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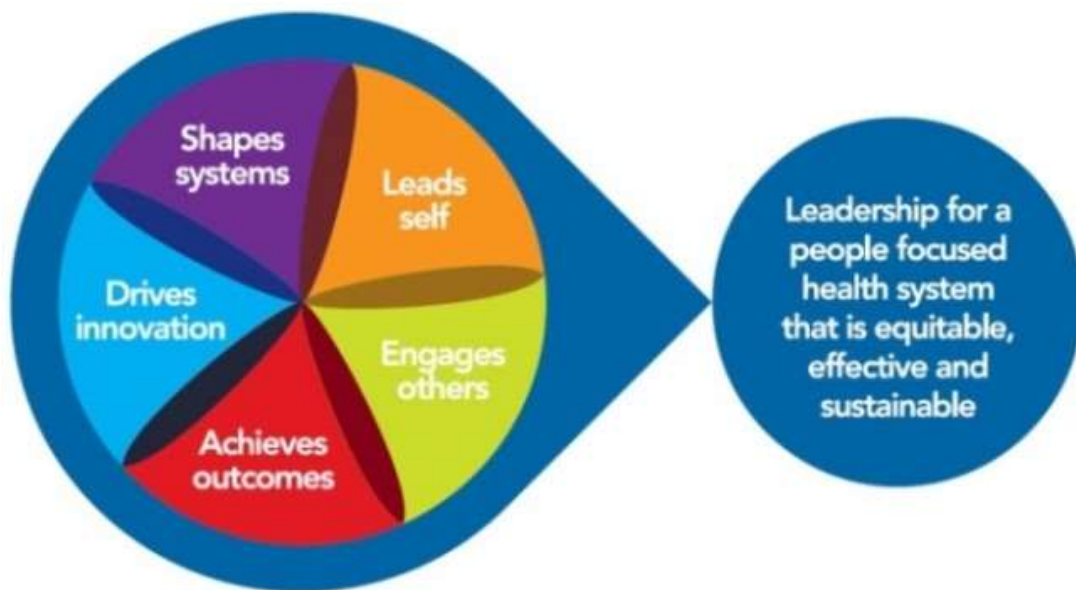
School of Medicine

Faculty of Health

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**CAM539**

**LEADING IN HEALTH AND HUMAN SERVICES**



Semester 2, 2016

Unit Outline

Dr Elizabeth Shannon

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## CONTACT DETAILS

### Unit coordinator

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|---------------------------|--|
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## WHAT IS THE UNIT ABOUT?

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### Unit description\*

Health LEADS Australia is a nationally-agreed leadership framework for health and human services. In this unit students will engage with this framework on a number of levels.

- They will evaluate the utility of Health LEADS Australia framework in relation to other leadership frameworks, such as the Canadian LEADS, the Australian Government and Tasmanian State Service leadership frameworks.
- They will apply the concepts in the framework to real-world situations through their leadership of a demonstration project during the semester.
- They will reflect on their own leadership style through a range of independent, observational, interactive and action learning practices.

Students will emerge with a deeper understanding of the theory and practice of leadership and a stronger ability to articulate this understanding to new and evolving situations.

This unit articulates to the

- Professional Honours Health and Human Services (M4L)
- Master Leadership (Health & Human Services) (M5S, M6S, M7S)
- Master Public Health (M5G, M6O, M7O)

## Intended Learning Outcomes\*

On completion of this unit, you will be able to:

1. Integrate, evaluate and apply the LEADS conceptual framework within health and human services to:
  - Lead self – develop leadership capabilities through reflection and self-improvement;
  - Engage others – foster growth through contemporary people management practices;
  - Achieve outcomes – communicate task to team, monitor and be accountable for service results;
  - Drive innovation – facilitate change to deliver safe, high quality, client-focused services; and
  - Shape systems – strategic thinking, planning and negotiation for collaboration and coproduction.
2. Analyse how LEADS capabilities may be expressed through practices such as project and change leadership, coaching, shadowing and action learning within health and human services.
3. Evaluate the utility of Health LEADS Australia framework in relation to other leadership development frameworks, such as the Canadian LEADS, the Australian Government and Tasmanian State Service leadership frameworks.

## Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania's Graduate Quality Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

## Alterations to the unit as a result of student feedback\*

Initially developed as a 'bridging unit' to academic study, specifically for Tasmanian Department of Health and Human Services staff seeking leadership and management development, this unit is now solely focused on leadership.

