

Collaborative Curriculum Modules

101 CC Foundations in Communication

Communication is highlighted as an essential skill for all health care professionals because it impacts on patient satisfaction, as evidenced by much research into this area. This module serves to develop compassionate, caring and professional health care professionals. It acts as the starting point to develop the skills for working in partnership with patients or clients to promote their empowerment. It will provide a foundation for developing the students' professional attributes incorporating the six 'C's model: communication, commitment, courage, care, competence, compassion (DH 2012) along with collaboration between the members of the interprofessional health care team. The module aims to develop students' understanding of professional skills such as communication, empathy and trustworthiness, required when working with vulnerable groups and as part of the multi-disciplinary team. The module serves to develop the prerequisites of caring and compassion providing a basis for exploration, reflection and evaluation of personal and professional values, within an arena of multi/uni-professional health and social care.

103 CC Social Determinants of Health and Wellbeing

The module aims to develop students' knowledge and understanding of the social, economic, cultural and environmental factors that influence individual and community health and wellbeing and health inequities, locally, nationally and internationally. The focus of the module is on creating active learners who recognise the opportunities and challenges within everyday professional practice to act on the social determinants of health, to improve health and wellbeing, across the life course.

201 CC Evidence Informed Practice and Decision Making

This module will explore the principles and strategies of Evidence Informed Practice (EIP) to enable students to apply, creatively, a wide range of sources of evidence for clinical decision making. It will provide students with the opportunity to develop collaborative values of communication, team working and decision making within a health and social care context. Students will study in small co-operative teams and will be encouraged to work on small profession specific health and social care related projects/case studies; these projects/ case studies will enable students to apply EIP principles. Students will be introduced to research perspectives (methodology and design), audit, health policy, and service user participation as methods to evaluate their EIP plans and interventions.

301CC Enhancing Practice Through Evaluation and Research

This module provides students with the opportunity to undertake an in-depth exploration in an area of special interest which will have relevance to person-centred practice and which makes clear connections with local and/or national priorities in health and social care. Students will establish a specific research question upon which to focus. Using an appropriate method of enquiry, students will be required to systematically investigate the research question and analyse the information generated in order to derive a set of findings or results. The question may be investigated using a literature-based strategy or an empirical approach (with approval only). Primary research approaches may include hypothesis testing, qualitative methods or evaluative research. On the basis of the study results, students will be encouraged to identify the implications and recommendations for person centred, collaborative and professional practice. Students will be assessed on their ability to undertake the above, and also on their ability to effectively communicate information through the production of a written piece which will be summatively assessed. In summary, on completion of this module, students will have an enhanced understanding of the relationship between the research and evidence-based practice cycle and person-centred, collaborative, and professional practice.

302 CC Working Together to Lead Service Improvement

The intention is that students are supported to gain a commitment to ongoing reflection and learning, underpinning their development as competent health and social care professionals to take up leadership roles as reflexive practitioners in complex service delivery environments.

Students are supported to work in small inter-professional teams (normally made up of students from at least three different pre-registration professional courses) with local communities, patient, carer and service user groups, to develop service improvement proposals, which can produce positive, measurable improvements in person-centred care.

Student teams produce a project proposal, which is assessed by staff and other student teams with contributions to that assessment from patient, community, service groups (as above).

Students will also be exposed to self and team development activities and tools which will allow them to explore and reflect upon their own professional identity, leadership competency, and increase their self-awareness. Individual students then produce a critical analysis of their own team's work and their own contribution to successful collaborative inter-professional practice.

REFERENCE ONLY - CU Placement Competency