RN/Diploma Children’s Nursing
RN/BSc (Hons) Children’s Nursing
2009 Curriculum

Applied Biological Sciences Theme (ABS)
Fundamental Aspects of Care Theme (FACT)

Module Handbook

Developing Children’s Nursing Practice,
Pathology and Related Pharmacology
NM2762

February 2009 cohort

Year 2 (February 2010 – February 2011)
Details of Module Leaders

This module is taught across the Applied Biological Sciences theme (ABS) and Fundamental Aspects of Care Theme (FACT), with module leaders for each theme:

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INTRODUCTION

This Child Health branch module will help students to further develop and consolidate nursing knowledge and skills and prepare them to undertake care delivery activities in primary, secondary and tertiary settings. Some learning will be shared between students of mental health and children’s nursing, exploring both physical and mental health theory and practice across the lifespan. Biological sciences theory provides the scientific basis for nursing practice. The acquisition of a reliable, up-to-date biological theory by the children’s nurse is fundamental to safe, effective professional practice in every healthcare setting. This applied clinical knowledge should be the defining characteristic of the professional in the context of today’s society. This contributes towards meeting the goals of the National Service Framework for Children and Young People (DH 2004a) and NMC (2004) Nursing proficiencies. This module also takes into consideration the NMC essential skills clusters, which are demonstrated in the students’ record of achievement in practice (portfolio).

AIMS OF THE MODULE

The aim of this module is to provide students with the biological sciences theory, practical caring skills and knowledge to support their development as a children’s nurse through the branch programme and in relation to the NSF requirements and NMC proficiencies. The student will develop knowledge and competence to deliver increasingly complex care for neonates, infants, children and young people in a range of mental and physical care settings. The student will be able to provide care which is appropriate, coordinated, multi-disciplinary, integrated and family centred, and which safeguards and promotes the welfare of vulnerable children. Students will be able to explore their own values and beliefs and those of others in the delivery of
the fundamental aspects of care through the integration of practical and theoretical experiences.

LEARNING OUTCOMES
On successful completion of this module, a student will be expected to be able to:

Cognitive/Intellectual Skills
- Demonstrate how biological sciences theory promotes critical thinking in practice related to children's nursing. (NMC 1.3, 4.1)
- Demonstrate an understanding of the rationale for interventions undertaken in relation to implementing the core components of Essence of Care (NMC 2.18)
- Demonstrate basic communication and counselling skills (NMC 2.3, 2.11, 2.4)
- Participate in and contribute to health promotion activities (NMC 2.4)
- Analyse the key concepts relating to risk and resilience (NMC 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8)
- Demonstrate understanding and skills in medicines administration to different age groups of children and young people (NMC 3.1, 3.12, 3.13, 3.14)

Knowledge/Understanding
- Demonstrate reliable biological sciences theory that informs practice and enables them to structure, prioritise, implement and evaluate care for the child/young person and family safely and effectively. (NMC 1.9, 2.4, 2.9, 2.18, 2.22)
- Discuss the ways in which government policy affects service planning and service provision which incorporates multi-agency co-operation to safeguard and promote children's health (NMC 2.3,2.4,2.5) (IP)
- Identify the issues associated with ensuring that the majority of services for children are provided outside of hospital settings (NMC 1.11, 1.12)
- Discuss how effective palliative care services are developed, specific care needs assessed, planned, delivered and evaluated for those children who require it and how families are supported in the event of a child dying (NMC 3.7, 3.8, 3.11)
- Define the principles of medication management (NMC 1.1, 3.1, 3.12, 3.13, 3.14)
- Explain relevant psychological theories of communication underpinning
communication skills (MNC 1.12, 2.1, 2.3, 2.4)

- Articulate an understanding of the roles and responsibilities of all agencies involved in children's care in the identification of children who have been harmed and subsequent care management (NMC 2.6, 2.7) (IP)

**Subject Specific Skills**

- Participate in the holistic assessment of an individual's health care needs (NMC 2.1, 2.15, 2.16, 2.6, 2.7, 2.8)
- Apply biological theory to structure nursing care that minimises or prevents complications/adverse effects (NMC 2.3, 2.4, 2.5, 2.8, 2.9, 2.11, 2.13, 2.16, 2.17, 3.1)
- Identify key data required to undertake a valid risk assessment (NMC 2.1, 2.15, 2.16, 2.6, 2.7, 2.8)
- Demonstrate the principles of safe and effective cardiopulmonary resuscitation management within a simulated environment (NMC 2.6, 2.10).
- Identify and demonstrate knowledge of the rights (UN Convention Article 23) and the vulnerability of disabled children and young people and explore the systems which are in place to safeguard these children (NMC 3.2, 3.4, 3.5, 3.6)
- Employ current recognised techniques for moving and handling following a completion of a risk assessment (NMC 2.13, 2.14, 2.15, 2.16)

