Tasmanian School of Business & Economics (TSBE) (School)

College of Business and Economics (College)

BAA750
DELIVERING INTEGRATED CARE

12.50 Credit points

Semester 2, 2019

Unit Outline

Unit Coordinator
Dr Nazlee Siddiqui
CONTACT DETAILS

Unit coordinator

Unit coordinator: Dr Nazlee Siddiqui
Campus: Rozelle
Email: Nazlee.Siddiqui@utas.edu.au
Consultation hours: By appointment

Other teaching staff
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WHAT IS THE UNIT ABOUT?

Unit description

The unit provides students with an opportunity to develop the skills and capacity to apply integrated care in healthcare contexts. Students will draw on theories, models and tools from the literature of integrated care and assess their application in the delivery of complex healthcare services. Students will gain the skill to investigate the constraints and opportunities for partnership with patients and family, interprofessional practices and whole person care. Students will evaluate organisational resources, systems and value proposition for effective integrated care delivery. Students will have opportunities to hear from experts across Australia and participate in industry case studies and analysis.

Intended Learning Outcomes

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

1. Analyse stakeholder needs, whole person care and communication requirements for effective implementation of integrated care in healthcare
2. Compare industry practices for integrated care nationally and internationally, within the changing environment.
3. Critique application of integrated care, examining the requirements of interprofessional practices across the continuum of care and different sectors.
4. Justify application of integrated care models for partnership with patients and family in healthcare.
5. Appraise strategies for monitoring and evaluating KPIs of integrated care for value proposition in healthcare.

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 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 critical and creative literacies and
numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

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

This is a new unit that has not been previously taught.

**Prior knowledge &/or skills**

Not applicable.
### HOW WILL I BE ASSESSED?

#### Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1:</td>
<td>Monday 5 August 2019, 2 pm AEST (Week 4)</td>
<td>25%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Poster presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 2:</td>
<td>Monday 16 September 2019, 2 pm AEST (Week 9)</td>
<td>35%</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 3:</td>
<td>Friday 11 October 2019, 2 pm AEDT (Week 12)</td>
<td>40%</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>Case Study</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment details

**Assessment Task 1: Poster presentation**

| Task Description | The leadership team in your health organisation requires you to plan a campaign, which communicates the vision of integrated care and staff’s role in implementing the vision. You are to use the NSW Health’s framework for integrated care and other relevant scholarly (academic) literature and industry reports to explain a vision of integrated care for your organisation. This vision is to inspire health professionals (clinicians and managers in non-clinical roles) to drive whole-person and coordinated care across the continuum of care. This campaign is to be compiled in an oral poster for the clinicians and management team in your health organisation. The oral poster will be submitted in two parts: |
| Task Description   | Part 1: A power-point presentation with 13-14 power-point slides (Tile page/front slide, outline and reference list slides are not included) and 11-12 minutes of embedded continuous voice recording. The power-point slides must have in-text citation and reference list (at the end). |
| Task Description   | Part 2: A power-point presentation with 1 power-point slide in the AO poster size (dimension of 118.9 cm high x 84.1 cm wide). Do not include references on the poster slide. This file is to be submitted separately to the Part 1 file. |
Part 1 must include:

1. **Introduction.** (2 minutes, 3 slides, 3.5 marks)
   
   Identify purpose and structure of the oral poster, context of your health organisation and the targeted vulnerable population.

2. **Overview of the vision of integrated care.** (2.5 minutes, 3 slides, 4.5 marks)
   
   Explain the vision statement of integrated care and principles (3 only) of implementing the vision of integrated care in your health organisation.

3. **Enablers of the stated vision of integrated care.** (5.5 minutes, 5 slides, 7.5 marks)
   
   Explain two enablers and support each enabler with specific behavioural shifts of clinicians and health managers (health professionals in non-clinical role). These behavioural shifts are necessary for effective implementation of the stated vision towards coordinated and whole of person care.

