USC

Course Outline

Code: HLT231
Title: Quality and Governance in Health and Community Care Settings

School: Nursing, Midwifery & Paramedicine
Teaching Session: Semester 1
Year: 2019
Course Coordinator: Eleanor Horton   Email: ehorton@usc.edu.au
Course Moderator: Amanda Henderson

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description
At the heart of quality care is good governance. Organisations require systems and processes to support the effective planning and delivery of their services and programs. You will undertake activities, which prepare you to apply best practice principles in quality improvement practice in community settings. Your learning will empower you to shape and work in organisations that are responsive to change and are accountable

1.2 Course topics
Safety and Quality Frameworks, Risk Assessment and Management, Quality Improvement Cycles and Processes, Clinical Governance and Processes and Legislation, Management of Change

2. What level is this course?
200 level Developing - Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program

3. What is the unit value of this course?
12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Describe and apply the Quality Improvement Cycle and how it can impact on safety and care.	Task 1,2,3	Empowered.
Describe the concept of risk assessment and risk management and how it contributes to safe healthcare	Task 2	Creative and critical thinkers
Analyse how concepts of safety and quality can minimise risk and adverse health outcomes for consumers in the Australian healthcare system	Task 3	Creative and critical thinkers. Sustainability-focussed.
Communicate clinical health care frameworks and research	Task 1, 2, 3	Engaged

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 Enrolment restrictions

This course is available to students enrolled in SC335

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Clinical Scenario	Individual	20	500 words /5 slides	Week 4	In class
2	Risk Assessment	Individual	40	1500 words	Week 8	Blackboard
3	Poster Presentation	Individual	40	Up to 1500 words	Week 12	In class
			100%			

Assessment Task 1: Clinical Scenario: Application of ASQ framework

Goal:	This has been design to familiarise you with the Australian Safety and Quality framework and the three domains: consumer-focused, information driven and organised for safety and apply this to a clinical scenario. You will deliver a short ten minute presentation on how you would use the framework to address the issue given.
Product:	Ten minute oral presentation
Format:	You will use the Australian Safety and Quality Framework provided for you on Blackboard to select one area for action that interests you, choosing from the Principles of (a) Consumer-Centred; (b) Information-driven; or (c) Organised for Safety.
Criteria:	You will be assessed on the quality and clarity of your presentation, including: - Depth of discussion relating to health care frameworks - Application of Quality Improvement Cycle findings to a community setting - Communication of health care research - Citations and referencing using Harvard

Generic skill assessed	Skill assessment level
Communication	Developing
Information literacy	Developing

Assessment Task 2: Risk Assessment:

Goal:	This task will allow you to develop a meaningful and in-depth understanding of the concept of risk assessment and risk management and how it contributes to safe healthcare. You will apply the Quality Improvement Cycle to an identified problem of your choice.
Product:	Report/essay/product to be negotiated with Course Coordinator
Format:	Look around your current personal, occupational, clinical or recreational settings for an issue or concern. Imagine that there was one activity/element of care, structure or functioning that you could apply the Quality Improvement Cycle to, in order to implement change and minimise potential risk. You will produce a report/essay/product that clearly demonstrates how you apply the quality improvement cycle and evaluate its effect, using the literature to support your ideas (equivalent to 1500 word limit).
Criteria:	You will be assessed on the quality and clarity of your essay, including: - Description of the activity or element chosen and rationale for need for improvement (safety and or care) - Use of the Quality Improvement Cycle to implement change - Description of risk assessment and risk management and how it contributes to safe healthcare - Use of academic sources to justify actions - Citations and referencing using Harvard - Communicate clinical health care research

Generic skill assessed	Skill assessment level
Problem solving	Developing
Communication	Developing

Assessment Task 3: Poster Presentation

Goal:	This is a culminating piece that ties together the Quality Practice Strategies in ways that promote safe and effective care within the community and risk assessment at a National level.
Product:	Poster presentation
Format:	Individually or in small groups you will develop a poster and present your findings to your peers. Details for the development of the poster will be provided on Bb.
	This poster will provide an overview of one specific Quality Practice Strategy currently developed by the Australia Commission for Safety and Quality and which will have relevance to care within a community setting (for example Falls Prevention, Management of Identification – see Australia Safety and Quality website for further examples on Blackboard during week 1. You will present your poster in class in week 12.
Criteria:	You will be assessed on the quality and clarity of your poster, including:
	- Depth of description of Quality Practice Strategy
	- How the strategy contributes to safe practice within a community setting
	- Specifically addressing risk and adverse health outcomes for consumers
	- Communicate clinical health care research
	- Citations and referencing using Harvard system

Generic skill assessed	Skill assessment level
Problem solving	Developing
Communication	Developing

7. What are the course activities?

7.1 Directed study hours

Lecture: 1 hour each week
Tutorial: 2 hours each week
Online: 1 hour lecture and 2 hour tutorial each week

7.2 Teaching semester/session(s) offered

Sippy Downs: Semester 1

7.3 Course content

Teaching Week / Module	What key concepts/content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
Module 1: Safety and Risk Weeks 1-4	History of Australian's response to changing safety and quality in healthcare - The Australian Safety and Quality Framework - Adverse events and errors - Risk Assessment and Management - Safety in vulnerable populations	Lecture and Tutorial Activities **Assessment Task 1** due Week 4	Required readings Additional Blackboard activities
Module 2: Quality Improvement Weeks 5-8	- Dimensions of high quality care - Quality Improvement Cycle - Leadership - Managing resistance to change	Lecture and Tutorial Activities **Assessment Task 2** due Week 8	Required reading Additional Blackboard Activities
Module 3: Clinical Governance and Legislation Weeks 9-12	- Policies, Procedures and Guidelines - Data Collection and Auditing - Documentation - Legislation and Standards for Accreditation - Education of health professionals - Legal and Ethical Considerations	Lecture and Tutorial Activities **Assessment Task 3** due Week 12 (in class)	Required readings Additional Blackboard activities

Please note that the course activities may be subject to variation.

8.   What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1   Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
To Be Advised			

8.2   Specific requirements

Nil

9.   Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10.   What administrative information is relevant to this course?

10.1   Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2   Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a)   The final mark is in the percentage range 47% to 49.4%
b)   The course is graded using the Standard Grading scale
c)   You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au