



# HHSM20004 Organisational Culture in Health Care Settings Term 2 - 2017

Profile information current as at 26/04/2024 06:49 am

All details in this unit profile for HHSM20004 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

The organisational culture of a health setting not only impacts on the people who are employed in this setting, but also on the health outcomes in the broader community. This unit will explore the many facets that contribute to a positive organisational culture including health management and leadership. You will have the opportunity to examine an organisational culture, interpret measures of its effectiveness and devise strategies to make this culture more attractive for those who work in it.

### 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. Evaluate key determinants and indicators of positive and negative organisational cultures in health care settings
2. Analyse leadership styles and their impact on organisational culture in health care settings
3. Evaluate a health setting in terms of their organisational culture
4. Devise strategies to improve an organisational culture in a health care setting.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Portfolio - 60%</b>	•	•	•	•
<b>2 - Presentation and Written Assessment - 40%</b>	•	•		

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Knowledge</b>	○	○	○	○
<b>2 - Communication</b>	○	○	○	○
<b>3 - Cognitive, technical and creative skills</b>				
<b>4 - Research</b>	○	○	○	○
<b>5 - Self-management</b>				
<b>6 - Ethical and Professional Responsibility</b>			○	○
<b>7 - Leadership</b>			○	○
<b>8 - Aboriginal and Torres Strait Islander Cultures</b>				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
<b>1 - Portfolio - 60%</b>	○	○		○	○	○	○	
<b>2 - Presentation and Written Assessment - 40%</b>	○	○		○	○	○	○	

## 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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to organisational change		Portfolio activities and tasks

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theories of organisational culture		Portfolio activities and tasks

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Engagement in organisational culture		Portfolio activities and tasks

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Management and its role in organisational culture		Portfolio activities and tasks

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Staff motivation and organisational change		Portfolio activities and tasks

### 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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Organisational assumptions and culture

Portfolio activities and tasks

#### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Employee needs and positive cultures		Portfolio activities and tasks

#### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Barriers to change		Portfolio activities and tasks

#### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Values driven organisations		Portfolio activities and tasks

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Risk indicators in organisational culture		Portfolio activities and tasks

#### Week 11 - 25 Sep 2017

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

Workforce norms in organisational culture

**Portfolio Due:** Week 11 Friday (29 Sept 2017) 11:00 pm AEST  
**Presentation and Written Assessment Due:** Week 11 Friday (29 Sept 2017) 11:00 pm AEST

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Human relationships and organisational culture		

#### 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

#### 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 is to be submitted through Moodle

**Learning Outcomes Assessed**

- Evaluate key determinants and indicators of positive and negative organisational cultures in health care settings
- Analyse leadership styles and their impact on organisational culture in health care settings
- Evaluate a health setting in terms of their organisational culture
- Devise strategies to improve an organisational culture in a health care setting.

**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**

Written Assignment

The written assignment for this unit is to design an Organisational Cultural Assessment framework for your own organisation (or an organisation you have knowledge of). Throughout each week of the unit, different concepts and considerations are discussed and each topic and perspective can assist to write a comprehensive assessment for your organisation. Some of the information described in the unit will not be relevant to your assessment, while other aspects will be.

You are required to use relevant literature to support and to guide your discussion. Make your assessment as thorough as you can. Please note that you are not required to complete any of the assessment itself, you should only write the components of the assessment and provide a clear justification for why you would assess the areas you have selected. Presentation (7 minutes)

The presentation for this unit is to discuss an action plan describing how to improve organisational culture in your organisation or an organisation you have come to know. The presentation can be taped on Zoom.

- Demonstrate an awareness of your organisation's organisational culture
- Demonstrate how you would go about improving organisational culture
- What strategies you would employ as a part of your action plan
- Who you would involve and why
- Analyse and justify your action plan and its relevance to your organisation

You may choose to use props, such as a power point to back up the action areas or a white board describing how you would instigate the Organisational Cultural Assessment. Your presentation should be given by you, using any props in the background. Your presentation should be compelling, well-articulated and thorough.

The written Organisational Cultural Assessment should be no more than 2,500 words in length.

The presentation outlining your action plan should be no more than 5 minutes in length and submitted at the same time as your Organisational Cultural Assessment.

Both the Written Assignment and the Presentation will be taken into consideration as outlined in the marking rubric.

**Assessment Due Date**

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

Load both the written assessment and the presentation to Moodle.

**Return Date to Students**

Week 12 Friday (6 Oct 2017)

**Weighting**

40%

**Assessment Criteria****Assessment Criteria - HHSM20004 Organisational Culture - Written Assessment and Presentation**

<b>High Distinction 85-100%</b>	<b>Distinction 75-84%</b>	<b>Credit 65-74%</b>	<b>Pass 50-64%</b>	<b>Fail Below 50%</b>
<b>Structure 20%</b>				
<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.
<b>Analysis 80%</b>				
<i>Assessment Plan Design 20%</i>				
The Assessment Plan design is very clear	The assessment plan design is clear	The assessment plan is somewhat clear	The assessment plan may not be clear at times	The assessment plan is unclear
<i>Assessment Plan analysis 20%</i>				
There is a high level of analysis reflecting a cohesive a persuasive argument in assessment plan areas selected	There is a high level of analysis reflecting a largely persuasive argument in assessment plan areas selected	There is some analysis reflected in a somewhat clear and cohesive argument in assessment plan areas selected	There is some analysis apparent. Argument may be a little disjointed in assessment plan areas selected	There is minimal analysis or lack of analysis in assessment plan areas selected
<i>Action Plan Design 20%</i>				
The Action Plan Design is described very clearly	The action plan design is described clearly	The action plan design is described somewhat clearly	The action plan may not be described clearly at times	The action plan is not described clearly
<i>Action plan analysis 20%</i>				

There is a high level of analysis reflecting a cohesive a persuasive argument in action plan areas selected

There is a high level of analysis reflecting a largely persuasive argument in action plan areas selected

There is some analysis reflected in a somewhat clear and cohesive argument in action plan areas selected

There is some analysis apparent. Argument may be a little disjointed in action plan areas selected

There is minimal analysis or lack of analysis in action plan areas selected

*Justifying assessment and action plan 20%*

Justification of the assessment plan and action plan is very clearly convincing and appropriate for the identified industry

Justification of the assessment plan and action plan is clearly convincing and appropriate for the identified industry

Justification of the assessment plan and action plan is somewhat convincing and appropriate for the identified industry

Justification of the assessment plan and action plan is at times convincing and appropriate for the identified industry

Justification of the assessment plan and action plan is not convincing or appropriate for the identified industry

### 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

- Evaluate key determinants and indicators of positive and negative organisational cultures in health care settings
- Analyse leadership styles and their impact on organisational culture in health care settings

### 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