4. **Inspirational message for clinicians and health managers.** (1.5 minutes, 2 slides, 3 marks)
   
   Justify how effective implementation of the stated vision of integrated care is inspiring for clinicians and health managers.

**Quality of design of power-point slides, academic writing and oral presentation style in Part 1.** (1.5 marks)

Part 2 must include:

- Summary of sections 1-4 of part 1 and a tagline for your campaign. In line with Part 1, the poster depicts a vision of integrated care that inspires clinicians and health managers to drive for whole person and coordinated care. (3 marks)

**Quality of poster design and academic writing in Part 2.** (2 marks)

Note: You are to refer to AIHSM writing and presentation style guide for guidance on formatting the power-point presentation and poster.
A number of inter-related assessment criteria, including quality of design of power-point slides, the design of the poster, academic writing and oral presentation style will be applied to judge this task. Other major criteria are provided below. A copy of the final version of the assessment criteria and marking scheme will be available through the Assessment area in MyLO.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Part 1: Identify purpose and structure of the oral poster, context of your health organisation and the targeted vulnerable population.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>Part 1: Explain the vision statement of integrated care and principles (only 3) of implementing the vision of integrated care in your health organisation that are aligned to relevant local (NSW Health’s framework for integrated care) and international movements.</td>
<td>1, 2</td>
</tr>
<tr>
<td>3</td>
<td>Part 1: Explain two enablers and support each enabler with specific behavioural shifts of clinicians and health managers that are required for effective implementation of the stated vision.</td>
<td>1, 3</td>
</tr>
<tr>
<td>4</td>
<td>Part 1: Justify how effective implementation of the stated vision of integrated is inspiring for clinicians and health managers.</td>
<td>1, 3</td>
</tr>
<tr>
<td>5</td>
<td>Part 2: The poster depicts a vision of integrated care that inspires clinicians and managers to drive for whole person and coordinated care.</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

**Task Length**
- **Part 1:** A power-point presentation with 13-14 power-point slides (Tile page/front slide, outline and reference list slides are not included) and 11-12 minutes of embedded continuous voice recording. The power-point slides must have in-text citation and reference list (at the end).
- **Part 2:** A power-point presentation with 1 power-point slide in the AO poster size (dimension of 118.9 cm high x 84.1 cm wide). Do not include references on the poster slide. This file is to be submitted separately to the Part 1 file.

**Due by date** Monday 5 August 2019, 2 pm AEST (Week 9)

**Assessment Task 2: Report**

**Task Description** You are a manager in a health organisation (e.g. local health district, primary health network), leading the implementation of an integrated care project. The targeted cohort for this project are culturally and linguistically diverse (CALD) families, who have children (below the age of 16) suffering from chronic mental illnesses.
Prepare a report, explaining the value proposition of the collaborative partnership that the project would require between your organisation (the lead agency) and a social service organisation (e.g. education, sport, or community support services for mental illness). You are to discuss the leadership and management abilities to support inter-professional practices in this partnership.

The report must have the following main sections:

1. **Executive Summary.** (250 words, 2 marks)
   Summarise purpose of the report, contextual background of the collaborative partnership and key points from section 3 of the report.

2. **Introduction.** (300 words, 3.5 marks)
   Explain purpose and structure of the report and contextual background of the collaborative partnership.

3. **Body.** (1950 words, 24.5 marks)

   3.1 **Needs of the CALD families.** (400 words, 4 marks)

   Explain the complex needs of the targeted CALD families that make this partnership between health and social organisations a necessity for integrated care.

   3.2 **Partnership rationale.** (1050 words: 150 words for each section of 3.2.1-7) (14 marks; 2 marks for each section of 3.2.1-7)

   Explain rationale of the collaborative partnership and value proposition – using the VicHealth partnership analysis checklist regarding:

   - 3.2.1 Determining the need for the partnership
     (only resource issues, as patient and family needs were covered in section 3.1)
   - 3.2.2 Choosing partners,
   - 3.2.3 Making sure partnerships work,
   - 3.2.4 Planning collaborative action,
   - 3.2.5 Implementing collaborative action,
   - 3.2.6 Minimising the barriers to partnerships, and
   - 3.2.7 Reflecting on and continuing the partnership.

