

PERSONAL DEVELOPMENT PLANNING

Indicative Outline Content (FD level)

LESSON PLAN

Lessons 1 and 2

Learning Objective:-

For participants to identify their particular learning needs in their organisational and practice context.

Teaching Methods:-

A simple scenario planning technique will be taught and applied as a framework for a succession of learning needs audits. These will include the self-application of personal learning and management styles profiling methods (e.g. Myers-Briggs). Theoretical underpinnings will be provided by relevant extracts from P. Senge and D. Schon's 'Reflective Practitioner' / 'Learning Organisation' publications.

Lessons 3 and 4

Learning Objective:-

For participants to gain a working understanding of the continuing change agenda in health and social care and the public policy principles and concepts that sustain this.

Teaching Methods:-

A directory of key organisational developments will be compiled for a designated time period, drawing on schedules of post 1990 legislation and White Papers. Care pathway exercise will be used to identify changes in practice and management responsibilities with opportunities provided for students to locate their own occupational biographies and future career aspirations within these. Contemporary text books on the history of UK health and care audits policy developments, from alternative perspectives (e.g. Ham, Klein, Allsop) will be drawn upon to support the sessions with a selected primer on public policy development models (e.g. Baggott, Abel-Smith).

Lessons 5 and 6

Learning Objective:-

To enable students to develop their own resource networks in relation to their development needs.

Teaching Methods:-

Operational modelling and relational audit techniques will be taught for application by students in respect of both their own personal and their particular

workplace needs. Maps of relevant local and external resources will be drawn using both participants' and Internet based intelligence, and a formal presentation of local HE/FE programmes and services will be included in Lesson 5. These sessions will be underpinned by two selected Operational Research articles from recent health and social care studies in the UK (Ashcroft, Brailsford).

Lessons 7 and 8

Learning Objective:-

The acquisition of increased confidence and confidence in relation to organisational and service change and future individual contributions to the implementation of practice reforms.

Teaching Methods:-

A structured four phase change management framework will be taught and applied a line supervisor and unit management levels. This will be located within a profile of alternative leadership styles, which participants will convert into work and weighted examples. Basic Power and Authority concepts will be examined for their practical relevance (e.g. Blau, Weber), and an SDO health management text will be used as the core reference source for students (Sutherland, Iles).

Lessons 9 and 10

Learning Objective:-

For participants to define and articulate their Personal Development Plans and to identify the support mechanisms these require.

Teaching Methods:-

Both factual and figurative Curriculum Vitae mechanisms will be offered as ways of achieving a satisfactory summative learning outcome. This process will be informed by inputs in relation to personal mentoring and coaching, training opportunities and funding options and opportunities. Session 10 includes the invited participation of relevant others including workplace peers and managers and forms part of the module assessment. The sessions are formed explicitly by an action learning and review model (e.g. McGill).