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

2009 Curriculum

Fundamental Aspects of Care Theme (FACT)

Module Handbook

Managing Child Health Care in Acute Situations
NM2733 (Diploma)
NM3715 (Degree)

September 2008 cohort

Year 3 (September 2010 – August 2011)
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Managing Child Health Care in Acute Situations
NM2733/NM3715

| Level:       | NM2733 – Level 2 (Diploma)  
               | NM3715 – Level 3 (Degree)   |
|-------------|-----------------------------|
| Year of Programme: | Year 3, September 2008 cohort |
| Date running: | September 2010 – August 2011 |

INTRODUCTION

This module is based upon the recommendations for practice contained within the National Service Framework for Children, Young people and Maternity Services (DOH 2004). The rationale for this choice is that this enquiry will shape the development and delivery of children's services over the next six years and for the life of this curriculum. The third year of the programme will build upon experiences and theoretical material from the two previous years, further specialist experiences will ensure a competent first level practitioner emerges who is fit for practice and purpose in a variety of clinical settings. This module takes into consideration the NMC essential skills clusters, which are demonstrated in your Record of Achievement in Practice (Portfolio).

AIMS OF THE MODULE

You will be able to discuss, experience and analyse and critically evaluate ways in which children and young people receive, or fail to receive high quality, evidence based care which is developed through clinical governance in a variety of care settings (Meets NSF Standard 7).

You will develop knowledge, understanding and skills in relation to the safe administration of medicines, based on current evidence, policy and practice. You will also be introduced to the concept of nurse prescribing, ensuring that a sound knowledge base at this level will enhance the quality of care given to children and families (Meets NSF Standard 10). This aim and its associated outcomes are incorporated into the two years of the branch programme.
You are aware of the UN convention on the rights of the child and its relevance to health and social care. This module aims to develop a practitioner who can effectively manage and evaluate child health care in a variety of settings.

**LEARNING OUTCOMES – DIPLOMA STUDENTS (NM2733)**

On successful completion of this module you will be expected to be able to:

**Skills**

- Demonstrate knowledge of the effectiveness of how advice and information concerning services are made available and accessible to children and young people through local arrangements within a community of practice (NMC 2.3, 2.8, 2.10, 3.6, 3.7, 3.8, 3.11)

- Discuss the impact on the quality of care offered to children, young people and families through the development and use and evaluation of current research based evidence, local and national guidelines (NMC 1.7, 2.11, 2.13, 2.14, 2.15, 2.18)

- Demonstrate an ability to provide consistent advice and support to children and young people who are ill in a variety of settings under the supervision of an appropriately trained professional (NMC 2.15, 2.17, 2.19, 3.6, 3.7)

- Demonstrate a sound understanding of the need to ensure a comprehensive, safe knowledge base of medication practice, including administration of medicines, safe storage and supply to children and young people. (NMC 3.1, 3.2, 3.3, 3.4, 3.11, 3.12, 3.13, 3.14, 3.15, 4.1)

- Describe the issues associated with the equity of service provision for children, young people and families and identify processes for service improvement (NMC 1.6, 1.12, 1.13, 2.16, 2.18, 2.21, 2.22)

- Demonstrate numeracy skills applied to paediatric medicine administration (NMC 3.13)
• Identify and discuss best practice in multi agency transition planning to ensure the smooth transition of children and young people with mental health disorders to adult services (NMC 2.10, 2.11, 2.13)

Knowledge/Understanding
• Demonstrate understanding of the rights of a child to health (UN Convention article 24) and the ways in which all children and young people receive care that is integrated and co-ordinated around individual needs and those of the family. (NMC 1.15, 2.2, 2.3, 2.4, 2.5, 2.10, 2.12, 2.16, 2.17, 2.20, 3.5, 3.6, 3.7, 3.8)
• Demonstrate understanding of the roles and responsibilities of all agencies involved in children's care in the identification of children and young people who have been harmed. (NMC 1.1, 1.3, 1.4, 1.11, 1.13, 1.14, 1.15, 2.6, IP)
• Discuss care management processes demonstrating an understanding of how hospitals meet their responsibilities in relation to safeguarding and promoting the welfare of children and young people. (NMC 1.1, 1.3, 1.4, 1.11, 1.13, 1.14, 1.15, 2.6)
• Through practice experiences and from a theoretical perspective reflect on how effective supervision for staff can ensure high quality services. (NMC 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)

Values and Attitudes
• Demonstrate a sound understanding of the importance of play to children and young people in all care settings (NMC 2.10, 2.13, 2.15, 2.17)
• Demonstrate skills of respect for children, young people and families in all care settings, through the use of care partnerships and decision making (NMC 1.1, 1.11, 1.12, 1.13, 1.14)
• Identify and discuss ways in which children, young people and families are enabled and supported to be self caring of their illnesses through effective partnerships with appropriate professionals. (NMC 2.15, 2.16, 3.6, 3.7, 3.11) (IP)

LEARNING OUTCOMES – DEGREE STUDENTS (NM3715)
On successful completion of this module you will be expected to be able to:
Skills

