



HHSM20004

Term 1 - 2020

Profile information current as at 26/04/2024 12:51 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

No overview text

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 - 2020

- Melbourne
- Online
- Sydney

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

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

There are no learning outcomes available for this unit

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

All reading material will be provided online

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

Joyce Hendricks Unit Coordinator

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Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to organisational culture		

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Theories of organisational culture		

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contrasting organisational climate and culture		

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Let's look at you		

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Let's keep looking at you		

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation week

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural assumptions		

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Employees and needs		

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Hidden meanings, valuing and investing in people		

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Systems thinking and recruitment		

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk factors of negative culture		Written assessment and presentation due 18 May 2020 Written assessment and presentation Due: Week 10 Monday (18 May 2020) 11:00 pm AEST

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Let's look around you		Portfolio due 25th May, 2020 Portfolio Due: Week 11 Monday (25 May 2020) 11:00 pm AEST

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Positive culture		

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Portfolio

Assessment Type

Portfolio

Task Description

HHSM20004. Organisational Culture in Health Care Settings

Term 1, 2020.

Portfolio requirements

The portfolio is 60% of your mark. The portfolio is completed each week and is made up of tasks and activities relating to the learning material, from week 1 - 11.

This assessment relates to learning outcomes:

1. Evaluate key determinants and indicators of positive and negative organisational cultures in health care settings
2. Analyse leadership styles and systems thinking and their impact on organisational culture
3. Appraise a health setting in terms of its organisational culture
4. Develop strategies to improve organisational culture in a health care setting.
5. Research and apply theories of organisational culture to a current health care setting.

The due date for the portfolio is 25th May 2020.

What to include when you submit your portfolio

Your portfolio tasks should be completed each week and compiled in a word document.

While you compile the portfolio tasks, please include the week and the task you are completing. The portfolio is submitted in week 11.

For example: Week 4, Task 2.

Describe the social factors influencing

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 (included below) is used to assess your knowledge and application of portfolio tasks. You are expected to use references to show a wide breadth of reading regarding the task requirements. Please use the Abridged Guide to the APA Referencing Style Edition T3, 2019. You can find this online using this [link](#).

The reference list is not included in your word count.

Assessment Due Date

Week 11 Monday (25 May 2020) 11:00 pm AEST

Submit to Moodle via assessment tab

Return Date to Students

Review/Exam Week Monday (8 June 2020)

Students will be notified by email when assessment is marked

Weighting

60%

Assessment Criteria

PORTFOLIO RUBRIC. HHSM20004. Semester 1, 2020.

Marking is divided into:

- Structure (20%). Structure consists of presentation (15%) and referencing (5%).

- Analysis (80%)

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	
Structure 20%					
<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
<i>Referencing 5%</i>					
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 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

Online

Submission Instructions

Submit to Moodle via assessment tab

Learning Outcomes Assessed

- Evaluate key determinants and indicators of positive and negative organisational cultures in health care settings
- Analyse leadership styles and systems thinking and their impact on organisational culture
- Appraise a health setting in terms of its organisational culture
- Develop strategies to improve organisational culture in a health care setting.
- Research and apply theories of organisational culture to a current health care setting.

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

Organisational Culture in Health Care Settings. HHSM20004

Assessment 1. Written assessment and Presentation

This assessment has two parts. The first part is a written essay and the second part is a recorded presentation.

This assessment relates to unit learning objectives 1, 2 & 5:

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
5. Research and apply theories of organisational culture to a current health care setting.

Weighting: 40%

Due date: 18 May 2020

Word count: Written Assessment 2,000 words (+/- 10%). Presentation: 5 minutes

Format: Essay with a You Tube presentation

You are required to use American Psychological Association referencing abridged guide term 1, 2019. 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 references list. It includes in-text references and direct quotations.

Please read the marking rubric before commencing this assignment

Written Assignment

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

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 organisational culture assessment for your organisation. Some of the information described in the unit will not be relevant to your assessment, while other aspects will be. The aim of the assessment is to create a framework in order to evaluate key determinants and indicators of positive and negative organisational culture.

Step 1. Create an assessment plan, clearly demonstrating an Organisational Cultural Assessment framework. This can be in table form.

Step 2. Justify why you have included each stage. Analyse how you will implement the plan and how the outcomes will be measured. Explain how this will improve the culture of the organisation.

Step 3. Describe how leadership styles will impact on organisational culture. 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 (5 minutes). (Use You Tube and forward link when you submit).

This presentation should discuss one topic influencing the organisational culture of your organisation. You should consider an incident, an event or tradition which directly influences organisational culture. Once you have described this, put forward some suggestions on how this may be addressed and how a healthier organisational culture could develop. You may choose to use props, such as a power point or white board in your presentation. Your presentation should be given by you, using any props in the background. Your presentation should be compelling, well-articulated and thorough.

Assessment Due Date

Week 10 Monday (18 May 2020) 11:00 pm AEST

Submit via Moodle using the assessment tab

Return Date to Students

Week 12 Monday (1 June 2020)

Students will be notified by email when assessment is marked

Weighting

40%

Assessment Criteria

Assessment Criteria – HHSM20004 Organisational Culture – 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. Does not provide a sense of what follows.	Not evident and/or not appropriate.	/5
<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 recognizable conclusion or conclusion is inappropriate.	/5
<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.	/5
<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.	/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%					
<i>Assessment Plan Design 10%</i>					
The Assessment Framework is very clear. It very clearly identifies the assessment areas.	The assessment plan design is clear. It clearly identifies the assessment areas.	The assessment plan is somewhat clear, however misses key elements.	The assessment plan may not be clear at times. Many key elements area missing.	The assessment plan is unclear or is not presented.	/20
<i>Assessment Plan analysis 10%</i>					

There is a very high level of analysis reflecting a cohesive a persuasive argument in the assessment plan areas selected.	There is a high level of analysis reflecting a largely persuasive argument in the assessment plan areas selected	There is some analysis reflected in a somewhat clear and cohesive argument in the assessment plan areas selected, however key elements are not analysed or justified.	There is some analysis apparent. The argument is disjointed in the assessment plan areas selected	There is minimal analysis or lack of analysis in assessment plan areas selected	/20
<i>Presentation and explanation of issue (You Tube) 40%</i>					
The presentation very clearly describes the issue, event or tradition which affects organisation culture.	The presentation clearly describes the issue, event or tradition which affects organisation culture.	The presentation somewhat describes the issue, event or tradition which affects organisation culture. however some key elements are missing.	The presentation does not describe the issue, event or tradition which affects organisation culture however key elements are missing.	The presentation was not completed.	/20
<i>Analysis and justification of possible change 40%</i>					
There is a very high level of analysis reflecting a cohesive a persuasive argument on how improvements could be made to organisational culture and planning on how to achieve change	There is a high level of analysis reflecting a largely persuasive argument on how improvements could be made to organisational culture and planning on how to achieve change	There is some analysis reflected in a somewhat clear and cohesive argument on how improvements could be made to organisational culture and planning on how to achieve change	There is some analysis apparent. Argument may be a little disjointed in how selected areas will be measured	There is minimal analysis.	/20

/100

Comments

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate key determinants and indicators of positive and negative organisational cultures in health care settings
- Analyse leadership styles and systems thinking and their impact on organisational culture
- Research and apply theories of organisational culture to a current health care setting.

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