



SEVERN
BUSINESS
COLLEGE

**EBMA Level 4 Diploma in Health and
Social Care Management**

Course Handbook

Qualification

EBMA Level 4 Diploma in Health and Social Care Management

Level

4

Guided Learning Hours

360

Total Qualification Time Hours

1200

Credit Value

120

Qualification Objective

The EBMA Level 4 Diploma in Health and Social Care Management is designed to equip learners with the underpinning knowledge, understanding and skills for success in employment in the Health and Social Care sector at a management level. EBMA Level 4 Diploma in Health and Social Care Management allows learners to demonstrate their skills by producing evidence of their work activities, to meet national occupational standards. Learners will acquire care management skills in the Health and Social Care sector.

Assessment

Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

Unit Structure of the Qualification

Unit number	Units	Unit level	Unit credit
1	Issues in Health and Social Care	4	30
2	Communication Skills for Health and Social Care Practitioners	4	30
3	Managing Care Principles	4	30
4	Supervisory Role in Health and Social Care Practice	4	30

Assessment Grades

Marks Ranges %	Marking Criteria
80 -100	Distinction: All learning outcomes are achieved. All assessment criteria are met at an outstanding level.
60-79	Merit: All learning outcomes are achieved. All assessment criteria are met at a good level.
40-59	Pass: All learning outcomes are achieved. All assessment criteria are met at a satisfactory level.
0-39	Fail: All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title

Issues in Health and Social Care

Level

4

Guided Learning Hours

90

Learning Time Hours

300

Credit Value

30

Aim

This unit aims to explore common issues in health and social care sectors at an intermediate level. Learners will be able to understand theories, research and features of people in the context of health and social care settings in the 21st Century.

Learning Outcomes

1. Investigate theories, research and features of people in the context of health and social care settings.
2. Identify significant of places in health and social care sectors.
3. Apply different theoretical approaches to health care which are widely applicable to social care practice.
4. Investigate different ideas that underpin the provision of health and social care in the 21st century.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
LO1 Investigate theories, research and features of people in the context of health and social care settings.	<p>AC 1.1: Explain the concept presented by Peter Townsend (1957) on family system of care.</p> <p>AC 1.2: Identify the importance and different forms of research and cooperative manuscripts written by informants and researchers on conventional productions on health and social care.</p> <p>AC 1.3: Explain the concept of conflict for carer, for the cared-for person, for professionals, for society and for policy makers.</p> <p>AC 1.4: Identify shared features of women and men's experiences of poverty.</p>
LO2 Identify significant of places in health and social care sectors.	<p>AC 2.1 Identify the role of hospital design in the recruitment, retention and performance of NHS nurses</p> <p>AC 2.2 Identify an orthodox view of disability and the challenges from disable people and their organisations.</p> <p>AC 2.3 Evaluate Peter Maris (1974) loss and change concept of psychological integration in health and social care organisation.</p> <p>AC 2.4 Analyse 'total institution' concept presented by Goffman in the health care organisation.</p>
LO3 Apply different theoretical approaches to health care which are widely applicable to social care practice.	<p>AC 3.1 Discuss an oral history of the modern hospice movement.</p> <p>AC 3.2 Discuss NHS role in patient safety and quality of care.</p> <p>AC 3.3 Discuss risk management strategies in NHS in response to growing litigation and a transfer of associated cost to NHS trust.</p> <p>AC 3.4 Identify reasons why people with cancer used the internet for treatment decisions and to supplement medical consultations.</p> <p>AC 3.5 Identify significant errors and omissions identified by patients and causes of misunderstandings.</p>
LO4 Investigate different ideas that underpin the provision of health and social care in the 21st century.	<p>AC 4.1 Identify the importance of Abraham Maslow theory of motivation and personality in humanistic psychology.</p> <p>AC 4.2 Explain the concept presented by Keith and Morris (1995) in the issue of social constructionist.</p> <p>AC 4.3 Discuss the philosophical basis of ethics and evidence based medicine</p> <p>AC 4.4 Define 'inverse care law' suggested by Julian Tudor Hart (1971) and identify how this law is applicable to the health service provision in the United Kingdom.</p>