   3.3 **Leadership and management abilities.** (500 words, 6.5 marks)
Discuss the leadership and management abilities (i.e. knowledge, skills, attitude) to support inter-professional practices in the partnership between:
- a central clinical group from your organisation AND
- a central service provider group from the partner organisation.

4. **Conclusion.** (150 words, 1.5 marks)

Re-state the argument position and specify the key learnings for your organisation, drawing on the analysis of value proposition of the partnership.

**Quality of presentation and academic writing.** (3.5 Marks)

Note: As per the AIHSM writing and presentation style guide’s general report format, this report can include title page, Table of Contents, glossary of terms, references and appendices (if necessary). However, as an exception to the AIHSM guide, the report does not include the “recommendation” section.

A number of inter-related assessment criteria, including quality of presentation and academic writing will be applied to judge this task. Some of the relevant major criteria are provided below. A copy of the final version of the assessment criteria and marking scheme will be available through the Assessment area in MyLO.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain and summarise purpose, contextual background of the collaborative partnership and key points of section 3 of the report.</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Explain the complex needs of the targeted CALD families that make this collaborative partnership between health and social organisations a necessity for integrated care.</td>
<td>2, 4</td>
</tr>
<tr>
<td>4</td>
<td>Explain rationale of the collaborative partnership and value proposition – using the VicHealth partnership analysis checklist.</td>
<td>2, 3, 5</td>
</tr>
<tr>
<td>5</td>
<td>Discuss the leadership and management abilities (i.e. knowledge, skills, attitude) to support inter-professional practices in the collaborative partnership.</td>
<td>3, 5</td>
</tr>
<tr>
<td><strong>Task Length</strong></td>
<td>2650 words (10% +/- word count).</td>
<td></td>
</tr>
</tbody>
</table>

Any other variance will attract a penalty. The word count includes such items as headings, quotes and in-text citations. It does not
include such items as any appendices and reference list at the end of the assignment.

**Due by date** Monday 16 September 2019, 2 pm AEST

**Assessment Task 3: Case Study**

<table>
<thead>
<tr>
<th>Task Description</th>
<th>The leadership team tasked you to critically review the case of Commonwealth integrated care project “Health Care Homes”. You will write a case study, explaining the functioning of the project and justifying improvements in the project. The improvements should be focused on enhanced partnership with and value proposition for an elderly patient (age 65 and above) with chronic conditions. The case study must have the following sections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Synopsis.</strong> (500 words, 5.5 marks)</td>
<td>Summarise the purpose of the case study, contextual background of the “Health Care Homes”, the need for enhanced integrated care for the targeted elderly patient cohort and key points from sections 2, 3 and 4.</td>
</tr>
<tr>
<td>2. <strong>Findings.</strong> (1550 words, 19 marks)</td>
<td>2.1 Partnership with patients and family. (600 words, 7 marks) Explain the key “self-management support” attributes in the “Health Care Homes” project, for enhanced partnership with the targeted elderly patient cohort and family. 2.2 Types of integration. (650 words, 8 marks) Explain the key attributes of different types of integration (i.e. clinical, professional, organisation and system) in the “Health Care Homes” project, for enhanced value proposition for the targeted elderly patient cohort and family. 2.3 Role of health literacy. (300 words, 4 marks) Explain the role of health literacy of the targeted cohort in facilitating the above discussed key attributes of “self-management support” and integration of care (sections 2.1, 2.2).</td>
</tr>
<tr>
<td>3. <strong>Discussion.</strong> (600 words, 7 marks)</td>
<td></td>
</tr>
</tbody>
</table>
Evaluate advantages and disadvantages of one possible change in any two key attributes (that were explained in above sections 2.1, 2.2) of the “Health Care Homes” project for:

enhanced partnership with the targeted cohort (3.5 marks, 300 words,)
AND
enhanced value proposition for the targeted cohort (3.5 marks, 300 words,)

4. **Recommendation.** (350 words, 4.5 marks)

Recommend implementation of above discussed change in one key attribute. Construct strategies to monitor and evaluate implementation of the recommended change in the “Health Care Homes” project.

