This Version is No Longer Current
The latest version of this module is available here

MODULE DESCRIPTOR

Module Title

Enhancing Collaborative Practice

Reference	HSM192	Version	1
Created	March 2018	SCQF Level	SCQF 11
Approved	July 2018	SCQF Points	30
Amended		ECTS Points	15

Aims of Module

To enable the student to: explore, analyse and evaluate policy and differing models of practice within partnership and collaborative working, team working in professional practice, to explore the impact of person centred care in practice and on service provision.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1	Critically evaluate the impact of current Health and Social Care policy on professional practice
2	Critically discuss approaches to clinical leadership, management and innovation within transdisciplinary teams and the impact of cultural, geographical and organisational factors
3	Critically evaluate individual professional roles, principles and values on interprofessional team members across partnerships and professional practice
4	Discuss and justify a service enhancement within an area of healthcare
5	Critically evaluate the drivers and processes/barriers to quality improvement, clinical effectiveness, service enhancement and workforce planning

Indicative Module Content

Professional: Health and social care policy, statutory body codes of conduct and scope of professional responsibility, Inequalities in health and social care, governance, legislation and government policy. Understanding of autonomous practice. Interprofessional collaboration, professional identity, professional boundaries. Clinical Education. Professional development and personal development planning Quality Improvement: Values based practice, ethics for collaborative practice, transdisciplinary working, collaborative decision making, audit, EBP, clinical effectiveness, fitness-for-purpose service improvement, service evaluation, strategic planning and process change. Creative idea generation. Leadership: Conflict and crisis resolution, prioritisation, delegation skills, leadership skills, change management, mentorship, continuing professional development, team work skills, clinical supervision, and teambuilding.

Module Ref:	HSM192 v1

Module Delivery

Lectures, student led seminars, tutorials, workshops, discussion, online resources and group work.

Indicative Student Workload	Full Time	Part Time
Contact Hours	50	N/A
Non-Contact Hours	250	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
Actual Placement hours for professional, statutory or regulatory body		

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4, 5
Description:	Presentation ? Oral presentation of an academic poster detailing pre-determined tasks e.g. service redesign				

MODULE PERFORMANCE DESCRIPTOR

Explanatory Text

Component 1 (Presentation) comprises 100% of the module grade. To pass the module, a D grade is required.

Module Grade	Minimum Requirements to achieve Module Grade:
A	A
B	B
C	C
D	D
E	E
F	F
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	Successful completion of profession specific Stage 3 modules.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

1	FULFORD, K.W.M., PEILE, E. and CARROLL, H., 2012. Essential values-based practice: Clinical stories linking science with people. New York: Cambridge University Press.
2	GOPEE, N. and GALLOWAY, J., 2017. Leadership and management in healthcare. 3rd Ed. London: Sage Publications Ltd.
3	GRINT, K and SMOLOVIC JONES, O. 2022. Leadership: limits and possibilities. Bloomsbury Academic, 2nd edition.
4	THISTLEWAHITE, J.E., 2012. Values-based interprofessional collaborative practice: Working together in health care. New York: Cambridge University Press.
5	The bibliography will be updated annually to ensure the articles used are current to practice, and reflect key issues.