Reference texts and readings:

- Understanding Health and Social Care, 2nd Edition, Julia Johnson, Corinne De Souza, Sage Publications – The Open University
- Ethics : Contemporary Challenges in Health and Social Care, 2007, Audrey Leathard and Susan McLaren, The Policy Press – University of Bristol
- Key Issues in Health and Social Care, 1st Edition, Adam Barnard, Routledge Publisher, 2010
- Health and Social Care: Establishing a Joint Future? (Policy and Practice in Health and Social Care Series), 1st Edition, Alison Petch, Dunedin Academic Press, 2007
- Individual personal relations: effect on quality of care, Dr. Liselotte Jakobsson, (Kristianstad University College), Dr. Leif Holmberg, (Kristianstad University College), Citation: Dr. Liselotte Jakobsson, Dr. Leif Holmberg, (2011) "Individual personal relations: effect on quality of care", International Journal of Health Care Quality Assurance, Vol. 24 Iss: 6, Publisher: Emerald Group Publishing Limited

- Hospital doctors' anxieties at work: Patient care as inter subjective relationship and/or as system output, Paula Lökman, (Royal Holloway University of London, London, UK), Yiannis Gabriel, (University of Bath, Bath, UK), Paula Nicolson, (Royal Holloway University of London, London, UK), Emerald Group Publishing Limited
- Implementing a Regional Health Information Network: Impact on Health Care Performance and the Management of Change, Manolis Tsiknakis, Angelina Kouroubali, Dimitris Vourvahakis, Stelios C. Orphanoudakis, Volume: 5 Editor(s): Grant T. Savage, Jon A. Chilingirian, Michael Powell, Qian Xiao ISBN: 978-0-76231-228-3, Emerald Group Publishing Limited
- NHS – Institute for Innovation and Improvement www.institute.nhs.uk
- The health information specialist: A new role for channelling web information to promote patient empowerment, Nira Shalom, Emerald Group Publishing Limited
- First steps towards providing the UK with health care information and advice via their television sets: an evaluation of four Department of Health sponsored pilot services, Author(s): David Nicholas, Paul Huntington, Peter Williams, Barrie Gunter, Article type: Case study, Publisher: MCB UP Ltd
- Comprehensive handbook of personality and psychopathology, Author Jay C. Thomas, Editors Michel Hersen, Jay C. Thomas, John Wiley and Sons, 2006
- Rethinking social policy, Gail Lewis, Sharon Gewirtz, John Clarke, Open University in association with SAGE Publications, 2000
- Access to health care, Martin Gulliford, Myfanwy Morgan, Routledge, 2003

UNIT SPECIFICATIONS

Unit Title

Communication Skills for Health and Social Care Practitioners

Level

4

Guided Learning Hours

90

Learning Time Hours

300

Credit Value

30

Aim

The main skill a care worker needs to work effectively is the availability to understand and communicate with others. This course aims to provide the skills and knowledge required for effective communications in health and social care organisation.

Learning Outcomes

1. Gain skills and knowledge required for effective communications in health and social care organisation.
2. Identify ethical consideration for communication in the organisation.
3. Identify problems that reduce positive and effective communication in health and social care sector.
4. Understand communication strategy with patient in crisis.
5. Identify the importance of communication with patient with chronic and/or life threatening illness.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
LO1 Be able to gain skills and knowledge required for effective communications in health and social care settings	AC1.1 Identify how communication takes place in Health and Social Care settings. AC1.2 Identify how to write memo, report, email, poster and letter in health and social care sector. AC1.3 Identify how verbal communications take place in health and social care sector. AC1.4 Identify ways to improve written and verbal communications.
LO2 Be able to identify ethical consideration for communication in the organisation.	AC2.1 Identify ethics in formal communication skills within health and social care organisation.

