PRIFYSGOL
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MODULE SPECIFICATION FORM

Module Title:	Person Centred Organisations for Healthcare	Level:	6	Credit Value:	20

Module code:	HLT605	Cost Centre:	GANG	JACS3 code:	

Semester(s) in which to be offered:	2	With effect from:	September 2013

Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: - Version no: 1

Existing/New:	New	Title of module being replaced (if any):	

Originating Academic Department:	Health Sciences	Module Leader:	Tracy Ross

Module duration (total hours):	400	Status: core/option/elective (identify programme where appropriate):	
Scheduled learning & teaching hours	40		
Independent study hours	360		Core
Placement hours			

Programme(s) in which to be offered: BSc (Hons) Health, Wellbeing and Community	Pre-requisites per programme (between levels):

Module Aims:

The module aims to :

1. Develop critical awareness of contemporary policy and person centred issues that impact on the organisation of health care
2. Enable critical appraisal of organisational leadership and management in health and community sectors

Expected Learning Outcomes:

At the end of this module, students will be able to:

Knowledge and Understanding:

1. Critically examine theories of organisations and organisational leadership and management as applied to the organisation of healthcare
2. Critically analyse the leadership and team work skills needed to manage effective projects/initiatives that promote health and well being.
3. Critically reflect on their own leadership style and attributes, analysing and evaluating the impact this could have on team performance, service delivery and development.
4. Critically evaluate their role in both leading and working in partnership with other professionals, agencies and clients.

Transferable/Key Skills and other attributes:

At the end of this module the students should be able to
- Exercise initiative and personal responsibility;
- Demonstrate competency in word processing and the presentation of data;
- Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied.

Assessment:

Group project (25%): The group are asked to work collaboratively to construct, compose or design an activity that could be used to promote health and well being within the healthcare organisation. For example, this could be an activity that reduces stress, a song, musical composition, a team building activity and game etc. The group must then demonstrate/present this to the cohort and will be marked for their achievement of their identified goal, peer review of collaborative team work and perceived vision, rationale, clarity of message and creativity in creating the design or activity.

1) Coursework (75%): can be presented either as a written assignment or as a podcast or video cast that the assessor can down load via Moodle. The student should discuss how effective leadership has the potential to enhance health and well being within organisations.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	2	Group Project	25%		20 minutes
2	1, 3, 4	Coursework	75%		3,000

Learning and Teaching Strategies:

Class room based interactive strategies will include discussions, seminars, workshops, lectures, tutorial sessions, student presentations, podcasts and problem based /case-based learning supported by internet-based resources. Achievement of outcomes will be facilitated by the above class room strategies. These learning and teaching strategies as well as assessment tasks will aid in the development of intellectual skills as well as personal leadership and team strategies.

Syllabus outline:

Organisational policy and structures in health and community.

Leadership theory, leadership attributes qualities and aptitude, operational, strategic and visionary leadership. Professional judgement, decision making in healthcare settings.

Leading and developing work teams, team management, team building, team dynamics, managing conflict, collaborative and inter professional working,

Self awareness, emotional intelligence, managing stress, motivation, promoting caring, dignity and respect in the workforce.

Learning organisations and workplace learning, mentorship and supervision.

Financial awareness, project management, resource management, workload management.

Bibliography:

Essential reading:

Awofeso N. (2013). *Organisational Capacity Building in Organisations.* Routledge, Oxon.

Gopee, N and Galloway, J (2009) *Leadership and Management in Healthcare.* Sage Publications Ltd.

Stirk, S and Sanderson, H (2012) *Creating Person-Centred Organisations. Strategies for Managing Change in Health, Social Care and the Voluntary Sector.* Jessica Kingsley pubs

Other indicative reading:

Roberts D and Holland K. (Eds) (2013). *Nursing: Decision making for practice.* Oxford University Press, UK.

Goleman D., Boyatzis R.,and Mckee A. (2002). *Primal leadership: learning to lead with emotional intelligence.* Harvard Business Scholl Press. USA.