**Quality of presentation and academic writing.** (4 Marks)

Note: As per the AIHSM writing and presentation style guide’s case study format, this submission should include reference list and appendices (if necessary). However, as an exception to the AIHSM guide, the submission does not include the “conclusion” section.

A number of inter-related assessment criteria, including quality of presentation and academic writing will be applied to judge this task. Some of the relevant major criteria are provided below. A copy of the final version of the assessment criteria and marking scheme will be available through the Assessment area in MyLO.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain the key “self-management support” attributes in the “Health Care Homes” project, for enhanced partnership with the targeted cohort.</td>
<td>1, 4</td>
</tr>
<tr>
<td>2</td>
<td>Explain the key attributes of different types of integration (i.e. clinical, professional, organisation and system) in the “Health Care Homes” project, for enhanced value proposition for the targeted cohort.</td>
<td>1, 4</td>
</tr>
<tr>
<td>3</td>
<td>Explain the role of health literacy of the targeted cohort in facilitating the above discussed key attributes of “self-management support” and integration of care.</td>
<td>4, 5</td>
</tr>
<tr>
<td>4</td>
<td>Construct strategies to monitor and evaluate implementation of the recommended change in the “Health Care Homes” project.</td>
<td>4, 5</td>
</tr>
</tbody>
</table>
**Task Length**  
3000 words (10% +/- word count).  
Any other variance will attract a penalty. The word count includes such items as headings, quotes and in-text citations. It does not include such items as any appendices and reference list at the end of the assignment.

**Due by date**  
Friday 11 October 2019, 2 pm AEDT

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**How your final result is determined**

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Students are required to attempt every assessment item within the stipulated due date (unless an extension has been negotiated with the unit coordinator at least 3 working days prior to the due date or there are extenuating circumstances). Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

**Submission of assignments**

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.
Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.

Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
(b) ‘late’ means after the due date and time; and
(c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension.

Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed.
Review of Assessment consists of re-marking the final assessment item, checking the addition of all marks, and a check to ensure that all marks have been included in the final result.

Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. If you have passed the unit you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:

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**Academic referencing**

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.


However, you are required to use the AIHSM Harvard style which is covered in section 9. AIHSM referencing style (p14) of the *AIHSM Writing and Presentation Style Guide (2019)* available from the unit’s MyLO under the Useful Resources for Assessments section of the Content tab on the unit’s home page (Content/Assessment).

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 maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics' Writing Assignments: A Guide, which can be accessed at: [http://www.utas.edu.au/business-and-economics/student-resources](http://www.utas.edu.au/business-and-economics/student-resources). This guide provides you with useful information about the structure and style of assignments in the TSBE.

AIHSM has developed a more detailed guide, *AIHSM Writing and Presentation Style Guide (2019)*, which can be found in MyLO under the Useful Resources for Assessments section of the Content tab on the unit’s home page (Content/Assessment).

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.
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.

**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.**

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.
The University Behaviour Policy sets out behaviour expectations for all members of our University community including students and staff.

The aim in doing so is to ensure that our community members are safe, feel valued and can actively contribute to our University mission.

It is expected that community members behave in a manner that is consistent with our University values – respect, fairness and justice, integrity, trust, responsibility and honesty. There are also certain behaviours that are considered inappropriate, such as unlawful discrimination, bullying and sexual misconduct.

