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

College of Business and Economics (College)

BAA757
IMPLEMENTING HEALTH MANAGEMENT PRAXIS

12.50 Credit points

Semester 2, 2019

Unit Outline

Unit Coordinators

Dr Robyn Taylor and Dr Kathy Eljiz
**CONTACT DETAILS**

Unit coordinator

<table>
<thead>
<tr>
<th>Unit coordinator:</th>
<th>Dr Robyn Taylor and Dr Kathy Eljiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus:</td>
<td>Rozelle</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:robynntayloro@utas.edu.au">robynntayloro@utas.edu.au</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kathy.eljiz@utas.edu.au">kathy.eljiz@utas.edu.au</a></td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

Other teaching staff
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WHAT IS THE UNIT ABOUT?

Unit description

This unit examines the relationship between research and the practice of management in healthcare organisations. Students will explore how healthcare organisations can use theory to inform practice, taking account of multiple stakeholder perspectives. Students will have the opportunity to learn and apply the different levels of evidence to inform decision-making. Interrelated knowledge translation concepts will be reviewed and critiqued for use in the healthcare environment including implementation, dissemination, diffusion, transfer and exchange.

Intended Learning Outcomes

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

1. Critically appraise the relationship between research and the practice of management in healthcare organisations.
2. Investigate the challenges in translating theory into practice.
3. Conceptualise and judge the complexity of decision making with multiple stakeholder involvement.
4. Evaluate current approaches about the role of knowledge translation in healthcare.
5. Identify, evaluate and prioritise future areas for discussion about knowledge translation and 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 the first time the unit is being offered.

Prior knowledge &/or skills

Not applicable.
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: Essay</td>
<td>Monday 5 August 2019, 2 pm AEST</td>
<td>30%</td>
<td>1, 2</td>
</tr>
<tr>
<td>Assessment Task 2: Presentation</td>
<td>Monday 16 September 2019, 2 pm AEST</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Assessment Task 3: Proposal</td>
<td>Friday 18 October 2019, 2 pm AEDT</td>
<td>40%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

Assessment details

Assessment Task 1: Essay

Task Description

Your executive manager has asked for a diagnosis of the key strengths, weaknesses and potential issues associated with a current organisational-wide change initiative.

Use the four factors of Sikka, Morath and Leape’s (2015) quadruple aim (patient experience, population health or health outcomes, cost of care and provider wellbeing) to uncover the strengths, weaknesses and potential issues associated with:

- the design of the change initiative; and,
- the implementation of that initiative in your organisation.

You are to also conduct a review of scholarly and industry-based material and select relevant resources which could assist you to specifically address the weaknesses you have uncovered about the initiative.

Compile an essay, that blends theory and practical examples from one organisational wide change initiative, specifically addressing:

1. **Introduction:** Describe the topic and purpose of the essay. Specify the organisation and the organisational wide change initiative. Outline the key arguments and the essay structure. (150 words, 1.5 marks)

2. **Body:**
2.1. Outline the organisation’s change initiative and justify the importance of using the quadruple aim as an evaluation tool. (300 words, 3 marks)

2.2. Using the quadruple aim, identify the strengths of the change initiative’s design and its implementation. (400 words, 4 marks)

2.3. Using the quadruple aim, identify the weaknesses of the change initiative’s design. (450 words, 5 marks)

2.4. Using the quadruple aim, identify the potential issues associated with the implementation of the identified change initiative. (450 words, 5 marks)

2.5. Identify four scholarly and two industry-based resources to address the weaknesses and potential issues you uncovered about the initiative’s design and its implementation. Justify why you have selected that material, and how that material could help the organisation to address the weaknesses and potential issues associated with the change initiative. (600 words, 7 marks)

3. **Conclusion**: Re-state the position of your argument and summarise the discussion. Draw out the key learnings for your organisation. (150 words, 1.5 marks)

**Quality of presentation and academic writing** (3 marks)

<table>
<thead>
<tr>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A copy of the assessment criteria and marking scheme will be available through the Assessment area in MyLO.</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

**Task Length**

2500 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**

Monday 5 August 2019, 2pm AEST

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**Assessment Task 2: Presentation**

**Task Description**

Your assessment 1 essay has informed your executive manager about the key strengths and weaknesses concerning the organisational wide
change initiative. Your essay has also provided your manager with some insights about the relevant knowledge and research that could address the initiative’s design weaknesses and key implementation issues.

