BAA546

PRINCIPLES AND MODELS FOR ENGAGEMENT WITH CONSUMERS IN HEALTHCARE

12.50 Credit Points

Semester 1, 2022

Unit Outline

Unit Coordinator

Helen Almond
**CONTACT DETAILS**

**Unit coordinator**

<table>
<thead>
<tr>
<th>Unit coordinator:</th>
<th>Helen Almond</th>
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</thead>
<tbody>
<tr>
<td>Campus:</td>
<td>Online</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:helen.almond@utas.edu">helen.almond@utas.edu</a></td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>By appointment only</td>
</tr>
</tbody>
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COVID Safety on Campus

Vaccination

From 15 January 2022, students, staff, volunteers, and visitors coming to any UTAS campus, facility or face-to-face activity or event will be required to be fully vaccinated or have a medical exemption.

Students studying online are exempt unless coming on to campus (e.g., to use facilities such as the library) or attending any UTAS face-to-face activity or event.

Those with a medical exemption will be required to adopt additional precautions such as wearing a mask.

Please see the COVID-19 Vaccination Guide for information on how to provide evidence of your vaccination status.

Attending campus

To ensure the safety and wellbeing of our University and the broader community, it’s important that you allow time to complete the following steps:

- Complete the ‘Safety and Wellbeing Induction for Students’ MyLO module and provide evidence of your vaccination status before you attend for the first time

- Go through health screening each day when attending campus, check your temperature and swipe your access card

- Maintain COVID-safe behaviours:
  - keep 1.5 metres away from others,
  - wash and sanitise your hands thoroughly and often,
  - cough/sneeze into a tissue or your elbow,
  - use disinfectant wipes to clean your workstation, and
  - follow other instructions in place at the time (e.g., wearing a mask)

- Critically, please stay at home if you are unwell, get tested if you have any symptoms and email us at COVID@utas.edu.au if you have tested positive.

Together, let’s make our campus a safe place to be.
WHAT IS THE UNIT ABOUT?

Unit description
This unit investigates healthcare principles and models for engagement between patients, their carers and family, and professionals. The importance of consumer engagement and the association with effective, sustainable organisational governance systems is studied. This involves examining theories, systems, processes and actions for partnering with consumers and delivering comprehensive care.

To operationalise the requirements for consumer engagement with effective, sustainable organisational governance requirements, this unit investigates the application of the National Safety and Quality Health Service Standards (NSQHSS)

- Partnering with Consumers
- Comprehensive Care Standards

Their dependency and integration with other standards in the NSQHSS are also reviewed.

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

1. Explain and apply differing concepts of health for individuals, families and communities

2. Use a range of communication strategies to meaningfully engage with consumers in health care

3. Apply engagement models to design and implement innovative communication strategies with consumers in healthcare.

4.

Graduate 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**

The content and assessment have been iteratively reviewed and aligned ensuring relevance of the academic and the operationalisation requirements of the students.

**Prior knowledge &/or skills**

BAA543 Clinical Governance in Health Care is a prerequisite or corequisite for this unit.
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>Critical Reflection Commence week 2 then due in alternate weeks (4,6,8,10) conclude week 12</td>
<td>40%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Assessment Task 2:</td>
<td>Presentation Week 7- Wednesday 6 April 23:59 AEST (AEDT during October to March)</td>
<td>20%</td>
<td>1, 2</td>
</tr>
<tr>
<td>Assessment Task 3:</td>
<td>Case Study Week 11 - Wednesday 11 May 2022 23:59 AEST (AEDT during October to March)</td>
<td>40%</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Assessment details

Assessment task 1: Critical Reflection

This assessment requires you to undertake several short critical reflections relating to the content of this unit.

Critical reflection involves closely scrutinising and then identifying, questioning and analysing all parts of events and experiences from multiple views. Critical reflection must be relevant and continue to promote personal, professional, and academic learning, to improve the safety and quality of the health care system. Some reflection topics have the potential to stimulate group conversations; they are best used as opportunities to learn about diverse perspectives.

The goal of this assessment is to help you to critically analyse relevant key topics regarding the National Safety and Quality Health Service Standards (NSQHSS) and in particular:

- Partnering with Consumers
- Comprehensive Care
For each reflection, you must make an effort to critically analyse these key topics form your own personal and work perspective.

In the long term these reflections may contribute to a "personal portfolio" of your work. In addition, each reflection will provide you with regular feedback on your progress, and areas that need to be addressed.

