

Liverpool John Moores University

Title: ASSESSMENT AND CO-ORDINATING CARE EFFECTIVELY
Status: Definitive
Code: **5011FDASPP** (106845)
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: FHEQ5
Credit Value: 20.00
Total Delivered Hours: 59.00
Total Learning Hours: 200
Private Study: 141

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	30.000
Online	26.000
Tutorial	3.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	AS1	20 minute Presentation: Discuss the effectiveness and efficiency of assessments and care planning experienced by an individual client.	50.0	
Reflection	AS2	Reflection (1000 words) Explore role in managing risk in your client group	50.0	

Competency	Practice
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Aims

To enable students to recognise, record and respond to the biological, psychological and social needs of individuals within a process of assessment that is dynamic. To identify risks and apply a range of assessment techniques within the practice setting.

Explore the legislation and policy with regard to the assessment process

Learning Outcomes

After completing the module the student should be able to:

- 1 Evaluate the principles supporting the process of assessment.
- 2 Demonstrate an understanding of a range of assessment processes relevant to the student's practice area.
- 3 Define the key requirements of recording and reporting within the organisation's policies and procedures and the legislative frameworks which underpins them.
- 4 Reflect upon how risk is managed
- 5 Attain the competencies related to mental health assessment as prescribed in the Work Based Competency Record.

Learning Outcomes of Assessments

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

Presentation	1	2	3
Reflection	4		
Practice			5

Outline Syllabus

Principles of assessment, approaches to holistic assessment and risk assessment (including planning, implementation and evaluation as part of an evolving process) in collaboration with users and carers.

A range of evidence based assessment tools that are unstructured, semi- structured and structured e.g. observation skills, diaries, scaling, depression/anxiety rating scales; Carers assessment

Policy and relevant guidance regarding record keeping, information sharing, confidentiality, consent, capacity, DoH Organisation With a Memory, clinical governance, Freedom of Information Act

Risk Management and reflection

Learning Activities

Lectures, problem-based learning, case studies, seminars, tutorials, group work; Electronic and blended learning and work based learning.

References

Course Material	Book
Author	Barker, P.
Publishing Year	1997
Title	Assessment in psychiatric and mental health nursing: in search of the whole person.
Subtitle	
Edition	
Publisher	Cheltenham Stanley Thornes
ISBN	

Course Material	Book
Author	Blowers P
Publishing Year	2005
Title	Risk Assessment.
Subtitle	http:// www.amicus-mhna.org/guideriskassessment.htm .
Edition	
Publisher	
ISBN	

Course Material	Book
Author	Day J
Publishing Year	2006
Title	Interprofessional Working:
Subtitle	An essential guide for health and social care
Edition	
Publisher	Cheltenham Nelson Thornes
ISBN	

Course Material	Book
Author	Kemshall H & Pritchard J Eds
Publishing Year	1997
Title	Good practice in risk assessment and risk management
Subtitle	
Edition	
Publisher	London
ISBN	

Course Material	Book
Author	Kingsley J et al
Publishing Year	2000
Title	Mental Health Nursing:
Subtitle	an evidenced based approach
Edition	
Publisher	Edinburgh Churchill Livingstone
ISBN	

Notes

To pass course students must attain competences relating to assessment as prescribed in the work based competency record.