

<b>Module Title:</b>	Leading Through Caring Within Organisations	<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Module code:</b>	NHS753/ NHS753D* *please see derogations section	<b>Is this a new module?</b>	No	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GANG	<b>JACS3 code:</b>	B700
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<b>Trimester(s) in which to be offered:</b>	2	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Tracy Ross
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Scheduled learning and teaching hours	66 hrs
Guided independent study	134 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
MSc Advanced Clinical Practice (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Advanced Clinical Practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Health Care Leadership)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Palliative Care)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Allied Health)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
N/A

Office use only

Initial approval September 13

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 2

Yes  No

**Module Aims**

The module aims to enable practitioners of health or social care who wish to lead in their area of practice to:

- 1) Enhance their insight into the philosophical, epistemological and professional dimensions of human care practices and their appreciation of a morality of caring practice through reflective inquiry and
- 2) Systematically investigate the art and science of their practice and disseminate their findings in order to improve caring relationships and practices within organisations.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

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

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critically appraise the major philosophical theories and moral codes relevant to human caring	KS1	KS3
		KS4	KS5
		KS6	KS7
2	Critically debate the contemporary literature that explores relationship -centred caring	KS1	KS3
		KS4	KS5
		KS6	KS7
3	Evaluate caring practices in the context of cultural diversity	KS1	KS3
		KS4	KS5
		KS6	KS7
4	Critically reflect upon their practice and that of others in order to extend their knowledge and appreciation of caring behaviours and disseminate examples of good practice	KS1	KS3
		KS4	KS5
		KS7	KS9
5	Develop strategies for improving caring relationships within organisations	KS1	KS3
		KS4	KS5

		KS6	KS9
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> <li>• Demonstrate highly developed professional written and verbal communication skills;</li> <li>• Exercise initiative;</li> <li>• Demonstrate the ability to make decisions in complex situations;</li> <li>• Demonstrate the ability to manage risk;</li> <li>• Demonstrate independent learning ability;</li> <li>• Demonstrate competency in word processing and the presentation of data;</li> <li>• Demonstrate competency in the use of libraries, databases and the internet as sources of information</li> </ul>			

<b>Derogations</b>
<p>Students on MSc Advanced Clinical Practice and MSc Advanced Clinical Practice (Therapies) will be registered on NHS753D and the following derogations will apply:</p> <p>Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.</p> <p>There will be no condonement allowed for any assessment, thus all elements of a module must be passed.</p>

<b>Assessment:</b>																		
<i>Guidance: Please give details of indicative assessment tasks below.</i>																		
<p>This module is assessed by two assignments.</p> <p>Assessment 1. The student will be asked to select an incident from practice that they perceive as a caring or uncaring incident. They will then be expected to explore human caring literature in order to justify their judgment and make recommendations for future practice. The students will debate strategies for improving caring in their clinical areas.</p> <p>Assessment 2: During the module, prior to completing the essay, the student will be asked to complete a reflective workbook in which they are asked to identify caring and non-caring practices. They are then asked to critically investigate these practices using research, moral theory and cultural frameworks. The students will also produce an in-depth action plan with clear time frames and strategies to improve caring, dignity and respect in their individual clinical areas, this will be supported by literature in order to fuse theory and practice.</p>																		
<table border="1"> <thead> <tr> <th>Assessment number</th> <th>Learning Outcomes to be met</th> <th>Type of assessment</th> <th>Weighting (%)</th> <th>Duration (if exam)</th> <th>Word count (or equivalent if appropriate)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1,2,4</td> <td>Essay</td> <td>70%</td> <td></td> <td>3,000</td> </tr> <tr> <td>2</td> <td>1,2,3,5</td> <td>Reflective Practice</td> <td>30%</td> <td></td> <td>1,500</td> </tr> </tbody> </table>	Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)	1	1,2,4	Essay	70%		3,000	2	1,2,3,5	Reflective Practice	30%		1,500
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2	1,2,3,5	Reflective Practice	30%		1,500													

**Learning and Teaching Strategies:**

The learning and teaching strategies employed would involve a series of lead lectures with student presentations, small group tutorials, problem/case- based learning, role play supported by online materials using Moodle. In order to support the theory and practice link, an action plan will be produced by students detailing how they will implement their learning in practice.

**Syllabus outline:**

- Theoretical frameworks: Leininger, Watson, Benner and Wrubel Roach, Wuest
- Caring as scientific rationality
- Transpersonal caring as art, caring as welfare, intuition, caring as power
- The caring imperative in education
- Cultural care diversity
- Reflective models: Johns, Gibbs, Carper, Atkins and Murphy
- Heidegger's intentionality
- Husserl & phenomenology
- Altruism, helping and moral decision making
- Emotional Intelligence

**Bibliography:**

**Essential reading**

Andrews, M., Boyle, J. (2002) *Trans-cultural concepts in nursing care*. New York: Lippincott, Williams and Wilkins.

Watson, J. (2005) *Caring science as sacred science*. Philadelphia: F A Davis Publishers.

Fawcett, J. and DeSanto-Madeya, S. (2012) *Contemporary nursing knowledge: Analysis and evaluation of nursing models and theories*. Philadelphia: F A Davis Company.

Watson, J. (2008) *Nursing: the philosophy and science of caring revised Edition*. Boulder, Col: University Press of Colorado.

**Other indicative reading**

Health Care Commission (2011) *Care and compassion. Report of The Health Service Ombudsman: ten investigations into NHS Care of Older People*. Health Care Commission. London.

Reel, S, L (2006) Ten habits of a caring organization: Principle based leadership. *Research Bulletin*. (8), 1-13.