Quality of presentation and academic writing

Note: Each Critical reflection follows the AIHSM Writing and Presentation Style Guide’s Referencing Style.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A copy of the assessment criteria and marking rubric will be available through the Assessment area in MyLO</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Task length

There is a 250 word critical reflection required for each module +/- 10% of stated word count. Any other variance will attract a penalty (e.g., words more than 10% will not be marked). The wordcount includes such items as headings, quotes, tables and figures and in-text citations. It does not include the reference list at the end of each critical reflection.

Assessment task 2: Presentation

Task description

This assessment requires you to design and deliver an electronic poster (ePoster).

Communication and presentation skills are essential for effective leadership and the provision of safe, high-quality healthcare. ePosters are similar to traditional poster presentations and convey information in a simple manner. They employ images and text to draw the reader in and engage them in your topic. Without more explanation, the message should be clear and comprehensible. The ePoster is your opportunity to demonstrate coverage and clarity as well as communication and presentation skills considering your contribution to

- Partnering with Consumers
- Comprehensive Care

For Assessment task 2, you have been invited to submit an ePoster to an appropriate forum within your organisation. This
could be an ‘Annual Forum on Safety and Quality in Healthcare’ or a local Safety and Quality interest group/conference. The opportunity to submit an ePoster will enable you to share and display your current work in healthcare safety and quality improvement, build connections, enhance your professional profile, show real quality outcomes and examples of innovation. Your ePoster will show how you have addressed The National Safety and Quality in Health Service (NSQHS) Standard 2. Partnering with Consumers OR Standard 5 Comprehensive Care in your organisation and developed a strategy to meet one criterion or action.

The Task

Safety and Quality in Healthcare systems are set up and used by leaders at all levels of the organisation to improve the safety and quality of health care for health care consumers. This Assessment 2 requires you to submit an ePoster on ONE criterion or action the National Safety and Quality in Health Service (NSQHS).

- Standard 2 Partnering with Consumers
- OR Standard 5 Comprehensive Care

The ePoster must include the following sections

1. Introduction

Which specifies the organisation, service context, the reason that led to the poster design (how significant was the problem to your organisation and profession/service)

2. Project goals

In which the topic major goals are defined

3. Central Argument

  3.1 Topic Description – provides an overview of the topic design, including specific initiatives implemented, stakeholders involved and time frame
  3.2 Evaluation – identifies outcome measures used to evaluate success of submitted topic
  3.3 Findings - presents information discovered as the result of the investigation

4. Conclusion

Summarise the implications and impact on your organisation and implications your profession and or service

Quality of presentation
Note: This assessment follows a modified version of the Poster Guidelines offered in the AIHSM Writing and Presentation Style Guide (2021), this eposter presentation does include title, referencing, and contact details.

<table>
<thead>
<tr>
<th>Criterion</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Task length</td>
<td>A single page ePoster (300 -500 words)</td>
</tr>
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</table>

### Assessment task 3: Case Study

**Task description**

This assessment requires you to write a Case Study.

A case study approach provides for in-depth analysis of crucial events, interventions, policy developments, and program-based service improvements in real-world contexts, among other things. Case studies can be used to explain, describe, or investigate events or experiences in their natural settings.

For Assessment task 3 - The Australian Commission on Safety and Quality in Health Care is seeking real-world case studies from health service organisations to share experiences of implementing the National Safety and Quality in Health Service (NSQHS) Standard 2 Partnering with Consumers OR Standard 5 Comprehensive Care.

Drawing on your professional experience and this semester’s learnings your organisation has asked to you to prepare a Case Study which analyses, discusses and makes future suggestions regarding your services current and future contribution to ONE criterion or action from NSQHS Standard 2 Partnering with Consumers OR Standard 5 Comprehensive Care.

The following headings and subheadings should be included

1. **Synopsis**

   In context, describe your organisation (for example: type of service, size, public or private, location, number of admissions per year, personnel, volunteers (if appropriate), population served, and services supplied).
2. **Findings (The Case Study)**

This section will demonstrate an analysis of the current situation within your organisation, identify key gaps/problems, examine alternative solutions, and propose possible solutions using supporting evidence. The findings should address the following key areas:

2.1 What does NSQHS Standard 2 OR 5 mean for your organisation? What’s working well?

2.2 What changes are needed to meet the NSQHS Standard 2 OR 5, describe the gap(s) and change(s) required

2.3 To meet the NSQHS Standard 2 OR 5 describe the challenges the changes you may come up against.

3. **Conclusion**

This brief and to-the-point summary is essential for effectively communicating your ideas. Do not include any new material or concepts. References are not included in the conclusion. Write precisely to establish a direct connection to the goal of your case study; this will demonstrate that you have a deep understanding of the main topic.

