

MODULE DESCRIPTOR

Module Title

Integrated Health and Social Care

| | | | |
|-----------|-------------|-------------|---------|
| Reference | NU4303 | Version | 2 |
| Created | August 2021 | SCQF Level | SCQF 10 |
| Approved | June 2020 | SCQF Points | 15 |
| Amended | August 2021 | ECTS Points | 7.5 |

Aims of Module

To enable the student to critically reflect, analyse and evaluate the collaborative working processes and their impact on the delivery of integrated health and social care delivery to service users.

Learning Outcomes for Module

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

- 1 Critique integrated health and social care delivery in the context of current legislation and relevant policies.
- 2 Evaluate the characteristics of collaborative leadership and working to inform personal and professional development.
- 3 Appraise own application of the principles of interagency collaborative working in order to promote integrated health and social care in practice.
- 4 Evaluate the attributes required of a competent professional practitioner to lead transformative care.
- 5 Develop a service enhancement within an area of healthcare.

Indicative Module Content

Comparative social and health care policy, models of collaborative practice, perspectives of person and family centred approaches, strategies for evaluating effectiveness of interagency integrated working; ethics for collaborative practice, managing interpersonal relationships, professionalism between professionals, professional roles, boundaries, skills overlap and mix, collaborative decision making and service delivery, record keeping and documentation within integrated health and social care services, client empowerment, anticipatory approach to assessment, shared and evidence-based assessments, assessing appropriateness and effectiveness of services, risk assessment and management, crisis management, leading, managing and co-ordinating care at individual and service levels, service development, co-production.

Module Delivery

Blended learning approach including: lectures, tutorials, online learning.

Indicative Student Workload

| | Full Time | Part Time |
|--|-----------|-----------|
| Contact Hours | 30 | N/A |
| Non-Contact Hours | 120 | N/A |
| Placement/Work-Based Learning Experience [Notional] Hours | N/A | N/A |
| TOTAL | 150 | N/A |
| <i>Actual Placement hours for professional, statutory or regulatory body</i> | | |

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: | Choice of Essay or audio-visual presentation (live or recorded). | | | | |

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

The student can choose between an essay or presentation. The presentation may be delivered live or a recording can be submitted. The choice must be made within two weeks of commencing the module and the student cannot alter assessment choice.

| Module Grade | Minimum Requirements to achieve Module Grade: |
|--------------|--|
| A | C1=A |
| B | C1=B |
| C | C1=C |
| D | C1=D |
| E | C1=E |
| F | C1=F |
| NS | Non-submission of work by published deadline or non-attendance for examination |

Module Requirements

| | |
|--------------------------|---|
| Prerequisites for Module | None in addition to SCQF 10 entry requirements or equivalent. |
| Corequisites for module | None. |
| Precluded Modules | None. |

INDICATIVE BIBLIOGRAPHY

- 1 BULL, P., GADSBY, J., and WILLIAMS, S., eds., 2018. *Critical Mental Health Nursing. Observations from the Inside*. Monmouth: PCCS Books.
- 2 HEALTHCARE IMPROVEMENT SCOTLAND, 2018. *Enabling health and social care improvement Healthcare Improvement Scotland's Improvement Hub (ihub) Impact Report 2017-2018*. Edinburgh: Healthcare Improvement Scotland.
- 3 NURSING AND MIDWIFERY COUNCIL (NMC), 2018. *Future Nurse: Standards of Proficiency for registered nurses*. London: NMC.
- 4 PECK, E. and DICKSON, H., 2016. *Managing and leading in inter-agency settings*. 2nd ed. Bristol: Policy Press.
- 5 SCOTTISH GOVERNMENT, 2016. *Health and Social Care Delivery Plan*. Edinburgh: Scottish Government.
- 6 SCOTTISH GOVERNMENT, 2014. *Children and Young People Scotland Act*. Edinburgh: Scottish Government.
- 7 WORLD HEALTH ORGANIZATION (WHO), 2010. *Framework for action on interprofessional education and collaborative practice*. [online]. Geneva: WHO. Available from: http://www.who.int/hrh/resources/framework_action/en/ [Accessed 4 March 2020].