	<p>AC2.2 Explain six main principles presented by Bateman (1995) for legal language for clients.</p> <p>AC2.3 Identify why ethics become important for effective communications within the care organisation.</p> <p>AC2.4 Evaluate complex issues that surround advocacy and concern powers in ethical communications.</p>
<p>LO3 Be able to identify problems that reduce positive and effective communication in health and social care organisation.</p>	<p>AC3.1 Identify how barrier gesture affects positive and effective communication.</p> <p>AC3.2 Identify non-verbal barrier gestures in communication performance.</p> <p>AC3.3 Analyse the importance of effective communication in tricky moments.</p> <p>AC3.4 Explain how to present sad news in the care organisation.</p>
<p>LO4 Be able to understand communication strategy with patients in crisis.</p>	<p>AC 4.1 Define the term ‘crisis in communication’ and explain its different types or situations.</p> <p>AC 4.2 Discuss the level of anxiety and the client’s ability to observe focus attention and learn.</p> <p>AC 4.3 Explain Lazarus and Folkman (1984) theory of stress and determine ways to resolve the crisis.</p> <p>AC 4.4 Determine the strategic direction to manage crisis behaviour.</p> <p>AC 4.5 Identify the importance of Jocnosik (1984) paradigm to deal with an agitated / confused patient.</p>
<p>LO5 Be able to identify the importance of communication with patient with chronic and/or life threading illness.</p>	<p>AC 5.1 Identify typical processes of dealing with illness and/or injury and the clients corresponding communication.</p> <p>AC 5.2 Define the meaning of illness to a patient.</p> <p>AC 5.3 Identify several sequential phases in adaptation to illness.</p> <p>AC 5.4 Assess specific impact of responses, powerlessness, helplessness and hopelessness.</p> <p>AC 5.5 Identify several coping skills that providers may use to avert the professional stress syndrome.</p> <p>AC 5.6 Assess the advisability and readiness of clients who are terminally ill to receive truthful and direct information.</p>

Reference texts and readings:

- Communication Skills for Health and Social Care, Bernard Moss, SAGE, 2007
- Preparing for Professional Practice in Health and Social Care, Anita Atwal, Mandy Jones, John Wiley and Sons, 2009
- Communication and Interpersonal Skills, 1st Edition, Elaine Donnelly, Lindsey Neville, Reflect Press Ltd, 2008
- Communication in Clinical Settings, Paul Crawford, Paul Bonham, Brian Brown, Nelson Thornes, 2006
- Communication Skills for Nursing Practice, Catherine McCabe, Fiona Timmins, Palgrave Macmillan, 2006
- Counselling and communication skills for medical and health practitioners, Rowan Bayne, Ian Horton, Wiley-Blackwell, 1998
- Prochaska JO, Di Clemente CC, Norcross JC. In search of how people change. Applications to addictive behaviors. Am Psychol. 1992;47:1102–1114
- Miller W. Motivational interviewing with problem drinkers. Behav Psychother. 1983;11:147–172
- Skinner C, Campbell M, Rimer B, Curry S, Prochaska J. How effective is tailored print communication?. Ann Behav Med. 1999;21:290–298
- Waitzkin H. Doctor-patient communication (clinical implications of social scientific re-search). JAMA. 1984;252:2441–2446
- Peterson C, Stunkard AJ. Personal control and health promotion. Soc Sci Med. 1989;28:819–828
- Jubelirer SJ, Linton JC. Reading versus comprehension (implications for patient education and consent in an outpatient oncology clinic). J Cancer Educ. 1994;9(1):26–29
- Health care providers and purchasers and evaluation of interactive health communication applications1 Holly Jimison, PhD, Linda Adler, MPH, MA, Molly Coye, MD, MPH, Al Mulley Jr, MD (MPP), Thomas R. Eng, MPH (VMD), for the Science Panel on Interactive Communication and Health

Articles/Journals Databases:

- Academic Search Elite (EBSCO)
- ABI/INFORM Complete (ProQuest)
- CQ Researcher

- Gale Virtual Reference Library
- Oxford Reference Online Premium
- LexisNexis Academic
- College Source Online
- Plunkett Research Online
- Science Direct
- Emerald Insight

UNIT SPECIFICATIONS

Unit Title

Managing Care Principles

Level

4

Guided Learning Hours

90

Learning Time Hours

300

Credit Value

30

Aim

Managing quality is a big issue in health and social care industry. By the end of this course, learners will be able to analyse different concepts of quality assurance in relation to health and social care. Moreover, strategies and procedures will be discussed which will help health care professionals to evaluate systems, policies and procedures in health care services to achieve quality systems.