What is the impact on the consumers, clinicians and management?

4. **Recommendations**

Describe the lessons learned from the changes required to meet the NSQHS Standard 2 OR 5

**Quality of presentation and academic writing**

Note: As per the AIHSM Writing and Presentation Style Guide’s Case Study format, this case study does include title page, synopsis, findings (the case study), conclusion, recommendations and references. However, as an exception to the AIHSM guide, the case study does not include the “Discussion” section.

<table>
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</tbody>
</table>

| Task length | 1,500 words +/- 10% of stated word count. Any other variance will attract a penalty (e.g., words more than 10% will not be marked). The wordcount includes such items as headings, quotes, tables and |
How your final result is determined

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

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

1. In this Policy:
   (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

Assignments submitted after the deadline will receive a late penalty of 5% (of the original available mark) for each calendar day (or part day) that the assignment is late. Late submissions will not be accepted more than 10 calendar days after the due date, or after assignments have been returned to other students, whichever is shorter.

Review of results and appeals

A Review of Final Result 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. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit.

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:

https://askus.utas.edu.au/app/answers/detail/a_id/1786/~/i-am-unhappy-with-the-grade-i-received.-how-can-i-request-a-review-of-my-grade%3F

You can access and submit the Review of Final Result application form via eStudent.

**Academic integrity**

As part of the University’s educative approach to academic integrity, there is a short Academic Integrity Training Module on MyLO that all students are required to complete.

Completion of the module allows you to demonstrate your understanding of what constitutes a breach of academic integrity.

**All commencing students (pre-degree through to higher degree by research) are required to complete the Academic Integrity module available through MyLO. If you do not complete this module your final unit results will be withheld. You should aim to complete the module within the first few weeks of commencing study at the University.**

**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 maintain academic integrity.

Failure to appropriately acknowledge the ideas of others may constitute a breach of academic integrity.

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

For further information, see the Academic Integrity site for students on the Student Portal.

However, you are required to use the AIHSM Harvard style which is covered in the AIHSM Writing and Presentation Style Guide available from the unit’s MyLO page 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.

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](https://mylo.university.edu.au) 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](https://www.universityoftasmania.edu.au) page on the University web site or the [Academic Honesty site on MyLO](https://mylo.university.edu.au).

**Student Behaviour**

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 phone: 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](#) (phone 6226 2600 or request ITS help online through the [Service Portal](#)).

**Resources**

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.

**Required readings**

There is no prescribed text 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 Hub section of the MyLO unit.

**Recommended readings**

Recommended and supplementary readings are available in the Learning Content section of MyLO.
In addition to these readings on MyLO, you are also expected to explore and become familiar with the key academic journals in the discipline from which useful insights may be derived.

You are encouraged to regularly review the relevant papers that are published in:

- International Journal for Quality in Health Care
- Journal of Health Organization and Management
- BMJ Open Quality
- BMJ Safety and Quality
- International Journal of Health Policy and Management
- Patient Experience Journal
- Asia Pacific Journal of Health Management
- Asia Pacific Journal of Human Resources
- Australian Health Review
- BMC Health Services Research
- Implementation Science
- International Journal of Health Planning and Management
- Health Information Management Journal
- Health Information Management - Interchange
- Perspective in Health Information Management
- Journal of AHIMA
- Journal of the American of Medical Informatics Association (JAMIA)
- Journal of Medical Systems
- Journal of Medical Internet Research
- International Journal of Medical Informatics
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

Pre-recorded discourses are provided in the learning content of MyLO. These are to be reviewed along with the modules. Together they will guide you through the content for the unit.

Online tutorials will review the content and are aligned to the assignments. Attendance at tutorials allows the student to ask any questions and receive an immediate response.

Whilst attendance at tutorials is not compulsory, they are recorded, in the event that no student attends the live session, the online tutorials will be closed for that session. Tutorials will be held using MyLO web conferencing. The dates and times for these online tutorials can be found in the Unit Schedule at the end of this unit outline.

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 in the following way.