The accompanying University Behaviour Procedure sets out the process and avenues that University community members can access to resolve concerns and complaints regarding inappropriate behaviour by a University community member. Wherever possible, the focus will be on early intervention and a 'restorative' approach that creates awareness of inappropriate behaviour and its impact on others. However, in some cases, students who engage in inappropriate behaviour may be subject to disciplinary proceedings, which may impact upon continuation of their studies.

Students can seek support and assistance from the Safe and Fair Community Unit SaFCU@utas.edu.au or ph: 6226 2560.

Matters are dealt with in confidence and with sensitivity.
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, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

There are no prescribed texts or software for this unit. The learning materials of the unit will be drawn from publications, journal articles and other credible sources/websites. You will be able to access the learning materials through the Learning Content section of the MyLO unit. Journal articles and other readings will be made available throughout the semester via MyLO.

Recommended readings

Recommended and supplementary readings, including lecture slides, are available in the Learning Content section of MyLO.

In addition, you are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. You are encouraged to review regularly relevant papers published in peer-reviewed academic journals, including:

- Australian Journal of Primary Health
- British Medical Journal
- BMJ Quality and Safety
- BMC Health Services Research
- Health Systems and Reform
- Health Affairs
- Health Policy
Useful websites for government and industry literature include:

- International Integrated care: https://www.ijic.org/
- The King’s Fund: https://www.kingsfund.org.uk/
- International Foundation of Integrated Care: https://integratedcarefoundation.org/
- World Health Organisation: integrated care
  https://www.who.int/servicedeliverysafety/areas/people-centred-care/en/ and
- NHS England integrated care systems
  https://www.england.nhs.uk/integratedcare/integrated-care-systems/
- Integrated care in Australia
  https://ahha.asn.au/tags/integrated-care

Reading List
N/A

Other Required Resources
EndNote X8 will be required for managing references. A guide for downloading and using EndNote is available on the UTas Library website:
http://utas.libguides.com/endnote
The University uses Turnitin and Grademark software to provide feedback on the assessments. Please visit the “useful resources for assessment” section on MyLO for more details on the use of software in this unit.

### 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.

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

##### Master-Class

An intensive one-day, master-class for the Integrated Care specialisation was held in Sydney (Rozelle Campus) in semester 1 (March 2019). Details of the class were posted via MyLO. Students should make arrangements to access the Master-class recording if they were unable to attend in Semester 1.

The master-class learning materials are available on MyLO.

Master-classes are voluntary. They are designed to expose students to industry leaders in their field and are highly valued. The lecturers employ a range of teaching techniques to foster participation and critical and applied thinking around the topic. They have a particular emphasis on practical and problem-based-learning. Class discussions typically begin with practical examples and then apply critical and theoretical reasoning to the problems faced. Master-classes are not specifically designed to address the assessment tasks.

##### Online lectures

There will be online lectures arranged around the learning modules. These will be held using the web conferencing facility available in MyLO and will be on nominated Tuesdays at 5.15 pm AEST (or ADST where applicable), except where this falls on a public holiday. Some lectures may include a guest speaker whilst others will focus on
an upcoming assessment. Whilst these are not compulsory and are recorded, in the event that no student attends the live session, the tutorial will be closed for that session. Low attendance will reduce the value of the discussion. Attendance allows you to ask any questions you have and receive an immediate response. The dates and times for these online lectures can be found in the Study Schedule at the end of this unit outline. Please note that the online lecture dates may change to accommodate guest presenters.

Specific attendance/performance requirements

As the average study time recommended for a unit in the Master program is approximately 10 hours per week (though this can vary considerably from student to student), you might expect to devote around 130 hours during the semester. This includes the approximate 8 hours of accessing the recordings of the master-class held in semester 1.

This means that the remaining time should be allocated to reading, participating in MyLO discussion forums, and completing assessment tasks. Some of the expectations we have of you as a student enrolled in this unit are; engaging with the readings provided on MyLO, participating in or listening to recorded online lectures and regularly monitoring MyLO announcements.

