



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Principles of Children's Emergency Care				
Module Code	UZUSWG-20-M	Level	M	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing and Midwifery	Module Type	Standard		
Contributes towards	MSc Advanced Practice MSc Professional Development MSc Specialist Practice				
Pre-requisites	None	Co-requisites	None		
Excluded Combinations	UZUSUV-15- 3 Principles of Children's Emergency Care UZUSUW-15-M Principles of Children's Emergency Care	Module Entry requirements	Working in a relevant clinical area and be a registered health care professional		
First CAP Approval Date	2 June 2015	Valid from	September 2015		
Revision CAP Approval Date		Valid from			

Review Date	
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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"> Clearly identify the pathophysiological processes that may occur in children presenting with illness and injury and critically evaluate the approaches which may be used to manage them. (component A) Justify the ability to make safe decisions regarding the assessment, management and appropriate referral of children presenting with injury and illness (including safeguarding and mental health concerns) (Component A) Recognise and critically evaluate the legal, ethical and political issues and drivers underpinning the practice, management and

	<p>service provision of paediatric urgent and emergency care. (Component A)</p> <ul style="list-style-type: none"> • Be aware of relevant health, social and child protection policies and demonstrate their impact on the care of the child in emergency and urgent care. (Component A)
Syllabus Outline	<p>Considerations of differences between anatomy and physiology in caring for adults and children.</p> <p>Minor illness and injury, triage, assessment and management</p> <p>Medical and surgical presentations (age specific), triage, assessment and management</p> <p>Recognising the seriously ill child</p> <p>Legal and ethical considerations when caring for children and their families</p> <p>Management of the critically injured child</p> <p>Examining the importance of play, distraction, pain management in children's care</p> <p>Child Protection</p> <p>Children with mental health concerns</p> <p>Child and family centred care</p>
Contact Hours	<p>A total of 48 hours</p> <p>24 hours in the form of face to face contact time.</p> <p>24 hours within the VLE.</p>
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Workshops and Masterclasses • Lectures and Seminars • Enquiry based learning • Case based learning • Simulation • Technology enhanced learning <p>The module has been designed using a blended learning approach, the student will require access to the internet</p> <p>The on-line component of the module directs the student to critical reading, uploaded documents on the site and links to interactive learning</p>
Reading Strategy	<p>Core readings</p> <p>It is essential that students read one of the many texts on children's emergency care available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</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,</p>

and Internet resources. Many resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first taught day. 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.

Indicative Reading List

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, *current* advice on readings will be available via the module guide.

British Thoracic Society/Scottish Intercollegiate Guidelines Network (2014) British Guideline on the Management of Asthma

Clements S, Steel, AG, Bates, AT, Mackenzie, R (2007) Cuffed Endotracheal tube- use in prehospital paediatric intubation: challenging the doctrine? *Emergency Medicine Journal*;24;57-58

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

Dixon, M (2009) *Nursing the Highly Dependent Child or Infant: A Manual of Care*, Blackwell Publishing, Oxford.

Dykes, J (2005) Managing Children with croup in Emergency departments *Emergency Nurse* vol 13, pp14-19.

Gill, D. & O'Brien, N. (2006) *Paediatric Clinical Examination Made Easy*. 5th ed. London: Churchill Livingstone.

NICE (2013) *Feverish Illness in Children*, National Institute for clinical Excellence, London

NICE (2009) *Diarrhoea and vomiting in children: Diarrhoea and vomiting caused by gastroenteritis: diagnosis, assessment and management in children younger than 5 years*, National Institute for Clinical Excellence, London.

NICE (2007) *Urinary tract infection in children: Diagnosis, treatment and long-term management* National Institute for clinical Excellence, London.

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

Royal College of Nursing (2013) *Adolescence, boundaries and connections: an RCN guide for working with young people*. Royal College of Nursing, London.

Royal College of Nursing (2009) *Clinical Practise Guideline. The recognition and assessment of acute pain in children* Royal College of Nursing, London.

Safeguarding Children and Young people: roles and competences for health care staff (2014) The Royal College of Paediatrics and Child Health, London.

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

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy has been chosen to assess the student's knowledge base at the end of the module specific to the triage, assessment and management of children attending emergency and urgent care settings.</p> <p>The assessment strategy is in the form of a 2 hour unseen exam under controlled conditions comprising of MCQ and short answer questions.</p> <p>The short answer questions will give the student the opportunity to demonstrate and briefly discuss appropriate evidence based treatment options in their clinical setting, as well as to demonstrate their ability to critically analyse information.</p> <p>It is expected that the M level students will include a critical element to all of the short answer questions; this is reflected in the format of the M level questions.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Unseen 2 hour exam	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Unseen 2 hour exam	100%	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.