1. **Title of the module**

SOCI9610 (SO961) Collaborative Practices in Healthcare Management: Inclusion of the Patient

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research (Centre for Health Service Studies)

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Management, Kent Business School (Medway Campus)

1. **The intended subject specific learning outcomes.**On successfully completing the module students will be able to:
   1. Demonstrate a critical understanding of the history, challenges, and factors influencing partnerships between healthcare professionals and patients.
   2. Demonstrate a critical understanding of the various roles and responsibilities of healthcare professional practice and identify the various skills and competencies of interpersonal collaboration.
   3. Identify complex problems and interventions in interdisciplinary healthcare teams.
   4. Demonstrate advanced knowledge of healthcare strategies for role clarification, negotiation and conflict resolution.
   5. Demonstrate a critical understanding of the advantages and disadvantages of the healthcare practice of partnerships with the patient and their family.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Apply advanced knowledge and understanding of different inter-professional roles and possible related role conflicts.
   2. Apply and integrate the concepts of inter-professional collaboration and partnership with patients and their family.
   3. Verbally communicate information and debate on various collaborations and partnership with the patient and their family with fellow students in a seminar setting and teaching staff through the written assessment.
   4. Communicate effectively with collaborators and participants in an intervention situation, adapting communication styles for appropriate ‘audiences’.
   5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
3. **A synopsis of the curriculum**

The module will commence by considering two questions ‘How can patients be part of an interdisciplinary team?’ and ‘How can an interdisciplinary team be managed?’ thereby enabling students to think in terms of inclusion of the patient and reflecting upon the possible advantages and disadvantages of this approach. Students will then be introduced to the main history, challenges, and factors influencing collaboration and partnership between patients and professionals, and various practices of interpersonal collaboration practices. Subsequent weeks will cover topics on role clarification, negotiation and conflict resolution.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Day, J. (2013). *Interprofessional Working: An Essential Guide for Health and Social Care Professionals*. Andover: Cengage Learning.

Ezziane, Z., Maruthappu, M., Gawn, L., Thompson, E. A., Athanasiou, T., & Warren, O. J. (2012). Building effective clinical teams in healthcare. *Journal of Health Organization and Management*, 26 (4), 428 – 436.

Gurtner, S. & Soyez, K. (2015) Challenges in Health Care Management - Are We Ready for What Comes Next. Switzerland: Springer International Publishing, Chapter 11.

Karazivan, P., Dumez, V., Flora, L., Pomey, M. P., Del Grande, C., Ghadiri, D. P., & Lebel, P. (2015). The Patient-as-Partner Approach in Health Care: A Conceptual Framework for a Necessary Transition. *Academic Medicine*, 90 (4), 437-441.

Leathard, A. (2004). *Interprofessional Collaboration: From Policy to Practice in Health and Social Care*. London: Routledge.

National Health Service (NHS). (2014). *The Expert Patient: A New Approach to Chronic Disease Management for the 21st Century*. London: UK Department of Health.

Weiss, D. F., Tilin, F. J., & Morgan, M. J. (2014). *The Interprofessional Health Care Team: Leadership and Development.* Jones & Bartlett Publishers.

1. **Learning and Teaching methods**

Contact hours: 24

Private study hours: 126

Total hours: 150

1. **Assessment methods.**.

Coursework - Group presentation (20 minutes) - 30%

Coursework - Individual report (3000 words) - 70%

**13.2 Reassessment Method**

100% Coursework

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)***

| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | √ | √ |  | √ | √ | √ | √ | √ | √ | √ |
| Lectures | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |  |
| Seminar sessions | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Group presentation | **√** | **√** |  | **√** |  | **√** | **√** | **√** | **√** |  |
| Individual report (3000 words) | **√** |  | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia student support service, and specialist support will be provided where needed.

1. **Campus(es) or Centre(s) where module will be delivered:**

Medway

1. **Internationalisation**

This module allows students to familiarise with collaborative practices in healthcare management theoretical concepts as well as practice insights across contexts. In addition, the methods of assessment (both formative and summative) allow students to interact with each other taking advantage of the student diversity and interpretations of social and ethical issues that stem from growing up in different contexts.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2015 | N/K | N/K |  |  |
| 17/01/2019 | Major | September 2019 | 5, 6, 7, 10, 11, 12, 13,  14, 16 |  |
|  |  |  |  |  |