1. **Title of the module**

SOCI9640 (SO964) Managing Integrated Healthcare Systems

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

 SSPSSR (CHSS)

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

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

’Global Sustainable Healthcare’ SO963

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 how changing demographic profiles impact on the organisation and delivery of health services
	2. Apply management strategies to complex health service practice scenarios
	3. Analyse complex health service system issues and identify relevant organisational and management strategies to address identified problems
	4. Situate health service management practice experience within evolving integrated organisational structures
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Analyse, interpret, objectively evaluate and prioritise information, recognising its limitations, and critically evaluate the logic of arguments and modes of inquiry
	2. Recognise the limitations of knowledge in healthcare management
	3. Communicate effectively with collaborators and participants in a management situation, adapting communication styles for appropriate ‘audiences’
	4. Demonstrate problem solving skills in an organisational management setting, identifying and defining management problems, ensuring optimal and alternate solutions, deciding on a course of action, and reviewing the relative success of this course of action
3. **A synopsis of the curriculum**

The aim of this module is to explore system changes, integrated care models, and system architecture as they relate to health care. The focus will be primarily on health systems in high income countries. In many high income countries, including the UK and Canada, health systems are facing the challenge of adapting to new approaches to healthcare that focus on the organisation and management of health services in primary and community settings to meet changing health needs. These organisations tend to be smaller, often networked or federated groups, have flatter organisational structures and are developing new ways of working, coping with more complex delivery settings and the need to adopt more collaborative and integrated ways of working between organisations.

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

**Books**

Amelung V, Stein V, Goodwin N, Balicer R, Nolte E, Suter E (eds) (2017) Handbook of Integrated Care. Springer International Publishing AG: Switzerland.

Greener I, Harrington B, Hunter D, Mannion R, Powell M (2014) Reforming healthcare: What’s the evidence? Policy Press: Bristol

Harrison S, Hunter D, Marnoch G, Pollitt C (1994) Just managing: Power and culture in the National Health Service. MacMillan: London

Heenan & Birrell D (2018) The Integration of Health and Social Care in the UK: Policy and Practice. Palgrave: London.

Miller R, Brown H & Mangan C (2016) Integrated Care in Action: A practical guide for health, social care and housing support. Jessica Kingsley Publications: London

Tritter J, Koivusalo M, Ollila E, Dorfman, P (2010) Globalisation, markets and healthcare policy. Routledge: London

**Articles**

Journal of Integrated Care

Volume 26 Issue 3 - Special Issue: Primary Care and Integration 2018

<https://www.emerald.com/insight/publication/issn/1476-9018/vol/26/iss/3>

Journal of Integrated Care

Volume 27 Issue 3 - Special Issue: Evaluating integration programmes 2019

<https://www.emerald.com/insight/publication/issn/1476-9018/vol/27/iss/3>

**Useful Websites for Integrated Care**

[www.kingsfund.org](http://www.kingsfund.org/)

<http://www.euro.who.int/en/home>

[www.nuffieldtrust.org.uk](http://www.nuffieldtrust.org.uk/)

Copies of core reading for this module is available from Talis via the relevant Moodle module

Talis is the most up to date source of reference for module reading and supersedes all other sources of information.

1. **Learning and Teaching methods**

Contact hours: 24

Private study hours: 126

Total hours: 150

1. **Assessment methods.**
* Case scenario, 2,000 words (50%)
* Essay, 2,000 words (50%).

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | ü | ü | ü | ü | ü | ü | ü | ü |
| Lectures  | ü | ü | ü | ü | ü | ü | ü | ü |
| Seminar sessions  | ü | ü | ü | ü | ü | ü | ü | ü |
| **Assessment method** |  |  |  |  |  |  |  |  |
| case scenario – 2000 words | ü | ü | ü |  | ü | ü | ü | ü |
| An essay – 2000 words | ü |  |  | ü | ü | ü |  | ü |

15. **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.

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

Medway

**17. Internationalisation**

This module allows students to familiarise with CSR theoretical concepts as well as practice insights across contexts (high income and low, medium income countries). 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) |
| 03/04/2018 |  | January 2019 | 7, 12, 14 ,16 |  |
|  |  |  |  |  |