



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Minor Illness and Minor Injury in Children				
Module Code	UZWY6Y-20-M	Level	M	Version	1
Owning Faculty	Health & Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	MSc Advanced Practice				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	Minor illness and minor injury in children UZUSBX-20-M/ UZUSUY-15-M Minor illness and minor injury in children UZURAH-20-3/UZUSUX-15-3		Module Entry requirements	Student should be working in a relevant clinical area and be a registered healthcare professional	
Valid From	December 2017		Valid to	September 2021	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an extensive knowledge of the implications of the main anatomical and physiological differences between adults and children, for the management of minor illness and injury and be able to critical analyse the application of this knowledge. (Component A & B) • Critically evaluate patho-physiological features which can precipitate minor illness, and injury in children and be able to articulate the clinical application of this knowledge. (Component A & B) • Critically appraise and synthesise the current evidence base within children's care and where appropriate apply the findings to the practice setting (Component B). • Justify the ability to make safe clinical judgements through the use of holistic evidence based approach to assess, plan, implement and evaluate the care of children and their families / carers. (Component A & B) • Demonstrate the ability to critically review and apply the current policy context in urgent and emergency care and apply to the management of children with minor illness and injuries (Component A & B)
Syllabus Outline	<ul style="list-style-type: none"> • The physical and psychological differences between children and adults • A child and family centred approach to history taking in an emergency/urgent care setting,

	<ul style="list-style-type: none"> • The current national policy context and how it effects the delivery of services to children and their families in an emergency, urgent care, out of hours setting and other unscheduled care settings, • Approaches to examination techniques in children, • Play and distraction techniques, • Approaches to consultation skills and the assessment of children presenting with minor injury and illness eg management of soft tissue injuries, management of feverish illness • Clinical reasoning skills and an evidenced approach to the treatment and management of minor illness and injury in children • Effective communication strategies • Safeguarding issues • Health education issues in unscheduled care • Patient pathways, and appropriate referrals to primary or secondary care settings
Contact Hours	48 hours
Teaching and Learning Methods	<p>The Module has been designed using a blended learning approach</p> <p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Lectures and Seminars • Enquiry based learning • Case based learning • Clinical skills • Technology enhanced learning • Workshops and Masterclasses
Reading Strategy	<p>Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills The development of literature searching skills is supported by a Library seminar provided within the first few weeks of the module. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>

Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide</p> <p>Barnes, K. (2003) <i>Paediatrics: A Clinical Guide for Nurse Practitioners</i>. London: Butterworth- Heinemann</p> <p>Bethal, J. (2008) <i>Paediatric minor emergencies</i>. London: M&K</p> <p>Camerson, P. (2011) <i>Textbook of Paediatric Emergency Medicine</i>. London: Churchill Livingstone (e-book)</p> <p>Davies, F., Bruce, C., Taylor-Robison, K. (2011) <i>Emergency care of minor trauma in children: A practical handbook</i>. London: CRC Press</p> <p>Devitt, P and Thain, J. (2011) <i>Children and Young People's Nursing Made Incredibly Easy (UK edition)</i>. London: Lippincott Williams & Wilkins.</p> <p>Royal College of Nursing: assessment of pain in children http://www.rcn.org.uk/development/practice/clinicalguidelines/pain</p> <p>RCPCH and RCN (2010) <i>Maximising Nursing Skills in Caring for Children in Emergency Departments</i>. London: RCPCH and RCN</p> <p>Royal College of Paediatrics and Child Health: Policy Documents</p> <p>Snelson, E. (2011) <i>The Essential Clinical Handbook for Common Paediatric Cases: A Practical Guide to Assessing Children in General Practice and A&E</i>. London: BPP Learning media</p> <p>Strange, G. (2012) <i>Pediatric emergency medicine: just the facts</i>. London: McGraw-Hill medical</p> <p>Trigg, E. & Mohammed, T. (2010) <i>Practices in Children's Nursing: Guidelines for Hospital and Community</i>. 3rd Ed. London: Churchill Livingstone</p> <p>Journals Nursing Children and Young People Pediatric Emergency Care</p>
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Part 3: Assessment

Assessment Strategy	<p>The assessment strategy has been constructed in order to allow the student to utilise the knowledge and skills they will gain through this module and to build upon their existing knowledge and skills as a healthcare professional working in an appropriate clinical area with children and their families</p> <p>Formative assessment will take the form of developing an outline for the case based presentation and discussing this with peers in the classroom in order to develop the application of theory to practice for the final assessment.</p> <p>The summative assessment will take the form of a 20 minute case based presentation with a 10 minute group discussion which will allow the student to explore in further depth identified issues from the presentation. The learner will be expected to be able to defend the management of the child that they present</p> <p>The case based presentation will be underpinned with a 1000 word paper which details the evidence base for the management of the child in the case based presentation.</p>
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Identify final assessment component and element	Component A
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% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Case based presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1.1000 word supporting paper which underpins the case based presentation	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Case based presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 1000 word supporting paper which underpins the case based presentation	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

FOR OFFICE USE ONLY

First CAP Approval Date	31 October 2017		
Revision ASQC Approval Date		Version	1 Link to RIA12450