

Personal and Professional Development in Practice

UNIT CODE	2CP3D030														
UNIT TITLE	Personal and Professional Development in Practice														
UNIT ABBREVIATION	PPDP														
LEVEL OF STUDY	6														
CREDIT VALUE	20	ECTS VALUE	10												
HOME DEPARTMENT	HPSC														
UNIT COORDINATOR	Louise Bowden														
KEYWORDS	Reflective practice, self-development, exploring self in the context of practice, professional development, practice development, legal, professional and ethical issues														
UNIT LEARNING OUTCOMES	<p>On successful completion of this unit, students will be able to:</p> <ol style="list-style-type: none"> Critically explore self as an agent of change Understand and critically analyse practice issues and the implications for personal and professional development 														
SUMMATIVE ASSESSMENT	<table border="1"> <thead> <tr> <th>Element (highlight final element)</th> <th>Type</th> <th>Weighting</th> <th>Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Presentation</td> <td>30%</td> <td>1</td> </tr> <tr> <td>2</td> <td>Written piece</td> <td>70%</td> <td>2</td> </tr> </tbody> </table>			Element (highlight final element)	Type	Weighting	Learning outcomes assessed	1	Presentation	30%	1	2	Written piece	70%	2
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Communicate effectively using a range of media	-														
Apply teamwork and leadership skills	1, 2														

	Manage own professional development reflectively	2
	Find, evaluate, synthesise and use information	1,2
	Work within social, environmental and community contexts	1, 2
	Use systems and scenario thinking	1, 2
	Engage with stakeholder/interdisciplinary perspectives	2
ASSESSMENT STRATEGIES FOR EACH ELEMENT OF ASSESSMENT	<p>Formative: Students will have the opportunity to discuss ideas in class as an on-going thread throughout the unit</p> <p>The specific assignment in two parts: Part 1- Presentation (equivalent to 1,500 words) Part 2 – Written piece (3,000 words plus or minus 10%)</p>	
ASSESSMENT CRITERIA FOR UNIT/ELEMENTS OF ASSESSMENT	CPD unit grading criteria for level 6 apply.	
NON-STANDARD MINIMUM PASS MARK		

OUTLINE OF THE UNIT

BRIEF SUMMARY	This unit is specifically designed to be accessible to a range of health and social care practitioners who operate at a variety of levels within their organisational environment (operational and managerial). It enables the students to critically reflect on their own practice and revisit some of the core practical and theoretical underpinnings of professional practice.
INDICATIVE CONTENT	Personal and Practice development, using reflection to question their environment, themselves and what needs to be developed. Exploring current practices and analysing the appropriateness. Forces for change of practice and self. Legal, professional, political and ethical parameters. Empowerment. Changing clinical practice. Diffusion of innovation. Exploring self as an agent of change

LEARNING ACTIVITIES

BREAKDOWN OF STUDENT LEARNING ACTIVITY	<table border="1"> <thead> <tr> <th>Type of Activity</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Summative assessment</td> <td>25%</td> </tr> <tr> <td>Directed study</td> <td>40%</td> </tr> <tr> <td>Student-centred learning</td> <td>35%</td> </tr> </tbody> </table>	Type of Activity	%	Summative assessment	25%	Directed study	40%	Student-centred learning	35%
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MANDATORY LEARNING & TEACHING REQUIREMENTS									

LEARNING RESOURCES

ESSENTIAL READING	<p>Baggott, R. (2004). <i>Health and health care in Britain</i>, Houndmills: Palgrave Macmillan.</p> <p>Bellman, L (2003). <i>Nurse-led change and development in clinical practice</i>, London: Whurr.</p> <p>Benner, P. E. (2001). <i>From novice to expert: excellence and power in clinical nursing practice</i>, Upper Saddle River, N.J.: Prentice Hall.</p> <p>Bishop, V. and Scott, I. (2001). <i>Challenges in clinical practice: professional developments in nursing</i>, Basingstoke: Palgrave.</p> <p>Black P.E. & Plowright D. (2010). A multi- dimensional model of reflective learning for professional development. <i>Reflective Practice</i>, 11(2), pp.245–258.</p> <p>Bloom, M, Fischer, J and Orme, J.G. (2009) <i>Evaluating practice: guidelines for the accountable professional</i>, Boston, MA.: Pearson/Allyn & Bacon.</p> <p>Bryar, R and Griffiths, J. M. (2003) <i>Practice development in community nursing: principles and processes</i>, London: Hodder & Stoughton.</p> <p>Cherry. B, Jacob. S. R (2005) <i>Contemporary nursing: issues, trends, & management</i>, London: Elsevier Mosby.</p> <p>Collin S. & Karsenti T. (2011). The collective dimension of reflective practice: the how and why. <i>Reflective Practice</i>, 12(4), pp.569–581.</p>
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	<p>Dooher, J, Clark, A and Fowler, John, (2001). <i>Case studies on practice development</i>, Salisbury: Quay.</p> <p>Greenhalgh T. et al. (2004). Diffusion of Innovations in Service Organizations: Systematic Review and Recommendations. <i>The Milbank Quarterly</i>, 82(4), pp.581–629.</p> <p>Hamer, S and Collinson, G (2005). <i>Achieving evidence-based practice: a handbook for practitioners</i>, Edinburgh: Churchill Livingstone.</p> <p>Hickson H. (2011). Critical reflection: reflecting on learning to be reflective. <i>Reflective Practice</i>, 12(6), pp.829–839.</p> <p>Higgins D. (2011). Why reflect? Recognising the link between learning and reflection. <i>Reflective Practice</i>, 12(5), pp.583–584.</p> <p>Higgs, J, Richardson, B and Dahlgren, M (2004). <i>Developing practice knowledge for health professionals</i>, Edinburgh: Butterworth-Heinemann.</p> <p>Kelleher, D, Gabe, J and Williams, G (2006). <i>Challenging medicine</i>, London: Routledge.</p> <p>McCormack, B, Manley, K and Titchen, A (2013). <i>Practice development in nursing and healthcare</i>, Oxford: Wiley-Blackwell.</p> <p>Moss, M. T and Allen. B .W, (2005). <i>The emotionally intelligent nurse leader</i>, San Francisco, Calif: Jossey-Bass.</p>
ADDITIONAL RESOURCES THAT STUDENTS SHOULD BUY	None
SPECIAL ICTS REQUIREMENTS	None
ANY OTHER ADDITIONAL RESOURCES	None

ADMINISTRATION

JACS CODE	
DATE OF APPROVAL	27 November 2013
DATE OF MOST RECENT CONSIDERATION	
UNIT EXTERNAL EXAMINER	
UNIT ASSESSMENT BOARD	