

MODULE SPECIFICATION

KEY FACTS

Module name	Health Innovation and Change
Module code	HMM008
School	School of Health Sciences
Department or equivalent	Division of Health Services Research and Management
UK credits	15
ECTS	7.5
Level	7

MODULE SUMMARY

Module outline and aims

Today's financial challenges, continuous endeavour for competitive advantage, rapid technology advances, and raising patients' expectations all present managers in both the public and private sector health care organisations with increasingly complex challenges. Unless health care organisations innovate and can successfully implement change they will not be able to continue offering customer-oriented, sustainable, high quality and safe services.

Innovation in designing and delivering health services can help increase productivity, improve care and deliver better outcomes for patients. Unlocking the benefits of health innovations can entail radical changes in organisations and health systems. Organisations need to adapt to updated policy and regulation, patients and carers need greater information and education, health professions need to embrace new practices, and patients need to become more actively involved in managing their own care and co-produce services with professionals.

Innovation is more than how to develop new ideas offering creative solutions to problems. It is also about how innovative ideas are taken up in practice and spread throughout organisations and health systems. Enabling the rapid diffusion of better ways of delivering health and care is increasingly part of health leaders' daily practice. For innovation to be successfully taken up in practice managing change is a complex, dynamic and challenging process essential to unlocking the full benefits of health innovations and handling the complexity of adapting to internal and external environmental needs. The ability to change, to constantly adapt, and evolve entails major cultural transformation of the organisation alongside structural and procedural change to deliver desired improvements in quality and performance. Embracing the notion of culture change is a key element of health care change.

This module explores theories and processes of innovation and change, in health care. You will develop innovative approaches and the necessary skills to critically assess options and deliver solutions to real world problems in contemporary health care organisations. You will be encouraged to use your own experience to inform discussion, enquiry, critical thinking and reflection.

Content outline

The content addresses today's health care managers' role in creativity, people-centred innovation and successful management of change, including cultural transformation. It includes:

- Understanding user needs, thinking creatively and using service design thinking to innovate across boundaries.
- Leading creativity, innovation and change across multiple levels: individual, group and organisational.
- Understand the social processes involved in facilitating widespread innovation diffusion to help transform health services and health care outcomes.
- Understand and apply best practice analytic models for planning change.
- Leading innovation and change in the challenging and highly professionalised health care context.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Understand creativity, innovation, diffusion and change; demonstrate an understanding of holistic service design thinking and associated analytic tools and techniques.
- Identify and justify options and approaches for service design thinking and innovation in a professionalised setting and articulate these in a compelling business design case.
- Explain alternative approaches to managing change in health care.
- Describe and evaluate the portfolio of change management tools and techniques.
- Identify and justify options and approaches for leading collaborative change and the diffusion of innovation in a professionalised setting and articulate these in a cogent change plan.
- Demonstrate how to apply change management tools and techniques and construct a detailed change plan.

Skills:

- Evaluate and analyse organisational contexts for creativity and innovation.
- Explore using creativity and service design thinking tools and techniques health enterprise opportunities for innovating products, processes, and services.

- Integrate context, process, people and organisational objectives into a compelling and persuasive evidence-based plan and vision for innovation.
- Systematically and critically apply methods and models of innovation diffusion and change to analyse the key issues.
- Effectively use analytic models and approaches to change
- Select suitable collaborative leadership strategies for implementation depending on the type of change and the organisational contexts for change.

Values and attitudes:

- Show awareness of creativity and innovation in personal leadership in business situations.
- Show respect and tolerance for other participants.
- Adhere to University regulations regarding referencing, plagiarism and academic misconduct.
- Show consideration for the rules and regulations of the University.

HOW WILL I LEARN?

Teaching and learning will take place via a mix of lectures, group activities and discussions which allow you to examine the issues in more detail, providing both lecturer and peer led input, promoting discussion and developing communication and group working skills.

Teaching sessions will take place over four days (typically 10am to 5pm), and are supplemented by self-directed study which allows you both to gain a deeper understanding of the subject generally, and to pursue topics which are of particular interest to you in greater detail.

Teaching and learning are facilitated by Moodle, the University's online Virtual Learning Environment.

Teaching pattern:

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Lectures, group activities, exercises and discussions	Lecture	35	115	0	150
Totals:		35	115	0	150

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

The assessment comprises two elements. The first is a poster and oral presentation of ideas for new or improved products, services or social enterprises. This will be undertaken in groups and presented as a business design case. It will require you to think creatively and fundamentally about a business opportunity and how to work it through using the tools, techniques and approaches of creative analysis and service design thinking. It will also require you to work collaboratively and communicate effectively with your peers as a member of a syndicate group, as creativity and innovation in the real-world are best advanced through collaborative endeavour. There is the opportunity to take this further and enter the CitySpark business design competition that helps City students to develop a business idea, test it out with potential customers and make it happen for real. The second is a written assignment of 3,000 words excluding appendices and references. This will require you to think critically and fundamentally about leading and managing change and address the challenges of innovation and implementation in the most fundamental area of all in healthcare - patient safety.