To enable successful implementation of the change initiative, you are now required to evaluate the structural and behavioural factors in your health service organisation that may impede and facilitate the implementation of scholarly and industry-based knowledge.

You are to compile an embedded continuous PowerPoint presentation to deliver at an executive board meeting. The presentation must include:

1. **Introduction:** Describe the topic and purpose of the presentation. Specify the organisation and the organisational wide change initiative. Outline the key arguments and the presentation structure. (1 minute, 2 slides, 1.5 marks)

2. **Body:** To enable successful implementation of the change initiative, you are required to discuss how the structural and behavioural factors may facilitate and impede implementation of the scholarly and industry-based knowledge you selected for assessment 1. Discuss how:
   2.1. the structural factors of your organisation may facilitate the implementation of the knowledge. (2 minutes, 3 slides, 5 marks)
   2.2. the structural factors of your organisation may impede the implementation of the knowledge. (3 minutes, 5 slides, 7 marks)
   2.3. the behavioural factors of your organisation’s workforce may facilitate the implementation of the knowledge. (2 minutes, 3 slides, 5 marks)
   2.4. the behavioural factors of your organisation’s workforce may impede the implementation of the knowledge. (3 minutes, 5 slides, 7 marks)

3. **Conclusion:** Re-state the position of your argument and summarise the discussion. Draw out the key learnings for your health service organisation. (1 minute, 2 slides, 1.5 marks)

**Quality of presentation** (3 marks)
A copy of the assessment criteria and marking scheme will be available through the Assessment area in MyLO.

**Criterion Description**

**Measures**

<table>
<thead>
<tr>
<th>Task Length</th>
<th>12 minutes, 20 slides (max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due by date</td>
<td>Monday 16 September 2019, 2pm AEST</td>
</tr>
</tbody>
</table>

**Assessment Task 3: Proposal**

This assessment follows the essay style in the AIHSM Writing and Presentation Style Guide. You may use headings/subheadings to help structure your arguments.

Your executive manager and colleagues now have an understanding of: (1) the key strengths, weaknesses and potential issues concerning the design of the organisational wide change initiative and its implementation, (2) the relevant industry and academic knowledge that could address those key problems, and (3) the structural and behavioural factors in your organisation that may impede or facilitate the translation of scholarly and industry-based knowledge.

For assessment three, develop an implementation proposal to translate the scholarly and industry-based knowledge (from assessment 1) to address the potential design and implementation issues associated with the change initiative. Draw on your analysis of the structural and behavioural barriers and facilitators (from assessment 2) to complete the implementation proposal.

Your proposal must blend theory with examples from the change initiative and include:

1. **Introduction**: Describe the topic and purpose of the proposal. Specify the organisation and the organisational-wide change initiative. Outline the key arguments and the proposal structure. (150 Words, 1.5 marks)

2. **Body**
   2.1. Detail and present two recommendations as to how the organisation can address its structural barriers (from assessment 2) to knowledge translation. (600 words, 8 marks)
   2.2. Explain and present two recommendations as to how the organisation can address its behavioural barriers (from assessment 2) to knowledge translation. (600 words, 8 marks)
2.3. Discuss and present two recommendations as to how the scholarly and industry-based knowledge (from assessment 1) can be adapted to address the design and implementation problems of the change initiative. (500 words, 6 marks)

2.4. Develop a timeline to implement your six recommendations from sections 2.1-2.3. (200 words, 2 marks)

2.5. Discuss how the knowledge translation project can be monitored, evaluated and sustained. (800 words, 9 marks)

3. Conclusion: Re-state the position of your argument and summarise the discussion. Draw out the key learnings for your organisation. (150 words, 1.5 marks)

Quality of presentation and academic writing (4 marks)

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

- 18 October 2019, 2 pm AEST

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:

Academic referencing

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

The University has a Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808.