1. Submission of assessments.
2. Weekly access in the MyLO site.
3. Attendance at online tutorials or downloading and/or listening to online recordings.
4. Online discussions, including introducing yourself.

If you do not demonstrate evidence of having engaged actively with this unit by completing these activities 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 [Safety and Wellbeing webpage](#) 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 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.

A NOTE ABOUT EMAIL CORRESPONDENCE

You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails to an external email service (such as gmail or Hotmail). In the past, there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

We receive a lot of emails. Be realistic about how long it might take for us to respond.

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. In the first instance, students are encouraged (where appropriate) to attempt to resolve their concerns at a local level, by contacting their Unit Coordinator and if the Unit Coordinator cannot resolve the issue then the Head of School. If you have a concern, information about who to contact for assistance is available on the Complaints and Concerns – Safe and Fair Community Unit page.

Learning support

The University provides a range of face-to-face and online services to help equip students with the academic and literacy skills that they need to undertake their study. These services are in addition to the support you receive in each unit from unit
coordinators, lecturers and tutors. For details of these additional services such as workshops, individual consultation for learning advice, and peer assisted learning opportunities, please visit the Study Support page.

The University also provides free access to Studiosity, 24/7 online study help for all UTAS students, enabling them to get feedback on written work within 24 hours or chat live with a subject specialist anywhere and anytime.

All direct assessment-based feedback is provided only from the staff teaching you the unit.

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.

In addition to Learning Support, there is a range of University-wide support services available to you including Student Advisers, Disability Services, and more which can be found on the Study Support and Safety, Health and Wellbeing pages from the Current Students portal of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
<table>
<thead>
<tr>
<th>WE</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>RESOURCES/ READINGS/FURTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>14 February 2022</td>
<td>Orientation Week</td>
<td>Unit Orientation and Study Skills</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>21 February 2022</td>
<td><strong>Module 1</strong>: Clinical governance and quality improvement systems to support partnering with consumers</td>
<td>Online Tutorial Wednesday 6pm AEST (AEDT during October to March)</td>
<td>Assessment task 1: Critical reflection commences</td>
</tr>
<tr>
<td>2</td>
<td>28 February 2022</td>
<td><strong>Module 2</strong>: Partnering Patients in their Own Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7 March 2022</td>
<td><strong>Module 3</strong>: Health Literacy</td>
<td></td>
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<tr>
<td>4</td>
<td>14 March 2022</td>
<td><strong>Module 4</strong>: Developing and Delivering Comprehensive Care</td>
<td>Assessment task 2: Presentation Wednesday 6 April 23:59 AEST (AEDT during October to March)</td>
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<td>21 March 2022</td>
<td><strong>Module 2</strong>: Partnering Patients in their Own Care</td>
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<td>28 March 2022</td>
<td><strong>Module 2</strong>: Partnering Patients in their Own Care</td>
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<td>4 April 2022</td>
<td><strong>Module 2</strong>: Partnering Patients in their Own Care</td>
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<td>8</td>
<td>11 April 2022</td>
<td><strong>Module 2</strong>: Partnering Patients in their Own Care</td>
<td>Assessment task 1: Critical reflection</td>
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<td>9</td>
<td>25 April 2022</td>
<td><strong>Module 5</strong>: Partnering with Consumers in Organisational Design and Governance</td>
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<td>2 May 2022</td>
<td>Online Tutorial Wednesday 6pm AEST (AEDT during October to March)</td>
<td>Assessment task 1: Critical reflection</td>
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<td>11</td>
<td>9 May 2022</td>
<td><strong>Module 6</strong>: Minimising Harm</td>
<td>Assessment task 3: Case Study Wednesday 11 May 2022 23:59 AEST (AEDT during October to March)</td>
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<td>16 May 2022</td>
<td>Online Tutorial Wednesday 6pm AEST (AEDT during October to March)</td>
<td>Assessment task 1: Critical reflection concludes</td>
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The Tasmanian School of Business and Economics (TSBE) gained initial Business Accreditation from the AACSB International (AACSB) in July 2021 – 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.

AACSB is the most reputable standard in business education and TSBE is now one of an elite group of the world’s business schools. By being an AACSB accredited School, TSBE has joined 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 means that we have satisfied a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

TSBE has joined a select community of accredited business schools, with only five percent of all business schools globally accredited with AACSB. This will further enhance the reputation of TSBE, as well as the global recognition of your qualifications. To find out more about AACSB click here.