



**Karolinska
Institutet**

Course syllabus for

Leading Change and Learning, 7.5 credits

Att leda förändringsarbete och lärande, 7.5 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Please note that the course syllabus is available in the following versions:

Autumn2014 , Autumn2016

Course code	3ME005
Course name	Leading Change and Learning
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Medical Education
Level	AV - Second cycle
Grading scale	Fail (U), pass (G) or pass with distinction (VG)
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Programme Committee 9
Decision date	2014-05-14
Course syllabus valid from	Autumn 2014

Specific entry requirements

Candidate - or professional degree of at least 180 higher education credits and at least two years of professional or vocational experience within medicine, care or behavioural science and/or at least two years teaching experience (on at least upper-secondary level)., care or behavioural science and/or at least two years teaching experience (on lowest upper-secondary level). Furthermore, knowledge in English equivalent to English B (with at least the Pass grade) is required.

The participants should have completed the courses Scholarship of Medical Education, Learning processes, Integration of theory and practice and Design and assessment of learning.

Objectives

The aim of the course is to help the participants to develop the skills and understanding that is required to create a learning organisation when leading change and development work and learning in their workplace. The course builds on preceding courses in the Master's programme by creating possibility for the participants to apply their educational skills in practice.

Intended Learning outcomes

On completion of the course, the participants should be able to:

1. Apply development theory in connection with healthcare and education by taking interactions on

individual, group, organisational and system level into account.

2. Reflect on his/her own role in relation to group processes and leadership.
3. Analyse how organizational factors affect leadership.
4. Cooperate to create a learning organisation based on a scientific approach/ scholarship of medical education.

Content

The course contains two fields of study, individual development of leadership, and understanding and skills regarding learning organisations, and how learning within medical and the health care field may be developed. These two fields will be studied with the aim at learning how we can work with development to prepare for a continuous development within healthcare and education.

The field individual development concerns the understanding and analysis of own leadership in relation to current leadership theory, context, types of problems and learning.

The field of learning organisations is based on literature from both leadership and organisation/management, and organisation and system issues within higher education. Here, the understanding of central concepts are deepened such as culture, complexity, bureaucracy, ethics, negotiation, power, motivation, group processes, change and development work.

Teaching methods

The teaching is based on a problem-oriented and collaborative approach to learning in which the tasks provide opportunities for the student to take active responsibility for their learning. The participants will work in small groups. Each group will develop a web-based learning activity that consists of a number of modules with the aim to support the fulfilment of intended learning outcomes. During the first part of the course, the participants work with the creation of the learning activity with support from the course management. During the second part of the course, the participants will study in accordance with one another's learning activities, and evaluate them by means of action evaluation. The group work will provide opportunities for the participants to create a course and, based on theory, discuss the design, development and content of the course constructed.

Participation in the group work is compulsory and provide basis for the individual examination task. The course coordinator decides whether, and if so how, absence from compulsory course elements can be compensated. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

In parallel with the above the participants will work with his/her own continuing professional development in leadership and collaborative work.

Examination

The examination consists of an individual assignment, which is based on the group's assignment. In the individual assignment participants will critically review the course produced by their own group, personal group and leadership skills in relation to the group task. The assignment should be linked to theory and central concepts of the course.

Students who have not passed the regular examination are entitled to participate in five more examinations. Students without approved results after three examinations can be offered to retake the course or parts of it once more; subject to availability. If the student has failed six examinations/tests, no

additional examination is given. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.

Transitional provisions

The examination will be provided during a period of two years after a close-down of the course.

Other directives

A course evaluation will be carried out according to the guidelines that are established by the Board of education at Karolinska Institutet.

Language of instruction: English

Literature and other teaching aids

Christensen, Clayton M.; Grossman, Jerome H.; Hwang, Jason

The innovator's prescription : a disruptive solution for health care

New York : McGraw-Hill, cop. 2009 - li, 441 s.

ISBN:978-0-07-159208-6 (alk. paper) LIBRIS-ID:11318130

[Library search](#)

Collins, James C.q (James Charles)

Good to great and the social sectors : a monograph to accompany Good to great

London : Random House Business, 2006. - 35 p.

ISBN:1-905211-32-5 (pbk.) LIBRIS-ID:11565185

[Library search](#)

Covey, Stephen R.

The 7 habits of highly effective people : restoring the character ethic

London : Simon & Schuster, 1999 - 358 s.

ISBN:0-684-85839-8 (pbk) LIBRIS-ID:8294250

[Library search](#)

Fisher, Roger; Sharp, Alan; Richardson, John

Getting it done : how to lead when you're not in charge

1. ed. : New York : HarperBusiness, cop. 1998 - xiii, 219 s.

ISBN:0-88730-842-2 LIBRIS-ID:6254468

[Library search](#)

Fisher, Roger; Ury, William

Getting to yes : negotiating an agreement without giving in

Patton, Bruce

2. ed. : London : Random House Business Books, 1999 - xv, 207 s.

ISBN:1-84413-146-7 LIBRIS-ID:9645374

[Library search](#)

Hamel, Gary.; Breen, Bill

The future of management

Boston, Mass. : Harvard Business School Press ;a London :b McGraw-Hill [distributor], 2007. - xiv, 272 p.

ISBN:978-1-4221-0250-3 (hbk.) LIBRIS-ID:10654324

[Library search](#)

Heifetz, Ronald A.d 1951-

Leadership without easy answers

Cambridge, Mass. ;a London : Belknap Press of Harvard Univ. Press, 1994 - 348 s.

ISBN:0-674-51858-6 LIBRIS-ID:5116591

[Library search](#)

Jackson, Brad; Parry, Ken W.

A very short, fairly interesting and reasonably cheap book about studying leadership

Los Angeles ;a London : SAGE, 2008 - x, 162 s.

ISBN:1-4129-2845-1 (hbk.) LIBRIS-ID:10734881

[Library search](#)

Kember, David; Jones, Alice

Reflective teaching and learning in the health professions : action research in professional education

Oxford : Blackwell science, 2000

ISBN:# ISBN:0-632-05739-4 ;CIP entry LIBRIS-ID:LIBRIS-ID:5089183

[Library search](#)

Kim, W. Chan; Mauborgne, Renée

Blue ocean strategy : how to create uncontested market space and make the competition irrelevant

Boston, Mass. : Harvard Business School Press, cop. 2005 - 238 s.

ISBN:1-59139-619-0 (inb.) LIBRIS-ID:9627193

[Library search](#)

Pink, Daniel H

Drive : The Surprising Truth About What Motivates Us

Edinburgh : Canongate Books, 2009

ISBN:9781847677686

[Library search](#)

Ramsden, Paul

Learning to lead in higher education

London : Routledge, 1998

LIBRIS-ID:LIBRIS-ID:11575442

Savage, Carl

Overcoming inertia in medical education : navigating change with adaptive reflection

Stockholm : 2011 - 127 s.

ISBN:978-91-7457-358-9 LIBRIS-ID:12223917

URL: [Online](#)

[Library search](#)

Wenger, Etienne

Communities of practice a brief introduction

URL: <http://www.ewenger.com/theory/>.

Wheelan, Susan A.

Creating effective teams : a guide for members and leaders

2. ed. : Thousand Oaks, Calif. : SAGE, 2005 - 151 s.

ISBN:1--41291376-4 (pbk.) LIBRIS-ID:10134437

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