Feedback from students, on the original 'Foundations in Health and Human Services' was very positive but indicated that the unit was inappropriately named. Students had interpreted the title as meaning that the unit was for people who have no experience in the health and human services field. They reported that, subsequent to undertaking the unit, they realised that it was highly appropriate for leaders in the field.

These alterations meant that there was a change in the title, content, and the learning objectives of the unit to make it clear that this unit is for leaders throughout the sector.

The unit retains its connection with the Department of Health and Human Services through the use of its LEADing in Health and Human Services framework:

[Http://Www.Dhhs.Tas.Gov.Au/Data/Assets/Pdf File/0003/151095/Leading In Health And Human Services Framework.Pdf](http://Www.Dhhs.Tas.Gov.Au/Data/Assets/Pdf%20File/0003/151095/Leading%20In%20Health%20And%20Human%20Services%20Framework.Pdf)

## HOW WILL I BE ASSESSED?\*

### Assessment schedule\*

| Assessment task  | Date due   | Percent weighting | Links to Intended Learning Outcomes |
|--|--|-------------------|-------------------------------------|
| Assessment Task 1:<br>Participation and contribution to on-line discussion | Monday 18 July<br>Tuesday 26 July<br>Wednesday 3 Aug<br>Thursday 11 August<br>Friday 19 August | 25                | 1                                   |
| Assessment Task 2:<br>Essay  | Friday 2 September   | 25                | 1, 3                                |
| Assessment Task 3:<br>Reflective piece                                     | Monday 26 September  | 20                | 1, 2                                |
| Assessment Task 4:<br>Change or project leadership report                  | Monday 10 October  | 30                | 1, 2                                |

## Assessment details\*

### Assessment task 1 Summary

|  |   |
|--|---|
| Discussion board participation   | Participation in on-line discussion board   |
| Assessment criteria summary – see full rubric on MyLO<br>(25% of final mark) | Reflection on own practice (7.5%)<br>References to relevant literature (7.5%)<br>Supportive engagement with other participants (5%)<br>Clear articulation of discussion points (5%) |
| Links to unit's intended learning outcomes                                   | 1   |
| Task length  | Your main response should be approximately 200 words. You should also briefly comment on the responses of at least two other students.  |
| Date due   | Each week's posting is due by midnight on the following dates:<br>Monday 18 July<br>Tuesday 26 July<br>Wednesday 3 Aug<br>Thursday 11 August<br>Friday 19 August                    |

### Assessment task 2

|  |   |
|--|---|
| Essay  | Relate one of the LEADS themes to your current position. Briefly describe how this theme impacts on the way you currently work and whether the related theories (as grouped in this unit) provide you with some direction for future activity. Why? |
| Assessment criteria summary – see full rubric on MyLO<br>(25% of final mark) | Demonstrated understanding of selected theme; and references to the relevant literature (9%)<br>Application to own position and practice; currently and in the future (8%)<br>Essay presentation, referencing, written expression, structure (8%)   |
| Links to unit's intended learning outcomes                                   | 1, 3  |
| Task length  | 1500 words  |
| Date due   | Midnight Friday 2 September   |

### Assessment Task 3

|  |   |
|--|---|
| Reflective piece   | Critically reflect on a workplace activity: <i>your experience</i> shadowing a peer and/or senior leader, <b>or</b> being in a coaching relationship (i.e. as the person being coached), <b>or</b> participating in an action learning group. In what way has this learning experience developed your own leadership? Note: As a 'reflective' piece, you may use the first person ('I') as appropriate. |
| Assessment criteria summary – see full rubric on MyLO<br>(20% of final mark) | Demonstrated understanding of methodology (5%)<br>References to relevant literature (5%)<br>Application to own position and practice (5%)<br>Presentation, referencing, written expression, structure (5%)  |
| Links to unit's intended learning outcomes                                   | 1, 2  |
| Task length  | 1,000 words   |
| Date   | Midnight Monday 26 September  |

