations will specifically identify risk
- justification of how your recommendations will specifically address issues of compliance
- how your recommendations will change health outcomes for those at risk of falls

Managers, your assignment should be focused on 'systems' rather than falls management as such. You should aim to analyse how your recommendations in data management will improve health outcomes in the healthcare sector.

Your report may include headings, diagrams, graphs and pictures. You should actively draw from the literature to support and to guide your report.

Assignment 1. Presentation. 5 minutes.

Your presentation supports the report you are required to provide to the Hospital Board. In your presentation, you are

required to demonstrate how the recommendations you have made about a change in data management will enable the board to have a clearer understanding of health outcomes. Your presentation should demonstrate how you will show the data in a way that the board will understand (how you will make the data come to life).

You are able to provide props, however you are required to be present throughout the presentation.

Assessment Due Date

Week 6 Friday (25 Aug 2017) 11:00 pm AEST

Return Date to Students

Week 8 Friday (8 Sept 2017)

Weighting

40%

Assessment Criteria

Assessment Criteria - HHSM20003 Using Health Data: Recognising Risk to Initiate Change -

Written Assessment and Presentation

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
<i>Introduction 5%</i>				
Highly appropriate and relevant to content. Provides very clear sense of what follows.	Appropriate and relevant to content. Provides clear sense of what follows.	Largely appropriate and relevant to content. Provides sense of what follows.	Somewhat appropriate and relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
<i>Conclusion 5%</i>				
Provides very strong sense of closure and highly appropriate.	Provides sound sense of closure and appropriate.	Provides a sense of closure and largely appropriate.	Somewhat provides a sense of closure and somewhat appropriate.	No recognisable conclusion or conclusion is inappropriate.
<i>Presentation 5%</i>				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was evidence of lack attention to presentation.	Many presentation errors.
<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 1 or 2 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.
Analysis 80%				
<i>20% Analysis of the current data management process</i>				
The analysis of the current data management process includes strengths and weaknesses and the analysis is very clear	The analysis of the current data management process including strengths and weakness is clear	The analysis of the current data management process is somewhat clear	The analysis of the current data management process may not be clear at times	The analysis of the current data management process is unclear
<i>20% Improvement of data management</i>				

The rational as to how the data management process could be improved is very clear	The rational as to how the data management process could be improved is clear	The rational as to how the data management process could be improved is somewhat clear	The rational as to how the data management process could be improved is not clear at times	The rational of how the data management process could be improved is not clear
<i>20% Justification of risk and compliance</i>				
The recommendations of how the recommendations will specifically identify risk and compliance are very clearly justified	The recommendations of how the recommendations will specifically identify risk and compliance are clearly justified	The recommendations of how the recommendations will specifically identify risk and compliance are somewhat well justified	The recommendations of how the recommendations will specifically identify risk and compliance are not clearly justified at times	The recommendations of how the recommendations will specifically identify risk and compliance are not justified
<i>20% Demonstrating translation of data</i>				
How the data will be shown in a way that the board will understand is very clearly demonstrated	How the data will be shown in a way that the board will understand is clearly demonstrated	How the data will be shown in a way that the board will understand is somewhat well demonstrated	How the data will be shown in a way that the board will understand is not clearly demonstrated at times	How the data will be shown in a way that the board will understand is not demonstrated
<i>Justifying of recommendations</i>				
<i>20%</i>				
How the recommendations will change health outcomes is very clearly justified	How the recommendations will change health outcomes is clearly justified	How the recommendations will change health outcomes is somewhat well justified	How the recommendations will change health outcomes is not well justified at times	How the recommendations will change health outcomes not addressed

Referencing Style

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

Submission

Online

Submission Instructions

The assessment tasks are to be submitted online through Moodle.

Learning Outcomes Assessed

- Explore historical and current use of different types of health data
- Analyse how health care data is used to establish risk and address issues of compliance
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Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- 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