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. 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.

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**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.

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 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 is no prescribed text 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

There is a set of lecture slides, recommended and supplementary readings available in the Learning Content section of MyLO.

In addition to these readings on MyLO, you are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. In particular, you are encouraged to review regularly the relevant papers that are published in:

- BMC Health Services Research
- BMJ Quality & Safety
- Journal of Health Organization and Management
- Journal of Management and Organization
Useful websites include:

Australian Commission on Safety and Quality in Health Care:

Australian Institute of Health and Welfare:

Australian Institute of Health Innovation Seminar series:

Clinical Excellence Commission:

Reading List
N/A

Other Required Resources

At the University, we use 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.

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

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.**

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**Details of teaching arrangements**

**Master-class**

There is an intensive one-day master-class incorporated into this unit. Master-classes are voluntary. They are designed to expose students to industry leaders in their field and are highly valued. The lecturers will employ a range of teaching techniques to foster participation and critical and applied thinking around the topic. There will be a particular emphasis on practical and problem-based-learning. Class discussions will 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. The topics, format and guest lecturers will be announced early in the session.

The Master-class will be held on **Friday 9 August, 2019 (Semester 2, week 4)** at the Rozelle Campus, University of Tasmania, Sydney. Details of the class will be posted via MyLO once semester has started. Students should make arrangements to attend the Master-class as soon as possible.

**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 5.00 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. The
master-class represents 8 hours of this total. This means that the remaining time should be allocated to reading, participating in MyLO discussion forum, 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, participate in or listen to recorded online lectures and regularly monitor 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 LECTURE</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-Week</td>
<td>Monday 8 July</td>
<td>Orientation – log into MyLO and familiarise yourself with the unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Monday 15 July</td>
<td>Module 1: Understanding knowledge translation</td>
<td>Online lecture 1 Tuesday 16 July 5:00-6:00 pm</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Monday 22 July</td>
<td>Module 2: Moving beyond knowledge to practice</td>
<td>Online lecture 2 Tuesday 23 July 5:00-6:00 pm</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Monday 29 July</td>
<td>Module 3: Decision making with multiple stakeholders</td>
<td>Online lecture 3 Tuesday 6 August 5:00-6:00 pm</td>
<td></td>
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<tr>
<td>4</td>
<td>Monday 5 August</td>
<td>Module 3 cont’d</td>
<td>Assessment 1 Essay Monday 5 August 2019, 2 pm AEST</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Monday 12 August</td>
<td>Module 3 cont’d</td>
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<tr>
<td>6</td>
<td>Monday 19 August</td>
<td>Module 4: Strategies for knowledge translation</td>
<td>Online lecture 4 Tuesday 27 August 5:00-6:00 pm</td>
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<tr>
<td>7</td>
<td>Monday 26 August</td>
<td>Module 4 cont’d</td>
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<tr>
<td>8</td>
<td>Monday 9 September</td>
<td>Assessment 2: Presentation Monday 16 September 2019, 2 pm AEST</td>
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<tr>
<td>9</td>
<td>Monday 16 September</td>
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ACCREDITATION

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 improving 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.

|    | Monday 23 September | Module 5: Evaluating knowledge translation | Online lecture 5  
Tuesday 24 September  
5:00-6:00 pm |
|----|--------------------|------------------------------------------|------------------|
| 11 | Monday 30 September | Module 6: Future challenges in knowledge translation | Online lecture 6  
Tuesday 8 October  
5:00-6:00 pm |
| 12 | Monday 7 October   | Module 6: Future challenges in knowledge translation | Assessment 3:  
Proposal  
Friday 18 October 2019, 2 pm AEDT |
| 13 | Monday 14 October  |                                           |                  |