



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Minor illness and Minor injury in Children				
Module Code	UZWY6X-20-3	Level	3	Version	1
Owning Faculty	Health & Applied Sciences	Field	Acute and Critical Care Nursing		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Health and Social Care				
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/UZUSUW-15-M Minor illness and minor injury in children UZURAH-20-3/UZUSUX-15/3		Module Entry requirements	The student should be working in a relevant clinical area and be a registered health care professional	
Valid From	December 2017		Valid to	September 2021	

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the implications of the main anatomical and physiological differences between adults and children, for the management of minor illness and injury. (Component A &amp; B)</li> <li>2. Identify and 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 &amp; B)</li> <li>3. Analyse and synthesise the current evidence base within children's care and where appropriate apply the findings to the practice setting (Component B).</li> <li>4. Demonstrate 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 &amp; B)</li> <li>5. Demonstrate the ability to identify 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 &amp; B)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• The physical and psychological differences between children and adults</li> <li>• A child and family centred approach to history taking in an emergency/urgent care setting,</li> <li>• 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,</li> </ul>

	<ul style="list-style-type: none"> <li>• Approaches to examination techniques in children,</li> <li>• Play and distraction techniques,</li> <li>• 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</li> <li>• Clinical reasoning skills and an evidenced approach to the treatment and management of minor illness and injury in children</li> <li>• Effective communication strategies</li> <li>• Safeguarding issues</li> <li>• Health education issues in unscheduled care</li> <li>• Patient pathways, and appropriate referrals to primary or secondary care settings</li> </ul>
Contact Hours	48 hours
Teaching and Learning Methods	<p>The Module has been designed using a blended learning approach</p> <p><b>A variety of approaches will be used which may include:</b></p> <ul style="list-style-type: none"> <li>• Lectures and Seminars</li> <li>• Enquiry based learning</li> <li>• Case based learning</li> <li>• Clinical skills</li> <li>• Technology enhanced learning</li> <li>• Workshops and Master classes</li> </ul>
Reading Strategy	<p><b>Core readings</b></p> <p>It is essential that students read one of the many texts on paediatric emergency care available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b></p> <p>Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p><b>Access and skills</b></p> <p>The development of literature searching skills is supported by a Library seminar provided within the first few weeks of the module. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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&amp;K</p> <p>Camerson, P. (2011) <i>Textbook of Paediatric Emergency Medicine</i>. London: Churchill</p>

Livingstone (e-book)

Davies, F., Bruce, C., Taylor-Robison, K. (2011) *Emergency care of minor trauma in children: A practical handbook*. London: CRC Press

Devitt, P and Thain, J. (2011) *Children and Young People's Nursing Made Incredibly Easy (UK edition)*. London: Lippincott Williams & Wilkins.

Royal College of Nursing: assessment of pain in children  
<http://www.rcn.org.uk/development/practice/clinicalguidelines/pain>

RCPCH and RCN (2010) *Maximising Nursing Skills in Caring for Children in Emergency Departments*. London: RCPCH and RCN

Royal College of Paediatrics and Child Health: Policy Documents

Snelson, E. (2011) *The Essential Clinical Handbook for Common Paediatric Cases: A Practical Guide to Assessing Children in General Practice and A&E*. London: BPP Learning media

Strange, G. (2012) *Pediatric emergency medicine: just the facts*. London: McGraw-Hill medical

Trigg, E. & Mohammed, T. (2010) *Practices in Children's Nursing: Guidelines for Hospital and Community*. 3<sup>rd</sup> Ed. London: Churchill Livingstone

**Journals**  
 Nursing Children and Young People  
 Pediatric Emergency Care

**Part 3: Assessment**

<b>Assessment Strategy</b>	<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 demonstrate in more depth any issues which were not clearly articulated within the presentation.</p> <p>The case based presentation will be underpinned with a 1500 word paper which details the evidence base for the management of the child in the case based presentation.</p>
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<b>Identify final assessment component and element</b>	<b>Component A</b>	
<b>% weighting between components A and B (Standard modules only)</b>	<b>A:</b>	<b>B:</b>
	<b>50</b>	<b>50</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b>	<b>Element weighting</b>	

Description of each element	(as % of component)
1. Case based presentation	100%
Component B Description of each element	Element weighting (as % of component)
1.Supporting 1500 word 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. Supporting 1500 word paper which underpins the case based presentation	100%
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> 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	<a href="#">Link to RIA 12450</a>