**Transferable Skills**

- Articulate the relevance of biological sciences theory in care delivery/management of children/young people and the family that requires numeracy skills, knowledge of information technology, and the safe use and maintenance of mechanical devices (NMC 2.1, 2.4, 2.9, 2.14, 3.3, 3.4, 3.7, 3.14)
- Utilising the framework of essence of care apply knowledge and skills in caring for children and families (NMC 3.11, 2.21, 2.17)
- Apply knowledge in relation to caring for children with acute and chronic conditions (NMC 3.2, 2.23, 2.19)
Values and Attitudes

- Discuss the relevance of biological sciences theory, and related evidence, which enables the student to show awareness of their roles, responsibilities and limitations in their abilities to provide safe, humanistic and effective delivery of care for children, young people and their families, e.g. Infection control, medicines management, ward-based life support, peri-operative care. (NMC 1.4, 1.8, 1.9, 1.12, 1.14, 2.8, 4.4)
- Critically analyse the quality of care offered to children and families through the development and use of current research based evidence, local, national guidelines (NMC 1.1, 1.2)

OVERVIEW OF MODULE CONTENT AND SESSIONS

Fundamental Aspects of Care

- Theoretical aspects of children's nursing
- Critiquing models
- Managing CPR: all settings
- Effects of illness on children and families
- Respite care
- Assessing children and families
- Moving and Handling
- Food and Nutrition
- Communicating with children, young people and families
- Child protection
- Assessment and development of a care plan
- Principles of caring for children with respiratory conditions (asthma, bronchiolitis, pneumonia, cystic fibrosis)
- Principles of caring for a child with an orthopaedic condition including neurovascular observations
- Principles of caring for a child with urinary problems (nephrotic syndrome, UTI, pyelonephritis, glomerulonephritis)
• Managing a child with gastroenteritis
• Principles of caring for a child following a head injury including neurological observations
• Principles of caring for the convulsing child (febrile convulsions, epilepsy, meningitis, hypoglycaemia)
• Principles of caring for the child with an anaphylactic reaction
• Neonatal positioning and nutrition
• Introduction to collaborative practice
• Policy frameworks and their application
• Developing awareness of personal and professional values and setting boundaries
• Theoretical foundations
• Early interventions in psychosis
• Working with families
• Practice and communication (engagement, assessment and the CAF), child protection
• Adolescent inpatient care
• Communication skills- assertiveness and negotiation
• Care of the child and family with complex needs and learning disabilities
• Neurodegenerative and genetic disorders
• Death and dying
• Needs of looked after children
• Working with children and young people who self harm
• Suicide within families
• Adolescent risk taking behaviours including drugs and alcohol
• Eating disorders
• Therapeutic relationships

**Applied Biology**

• Core pharmacological concepts
• Pharmacology in the young – specific issues
• Analgesia
- Anaesthetics
- Antimicrobials and antivirals
- Epilepsy and related pharmacology
- Introduction to childhood growth and development
- Biological features of the term neonate and neonatal health
- Adolescent growth and development: theories and processes
- Body fluids, electrolytes and dehydration in children and young people
- Nutritional requirements in infancy, childhood and adolescence
- Childhood malnutrition and obesity
- Immunity and immunisation in children and young people
- Fever in children and febrile convulsions
- The developmental biology of the respiratory system
- Respiratory tract infections in infants, children and young people
- Pathophysiology of asthma and pharmacological interventions
- Bone growth, development and pathophysiology of childhood fractures
- Development of the urinary system and UTI in infants, children and young people
- Pathophysiology and therapeutics of childhood gastroenteritis
- Overview of the nervous system and CNS development
- The neurobiology and therapeutics of pain in infants, children and young people
- Auditory and visual development
- Biological basis of head injury and neurological observations in children and young people
- The biological basis of substance abuse in children and young people
- Pathophysiology and therapeutics of cerebral palsy
- Pathophysiology and therapeutics of meningitis in children and young people
- Pathophysiology and therapeutics of HIV in children and young people
- Pathology and pharmacology of the pre-term neonate
- Congenital anomalies
- Overview of embryological development
- Fundamental genetics
- Pathophysiology and therapeutics of haemoglobinopathies
- Pathophysiology and therapeutics of diabetes mellitus
• Pathophysiology and therapeutics of cystic fibrosis
• Acid-base balance in children and young people
• Acute respiratory failure in infants, children and young people
• Shock in children and young people
• Pathophysiology and therapeutics of childhood cancers

LEARNING AND TEACHING METHODS

Lead Lectures
Lectures enable information to be presented in a logical manner to groups of students. This is a useful method for presenting an overview of new material to students and stimulating them to read further around this subject.

