

Template - Course Module Summary

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Semester/Term	Semester...			
Course Unit/Module Code:				
Course Unit/Module Name:	Person-centered care			
Credit Value:	02			
Core/Optional	Core			
Pre-requisites	None			
Hourly Breakdown	Theory	Practical	Other	Independent learning
	18 h	24 h		58 h
Intended Learning Outcomes:				
At the completion of this course student will be able to:				
<ul style="list-style-type: none">➤ explain the concepts and principles of person-centered care (PCC);➤ describe the models of PCC;➤ discuss ethical and legal considerations in meeting the caring needs of persons with NDD;➤ compare the local and global perspectives of PCC;➤ analyze PCC approach in formal- and informal care settings;➤ apply PCC approach in formal- and informal care settings.				

Course Content:

Introduction to PCC

Principles of PCC

Models of PCC (Ekman, McCormack & McCance, Kitwood)

Local and global perspectives of PCC

Changing perspectives to a person centered approach through study circles

Application of PCC in formal- and informal settings through study circles

Ethical and legal considerations in meeting the caring needs of persons with neurodegenerative disorders (NDD) (Generalized ethical and legal aspects of health care practices, specific ethical and legal aspects of PCC in NDD at global level and in Sri Lanka, Resolving ethical dilemmas)

Teaching/Learning Methods:

Lectures (18 hours)

Discussions/Role play/Study circles (24 hours)

Self-learning (58 hours)

Assessment Strategy: (Details: quizzes %, mid-term %, end course unit %, end term/year % , other % (specify); Theory (%), Practical (%), Thesis (%), Viva (%) , Other (%) (number of questions, type, time allocation and % marks to be given)

Marks allocated for the evaluation of continuous assessment shall be within 20-40% and end semester examinations shall be within 60%-80%.

Case report 1 (based on models) – 10% Marks

Case report 2 (based on study circles) – 30% Marks

End semester theory examination (SAQ, SEQ) – 01 30 hours paper – 60% Marks

Formative Assessment (if necessary only)	Summative Assessment	
	Continuous assessments	End course assessment
	40	60

Recommended Reading – Mandatory and Optional

(Books, E Books, Journals, Magazines, Web Based teaching material and sites):

- Ekman, I et al (2011). Person-Centered Care — Ready for Prime Time. *Eur J Cardiovasc Nurs* 2011 10: 248
- Ettelt, S., Damant, J., Perkins, M., Williams, L. & Wittenberg, R. (2021). Personalisation in care homes for older people: Final report. PIRU report.
- Fazio, S., Pace, D., Flinner, J., Kallmyer, B., (2018). The Fundamentals of Person-Centered Care for Individuals With Dementia. *Gerontologist*, 58. doi:10.1093/geront/gnx122
- Hansson, S O., & Fröding, B. (2021). Ethical conflicts in patient-centred care. *Clinical Ethics*, 16(2) 55–66. DOI: 10.1177/1477750920962356 journals.sagepub.com/home/cet
- Low, J. A & Ho, E. (2017). Managing Ethical Dilemmas in End-Stage Neurodegenerative Diseases. *Geriatrics* 2, 8.
- McCormack & McCance (2006). Development of a framework for person-centred nursing. *Journal of Advanced Nursing* 56(5), 472–479.
- Mohrsen Busted, L, Nielsen D S. & Birkelund, R. (2020). Sometimes it feels like thinking in syrup” – the experience of losing sense of self in those with young onset dementia. *International Journal of Qualitative Studies on Health and Well-being*, 15:1, 1734277, DOI: 10.1080/17482631.2020.1734277
- World Health Organization. (2015). WHO global strategy on people-centred and integrated health services: interim report. World Health Organization. <https://apps.who.int/iris/handle/10665/155002>
- McCormack, B. and McCance, T. (2016). *Person-Centred Practice in Nursing and Health Care: Theory and Practice*, 2nd Edition, Wiley-Blackwell, ISBN: 978-1-118-99056-8
- Boggatz, T. (2020). *Quality of Life and Person-Centered Care for Older People*; Springer: Cham, Switzerland
- WEB LINK - The picker principles of PCC

Course module code and name – Person-centred care

Credits – 02

Total time allocation – Theory -18, Practical -24

Unit No and name	Unit objectives	Lesson plan in brief (lesson content)	Allocated time (hrs) (for each lesson)	Teaching learning methods	Method of assessment
1. Introduction	comprehend the course contents and its outcomes	Overview of the course, purpose, modules and learning outcomes	1	Lecture	None
	describe concepts and the principles of PCC	Introduction - what is PCC? Concepts and principles	1	Lecture	SAQ
2. Models of PCC	describe different models of PCC and its application	<p>1. Model and practical application - <i>Ekman</i></p> <ul style="list-style-type: none">• Initiating the partnership: patient partnership• Working the partnership: shared decision making• Safeguarding the partnership: documenting the narrative <p>2. Model and practical application - <i>McCormack & McCance</i></p> <ul style="list-style-type: none">• Prerequisites (the attributes of the HCPs)• The care environment (context in which care is delivered)	7	Lecture	SEQ Case report

	<p>compare the different models of PCC</p> <hr/> <p>analyze the relevance and ways of applying the PCC models</p>	<ul style="list-style-type: none"> • Person-centered processes (delivering care through a range of activities) • Expected outcomes (results of effective person centered health care) • Macro context (that it takes from the society to active PCC) <p>3. Model and practical application - <i>Kitwood</i></p> <ul style="list-style-type: none"> • The experience of dementia • Agenda for care practice • The transformation of the culture of care • (caring organizations, educating and taking care for staff) 			
3. Global and local perspectives of PCC	<p>explain global and local perspectives of PCC</p> <hr/> <p>compare global and local perspectives of PCC</p>	<p>Global and Sri Lankan perspectives</p> <ul style="list-style-type: none"> • Policy perspectives • Relevance in different cultures and contexts • PCC practice • PCC research • Strengths and barriers 	4	<p>Lecture</p> <p>Small group discussions</p>	SEQ
4. Changing perspectives to a	<p>discuss and reflect of the different options of</p>	<ul style="list-style-type: none"> • Study circle as a pedagogical method • Learning how to practice/be a circle leader of the study circle • Study circles based on the model of Ekman 	7	<p>Small group discussions (study circles)</p>	<p>Case report based VIVA</p>

Person centered approach	PCC approaches in clinical practice			and roleplays	
5. Develop an implementation plan of person centered approach	plan to implement a Person centered approach	<ul style="list-style-type: none"> • Implementations (interventions, challenges etc.) • Apply PCC into practice by having a study circle of their own with Health care professionals (HCP) 	7	Small group discussions (study circles)	Case report based VIVA
6. Ethical and legal considerations in PCC	<p>discuss ethical principles in PCC</p> <hr/> <p>discuss legal considerations in PCC</p>	<ul style="list-style-type: none"> • Ethical principles in general • Legal considerations (global and local aspects) • Ethical and legal considerations in meeting the caring needs of persons with NDD • Resolving ethical dilemmas 	3	Lecture Small group discussions	SEQ Case report based VIVA