



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

Term 2 - 2019

Profile information current as at 26/04/2024 11:52 pm

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 - 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](#).

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



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 - 15 Jul 2019

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

Week 2 - 22 Jul 2019

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

Week 3 - 29 Jul 2019

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

Week 4 - 05 Aug 2019

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

Week 5 - 12 Aug 2019

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

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Benchmarking		

Week 7 - 02 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Predicting risk		
Week 8 - 09 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Local data sets, Key Performance Indicators (KPIs) and strategic planning		9th September 2019. Written Assessment and Presentation due. Written Assessment and Presentation Due: Week 8 Monday (9 Sept 2019) 11:00 am AEST
Week 9 - 16 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Quality improvement, compliance and data		
Week 10 - 23 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Population health		
Week 11 - 30 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Hidden data		
Week 12 - 07 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Coding data		8th October 2019. Portfolio due. Portfolio Due: Week 12 Tuesday (8 Oct 2019) 11:45 am AEST
Review/Exam Week - 14 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 21 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio

Assessment Type

Portfolio

Task Description

Using Health Data: Recognising Risk to Initiate Change

HHSM 20003. Term 2. 2019. Portfolio.

This assessment relates to learning outcomes:

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.

Weighting 60%

Word count 500 words each week (+/- 10%)

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 American Psychological Association referencing abridged guide term 1, 2019.

Due date: 8th October 2019

Portfolio tasks

In this assessment, you are required to answer questions, complete tasks and activities within a portfolio. Tasks introduced through your Moodle pages and a summary of tasks is listed at the end of each week, after the recommended reading section.

You will need to create a Mahara Portfolio and enter your tasks into the Mahara platform on a weekly basis. On completion the portfolio is submitted to the Moodle site using the assignment tab. To submit, select the print function and then submit as a file.

Assessment Due Date

Week 12 Tuesday (8 Oct 2019) 11:45 am AEST

Submit to Moodle using assignment tab

Return Date to Students

Review/Exam Week Monday (14 Oct 2019)

Students will be emailed once assignment is marked

Weighting

60%

Assessment Criteria

Marking Rubric. Term 2, 2019. Using Health Data: Recognising Risk to Initiate Change . HHSM20003.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	
Structure Presentation 15% 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
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. 0-1	/5
Accurate APA referencing. No errors. Content 20% Each portfolio task is completed.	Accurate APA referencing. One error. Portfolio tasks are completed with one or two exceptions.	Accurate APA referencing. Two errors. Portfolio tasks as completed with three or four exceptions.	Accurate APA referencing. Three errors. At least five portfolio tasks are not completed.	More than three errors. Portfolio tasks are not completed.	/20
Analysis 60% Responses are very well thought through, are easy to read/understand and coherent. Analysis is apparent and responses demonstrate clear justification and discussion is very clear.	Responses are well thought through, are easy to read/understand and coherent. Analysis is apparent and responses mostly demonstrate justification and discussion is clear.	Responses are some what well thought through, and are easy to read/understand. Analysis is somewhat apparent, and responses somewhat demonstrate justification and discussion is somewhat clear.	The response is not well described and/or not well thought through. There is relevant content missing.	The response is not described, or the answer is not appropriate.	/60
TOTAL					/100

Comments

Referencing Style

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

Submission

Online

Submission Instructions

Copy Mahara to a file document and submit through Moodle using the assignment tab.

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

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

Term 2, 2019.

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: 9th September 2019

Format: report

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

Weighting: 40%

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 American Psychological Association referencing abridged guide term 1, 2019.

Scenario

You are managing a medical unit of a regional hospital. You are concerned that the numbers of workplace bullying incidents are increasing. The current data are collected by hand by the Human Resource department and then entered into a Microsoft Excel spreadsheet at the end of each week. It shows that workplace bullying incidents have increased over the last couple of months, however you find that the way data is collected is difficult to understand or to draw analysis.

Report

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 risk management in human resource management
- 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.

Your assignment and your presentation should be focused on 'systems' rather than human resource management as such. You should aim to analyse how your recommendations in data management will improve staff 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.

Assessment Due Date

Week 8 Monday (9 Sept 2019) 11:00 am AEST

Submit to Moodle using the assignment tab

Return Date to Students

Week 9 Monday (16 Sept 2019)

Students will be informed by email when assignment is marked

Weighting

40%

Assessment Criteria

Assessment Criteria - HHSM20003 Using Health Data: Recognising Risk to Initiate Change. Term 1, 2019.

Written Assessment and Presentation

High Distinction
85-100%

Distinction
75-84%

Credit
65-74%

Pass
50-64%

Fail Below
50%

Structure 20%

Introduction 5%

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.

Conclusion 5%

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.

Presentation 5%

Very well presented written report. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style. The presentation is very clearly presented.

Very well presented written report. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style. The presentation is well presented.

Well-presented written report. Some spelling and grammatical errors. Written in an easy to ready style. The presentation is clear, however has some areas not addressed.

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

Many presentation errors.

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 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%

40% Clarity

The response is very clearly described. The information is very well thought through and the information is easy to read and coherent. The presentation is easy to understand and the information is well described.

The written assessment and the presentation are clearly described. The information is well thought through, well presented, easy to read and coherent.

The response is somewhat well described. The information is easy to read and coherent. The presentation is somewhat well described.

The response is not well described. There is relevant content missing.

The response is not described or the answer is not appropriate.

Analysis and justification 40%

There is analysis and clear justification of the presenting topic and very clear discussion.

There is some analysis and justification of the presenting topic and clear discussion within the analysis.

There is some analysis evident in the topic presented however key components of analysis are missing.

There is minimal analysis and justification.

There is no analysis or justification provided.

Comments

Referencing Style

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

Submission

Online

Submission Instructions

Submit through Moodle using the assignment tab

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