Small Groups (including role-play, seminars, debates, Enquiry Based Learning (EBL), reflection sessions, skills workshops)
Small groups will encourage the application of theory to practice and extend the depth and breadth of their knowledge. They encourage team working and can be motivating, enhance communication skills and challenge powers of reasoning. These provide opportunities for debate, exploration of personal thoughts, ideas and practice experiences.

Personal Tutorials
Tutorials and reflection on learning with the personal tutor enable individual progress to be discussed as well as issues of concern about the programme raised. Tutorials also offer the student academic and pastoral support.

Laboratory Practicals
To enable the consolidation of material taught in the lectures facilitate the acquisition of manual and team skills and provide opportunities for students to use conceptual knowledge and cognitive processes to solve problems.

Simulated Practice
These activities are devoted to development of technical or interpersonal skills. In
particular, statutory training required before commencement of placements and will be delivered in clinical skills laboratories. Students will then be expected to demonstrate the particular technical caring activity utilising all the relevant skills, knowledge and attitudes that are required for delivery of the fundamental aspect of care. Virtual learning and simulated learning experiences will be used to promote understanding of user/carer perspectives; real life placement activities, risk management responsibilities as well as professional responsibilities

**Other Learning activities**

A range of other activities may be used by students during modules to support the student directed learning hours. These activities include: e-learning, workbooks, videos/DVDs, computer learning packages, Reusable Learning Objects (RLOs – Applied Biology Specific). All these activities facilitate a student’s learning from the modules through them being able to pursue further study at their own pace and at different depths of learning dependent upon their needs.

**MODULE ASSESSMENT**

There are two assessments for this module, a Biology examination (ABS) and an Objective Structured Clinical Examination (OSCE) (FACT). For further details please see the separate assessment guidelines.

**READING LIST & USEFUL WEBSITES**

**Biology**

• Costello I, Wong ICK and Nunn AJ (2004) A Literature Review to Identify Interventions to


Key Websites:

- Department of Health NSF (Medicines Management) [www.doh.gov.uk](http://www.doh.gov.uk)
- Royal College of Paediatrics and Child Health [http://www.rcpch.ac.uk](http://www.rcpch.ac.uk)
- [www.childgrowthfoundation.org](http://www.childgrowthfoundation.org) This website contains information which will be of benefit to parents with a child who has a diagnosed or suspected growth problem, to people who have a growth problem and their families, and to people and medical professionals with an interest.
- [www.ppprofile.org.uk](http://www.ppprofile.org.uk)
- [http://mywebpages.comcast.net/wnor/respiratorymovements.htm](http://mywebpages.comcast.net/wnor/respiratorymovements.htm) The study of the thorax, with explanations and demonstration of respiratory processes.
- [help@rospa.com](mailto:help@rospa.com) The Royal Society for the Prevention of Accidents.
- [www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/ChildrenServices/Childrenservicesinformation](http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/ChildrenServices/Childrenservicesinformation)

Children’s Nursing Practice


• National Institute for Mental Health in England (2005) Healthy Mind, Healthy body


**Websites**


• National Children’s Bureau [www.ncb.org.uk](http://www.ncb.org.uk)

• The Royal College of Paediatrics and Child Health [www.rcpch.ac.uk](http://www.rcpch.ac.uk)

• Department of Health [www.dh.gov.uk](http://www.dh.gov.uk)

• MIND [www.mind.org.uk](http://www.mind.org.uk)

• National institute of Clinical Excellence [www.nice.org.uk](http://www.nice.org.uk)

• National Patient Safety Agency [www.npsa.nhs.uk](http://www.npsa.nhs.uk)

• Project Implicit [https://implicit.harvard.edu/implicit](https://implicit.harvard.edu/implicit)

• Rethink [http://www.rethink.org/index.html](http://www.rethink.org/index.html)

• [http://bmj.bmjjournals.com/archive/7072e1.htm](http://bmj.bmjjournals.com/archive/7072e1.htm)