Learning Outcomes

1. Identify the importance of values, ethics and general practice in care organisation.
2. Identify quality improvements in health and social care organisation through performance management.
3. Appreciate the importance of service delivery models which meets the needs of individuals.
4. Know management processes and practice of health care projects.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
LO1 Be able to identify the importance of values, ethics and general practice in care organisation.	<p>AC 1.1 Identify how values and ethics become an important part in health and social care sector to manage skills</p> <p>AC 1.2 Identify the importance of anti-discriminatory practice of leadership of care service.</p> <p>AC 1.3 Identify the importance of legislation and practice in relation to confidentiality and data protection.</p>
LO2 Be able to identify quality improvements in health and social care organisation through performance management.	<p>AC 2.1 Explain the performance management system and assess the importance of the system within the health and social care organisation.</p> <p>AC 2.2 Identify procedures to handle complaints in the care system.</p> <p>AC 2.3 Evaluate factors that affect the success of inter professional partnership.</p>
LO3 Be able to appreciate the importance of service delivery models which meets the needs of individuals.	<p>AC 3.1 Explain the concept of service delivery model in health care organisation.</p> <p>AC 3.2 Identify how Service delivery model, analyse physical and emotional needs of individuals.</p> <p>AC 3.3 Identify how service delivery model, analyse social and educational needs of individuals.</p> <p>AC 3.4 Assess the rationale behind service delivery model to</p>

	improve health care problems.
LO4 Be able to know management processes and practice of health care projects.	<p>AC 4.1 Explain steps and identify ways to manage the health care project.</p> <p>AC 4.2 Identify how to manage individuals' performance in health care organisation.</p> <p>AC 4.3 Identify the advantage of the lean thinking approach and compare it with just in time approach.</p> <p>AC 4.4 Identify patient pathway during entering and discharging the hospital and management of this process by lean thinking approach.</p>

Reference texts and readings:

- Quality management in health care: principles and methods, Edition 2, Donald E. Lighter, Douglas C. Fair, Jones & Bartlett Learning, 2004
- Quality management in health care, Lionel Wilson, Peter Goldschmidt, McGraw-Hill, 1995
- Continuous quality improvement in health care, Edition 3, Curtis P. McLaughlin, Arnold D. Kaluzny, Jones & Bartlett Learning, 2006
- International Journal of Health Care Quality Assurance, Addressing the issues of management and quality, ISSN: 0952-6862
- Access, Quality and Satisfaction: Three Critical Concepts in Health Services and Health Care Delivery, Author(s): Jennie J. Kronenfeld, Source: Research in the Sociology of Health Care, Volume: 24, 2006
- Healthcare Organizations as "Patients": Transforming the Fundamental OD Paradigm, Author(s): Irwin M. Rubin, Source: Advances in Health Care Management, Volume: 10, 2011
- Systems Approach to Address Incivility and Disruptive Behaviors in Health-Care Organizations, Author(s): Elizabeth Holloway, Mitchell Kusy, Source: Advances in Health Care Management, Volume: 10, 2011
- The Four C's of Leadership Development, Author(s): Cynthia Roberts, Carolyn Roper, Source: Advances in Health Care Management, Volume: 10, 2011
- A call for research on management accounting service quality, Author(s): Kenton B. Walker, Gary M. Fleischman, Eric N. Johnson, Source: Advances in Management Accounting, Volume: 19, 2011

Case Studies:

- LifeSpring Hospitals: a social innovation in Indian healthcare, Author(s): N. Krishnadas, Source: Emerging Markets Case Studies Collection
- What is adequate health care and how can quality of care be improved?, Type: Research paper, Author(s): Jochanan Benbassat, Mark Taragin
- Quality Assurance in Health Care: The Theoretical Context, Author(s): Penelope Ann Renwick
- Aspects of Quality in Health Care, Author(s): Barbara Morris
- What Does Quality Health Care Cost?, Author(s): Hugh Koch, Adrian Higgs
- Quality in finance of health care: the unaddressed imperative, Author(s): Patrick Asubonteng Rivers, Sandra H. Glover

