

Liverpool John Moores University

Title: EVIDENCE BASED PRACTICE
Status: Definitive
Code: **5001BAMHN** (100394)
Version Start Date: 01-08-2018

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

Team	Leader
Paula Kennedy	Y

Academic Level: FHEQ5
Credit Value: 36
Total Delivered Hours: 166
Total Learning Hours: 360
Private Study: 194

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	28
Online	66
Seminar	40
Tutorial	2
Workshop	30

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	2,500 word case study based on a clinical intervention in practice.	80	
Reflection	AS2	1,000 word reflective essay based on the video skills work,	20	

Competency	Practice
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Aims

- 1 *Enhance the students therapeutic skills and knowledge to augment effective / safe therapeutic practice within their clinical area.*
- 2 *Develop a comprehensive understanding of current evidence-based therapeutic interventions that may be used across a life span and a range of settings.*

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate the underpinning values of the NMC Code of professional conduct: standards for conduct, performance and ethics
- 2 Demonstrate an understanding of a range of skills required for the effective implementation of therapeutic interventions, with specific consideration of the individuals age and case complexity.
- 3 Demonstrate a range of risk management interventions with the expressed goal of managing a persons risk behaviours in order to maintain health, safety and well being.
- 4 Demonstrate skills in collaborative working with other interprofessional discipline and agencies.
- 5 Appraise personal and professional development factors through the use of reflective practice to enhance self-awareness, accepting feedback from clients and colleagues within the mental health care setting.
- 6 Participate in drug administration and other routine physical health interventions used in the clinical setting.
- 7 Demonstrate a range of communication skills to establish and maintain therapeutic relationships.
- 8 Discuss the importance of and participate in assessing, planning, implementing and evaluating care within a comprehensive care plan, paying attention to risk assessment and evidence based interventions.
- 9 Demonstrate a range of study skills appropriate to level 2 of academic study.

Learning Outcomes of Assessments

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

Essay	2	3	8	9				
relection	1	5	9					
Practice	1	2	3	4	6	7	8	

Outline Syllabus

Focus of the syllabus will be to enhance theoretical knowledge underpinning the specific skills required for safe and effective implementation of evidence-based therapeutic interventions. Themes that will be addressed include person centred communication and interpersonal skills. Psychological assessment, formulation / care planning and interventions. Normalisation and recovery. Crisis intervention and risk management. Health and well-being and psychoeducation. Evidence-based interventions. Monitoring, measurement and evaluation of interventions. Psychopharmacology and medication management. Partnership working.

Complexity - drugs, alcohol, Learning Disability. Physical health care to include measurements and appropriate responses. Assignment writing and study skills and level 2 and referencing.

Learning Activities

A range of learning activities will be used for module delivery including problem-based learning, lectures, discussion seminars, workshops, group tutorial and self-directed study.

The total university delivery time is 100 hours, the students are also allocated 66 nominal practice hours.

Notes

The students will have an opportunity to practice, reflect and through critical appraisal develop their therapeutic skills on a theoretical and clinical level. The module aims to develop the student's own personal qualities and therapeutic skills in building therapeutic relationships with clients. Formative assessment is carried out through videoing individual's use of therapeutic skills within a role-play scenario. Feedback is provided by the tutor, focusing on the strengths of the student and also highlighting areas that need to be worked on.

This is a theory / practice module, the Practice Assessment Form must be passed.