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
Innovation	Poster and Oral Presentation	50%	50	N/A
Change	Written assignment	50%	50	N/A

Assessment Criteria

Assessment Criteria are provided for each module and are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured.

Grade- Related Criteria are also provided for each module and the programme and are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks.

Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task. Module leaders will inform you at the beginning of each module where these be provided.

Feedback on assessment

Feedback is usually provided in verbal or written format for each module. All written feedback is posted onto Moodle to enable you to access this easily.

Feedback will be provided in line with current university assessment and feedback policies. In particular, you will normally be provided feedback within four weeks of the submission deadline or assessment date in line with the university guidelines for end of module examinations or an equivalent significant task. Feedback would normally include a provisional mark that requires ratification at the assessment board by the external examiners. If you have failed a component the assessment board will normally confirm the requirement for resubmission and set a date for this.

Assessment Regulations

The Pass mark for each module is 50%. This also applies separately to the components of a module each of which is subject to a 50% pass mark.

If you fail an assessment component or a module, the following will apply:

Resit: you will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you shall be awarded the credit for that module. The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.

INDICATIVE READING LIST

Main texts:

Hayes, J. (2014) *The Theory and Practice of Change Management*. Fourth Edition. London: Palgrave.

Hickman, G. (2010) *Leading Organizations: Perspectives for a new era*. Second edition. London: Sage.

Iles, V., and Sutherland, K., (2001), *Managing Change in the NHS*, NCC SDO - available at: www.comorbidity.org.au/node/583.

Queensland Government Change Management Plan Workbook and Template available at:

www.qgcio.qld.gov.au/.../Software%20Licence%20Management/Templates/slm_change_management_plan_template.doc.

Stickdorn, M and Schneider, J, 'This is service design thinking', BIS Publishers

Wolff, J. (2012), *Creativity Now: Get Inspired, Create Ideas and Make Them Happen!* Second Edition. London: Pearson

Supplementary articles:

Ahmad, R., Kyratsis, Y., Holmes, A. (Jul 2012) When the user is not the chooser: learning from stakeholder involvement in technology adoption decisions in infection control. *Journal of Hospital Infection*. 81(3):163-168
<http://www.journalofhospitalinfection.com/article/S0195-6701%2812%2900116-8/abstract>

Atun, R.A., Kyratsis, I., Jelic, G., Rados - Malicbegovic, D., Gurol-Urganci, I., (2007) Diffusion of complex health innovations - implementation of primary care reforms in Bosnia & Herzegovina. *Health Policy and Planning* 22(1):28-30
<http://heapol.oxfordjournals.org/content/22/1/28.long>

Beer, M. and Nohria, Nintin (May-June 2000). *Cracking the Code of Change*. Harvard Business Review, pg. 133-141.

Burnes, B. (1996). No such thing as a 'one best way' to manage organizational change. *Management Decision* 34 (10), pg. 11-18.

Burnes, B. (1997). Organizational choice and organizational change. *Management Decision* 35 (9/10), pg. 753-760. Huy, Quy Nguyen (September 2001). In praise of middle managers. *Harvard Business Review*, pg. 73-79.

Charani, E., Kyratsis, Y., Lawson, W., Wickens, H., Brannigan, E., Moore, L., Holmes, A. (2013) An analysis of the development and implementation of a smartphone application for the delivery of antimicrobial prescribing policy: lessons learnt. *Journal of Antimicrobial Chemotherapy* 68(4):960-967 <http://jac.oxfordjournals.org/content/68/4/960.long> (Open access)

Kotter, John (March-April 1995). *Leading Change: Why transformation efforts fail*. Harvard Business Review, pg: 59-67.

Kotter, John P & Schlesinger, Leonard, A. (March-April 1979). *Choosing Strategies for change*. Harvard Business Review, pg. 106-114.

Kyratsis, Y., Ahmad, R., Holmes, A. (2012) Technology adoption and implementation in organisations: comparative case studies of 12 English NHS Trusts. *BMJ Open* 2(2) e000872 <http://bmjopen.bmj.com/content/2/2/e000872.full> (Open access)

Kyratsis Y, Ahmad R, Hatzaras K, Iwami M, Holmes A..(2014) Making sense of evidence in management decisions: the role of research-based knowledge on innovation adoption and implementation in health care. *Health Serv Deliv Res* 2(6) <http://www.journalslibrary.nihr.ac.uk/hsdr/volume-2/issue-6> (Open access)

Miles, Robert (2001). *Accelerating corporate transformations by rapidly engaging all employees*. *Organizational Dynamics*, 29 (4): 313-321.

Moss, F., Garside, P. and Dawson, S. (1998). *Organizational change the key to quality*.

Quality in Healthcare 7 (suppl) S1-S2.

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For use from: 2014-15

Appendix:

CODES		
HESA Code	Description	Price Group
133	Business and Management Studies	D
JACS Code	Description	Percentage (%)
N200	The study of managing organisations.	30
N212	Techniques for creative problem solving and the management of creativity in others.	35
N214	The specific techniques involved in the planning and management of change within an organisation.	35