Articles/Journals Databases:

- Emerald Management Reviews
- ASSIA: Applied Social Sciences Index & Abstracts
- British Library
- British Nursing Index
- Cabell's Directory of Publishing Opportunities
- CINAHL Information Systems
- Health Service Abstracts
- Hospital and Health Administration Index
- MEDLINE
- Mosby Index
- Mosby Nursing Consult
- PNA Research
- SCOPUS

UNIT SPECIFICATIONS

Unit Title

Supervisory Role in Health and Social Care Practice

Level

Guided Learning Hours

90

Learning Time Hours

300

Credit Value

30

Aim

The aim of this unit is to enable health and social care practitioners to learn skills, knowledge and to critically examine the role, function and responsibilities of being an effective supervisor. By the end of this unit, learners will be able to understand effective supervision skills through communication and behaviour in health and social care organisation.

Learning Outcomes

1. Identify effective supervision through communication and behaviour in the health and social care organisation.
2. Understand code of practice, workforce regulations and models as key principles of supervision.
3. Investigate supervisory decision making process in the care organisation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
LO1 Be able to identify effective supervision through communication and behaviour in the organisation.	<p>AC 1.1 Explain major principles of supervisor to handle other staff members.</p> <p>AC 1.2 Suggest effective communication systems in health and social care organisation to support individuals and team members.</p> <p>AC 1.3 Identify the supervisory role in securing the resources required to provide the service.</p> <p>AC 1.4 Identify skills and methods to promote effective supervisory role.</p>
LO2 Be able to understand code of practice, workforce regulations and models as key principles of supervision.	<p>AC 2.1 Discuss the rules, regulations and responsibility of supervisor to handle team members.</p> <p>AC 2.2 Identify how to handle conflict effectively in health care organisation.</p> <p>AC 2.3 Identify the role of supervisor in continuous development of team members in health care organisation.</p> <p>AC 2.4 Identify the activities, roles and responsibilities of supervisor in to report higher authority in health care organisation.</p>
LO3 Be able to investigate supervisory decision making processes in the care organisation.	<p>AC 3.1 Identify key steps in the decision making process.</p> <p>AC 3.2 Evaluate key models of decision making process in health care organisation.</p> <p>AC 3.3 Identify how to make effective decisions to record and report risks to higher authority.</p> <p>AC 3.4 Identify key responsibilities and effective decision making of supervisor to deal with emergencies.</p>

Reference texts and readings:

- Work-family conflict and job satisfaction in stressful working environments: The moderating roles of perceived supervisor support and internal locus of control, Type: Research paper, Author(s): Yu Ru Hsu
- Demystifying and Improving Organizational Culture in Healthcare, Type: Chapter Item, Author(s): Karen L. Pellegrin, Hal S. Currey, Source: Advances in Health Care Management, Volume: 10, 2011
- The Impact of Supervisor–Subordinate Relationships on Nurses' Ability to Solve Work- place Problems: Implications for their Commitment to the Organization, Type: Chapter Item, Author(s): Yvonne Brunetto, Rodney Farr-Wharton, Kate Shacklock, Source: Advances in Health Care Management, Volume: 10, 2011
- CHANGING FACE OF HEALTH CARE SOCIAL WORK, THE: PROFESSIONAL PRACTICE IN MANAGED BEHAVIORAL HEALTH, SOPHIA F. DZIEGIELEWSKI, Springer Publishing Company, 2003
- The effective health care supervisor, Charles R. McConnell, Jones and Bartlett Publishers, 2003

Articles/Journals Databases:

- Emerald Management Reviews
- ASSIA: Applied Social Sciences Index & Abstracts
- British Library
- British Nursing Index
- Cabell's Directory of Publishing Opportunities
- CINAHL Information Systems
- Emerald Management Review
- Health Service Abstracts
- Hospital and Health Administration Index
- MEDLINE
- Mosby Index
- Mosby Nursing Consult
- PNA Research
- SCOPUS