

Liverpool John Moores University

Title: ESSENCE OF CARE 2
Status: Definitive
Code: **4002DNCFP** (111935)
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: Semester 2

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, reflections on the development of skills for practice, the assessment of skills document (Skills Inventory), the Assessment of Practice Document, completed time sheets THIS IS A PASS /FAIL MODULE	100.0	

Aims

The module aims to enable students to:

- 1. further develop and broaden their range of skills for practice*
- 2. further develop the students' ability to work within a multidisciplinary context, across a range of practice settings.*
- 3. develop skills for practice in a fair and anti-discriminatory way*
- 4. develop a systematic approach to care*

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 the implementation of the Department of Health's Essence of Care Benchmark Standards in practice settings
- 3 demonstrate a broad range of skills for practice (as detailed in the skills inventory)
- 4 use effective listening and responding skills when interacting with clients, users, significant others
- 5 contribute to assessment, planning, implementation and evaluation processes within the context of multi-disciplinary practice
- 6 practise in a fair and anti-discriminatory manner
- 7 discuss the evidence base underpinning client care
- 8 identify personal learning needs and engage in reflection on learning (in the context of the practice setting)

Learning Outcomes of Assessments

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

Portfolio	1	2	3	4	5	6	7	8
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Outline Syllabus

Physiological measurements tools MEWS scoring, neurological observations, Mini mental score

Clinical governance and bench marking standards

Systematic approach to care

Assessment of a range of activities of daily living (including, mood and behaviour assessment)

Risk assessment

Infection control

Administration of medication

Team work/Collaboration

Principles of palliative care

Self-awareness development continued

Listening and responding skills (questioning skill, clarification & summarising

Interviewing

Communicating and sensory impairment/cognitive impairment

*Basic assertiveness/ including harassment
application of evidence to inform practice*

Learning Activities

Lectures
Tutorials and seminar presentations
Structured self directed learning
Skills simulation
Objective structured clinical examinations (OSCEs)
Interactive web based learning
Practice learning
Reflective activities with clinical mentor
Reflective portfolio
Problem solving activities
Reflective exercises

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 time sheet

References

Course Material	Book
Author	Basford,L.
Publishing Year	1995
Title	Theory and Practice of Nursing : An integrated approach to patient care
Subtitle	
Edition	
Publisher	Campion Press
ISBN	

Course Material	Book
Author	Barker, P.
Publishing Year	1997
Title	undefined
Subtitle	
Edition	
Publisher	Stanley Thornes
ISBN	

Course Material	Book
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Author	Faulkner, A.
Publishing Year	1998
Title	Effective Interaction With Patients
Subtitle	
Edition	2nd
Publisher	Churchill Livingstone
ISBN	

Course Material	Book
Author	Payne, M.
Publishing Year	2000
Title	'Teamwork in Multiprofessional Care'
Subtitle	
Edition	
Publisher	MacMillan Press
ISBN	

Course Material	Book
Author	Springhouse, J
Publishing Year	1998
Title	'Assessment Made Incredibly Easy'
Subtitle	
Edition	
Publisher	Butterworth Heinman
ISBN	

Course Material	Book
Author	Trounce, J.R.
Publishing Year	1997
Title	Clinical Pharmacology for Nurses
Subtitle	
Edition	
Publisher	Churchill Livingstone
ISBN	

Course Material	Book
Author	Walsh, M., Duxbury, J. & Rowsewell, M.
Publishing Year	1998
Title	Models & Critical Pathways in Clinical Nursing : Conceptual Frameworks for Care Planning
Subtitle	
Edition	
Publisher	Bailliere Tindall
ISBN	

Course Material	Book
Author	Walsh, M.

Publishing Year	1998
Title	Watson's Clinical Nursing & Related Sciences
Subtitle	
Edition	5th
Publisher	Baillière Tindall
ISBN	

Notes

This is a work based learning module. The module is intended to enable students to further develop and extend their range of essential skills for practice and to work as an effective member of the multidisciplinary team. The module provides opportunities for students to integrate theory and practice.