- Demonstrate knowledge of and critically evaluate the effectiveness of how advice and information concerning services are made available and accessible to children and young people through local arrangements within a community of practice (NMC 2.3, 2.8, 2.10, 3.6, 3.7, 3.8, 3.11)
- Critically evaluate the quality of care offered to children and families through the development and use and evaluation of current research based evidence, local and national guidelines (NMC 1.7, 2.11, 2.13, 2.14, 2.15, 2.18)
- Demonstrate an ability to provide consistent advice and support to children and young people who are ill in a variety of settings under the supervision of an appropriately trained professional (NMC 2.15, 2.17, 2.19, 3.6, 3.7)
- Critically evaluate the need to ensure a comprehensive, safe knowledge base of medication practice, including administration of medicines, safe storage and supply to children and young people. (NMC 3.1, 3.2, 3.3, 3.4, 3.11, 3.12, 3.13, 3.14, 3.15, 4.1)
- Critically evaluate the equity of service provision for children, young people and families and identify processes for service improvement (NMC 1.6, 1.12, 1.13, 2.16, 2.18, 2.21, 2.22)
- Demonstrate numeracy skills applied to paediatric medicine administration (NMC 3.13)
- Identify and critically evaluate best practice in multi agency transition planning to ensure the smooth transition of children and young people with mental health disorders to adult services (NMC 2.10, 2.11, 2.13)

Knowledge/Understanding

- Critically evaluate the rights of a child to health (UN Convention article 24) and the ways in which all children and young people receive care that is integrated and co-ordinated around individual needs and those of the family. (NMC 1.15, 2.2, 2.3, 2.4, 2.5, 2.10, 2.12, 2.16, 2.17, 2.20, 3.5, 3.6, 3.7, 3.8)
- Articulate and critically evaluate an understanding of the roles and responsibilities of all agencies involved in children's care in the identification of children and
young people who have been harmed. (NMC 1.1, 1.3, 1.4, 1.11, 1.13, 1.14, 1.15, 2.6, IP)

- Critically evaluate care management processes ensuring an understanding of how hospitals meet their responsibilities in relation to safeguarding and promoting the welfare of children and young people. (NMC 1.1, 1.3, 1.4, 1.11, 1.13, 1.14, 1.15, 2.6)
- Through practice experiences and from a theoretical perspective critically reflect on how effective supervision for staff can ensure high quality services. (NMC 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)

Values and Attitudes

- Critically evaluate the importance of play to children and young people in all care settings (NMC 2.10, 2.13, 2.15, 2.17)
- Demonstrate skills of respect for children, young people and families in all care settings, through the use of care partnerships and decision making (NMC 1.1, 1.11, 1.12, 1.13, 1.14)
- Identify and critically evaluate ways in which children, young people and families are enabled and supported to be self caring of their illnesses through effective partnerships with appropriate professionals. (NMC 2.15, 2.16, 3.6, 3.7, 3.11) (IP)

OVERVIEW OF MODULE CONTENT AND SESSIONS

- The structured approach to the seriously ill child
- Simulation: seriously ill child / Paediatric Life Support
- Moving and handling
- Introduction to advanced paediatric life support
- Introduction to the principles of assisted ventilation SIDS and parenting skills
- OSCE preparation
- Acute assessment and care of the child with a haematological disorder
- Acute assessment and care of the child with an endocrine disorder
- Management of violence and aggression
- Safe guarding children assessment and management of acute overdose and poisoning
• Wound assessment and management
• Health promotion and accident prevention
• The structured approach to the seriously injured child
• IV study day including biological principles
• Major incident study day with Adult Nurses
• Recognition of the deteriorating child and Paediatric Early Warning Score
• Management of common minor injuries
• Common neonatal conditions (surgical)
• Common neonatal conditions (medical)
• Surgical conditions and emergencies in children
• Caring for the child in a critical care setting

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 and stimulating you to read further around this subject.

Small Groups (including role-play, seminars, debates, Enquiry Based Learning (EBL), videos, reflection sessions, skills workshops, blogging on the e-portfolio system)
Small groups will encourage the application of theory to practice and extend the depth and breadth of your 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 simulated practice.

Tutorials
Academic support will be provided for you in small groups in relation to assessments. Pastoral support will be provided by your personal tutor. Podcasting on e-portfolio system is utilised by the personal tutor.
Other Learning activities
A range of other activities may be used during modules to support your student-directed learning hours. These activities include: e-learning, workbooks, visits to other centres and practice settings. All these activities facilitate your learning from the modules through you being able to pursue further study at your own pace and at different depths of learning dependent upon your needs.

MODULE ASSESSMENT
Objective Clinical Structured Examination (OSCE) focusing on teaching a junior student. Degree students are also required to submit a 1000-word OSCE Reflection. For further details please see the separate assessment guidelines.

READING LIST & USEFUL WEBSITES


Websites
• Unicef: www.unicef.org/crc/fulltext.htm
• British medical Journal: http://bmj.bmjournals.com/archive/7072e1.htm
• Resuscitation Council: http://www.resus.org.uk