




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Decision Making and Assessment skills in Children's and Young People's Nursing				
Module Code	UZUSQQ-30-2	Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing and Midwifery	Module Type	Standard		
Contributes towards	BSc (Hons) Nursing (Children's) Graduate Diploma Nursing (Children's)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	5 April 2017	Valid from	September 2017		
Revision CAP Approval Date		Revised with effect 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> <ol style="list-style-type: none"> 1. Discuss and analyse the principles of care for acutely ill children and young people and those with complex, life limiting or life threatening conditions (Component A) 2. Demonstrate knowledge and understanding of the skills and reasoning that underpin basic physical assessment and clinical reasoning when caring for children, young people and their families (Component A) 3. Demonstrate how an understanding of key concepts in pathophysiological processes informs nursing practice, ensuring correct interpretation of deterioration of the ill or injured child (Component A) 4. Demonstrate an ability to safely perform essential nursing skills – through acting on changes in physical health (Component A) 5. Demonstrate ability to critically reflect in action (Component A) 6. Demonstrate care and compassion in decision making (Component A) 7. Demonstrate knowledge of how to document findings and present written documentation alongside oral communication based on the findings of physical assessment (Component A) 8. Identify and manage complex events using appropriate knowledge, methods and concepts (Component A) 9. Recognise and interpret normal variants of physical assessment and signs of deterioration in the ill or injured child/young person (Component A) 10. Organise and present written documentation based on the findings of physical assessment and clinical reasoning (Component A)
Syllabus Outline	Professional Values

	<ul style="list-style-type: none"> • Children’s rights • Acute sector Policies and legislation • Concordance and consent <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> • Communicating with children, young people, families and significant others • Public and Patient Involvement <p>Nursing Practice and Decision Making</p> <ul style="list-style-type: none"> • Subjective, objective assessment, planning, interventions, evaluation and revision of care for children and young people • Use of a variety of assessment tools to inform care delivery including Situation Background Assessment Recommendation (SBAR) and Paediatric Early Warning Score (PEWs) • Responding to change in conditions • Comprehensive and systematic assessment • Pathophysiology in children’s nursing • Therapeutic interventions in the acute sector • Reflection and personal learning <p>Leadership, Management and Team Working</p> <ul style="list-style-type: none"> • Inter-professional and intra-agency working <p>Health Sciences through Case based enquiry</p> <ul style="list-style-type: none"> • Pathophysiology 																									
Contact Hours	72 hours contact to include face-to-face, simulation and case based learning, online learning																									
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> •Technology enhanced learning •Workshops and Master classes •Lectures and Seminars •Case based learning <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops;</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="467 1709 1362 2049"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">30</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> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td></td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"></div>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228		300
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The table below indicates as a percentage the total assessment of the module which constitutes a -

Practical Exam: OSCE

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		0%	
Practical exam assessment percentage		100%	
		100%	

Reading Strategy

Core readings

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a 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.

Further readings

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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. Current advice on additional reading will be available via the module guide or Blackboard pages.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Applied Sciences.

Coyne, I., Timmins, F. and Neill, F. (2010) *Clinical Skills for Children's Nursing*; London : OU Press.

Cockett, A. and Day, H. (2010) *Children's High Dependency Nursing*. London: Wiley Blackwell.

Davies, R. and Davies, A. (2016) *Children and Young People's Nursing: Principles for Practice*. [online]. London: Hodder Arnold. [Accessed 20th June 2016].

Fergusson, D. (2008) *Clinical Assessment and Monitoring in Children* [online] London: Wiley Blackwell. [Accessed 20th June 2016].

Macqueen, S. Bruce, E. and Gibson, F. (2012) *The Great Ormond Street Hospital Manual of Children's Nursing Practices*. [online]. Oxford: Blackwell. [Accessed 20th June 2016].

Meeks, M. and Hallsworth, M. (2010) *Nursing the Neonate*, 2nd Edition. London: Wiley Blackwell.

	<p>Peate, I & Gormley -Fleming (2015) <i>Fundamentals of Children's Anatomy and Physiology</i>. Wiley Blackwell [online]. [Accessed 20th June 2016].</p> <p>Samuels, H. and Wieteska, S. (2011) <i>Advanced Paediatric Life Support: The Practical Approach</i> [online]. 5TH Ed Chichester, West Sussex. Wiley. [Accessed 20th June 2016].</p> <p>Trigg, E. and Mohammed, T. (2010) <i>Practices in Children's Nursing: Guidelines for Hospital and Community</i>. [online]. 3rd ed. London: Churchill Livingstone. [Accessed 20th June 2016].</p> <p>Journals</p> <p>Journal of Child Health Care Nursing Children and Young People British Journal of Nursing Nursing Standard</p>
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Part 3: Assessment	
Assessment Strategy	<p>The student is required to independently assess within a simulated environment a patient who is deteriorating, this is done through an</p> <p>Observed Structured Clinical Examination (OSCE) that requires students to be able to demonstrate safe and informed clinical reasoning and decision making in relation to the assessment of an acutely unwell child. Demonstrating that they are able to use a systematic approach so that that appropriate interventions can occur within a short time.</p> <p>The Observed Structured Clinical Examination (OSCE) is a timed observed assessment lasting 30 minutes including time for questions.</p>

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 (as % of component)	
1.OSCE (maximum time of 30 minutes)	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. OSCE (maximum time of 30 minutes)	100	
<p>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.</p>		

FOR OFFICE USE ONLY

First CAP Approval Date	5 April 2017			
Revision CAP Approval Date		Version	1	