### Assessment Task 4

|  |  |
|--|--|
| Change or project leadership report  | Produce a report about your leadership of a change or project management initiative. You can do this in two ways:<br><br>a) Provide a written report, using the template provided on MyLO.<br><br>b) Record a ten-minute audio-visual of you presenting the report. You will also need to provide supporting notes/slides to the Unit Coordinator. |
| Assessment criteria summary – see full rubric on MyLO<br>(30% of total mark) | Demonstrated understanding of change or project leadership processes; and references to relevant literature (10%)<br><br>Ability to articulate application to own leadership activity, position and practice; currently and in the future (10%)<br><br>Ability to communicate effectively (written and/or verbal delivery) (10%)                   |
| Links to unit's intended learning outcomes                                   | 1, 2   |
| Task length  | a) 10 minute recorded presentation and 500–1000 word notes<br>b) or 2000 words and relevant graphics   |
| Date   | Midday Monday 10 October   |



## How your final result is determined\*

To pass this unit you will need to achieve a pass or more (i.e. 50% of the allocated marks) on the in-semester work. All assessment items must be submitted to pass. The final mark is at the Unit Coordinators discretion and will determine the student's grade for the unit.

## Submission of assignments\*

Discussion Board contributions should be posted on the Board.

Written assessment tasks must be submitted electronically on the due date specified in the Unit Outline. Submission must be through the MyLO 'Assignment Dropbox'. Students must put their name and student number on all pages of the assignment. They must also put the following statement on the front page of the assignment:

*I declare that all material in this assignment is my own work except where there is clear acknowledgement or reference to the work of others and I have complied and agreed to the University statement on Plagiarism and Academic Integrity on the University website at <http://www.utas.edu.au/students/plagiarism>*

In addition, students are required to include a word count on the front page. This word count does not include the reference list at the end of the document. **Students whose submitted work exceeds or is below the stated word limit by greater than 10% may not have their work graded.** However, they will have an opportunity to resubmit the work within the required word limit, but they will receive no greater than a Pass grade.

### Requests for extensions

**Extensions are only granted in exceptional circumstances** and must be:

- requested in writing to the Unit Coordinator and include supporting evidence;
- submitted at least three days prior to the due date.

### Penalties\*

**The penalty for late submissions without an approved extension will be 5% of the mark each day** for the first week beyond the due date. Thereafter the assignment will not be marked and will therefore receive a fail grade.

### Review of results and appeals

In the first instance any student who believes that they have grounds for complaint regarding a mark must consult the Unit Coordinator. If the matter is not resolved after discussion with the Unit Coordinator, the student may apply for formal review of assessment. Consult the Student Complaints website for further details (<http://www.utas.edu.au/governance-legal/student-complaints>).

## Academic referencing\*

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

Students are expected to use reference management software. EndNote is provided free of charge to students and is available at:

<http://utas.libguides.com/content.php?pid=70411&sid=521505>

Students have a choice of two referencing styles for this unit: UTAS Harvard or Vancouver. The [University library](#) provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit. This information may be found at:

<http://utas.libguides.com/content.php?pid=27520&sid=199792>

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence. Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

### Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the [Academic Honesty site on MyLO](#) of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

*Submitting text that you have previously submitted for assessment in another unit, or in another assignment for the same unit, is also considered plagiarism.*

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

**Students whose submitted work shows evidence of plagiarism will fail.**

For further information on this statement and general referencing guidelines, see the [Plagiarism and Academic Integrity](#) page on the University web site or the [Academic Honesty](#) site on MyLO.

## Academic misconduct\*

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

- a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in [Ordinance 9: Student Discipline – Part 3 Academic Misconduct Faculty of Health Science – Code of Conduct](#)

The Faculty of Health Science Code of Professional and Ethical Conduct contains rules which must be adhered to by all students, particularly those undertaking professional placements – clinical placements, community visits, laboratory work or field work placements. It is consistent with other university codes (Teaching & Learning Code of Practice) and policies (e.g. misconduct). These rules are as clear, precise and unambiguous as possible and constitute basic, non-negotiable requirements for completion of a degree at the University of Tasmania. It is not possible to create a rule for every situation or contingency, hence the Code also provides a framework for you to apply to different circumstances during training but also later on in professional practice. The Code can be found on the Faculty of Health Science website [http://www.utas.edu.au/data/assets/pdf\\_file/0003/252786/Code-of-Ethical-and-Professional-Conduct.pdf](http://www.utas.edu.au/data/assets/pdf_file/0003/252786/Code-of-Ethical-and-Professional-Conduct.pdf).

## WHAT LEARNING OPPORTUNITIES ARE THERE?

### MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

#### Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the [Getting Started in MyLO unit](#).

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the [MyLO Student Support page](#) on the University website.

If something is not working as it should, [contact the Service Desk](#) ([Service.Desk@utas.edu.au](mailto:Service.Desk@utas.edu.au), phone 6226 1818), or [Request IT Help Online](#).

## Resources

### Required readings

You will need the following text [available from the Co-op Bookshop]:

Northouse, Peter G. (2015). *Leadership: Theory and Practice*, 7th edition. London: Sage.

[Order Online](#) or contact them:

|   |  |
|---|--|
| <p><i>Co-op Bookshop Hobart Campus</i><br/>           Student Union Building, Churchill Ave.<br/>           SANDY BAY TAS 7005<br/>           Ph: (03) 6224 2614 Fax: (03) 6224 6724<br/>           Email: <a href="mailto:hobart@coop-bookshop.com.au">hobart@coop-bookshop.com.au</a></p> | <p><i>Co-op Bookshop Launceston Campus</i><br/>           Newnham Drive<br/>           NEWNHAM TAS 7248<br/>           Ph: (03) 6326 1067 Fax: (03) 6326 8937<br/>           Email: <a href="mailto:launceston@coop-bookshop.com.au">launceston@coop-bookshop.com.au</a></p> |
|---|--|

### Recommended readings

The following journals and web sites are useful sources for additional reading. All are available electronically via the UTAS library website.

|  |  |
|--|--|
| Canadian journal of nursing leadership   | Leader to leader   |
| E-journal of organizational learning and leadership  | Leadership and organization development                    |
| Emerging leadership journeys   | Leadership   |
| English leadership quarterly   | Leadership excellence                                      |
| Healthcare leadership review   | Leadership in action                                       |
| International Conference on Management, Leadership and Governance                                  | Leadership in health services                              |
| International journal of health care quality assurance incorporating Leadership in health services | Leadership quarterly                                       |
| International journal of leadership in public services   | Nonprofit management and leadership                        |
| International journal of leadership studies  | Nursing leadership forum                                   |
| Journal of healthcare leadership   | Reflections on nursing leadership                          |
| Journal of leadership and organizational studies   | Strategic leadership review                                |
| Journal of leadership education  | Strategy and leadership                                    |
| Journal of leadership studies  | The British journal of leadership in public services       |
| Journal of leadership, accountability and ethics   | The international journal of leadership in public services |
|  | The Journal of leadership studies                          |
|  | The journal of virtues and leadership                      |
|  | The leadership quarterly                                   |

## Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to [the Reading Lists page](#) on the University Library website.

## Equipment, materials, software, accounts

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See the University of Tasmania's UConnect Student Resources web pages at <http://uconnect.utas.edu.au/> for all information about diagnosing your computer compatibility and any computer software updates you may need (these are generally available for you to download from the web site).

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the UTAS Service Desk on 1300 304903 if you experience difficulties (see above website for online support alternatives).

Students are expected to use reference management software. EndNote is provided free of charge to students and is available at <http://utas.libguides.com/endnote>

## Other useful resources

**The following websites may assist in developing your academic writing:**

<http://www.utas.edu.au/student-learning>

<http://www.quickanddirtytips.com/grammar-girl>

## Are you interested in research?

Why not have a look at our on-line Research Room? Have a chat to your academic advisor of studies to talk about your academic pathway? Ask your unit coordinator about other research opportunities?

## Activities

### Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

**Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the**

**subject or unit framework, comply with workload expectations, and submit required work on time.**

#### Details of teaching arrangements\*

This unit is taught through on-line activity, readings and tasks.

#### Specific attendance/performance requirements\*

All assessment items must be submitted to pass this unit.

#### Teaching and learning strategies

##### **Discussion Board**

A variety of learning strategies are utilised for this unit including readings, associated task work on line, discussion forum, research and communication.

It is important that you begin to participate in the Discussion Board as soon as possible. To do this you need to have done the readings for the topic, thought about them critically and then thought about your organisation/health system in the context of your understanding.

Please type out the task question to which you are responding before you start to answer it.

Your responses to the tasks allocated should be posted on the Discussion Board in the form of a short paragraph or two, in a style appropriate to an on line discussion viz. not an essay but rather as part of a conversation.

Discussion board contributions do not need to list the references for common resources. For example Northouse (2015) is a text that all students should have. If referring to another article by Northouse, not included in the readings, then it would be appropriate to include the reference at the bottom, so that others can access the source document.

##### **Essay and report writing**

There are a range of useful guides on the UTAS website to help develop your essay and report writing skills. Please go to: <http://www.utas.edu.au/student-learning/learning-resources/utas-learning-resources>

#### Work Health and Safety (WHS)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's [Work Health and Safety website](#) and policy.

## Communication

News and announcements will be posted to MyLO News, and students will be expected to be aware of the content of such posts within 48 hours of them being posted.

All questions about assessment that have not been answered in the descriptions here in the Unit Outline, or in the instructions on MyLO, can be asked using the Q&A Discussion Forum on MyLO.

Emails should be addressed to [e.shannon@utas.edu.au](mailto:e.shannon@utas.edu.au)

UTAS recognises that feedback is an important part of the learning process. Feedback is provided in many ways, and from different sources. Feedback from teaching staff may be in the form of verbal comments made during seminars, written comments made on submitted assessment tasks, web discussion board input, checklists on criteria sheets or formal interview processes. Feedback may also come from your colleagues in the form of informal comments during assignment discussions or group work, or written peer or supervisor assessment of skills.

Teaching staff aim to mark all assessment tasks and return them to students within three weeks of submission.

## Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including [Student Learning Support](#), [Student Advisers](#), [Disability Services](#), and more which can be found on the [Student Support and Development](#) page of the University website.

Should you require assistance in accessing the [Library](#), [visit their website](#) for more information.



## Unit schedule

| WEEK               | DATE BEGINNING | TOPIC   | ACTIVITIES   | RESOURCES/ READINGS  |
|--------------------|----------------|---|--|--|
| O Week             | 4 July         | Introduction – on line                                    | Students introduce themselves; read introductory LEADS papers; plan/commence activities for reflective piece and change/project report             | Dickson & Tholl (2014); Shannon (2015); Sebastian et al (2015)                                   |
| 1                  | 11 July        | Leads Self  | Read Leads Self chapters/papers. On-line discussion occurs this week (closes midnight Mon 18 July)   | Northouse (2015), Ch 9, 12, 13; Cameron (2012)   |
| 2                  | 18 July        | Engages Others  | Read Engages Others chapters/papers. On-line discussion occurs this week (closes midnight Tues 26 July)  | Northouse (2015), Ch 7, 8, 14; Lencioni (2011)   |
| 3                  | 25 July        | Achieves Outcomes   | Read Achieves Outcomes chapters/papers. On-line discussion occurs this week (closes midnight Wed 3 August)   | Northouse (2013), Ch 6; Northouse (2015), Ch 5, 6 Adair (2011)                                   |
| 4                  | 1 August       | Drives Innovation   | Read Drives Innovation chapters/papers. On-line discussion occurs this week (closes midnight Thurs 11 August)                                      | Northouse (2015), Ch 15; 16; Hiatt (2006)  |
| 5                  | 8 August       | Shapes Systems  | Read Shapes Systems chapters/papers. On-line discussion occurs this week (closes midnight Fri 19 August)   | Jackson (2006); Sullivan et al (2012); Schoemaker et al (2013)                                   |
| 6                  | 15 August      | Reflection on Module 1                                    | Essay due midnight, Fri 2 September.   | Review previous readings   |
| 7                  | 22 August      |   |  |  |
| Mid-semester break |                |   |  |  |
| 8                  | 5 September    | Project management<br>Shadowing as observational learning | Read papers on the methodologies underpinning workplace activities: project management, shadowing.<br>Finalise and reflect on your own activities. | Dwyer et al (2013); Project Management Institute (2008)<br>Simkins et al (2009); Kempster (2009) |
| 9                  | 12 September   | Coaching as interactive learning<br>Action learning       |  | Brockbank & McGill (2006); Hamlin & Beattie (2004)<br>Rigg (2006); Marsick & O'Neil (1999)       |
| 10                 | 19 September   | Reflection on Module 2                                    | Reflective piece due midnight, Mon 26 September  | Review previous readings   |
| 11                 | 26 September   | Leading in Tasmania                                       | Read papers on initiatives developing leadership in Tasmania and the world.<br>Finalise and reflect on your workplace change project.              | Tasmanian Government (2013); Shannon & Van Dam (2013)  |
| 12                 | 3 October      | Leading in the world                                      |  | Leadership Learning Community (2013); The Kings Fund (2013)                                      |
| 13                 | 10 October     | Reflection on Module 3                                    | Project presentations/reports due midday, Mon 10 October   |  |





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| Author:                        | Dr Elizabeth Shannon  |