

## Liverpool John Moores University

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Title: ESSENCE OF CARE 1  
Status: Definitive  
Code: **4001DNCFP** (111934)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
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**Academic Level:** FHEQ4      **Credit Value:** 20.00      **Total Delivered Hours:** 74.00  
**Total Learning Hours:** 200      **Private Study:** 126

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	15.000
Online	40.000
Seminar	15.000
Tutorial	4.000

**Grading Basis:** Pass/Not Pass

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	A Portfolio of Evidence comprising: learning plans, written reflections on the development of their skills for practice, the assessment of skills document (Skills Inventory), the Assessment of Practice Document. THIS IS A PASS/FAIL MODULE	100.0	

## **Aims**

*This module aims to:*

- 1. Introduce students to essential skills for practice within a multidisciplinary context, across a range of practice settings.*
- 2. Introduce students to professional, legal and ethical principles that underpin practice.*
- 3. Introduce students to the concept of reflective learning and practice.*
- 4. Introduce students to the importance of supervision within the context of safe nursing practice.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 demonstrate an understanding of practising in accordance with the NMC Code of Professional Conduct
- 2 contribute to Department of Health's Essence of Care Benchmark Standards in practice settings
- 3 demonstrate a range of essential skills for practice (as detailed in the skills inventory)
- 4 use verbal and non verbal communication to develop effective relationships with users, carers, clients, relatives and the multidisciplinary team
- 5 contribute to working in partnership with users, carers, clients, relatives and significant others in the placement setting
- 6 identify personal development needs and engage in reflection on learning (in the context of the practice setting)
- 7 appreciate the necessity of skills for practice being underpinned with evidence

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Portfolio of evidence	1	2	3	4	5	6	7
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## **Outline Syllabus**

*Fundamental skills for practice:-*

*Basic life support - Adult and Child*

*Moving and Handling*

*Risk Management*

*Personal safety*

*De-escalation*

*Physiological measurements*

*The nature of nursing practice*

*Models and Frameworks for practice*

*Assessment and care delivery - Core skills and principles underpinning essence of care (DoH 2003)*

*Reflective practice*  
*Interpersonal communication (DoH 2003 1/03123)*  
*Professional, legal and ethical issues*  
*Numeracy skills*  
*Concept of patient/client as a consumer of healthcare with choices*  
*Principles of drug administration*  
*Principles of assessment of mental health state*  
*Family Centered Care*  
*Child Protection*  
*Vulnerable groups*  
*Application of evidence to inform practice*

## Learning Activities

Lectures  
 Tutorials and seminar presentations  
 Structured self directed learning  
 Skills simulation  
 Objective Structured Clinical Examinations (OSCEs)- Manual Handling will be formatively assessed in the skills laboratory  
 Cardio Pulmonary Resuscitation Skills identified in the skills inventory will be assessed in the skills laboratory  
 Interactive web based learning  
 Work based/practice learning - including reflective activities with clinical mentor

For each placement undertaken during this module, students are required to:  
 Develop a learning plan  
 Produce a written reflection on the development of their skills for practice  
 Complete with their Mentor the assessment of skills document (Skills Inventory)  
 Complete with their Mentor the Assessment of Practice Document  
 Complete with their Mentor a completed time sheet

## References

<b>Course Material</b>	Book
<b>Author</b>	Arnold, E, & Boggs, K
<b>Publishing Year</b>	2003
<b>Title</b>	Interpersonal relationships
<b>Subtitle</b>	
<b>Edition</b>	4th
<b>Publisher</b>	Saunders, London
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Baille, L
<b>Publishing Year</b>	2001
<b>Title</b>	'Developing Practical Nursing Skills'
<b>Subtitle</b>	

<b>Edition</b>	1st
<b>Publisher</b>	Arnold
<b>ISBN</b>	0340760028

<b>Course Material</b>	Book
<b>Author</b>	Barker, P.J.
<b>Publishing Year</b>	1997
<b>Title</b>	'Assessment in psychiatry and mental health nursing: In search of the whole person'
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Stanley Thomas
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Burnard, P
<b>Publishing Year</b>	2002
<b>Title</b>	Learning human skills: an experiential and reflective guide for nurses and health care professionals
<b>Subtitle</b>	
<b>Edition</b>	4th
<b>Publisher</b>	Oxford, Butterworth
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Gatford, J.D. & Anderson, R.E.
<b>Publishing Year</b>	2002
<b>Title</b>	'Nursing Calculations
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Churchill Livingstone
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Hogston, R. & Simpson, D.M
<b>Publishing Year</b>	2002
<b>Title</b>	'Foundations of Nursing Practice'
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Macmillan
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Department of Health
<b>Publishing Year</b>	2003
<b>Title</b>	National Service Framework for Older People
<b>Subtitle</b>	

<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Department of Health
<b>Publishing Year</b>	1999
<b>Title</b>	National Service Framework for Mental Health
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Department of Health
<b>Publishing Year</b>	2003
<b>Title</b>	Essence of Care
<b>Subtitle</b>	Patient focused benchmarks for clinical governance
<b>Edition</b>	
<b>Publisher</b>	NHS Modernisation Agency
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Wigens, L
<b>Publishing Year</b>	2003
<b>Title</b>	Begining Reflective Practice. Foundations in Nursing and Health care
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Nelson Thomas
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Hogston, R. & Simpson, D.M.
<b>Publishing Year</b>	2002
<b>Title</b>	Foundations of Nursing Practice
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	Macmillan

<b>Course Material</b>	Book
<b>Author</b>	Hull,K & Redfern,L.
<b>Publishing Year</b>	1996
<b>Title</b>	Profiles and Portfolios: a guide for nurses and midwives.
<b>Subtitle</b>	
<b>Edition</b>	

<b>Publisher</b>	Macmillan
<b>ISBN</b>	

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### **Notes**

This is a work based learning module. This module is intended to enable the students to develop a range of essential nursing skills and work as an effective member of the nursing team. In this regard the module provides an opportunity for students to integrate theory and practice within a variety of settings.