

## Liverpool John Moores University

Title: THE ASSESSMENT PROCESS IN PRACTICE  
Status: Definitive  
Code: **5017FDASPP** (106851)  
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:** 64.00  
**Total Learning Hours:** 200  
**Private Study:** 136

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	30.000
Online	20.000
Seminar	10.000
Tutorial	4.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Undertake an assessment of needs and associated goal plan for a specific client (1500 words)	50.0	
Reflection	AS2	A reflective discussion: Analyse the role in assessment. (1500 words).	50.0	

<b>Competency</b>	Practice
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### Aims

*To develop knowledge and understanding of the assessment process in practice, within the boundaries of the Assistant Practitioner role.*

*To appreciate the factors contributing towards goal/care planning.*

*To foster within students a problem solving approach to practice*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Critically examine the assessment process.
- 2 Analyse key assessment skills and outcome measures in practice.
- 3 Identify specific assessment tools and issues relating to neurological, orthopaedic and respiratory conditions.
- 4 Analyse and evaluate the role of the AP in the interprofessional assessment process.
- 5 Attain competencies related to assessment as identified in WBCR

## **Learning Outcomes of Assessments**

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

1500 word Needs & Goal Plan	1	2	3	
1500 word Reflection	4			
Practice				5

## **Outline Syllabus**

*History taking, interviewing and observation skills, collecting and correlating evidence, analysis of data, documentation, recording of information.*

*Key assessment tools, standardised and non-standardised assessment; activity and task analysis; identification of strengths and needs; goal/care planning; goal/care review, outcome measures.*

*Application of knowledge; problem solving; reflection; supervision, barriers, role definition, role reviews, holistic care.*

*Relevant NSF's, Patient empowerment, Partnership in goal setting aimed at maximising potential for independence*

## **Learning Activities**

Lectures / tutorials (group/individual), on-line support and reference, patient simulated encounters. Work-based Learning: practical demonstrations, observations of practice, application of practice under supervision.

## **References**

<b>Course Material</b>	Book
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<b>Author</b>	Blesedell Crepeau, E., Cohn, E.S. & Boyt-Shell, B.A..
<b>Publishing Year</b>	2003
<b>Title</b>	Willard and Spackman's occupational therapy
<b>Subtitle</b>	
<b>Edition</b>	10th ed
<b>Publisher</b>	Philadelphia: Lippincott,
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Williams & Wilkins.Clarkson, H.M.
<b>Publishing Year</b>	2000
<b>Title</b>	Musculoskeletal assessment
<b>Subtitle</b>	
<b>Edition</b>	(2nd ed).
<b>Publisher</b>	Philadelphia: Lippincott
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Williams and Wilkins.Creek, J.
<b>Publishing Year</b>	2003
<b>Title</b>	Occupational therapy defined as a complex intervention
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: College of Occupational Therapists
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Crouch, A. T., & Meurier, C. (Eds.).
<b>Publishing Year</b>	2005
<b>Title</b>	Health assessment.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Oxford: Blackwell.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Hagedorn, R.
<b>Publishing Year</b>	2000
<b>Title</b>	Tools for Practice in Occupational therapy: A structured approach to core skills and processes
<b>Subtitle</b>	
<b>Edition</b>	(3rd. ed.).
<b>Publisher</b>	Edinburgh: Churchill Livingstone.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Healy, J., et al.

<b>Publishing Year</b>	1999
<b>Title</b>	Coming up for care: Assessing the post-hospital needs of older patients
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Policy Studies Institute
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Pagliarulo, M.A. (Ed). .
<b>Publishing Year</b>	2001
<b>Title</b>	Introduction to physical therapy
<b>Subtitle</b>	
<b>Edition</b>	(2nd ed).
<b>Publisher</b>	St. Louis: Mosby.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Petty, N. and Moore, A.P. (Eds.). .
<b>Publishing Year</b>	2006
<b>Title</b>	Neuromusculoskeletal examination and assessment, a handbook for therapists
<b>Subtitle</b>	
<b>Edition</b>	(3rd ed).
<b>Publisher</b>	Edinburgh: Elsevier Churchill Livingstone.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Springhouse Corporation.
<b>Publishing Year</b>	2005
<b>Title</b>	Assessment made incredibly easy
<b>Subtitle</b>	
<b>Edition</b>	3rd
<b>Publisher</b>	Philadelphia, PA: Lippincott Williams & Wilkins.
<b>ISBN</b>	

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## Notes

Students must attain competencies as identified in the WBCR to pass this course.