

Module specification

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Module Code	NUR518
Module Title	Meeting the needs of children & families in acute and chronic illness
Level	5
Credit value	40
Faculty	Social and Life Sciences
HECoS Code	100280
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Bachelor of Nursing (Honours) Children's Nursing	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	84 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	84 hrs
Placement / work based learning	See Programme Specification hrs
Guided independent study	178.5 hrs
Module duration (total hours)	262.5 hrs

For office use only	
Initial approval date	19/5/22
With effect from date	Sept 23
Date and details of revision	
Version number	1

Module aims

This module aims to equip children's nursing students with knowledge and skills to enable them to deliver child/family centred care for acutely and chronically ill infants, children and young people and their families.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate effective communication skills in the health care process to establish effective partnerships with children, their families and relevant others. (NMC 1.1,1.2,1.11,1.12, 1.20, P2 2.9,2.10, P4 4.3)
2	Demonstrate and apply health promotion strategies and care policies to promote a level of self-care/family care and quality of life responsive to an individual's needs. (NMC P1 1.12, P2 2.1, 2.2, 2.8, 2.11, P3 3.6, P5 5.6 P7 7.2, 7.8)
3	Interpret and apply the principles of the child and family- centred framework for nursing as it applies to both acutely and chronically ill infants, children and young people and their families. (NMC 1.4,1.8, 1.9, 1.16, 1.18, P2 2.7, P3 3.1, 3.4, 3.5, 3.8, 3.10, 3.15, P4 4.1,4.2, 4.6, 4.7, 4.8,4.12, 4.13, 4.14, 4.15, 4.18, P5 5.2, 5.7, 5.9, P6 6.2, P7 7.10)
4	Interpret and implement differing approaches to the assessment and management of acutely ill children including investigations, pharmacological interventions, clinical management and psychological support. (NMC P3 3.3, 3.11, 3.12, 3.13, 3.16, P4 4.4, 4.5, 4.10, 4.11, P5 5.4, 5.11, P6 6.11, P7 7.1, 7.6, 7.7)
5	Relate the physiology and understand the impact of common symptoms experienced by individuals with long term/life-limiting conditions. (NMC P3 3.2, 3.14, P4 4.9, P7 7.5, 7.9, 7.10)

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

The assessment of this module comprises of two elements:

Assessment One

The student will be required to work as part of a small team in presenting their 20-minute discussion and findings around a simulated field specific scenario and provide the supporting evidence for the decisions made through the individual submission of a plan of care of 500 words.

Assessment Two

A project developing a health education resource (booklet/ leaflet) for a child/young person or their family who is living with a long-term condition, outlining the rationale for health promotion intervention (1,500 words). The booklet/ leaflet must highlight an aspect of the long-term condition that requires intervention (for example, constipation) and the rationale must include the physiology and effect of the identified problem, relevant policy and appropriate interventions.

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are formatively assessed throughout the academic year, and summatively assessed in the end module of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,3,4 & 5	Presentation	50%
2	2	Coursework	50%

Derogations

- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate examination in each year of the programme, where three attempts will be allowed.
- There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.
- BN (Hons) Nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.
- Feedback on assessed work will be provided within four weeks of submission
- Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.
- The University regulations for 40 credit modules at level 4, 5 & 6 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the 3 years or 4.5 years part-time (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)– this will result in each 40 credit module being 262.5hours multiplied by 9 modules is 2362.5 which allows slight slippage of 62.5 hours over required 2300.

Learning and Teaching Strategies

Lectures, seminars, workbooks, simulation participation and group work. Students will also be supported through the Moodle™ virtual learning environment and tutorial supervision.

Indicative Syllabus Outline

The content will include the following:

Acutely Ill

Care and management of a child with a range of acute medical and surgical conditions including pathophysiology and related pharmacology and principles of pathogenesis examples such as: respiratory, endocrine, musculo-skeletal, gastro-intestinal, shock/sepsis, Dehydration, Thermoregulation, Fever management, Burns, Altered consciousness – meningitis and head injury/Recognition and management of the unwell infant, child, young person/ Assessment strategies -ABCDE approach, AVPU/Monitoring in acute care-PEWS/ Oxygenation, oxygen therapy and nebuliser devices/ Care Planning – develop, prioritise and review person centred care plans relating to commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and accurate assessments of nursing care needs/Resuscitation / BLS update/ Self-harm, suicide in an emergency context/Surgical pre/post-operative care (including wound and drain care and management) Investigations / Catheterisation /Intravenous therapy/Assessment and management of acute pain/Introduction to neonatal care/Psychological support in acute illness/Communication strategies - support for families and carers of an acutely ill child/ Preparation for retrieval/transfer/ Application of ethical and legal issues including consent /safeguarding/Mental Capacity/competence to make care decisions in relation to acute care / withdrawal of care or limitation of treatment, Impact of learning disabilities / A proactive approach to the management of violence and aggression.

Chronic Illness

Causes of long-term conditions / common long term conditions in childhood - examples such as: neurological (e.g. Epilepsy), musculo-skeletal osteogenesis imperfecta, Juvenile Idiopathic Arthritis), Respiratory (Asthma/Cystic fibrosis), skin (Eczema), endocrine (Diabetes)/ Related pharmacology, effects of medicines, allergies, drug sensitivities, side effects, contraindications, adverse reactions, incompatibilities, prescribing errors and poly pharmacy Self-management plans/Public health and health promotion strategies /compliance/Partnership approach – family, care givers and multi professional approach Caring for the child in the community/role of the Community Children's Nurse Causes of common health conditions and the interaction between physical and mental health and illness/Transition to adult services/ formative and summative assessment preparation.

(Development of communication and relationship management skills in Annex A/Development of Nursing Procedures in Annex B).

The above syllabus takes account of the following:

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (NMC 1.1, 1.2, 1.3, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.18, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (NMC 2.1,2.2, 2.7, 2.8,2.9, 2.10, 2.11)

Platform 3 Assessing needs and planning care (NMC 3.1, 3.2, 3.3, 3.4,3.5, 3.6, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16)

Platform 4 Providing and evaluating care (NMC 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8,4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.18)

Platform 5 Leading and managing nursing care and working in teams (NMC 5.2, 5.4, 5.6,5.7, 5.9, 5.11)

Platform 6 Improving safety and quality of care (NMC 6.2, 6.11)

Platform 7 Coordinating care (NMC 7.1, 7.2, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10)

QAA Standards

5.2 iii, x, xviii

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Advanced Paediatric Life Support Group (2016), Advanced Paediatric Life Support: A practical approach to emergencies. Chichester: John Wiley & sons Ltd.

Gasper, A., Richardson, J. & Randall, D. (2021), A Textbook of Children's and Young People's Nursing. 3rd ed. London: Elsevier

McCance, K. and Heuther, S. (2019) *Pathophysiology: The Biologic Basis for Disease in Adults and Children*. 8th ed. St. Louis: Elsevier.

Brimble, M & McNee, P. (2021), Nursing Care of Children and Young People with Long–Term Conditions. 2nd ed. Chichester: Wiley Blackwell.

Other indicative reading

Naidoo, J. & Wills, J. (2016), Foundations for Health Promotion. 4th ed. London: Bailliere Tindall Elsevier.

Neal, M.J. (2016), Medical Pharmacology at a Glance. 8th ed. Chichester: John Wiley & Sons Ltd.

Valentine, F & Lowes, L (2007), Nursing care of children and young people with chronic illness. Oxford: Blackwell publishing Ltd.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication