

Module Specification

Module Summary Information

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| 1 | Module Title | Coaching and Supervising in Healthcare |
| 2 | Module Credits | 20 |
| 3 | Module Level | LEVEL 7 |
| 4 | Module Code | LBR7585 |
| 5 | Semester Taught | 2 |

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| 6 | Module Overview |
| <p>This module aligns with the Professional Practice Programme philosophy and is designed to be flexible, and practice led. You will have the opportunity to develop skills of enquiry, reflection and problem solving. A blended learning approach is taken in line with the University's learning and teaching strategy. You will be encouraged to think critically and share practice experiences with your fellow students, as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive regular feedback and feedforward aimed at developing your academic skills and have the opportunity to discuss your progress with the module team.</p> <p>Coaching and supervising and the themes surrounding the roles are vital for all personnel within the healthcare arena. This is underpinned by an integrated approach that adheres to frameworks and policy, set out by organisations and regulatory bodies within healthcare. The diverse nature of healthcare environments requires individuals to have a broad-based knowledge, skills and attitudes to manage healthcare services successfully.</p> <p>In this module you will explore coaching and supervising and the relevant theories surrounding it. This will equip you with the skills and knowledge to effectively act as a coach and/or supervisor in a healthcare setting.</p> <p>You should be working in a role that requires you to undertake coaching and supervising in a healthcare setting as you will be required to reflect on your practice. You will be required to demonstrate your development within your profession as a result of undertaking this module.</p> | |

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| 7 | Indicative Content |
| <p>Role definition</p> <ul style="list-style-type: none"> • Coaching - Coaching Methods and theory • Supervising -Types of Supervision <p>Teaching within Healthcare</p> <ul style="list-style-type: none"> • Learning Theories • Different environments <p>Assessment</p> <ul style="list-style-type: none"> • Strategy • Support • Theory <p>Feedback</p> <ul style="list-style-type: none"> • Effective Feedback • Feedforward • Theory | |

Failing to Fail

- Why
- What can be done
- Importance of Documentation
- Difficult Conversations

Documentation

- Why
- Importance
- Teaching
- Audit

Diversity and Inclusion

- Awareness
- Importance
- Impact on Learning

| 8 | | Module Learning Outcomes | |
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| On successful completion of the module, students will be able to: | | | |
| | 1 | Utilising academic skills, retrieve and apply appropriate evidence and knowledge to formulate critical debate required at level 7. | |
| | 2 | Critically discuss teaching, learning and assessment in practice settings utilising relevant theories and strategies. | |
| | 3 | Critically explore approaches to coaching and supervising within the healthcare setting. | |
| | 4 | Critically evaluate factors that affect the role and the impact these have on coaching and supervising in the practice setting. | |

| 9 | | | | Module Assessment | | | |
|---|--|-------------------|--|-------------------|--|------------------|--|
| | | <i>Coursework</i> | | <i>Exam</i> | | <i>In-Person</i> | |
| Learning Outcome Number <i>(from table 8)</i> | | Coursework | | Exam | | In-Person | |
| 1-4 | | 100% | | | | | |

| 10 | | | Breakdown Learning and Teaching Activities | | |
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| Learning Activities | | Hours | | Details of Duration, Frequency and other comments | |
| Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable | | 45 hours | | 30 hours scheduled online learning 15 hours face to face practical scheduled over 2 consecutive days | |
| Directed Learning (DL) includes placements, work-based learning, peer group learning | | 55 hours | | Via Moodle. | |

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| external visits, on-line activity, Graduate+, peer learning, as directed on VLE | | |
| Private Study (PS) includes preparation for exams | 100 hours | Seminar, simulation and lecture preparation. Formative and summative assignment preparation. Tutorial time. |
| Total Study Hours: | 200 Learning Hours | |

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| 11 | Key Texts and Online Learning Resources |
| <p>Moodle will be an integral learning resource to support and guide learning to achieve the outcomes of this module of study. Books are available from the BCU Library at City South Campus.</p> <p>A range of key sources are used to support student learning, these are update regularly and hosted on the VLE. Some key sources can be found below. It is expected that you do extensive reading to support your learning. Due to the variety of potential information sources and the changing nature of the topic(s) the list below is subject to change.</p> <p>Lobo, C. et al. (2021) Collaborative Learning in Practice: Coaching to Support Student Learners in Healthcare. 1st edition. Newark: John Wiley & Sons, Incorporated.</p> <p>Mohanna, K. (2011) Teaching made easy: a manual for health professionals. 3rd ed. Abingdon: Radcliffe Publishing.</p> <p>Jug, R. et al. (2019) Giving and Receiving Effective Feedback: A Review Article and How-To Guide. Archives of pathology & laboratory medicine (1976). [Online] 143 (2), 244–250.</p> | |