



## **Module Specification**

### **Paediatric Imaging - Suspected Physical Abuse**

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#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>6</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Paediatric Imaging - Suspected Physical Abuse

**Module code:** UZYSJ9-30-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Allied Health Professions

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Module Entry requirements: HCPC Registered Radiographer working in paediatrics on a regular basis (to be determined with the module leader)

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** The syllabus includes:

Clinical Protocols:

Rationale for imaging required and technique adaptation:

Paediatric anatomy and physiology

Fundamentals of paediatric skeletal abnormality to include normal and abnormal variants

Management and Organization:

Consideration for organization and management of SPA skeletal survey service provision

Evaluation of modern technology upon working practice

Ethical and legal issues relating to SPA imaging practice, to include Ionising Radiation (Medical Exposures) Regulations (IR(ME)R) and Ionising Radiation Regulations (IRR), Convention on the Rights of the Child (UNICEF), Children Act Professional body regulations

Patient Care:

Evaluate patient care, preparation and quality enhancement to service delivery

Employment of restraints, immobilisation and sedation considering risk/benefit issues

Contrast the requirements of different patient groups including anaesthetized and sedated patients

Appraise the use of patient immobilisation relating to risk/ benefit issues and dealing with adverse reactions

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This module's blended learning approach will embrace the university's current vision associated with Technology Enhanced learning. Such learning will include, but not be limited to, asynchronous delivery of lecture material through narrated presentations, notes and other guided reading.

Specific objectives, workplace tasks, and other study tasks deemed appropriate to the development of student knowledge will be set. Formative feedback on allocated study tasks will be provided.

The learning and teaching strategy for this module has been developed to show achievement of an appropriate level of familiarity with paediatric anatomy and images that gives practitioners more confidence in understanding the images they are producing. It is useful for practitioners to recognise how their knowledge of paediatric image appearances will help them to improve the efficacy of diagnosis of potential Suspected Physical Abuse.

#### Scheduled Learning.

Teaching and learning methods will include, but not be limited to, delivery of lecture material through narrated presentations, notes, seminars, group work and tutorial support.

#### Independent Learning.

Includes hours engaged with essential and other guided reading, VLE discussion board forum with specific objectives, narrated presentations workplace tasks, and other study tasks deemed appropriate to the development of student knowledge, case study preparation, assignment preparation and completion. Students on this module will be working in the field of paediatric imaging or encountering such patients on a regular basis There will be competency based tasks to complete locally as per the clinical portfolio component.

These sessions constitute an average time per level.

Scheduled sessions may vary slightly depending on the module choices you make.

#### Contact Hours:

Contact hours will be achieved through a blended learning approach which will typically include attendance of three days. One of these days will include the UWE CPD Suspected Physical Abuse study day.

Typically, 2 hours of contact with the module leader for discussion of module related issues will be facilitated by e-mail, phone conversations and through interaction at attendance days.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critically analyse Suspected Physical Abuse (SPA) protocols for different imaging modality examinations and their contribution in the context of differential diagnosis

**MO2** Demonstrate a critical knowledge of the legal, ethical, professional and organisational aspects of current practice in SPA survey imaging

**MO3** Critically evaluate contemporary research concerning SPA in order to inform practice, and implement new techniques where appropriate

**MO4** Critically evaluate the contribution of the SPA survey in the context of differential diagnosis

**MO5** Demonstrate an in-depth understanding of how to perform SPA survey images skillfully, safely, and to a high standard

**MO6** Critically evaluate the fundamentals associated with decision making in reference to adverse circumstances

**MO7** Distinguish between normal/abnormal appearances on radiographic images of SPA

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 280 hours

Face-to-face learning = 20 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzysi9-30-m.html) via the following link <https://uwe.rl.talis.com/modules/uzysi9-30-m.html>

## Part 4: Assessment

**Assessment strategy:** Assessment task A – Structured Oral and Practical Examination (SOPE):

The use of a SOPE replicates the required skills of image commenting in clinical practice and enables demonstration of knowledge and clinical reasoning through both practical demonstration and defended questioning. It enables the demonstration of the knowledge and understanding of the protocols, skills and reasoning (including relevant contemporary research) underpinning SPA imaging, assessment and clinical reasoning.

This will be up to 1 hour in duration.

Assessment task B – Clinical Portfolio of Evidence:

A clinical portfolio of evidence which must contain the following:

Record of clinical experience (minimum of 5 cases) with anonymised reports and images

3 case studies (1000 words each) of Suspected Physical Abuse surveys to include consideration of differential diagnosis, and the legal, ethical and organisational aspects of the case.

This assessment task provides the opportunity for the student to demonstrate clinical competence and appreciation of the role of a paediatric advanced practitioner in the context of Suspected Physical Abuse skeletal survey imaging.

Formative Assessment:

A series of online paediatric quizzes and workbooks will be available in addition to tutor support and feedback.

**Assessment tasks:**

**Examination (First Sit)**

Description: Structured oral and practical examination (1 hour)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Portfolio (First Sit)**

Description: Clinical portfolio of evidence (5 case records and 3 case studies)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO6, MO7

**Examination (Resit)**

Description: Structured oral and practical examination (1 hour)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Portfolio (Resit)**

Description: Clinical portfolio of evidence (5 case records and 3 case studies)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO6, MO7

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: