



**LUND**  
UNIVERSITY

Faculty of Medicine

## **MEVN50, Medical Science: Leadership and Innovation, 7.5 credits**

*Medicinsk vetenskap: Ledarskap och innovation, 7,5 högskolepoäng*  
Second Cycle / Avancerad nivå

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### **Details of approval**

The syllabus was approved by The Master's Programmes Board on 2021-02-02 to be valid from 2021-02-03, autumn semester 2021.

### **General Information**

The course is compulsory in the Master's (120 credits) programme in Medical Science MAMMV and is held during semester 3. The course is elective in the Master's (120 credits) programme in Medical Science MAMEV.

*Language of instruction:* English

<i>Main field of studies</i>	<i>Depth of study relative to the degree requirements</i>
Occupational Therapy	A1F, Second cycle, has second-cycle course/s as entry requirements
Physiotherapy	A1F, Second cycle, has second-cycle course/s as entry requirements
Audiology	A1F, Second cycle, has second-cycle course/s as entry requirements
Speech and Language Pathology	A1F, Second cycle, has second-cycle course/s as entry requirements
Reproductive, Perinatal and Sexual Health	A1F, Second cycle, has second-cycle course/s as entry requirements
Nursing	A1F, Second cycle, has second-cycle course/s as entry requirements
Radiography	A1F, Second cycle, has second-cycle course/s as entry requirements

## Learning outcomes

### Knowledge and understanding

On completion of the course, the students shall be able to

- give an account of theories and models for leadership relevant to healthcare and their own profession
- explain theories and models for leadership in connection with crises and disasters
- explain innovation as a phenomenon and give an account of models relevant to the development and implementation of innovations

### Competence and skills

On completion of the course, the students shall be able to

- discuss knowledge related to leadership as a part of their own professional practice
- discuss how different ways to communicate influence leadership and employeeship
- discuss leadership in relation to interprofessional learning
- plan, analyse and argue for an innovation in a relevant field and present this orally

### Judgement and approach

On completion of the course, the students shall be able to

- reflect on and evaluate their own need for additional knowledge of leadership and innovation
- reflect on and evaluate how different strategies for learning affect their own knowledge development
- reflect on leadership in relation to their own profession and to cooperation in teams
- evaluate ethical and societal aspects of different types of innovation

## Course content

The course contains theories and models about leadership in different activities linked to healthcare, management of crises and disasters, and sustainable leadership. The course covers the phenomenon of innovation as well as theories and models for the development and implementation of different types of innovation. The course includes ethical aspects of the development and implementation of innovations. The course also covers learning processes with a focus on both the student's own learning and interprofessional learning.

## Course design

The course is conducted through web-based learning activities. Learning activities that require attendance at the course location may occur. The implementation of the course is based on the student's active search for knowledge, problem-solving, reflection and critical analysis. The working methods are independent project, group assignment, lectures, seminars, and oral and written presentations.

## Assessment

The assessment is based on three components:

*Innovation and implementation 3.5 credits:* An innovation relevant to their own profession and a plan for implementation of the innovation are presented and justified. The assignment is carried out individually and presented through an oral presentation. A written report is submitted. The report is also to contain a reflection on ethical aspects of the process for the development and implementation of the innovation as well as reflections on the benefits for society.

*Leadership 3 credits:* A new, potentially critical situation is identified and different theories and models of leadership relevant to the situation are discussed and argued for. The assignment is a group assignment and also includes certain practical components. Written individual presentation.

*Learning and leadership 1 credit:* Written individual assignment that contains reflections on their own learning about interprofessional learning and learning in groups. The assignment also includes reflections on how learning processes are related to leadership in different situations.

If there are special reasons, other forms of examination may apply.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## Grades

Marking scale: Fail, Pass, Pass with distinction.

For a grade of Pass, the student must have been awarded this grade for all assessed components. For a grade of Pass with Distinction for the whole course, the grade of Pass with Distinction is required on the assessed components Innovation and implementation 3.5 credits and Leadership 3 credits.

## Entry requirements

At least 45 credits from courses in the Master's (120 credits) programme in Medical Science including MEVN44 Medical Science, MEVN45 Evidence-Based Practice I and MEVN40 E-Health – A Way to Support Public Health.

## Subcourses in MEVN50, Medical Science: Leadership and Innovation

Applies from H21

- 2101 Innovation and implementation, 3,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2102 Leadership, 3,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2103 Learning and leadership, 1,0 hp  
Grading scale: Fail, Pass