

Liverpool John Moores University

Title: ASSESSMENT AND PLANNING IN NON ACUTE CARE
Status: Definitive
Code: **4006FDASPP** (106824)
Version Start Date: 01-08-2014

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

Team	Leader
Catherine Taylor	Y

Academic Level: FHEQ4
Credit Value: 20.00
Total Delivered Hours: 62.00
Total Learning Hours: 200
Private Study: 138

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	30.000
Online	26.000
Seminar	6.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	1500 word discussion paper exploring the impact of assessment on care planning and delivery.	50.0	
Reflection	AS2	1000 word Reflection	50.0	

Competency	Practice
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Aims

*To provide an overview of assessment processes in non-acute care.
To appreciate the factors contributing towards the planning of care.*

To develop an ability to use a problem solving approach.

Learning Outcomes

After completing the module the student should be able to:

- 1 Examine assessment processes in non-acute care
- 2 Explore key assessment skills and principles in non-acute care.
- 3 Identify specific assessment tools and issues relating to the student's work context.
- 4 Evaluate problem solving approaches in care planning.
- 5 Attain the competencies related to assessment as prescribed in the Work Based Competency Record.

Learning Outcomes of Assessments

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

1500 word discussion	1	2	3	4
paper exp				
1000 word Reflection	4			
Practice				5

Outline Syllabus

Relevant National Service Frameworks, patient empowerment, assessment tools, processes and goal setting;

Assessing and establishing base lines and client "norms", partnership in goal setting aimed at maximising potential for independence. History taking, interviewing technique, collecting and correlating evidence, documentation, recording of information;

Key assessment tools, methods of assessment: eg Waterlow, moving and handling risk assessment, pain assessment, Common Assessment Framework, Activities of Daily Living, nutritional assessment tools planning of care, preferred place of care, end of life planning, home assessment;

Care planning, person centred planning, evidence based practice, current guidelines.

Learning Activities

Lectures; seminars, presentations and debates; scenario-based learning; individual and group work tasks; e learning, learning through practice; tutorials – individual and group; private study sessions; directed study.

References

Course Material	Book
Author	Cooper, J.

Publishing Year	2004
Title	From patient to person: The living well report.
Subtitle	
Edition	
Publisher	London:The Long-term Medical Conditions Alliance.
ISBN	

Course Material	Book
Author	Department of Health
Publishing Year	2008
Title	High quality care for all: NHS Next Stage Review final report.
Subtitle	
Edition	
Publisher	London.
ISBN	

Course Material	Book
Author	Ackley, B.J., & Ladgig, G.B.
Publishing Year	2008
Title	Nursing Diagnosis Handbook : A Guide to Planning Care
Subtitle	
Edition	5th ed.
Publisher	St Louis: Mosby
ISBN	

Course Material	Book
Author	Carpenito, L.J.
Publishing Year	2005
Title	Nursing Diagnosis: Application to Clinical Practice
Subtitle	
Edition	11th ed.
Publisher	Lippincott.
ISBN	

Course Material	Book
Author	DfES
Publishing Year	2004
Title	Common Assessment Framework.
Subtitle	
Edition	
Publisher	London: HMSO.
ISBN	

Notes

This module develops the knowledge, understanding and skills of the Assistant Practitioner to pro-actively manage long-term conditions effectively particularly those which contribute to high levels of hospital admission within the Kaiser Permanente model.