

**MODULE SPECIFICATION.**

| Part 1: Information | | | |
|---------------------------|--|--------------------|---------------------------|
| Module Title | High Dependency Care in Children's Nursing | | |
| Module Code | UZUY7G-15-3 | Level | 3 |
| For implementation from | April 2018 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | HAS | Field | Maternal and Child Health |
| Department | Nursing and Midwifery | | |
| Contributes towards | BSc (Hons) Nursing (Child) | | |
| Module type: | Standard | | |
| Pre-requisites | N/A | | |
| Excluded Combinations | N/A | | |
| Co- requisites | N/A | | |
| Module Entry requirements | N/A | | |

Part 2: Description

This module is designed to introduce students to the requirements of high dependency care and referral, including concepts of stabilisation, transfer and withholding and withdrawing care.

The module will cover:

Syllabus Outline

Policies, ethics and legal issues

- Introduction to HDU care
- Intra and Inter Hospital transport of the Acutely/Critically Ill Child
- Pain and Sedation Management in Children
- Withdrawing care




HDU care requirements

- Assess the need for respiratory support
- Care of the child with Raised Intracranial Pressure
- Care of the child with sepsis/shock
- Care of the child with a surgical emergency

Appreciate the need for high dependency care and referral

- Physiological Monitoring
- Care of the HDU Surgical child
- Nutritional, Fluid, Electrolyte Management in Children

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|---|---|--|-----------|
| Skills for care delivery | | | |
| <ul style="list-style-type: none"> • Skills for Advanced Assessment (Respiratory Examination & Auscultation) • Skills for Advanced Respiratory Support (Non-invasive ventilation) • Practical ABG interpretation • Practical ECG interpretation | | | |
| Teaching and Learning Methods | | | |
| <p>There are five contact days on the module and they are structured to enable students to have an underpinning of high dependency care and a practical application of the knowledge to care delivery.</p> <p>All mornings on the module will have a lead lecture followed by an enquiry based learning seminar. Afternoons on the module will be divided between skills, simulation and seminars. There will be e-learning activities to undertake as independent learning</p> | | | |
| Part 3: Assessment: Strategy and Details | | | |
| <p>This module is assessed via a Structured Oral and Practical Examination (SOPE), which comprises two short practical examinations followed by standardised critical questioning. The critical questions will assess the students understanding of the care delivery and will also ascertain their understanding of:</p> <ul style="list-style-type: none"> • Processes of Transfer/Stabilisation • Ethical considerations of care <p>Students will receive formative feedback following each of the 5 EBL seminars and all 4 of the skills/simulation sessions. This will help the student to build towards the final assessment.</p> | | | |
| Identify final timetabled piece of assessment (component and element) | | | |
| % weighting between components A and B (Standard modules only) | | A: 100% | B: |
| First Sit | | | |
| Component A (controlled conditions) Description of each element | | Element weighting (as % of component) | |
| 1. Observed Structured Clinical Examination with Viva | | 100% | |
| Resit (further attendance at taught classes is not required) | | | |
| Component A (controlled conditions) Description of each element | | Element weighting (as % of component) | |
| 1. Observed Structured Clinical Examination with Viva | | 100% | |
| Part 4: Learning Outcomes & KIS Data | | | |
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of policies and the political, legal and ethical considerations surrounding high dependency care (Component A). • Appreciate the requirement for high dependency referrals and demonstrate clinical judgement in relation to high dependency care requirements, including adjustments required regarding resources (Component A). • Demonstrate knowledge and skills behind care requirements for a range of children in a variety of high dependency (HDU) settings (Component A). • Analyse the rationale behind clinical care delivery to children, young people and their families in a high dependency setting and incorporate evidence based care delivery (Component A). • Explore the enhanced assessment and clinical skills required to support children | | |

| | receiving HDU level care (Component A). | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------------|-----------------------|-----------------|---|--|--|------------------------------------|----|----------------------------------|--|--------------------------------------|------|--|------|--|-----------------------|---|-------------------------|-----------------------|-----------------|--|-----|----|-----|---|-----|---|
| Key Information Sets Information (KIS) | <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>15</td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <td></td> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> <td></td> </tr> </tbody> </table> | | | | | Key Information Set - Module data | | | | | <i>Number of credits for this module</i> | | | | 15 | | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | 150 | 36 | 114 | 0 | 150 |  |
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| 150 | 36 | 114 | 0 | 150 |  | | | | | | | | | | | | | | | | | | | | | | | |
| Contact Hours | <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Practical Exam: Oral Assessment and practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table> | | | | | Total assessment of the module: | | Written exam assessment percentage | 0% | Coursework assessment percentage | 0% | Practical exam assessment percentage | 100% | | 100% | | | | | | | | | | | | | |
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| | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading List | https://uwe.rl.talis.com/lists/C8BE2985-F988-58C1-D1B1-28A017EA96B3.html | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| First ASQC Approval Date | 17/1/18 | | | |
| Revision CAP Approval Date | | Version | 1 | Link to RIA 12548 |