In this unit, your active engagement will be monitored in the following way:

1. Submission of assessments.
2. Weekly access in the MyLO site.

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

Teaching and learning strategies

The University is committed to a high standard 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. During the first four weeks of this
semester, your participation and engagement in this unit will be monitored. If you do not demonstrate evidence of having engaged actively with this unit by Week 4 of semester, your enrolment may be cancelled, or you may be withdrawn from the unit.

**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

**TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT**

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

**WHEN YOU HAVE A QUESTION**

Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

**WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK**

If you would like an appointment with the AIHSM staff, please send an email to the unit coordinator/lecturer. Students are to post any unit/ course related questions on the unit message boards in MyLO. Questions emailed directly to lecturers will not be answered. Commonly, different students ask the same questions so this enables the lecturer to post one reply accessible to all students.

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.
**Concerns and complaints**

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

**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**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>WEEK BEGINNING</th>
<th>MODULE</th>
<th>ONLINE LECTURES</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-Week</td>
<td>Monday 8 July</td>
<td></td>
<td>Orientation – log into MyLO and familiarise yourself with the unit</td>
<td></td>
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<tr>
<td>1</td>
<td>Monday 15 July</td>
<td><strong>Module 1:</strong> Fundamentals of delivery of integrated care</td>
<td><strong>Online Lecture 1</strong> Tuesday 16 July 5:30 - 6:30 pm</td>
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<tr>
<td>2</td>
<td>Monday 22 July</td>
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<tr>
<td>3</td>
<td>Monday 29 July</td>
<td><strong>Module 2:</strong> Integrated care delivery in national and international contexts</td>
<td><strong>Online Lecture 2</strong> Tuesday 30 July 5:30 - 6:30 pm</td>
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<tr>
<td>4</td>
<td>Monday 5 August</td>
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<tr>
<td>5</td>
<td>Monday 12 August</td>
<td><strong>Module 3:</strong> Inter-professional</td>
<td></td>
<td>Assessment task 1 Poster Presentation Monday 05 August, 2 pm AEST</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>6</td>
<td>Monday 19 August</td>
<td>practices across the continuum of care and sectors</td>
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<td><strong>Online Lecture 3</strong> Tuesday 20 August 5:30 - 6:30 pm</td>
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<tr>
<td>7</td>
<td>Monday 26 August</td>
<td><strong>Module 4:</strong> Delivering integrated care through partnership with patients and</td>
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<td><strong>Online Lecture 4</strong> Tuesday 27 August 5:30 - 6:30 pm</td>
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<td><strong>MID-SEMESTER BREAK 2 September - 8 September 2019 (INCLUSIVE)</strong></td>
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<td>8</td>
<td>Monday 9 September</td>
<td><strong>Module 4 continued</strong></td>
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<td><strong>Assessment task 2</strong> Report Monday 16 September 2 pm AEST</td>
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<td>9</td>
<td>Monday 16 September</td>
<td><strong>Module 5:</strong> Monitoring and evaluating delivery of integrated care with value proposition (Part I)</td>
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<td><strong>Online Lecture 5</strong> Tuesday 24 September 5:30 - 6:30 pm</td>
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<tr>
<td>10</td>
<td>Monday 23 September</td>
<td><strong>Module 6:</strong> Monitoring and evaluating delivery of integrated care with value proposition (Part II)</td>
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<td><strong>Online Lecture 6</strong> Tuesday 01 October 5:30 - 6:30 pm</td>
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<tr>
<td>11</td>
<td>Monday 30 September</td>
<td><strong>Assessment task 3</strong> Case Study Friday 11 October 2 pm AEDT</td>
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<tr>
<td>12</td>
<td>Monday 8 October</td>
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<td>13</td>
<td>Monday 14 October</td>
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**ACCREDITATION**

**AACSB Accreditation**

The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.
By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.