

MODULE SPECIFICATION FORM (subject to approval)

Module Title: Clinical Leadership	Level:	Credit Value: 20
-----------------------------------	--------	------------------

Module code: (if known)	Semester(s) in which to be offered: 1, 2 or 3	With effect from: September 2010
----------------------------	--	-------------------------------------

Existing/New: New	Title of module being replaced (if any):
-------------------	---

Originating Subject: Health	Module Leader: Jackie Fitzgerald
-----------------------------	----------------------------------

Module duration (contact hours/ directed/directed private study):	200 hours (100 practice based learning and development, 20 contact, 20 directed and 60 private study)	Status: core/option/elective (identify programme where appropriate):	Core
--	---	---	------

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
--	------

Programme(s) in which to be offered: BSc (Hons) Healthcare Leadership and Management Graduate Diploma in Healthcare Leadership and Management	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
--	---	--

Module Aims As well as enhancing the students' knowledge of leadership and management theory, the module requires them to demonstrate that they can apply the principles learned appropriately in a practice situation and critically reflect of their effectiveness. Content and outcomes are linked to *Free to Lead, Free to Care* (WAG 2009), National Occupational Standards (NOS) for management and leadership and the NHS Knowledge and Skills Framework

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Critically appraise and apply principles of leadership and management in the practice context (linked to NOS);
2. Critically examine theories and principles of, and influences on, risk management and demonstrate appropriate application in practice (linked to NOS)
3. Critically examine theories and principles of empowerment and apply these to the ward/team context (KSF Dimensions C1, C2, C4, C5, C6, G6)
4. Assess their skills in the management of people and resources and identify evidence based strategies to enhance their performance (KSF Dimensions C1, C2, C3, C5, C6, G4, G6)

Transferable/Key Skills and other attributes:

- Exercise initiative and personal responsibility in a management setting;
- Make decisions in complex management situations;
- Communicate information to specialist and non-specialist audiences
- Demonstrate competency in word processing and the presentation of data;
- Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied;
- Manage their own learning.

Assessment: This module is assessed by a portfolio. The portfolio (3500 words equivalent) will contain evidence that students have met specified leadership and management NOS and will comprise a written reflective learning log, patient stories observations of management practice, extended reflections, testimonies, observations of management practice. Students will also include a 360° (or similar) peer review of their performance and their Personal Development Plan (PDP) in the portfolio. Student's personal reflections contained in the report will be written as short pieces of academic work and the marks for the portfolio arrived at by marking these elements against L6 criteria.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
One	1 - 4	Portfolio	100%		3,500

Learning and Teaching Strategies: Learning strategies being used are a combination of directed and self-directed reading, case discussions, action learning sets, observations and work-based learning, lectures and group and individual tutorials and discussions. Taught material is supported by open learning materials and online resources through the University's VLE.

Syllabus outline: Leadership in practice; Reflection: reflection and the reflective process, models of reflection. Empowerment: empowerment theory, understanding self and role, decision-making, problem solving, influencing, negotiating, political awareness, responsibility and accountability, networks, clinical supervision; power – using, enabling, in teams, shifting power bases, motivational theories; Resource Management: influence and conflict, financial management, business planning, business cases, professional issues, HR policy. Risk Management: principles and theories, history of risk management, the risk management process, risk management tools, influences on risk management; Service Improvement; Achieving dignity and respect in service delivery

Bibliography

Lecturers will provide additional reading list, including current journal articles, policy documents and other literature specific to each session.

Essential reading

Cole, G.A. (2004) *Management – theory and practice*. London. Thomson

Marquis, B.L. and Huston, C.J. (2005) *Leadership roles and management functions in nursing: theory and application*. 4th edition. Philadelphia: Lippincott, Williams and Wilkins

Royal College of Nursing (2009) *Clinical Leadership Programme Pack* (revised). London: RCN

Welsh Assembly Government (2009) *Free to Lead, Free to Care: Empowering ward sisters/charge nurses Ministerial Task and Finish Group*. Cardiff: WAG

Other indicative reading

Hayes, J. (2007) *The theory and practice of change management*. Houndsmill. Palgrave Macmillan

Jasper, M. (2004) *Management for nurses and health professionals*. Oxford. Blackwell Science

Mullins L J (2006) *Management & Organisational Behaviour* 7th edition Prentice Hall London

Palfery, C. Philips, C. and Thomas, P. (2004) *Effective Health Care Management – an evaluative approach*. Oxford. Blackwell Science

Journals

Health Service Journal

Journal of Nursing Management

Nursing Management