



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

## Term 1 - 2019

Profile information current as at 06/05/2024 01:02 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 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. **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](#).

## 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 Eamils

##### **Feedback**

A student in 2018 stated that the information in the unit was useful to their current work and that she was able to apply the knowledge in her everyday work.

##### **Recommendation**

Review the unit each semester to ensure it remains up to date and useful to those working in the health and hospital industry.

## 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](mailto:j.mulvogue@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
The history of data collection		

### Week 2 - 18 Mar 2019

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

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Data credibility and integrity		

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Exploring data types		

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Predictive analysis of risk in health settings		

### 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
Bench marking		

**Week 7 - 29 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Predicting risk		<b>Written assessment and presentation</b> Due: Week 7 Wednesday (1 May 2019) 11:45 pm AEST

**Week 8 - 06 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Local data sets, KPIs and strategic planning		

**Week 9 - 13 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Quality improvement, compliance and data		

**Week 10 - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Population health		

**Week 11 - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Hidden data		

**Week 12 - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Coding data		<b>Portfolio</b> Due: Week 12 Thursday (6 June 2019) 11:45 pm AEST

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

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 17 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Portfolio

**Assessment Type**

Portfolio

**Task Description**

Portfolio requirements

The portfolio tasks related to learning outcomes 1, 2, 3 and 4. These are listed below.

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.

Due date: 6<sup>th</sup> of 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 7, Task 2.

Read [The Complete Guide to Business Analysis, Chapter 10](#) (Davenport, 2013). Davenport found interesting results from interviews and significant gaps in decision making. Consider Davenport's findings and analyse them against the health service you work for. Explore potential problems health services may have in linking data analysis to decision making and business planning. How would this app assist to reduce risk?

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.

You are required to use Australian Psychological Association referencing abridged guide term 2 2018

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.

### Assessment Due Date

Week 12 Thursday (6 June 2019) 11:45 pm AEST

Submit URL to Mahara portfolio to Moodle assignment tab

### Return Date to Students

Exam Week Monday (17 June 2019)

Students will be emailed when assessments are marked. Results will be posted in grade book.

### 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. 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
<b>Referencing 5%</b>				
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.
<b>Analysis 80%</b>				

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

The response is clearly described. The information is well thought through, easy to read and coherent. There is some 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 not described or the answer is not appropriate.

/80

Comments

## Referencing Style

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

## Submission

No submission method provided.

## 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 Written assessment and presentation

## Assessment Type

Presentation and Written Assessment

## Task Description

Assessment 1. Written assessment and presentation

This assessment relates to learning objectives 1, 2, 3 & 4. These include:

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.

## Written assessment and presentation

This assignment requires you to write a report of up to 2,000 words (+/- 10%) and to complete a presentation. The presentation should be recorded and uploaded to you tube, with the link included with your submission.

Due date: 1<sup>st</sup> May 2019.

Format: report

Word count: 2,000 words (+/- 10%).

Weighting: 40%

## Scenario

You are managing a cognitive unit of a regional hospital. You are concerned that the numbers of falls and near miss falls in patients is increasing. The current data is collected by hand and then entered into a Microsoft 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.



For this assignment you are required to create a report to the hospital board recommending a system of improving data management in the hospital. Within this report you should:

- Describe the evolution of technology used in data management
- Provide an analysis of the current data management process and its strengths and shortcomings
- Contrast the current data management processes with improvements possible for the organisation
- Justify how your recommendations will specifically identify risk and compliance
- Identify how your recommendations will change health outcomes for those at risk of falls



- Demonstrating how you will compare data once the new management system is in place

### **Presentation**

You are required to create a five minute presentation to the management committee where you 'show' the committee a better way to collect and to analyse data. The presentation should differ from your written report, in that it should present suggestions for a better way of managing data, by providing examples and evidence to support your recommendations.

Managers, your assignment and your presentation 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. The URL for the presentation should be submitted with your report.

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

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 advised to refer to the rubric prior to writing the assessment

You are required to use Australian Psychological Association referencing abridged guide term 2 2018

### **Assessment Due Date**

Week 7 Wednesday (1 May 2019) 11:45 pm AEST

Submit through Moodle in the assignment tab

### **Return Date to Students**

Week 9 Monday (13 May 2019)

Students will be emailed when assignments have been marked. The results will be in the grade book.

### **Weighting**

40%

### **Assessment Criteria**

No Assessment Criteria

### **Referencing Style**

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

### **Submission**

No submission method provided.

### **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

## 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