

Module descriptor**Year One- BSc Nursing Studies (Child)**

Module prefix	NUR - (Nursing Studies)		
Module title:	Children and Young People Nursing 1		
FHEQ level:	4		
Module Leader:	Zoe Polly		
Other contributors:	Nursing Team (adult, child, mental health)		
Number of credits:	120		
Number of ECTS credits:	60		
HESCOS Code:	100280		
Module availability:	Year Long		
Overall student workload:			
Workshop Hours:	0		
Clinical Placement Hours:	707.5		
Independent Study Hours:	250		
Lecture Hours:	0		
Seminar Hours:	250		
Tutorial Hours:	30		
Laboratory Hours:	0		
Practical/Performance Hours:	100		
Student Cap:	100		
Date of production:	25/01/2021		
Assessment pattern:			
Assessment Name	Assessment Type	Weighting % or Pass/Fail	Credit value
Annotated Bibliography	Coursework	100%	30
Case Study Part 1	Coursework	100%	15
Case Study Part 2	Coursework	100%	15
VIVA/OSCE	Oral Type Examination	50%	60
Practice Portfolio (Year long)	Pass/Fail Professional Competencies	Pass/Fail	
Written Clinical Account	Coursework	50%	
Formative Assessments:			
<ul style="list-style-type: none">Case Study A&P care (500 words)Annotated bibliography (500 words)Case Study communication & decision making (500 words)OSCEX6 Safe Medicate – year long			
Alternative assessment:			
None			
Pre-requisite/co-requisites:			
None			
Module overview:			
<p>This module is a year-long module for all three fields of nursing that integrates theory and practice within university learning blocks and placement learning blocks. It offers a sequential learning experience that enables students to build and develop knowledge, skills and behaviours required to deliver evidence-based person-centered care. This will enable the students to start demonstrating professional values, understanding how dignity and respect influence patient interaction in accordance with their Code. It will introduce them to a range of assessment skills within a simulated environment utilising health care equipment and will enable them to explore team working and problem-solving skills using effective professional communication involving a series of dynamic learning experiences.</p> <p>All three fields of nursing will experience interprofessional learning with midwifery and paramedic undergraduate students throughout the year, with distinctive weekly opportunities in the theory blocks for students to develop professional identity and allow further focus on field specific elements of the programme.</p>			
Module aims:			
To introduce and engage students with a range of learning experiences using simulation,			

research and evidence within the context of professional practice. There will be a focus on person centred holistic care, and an introduction to public health and health promotion across the lifespan. By utilising the experiences of service users', students will be prepared to consider the emotional, physical, social and psychological needs of people; acknowledging diversity within the population.

Support students in developing an understanding of the underpinning physical and psychosocial concepts which promote health and wellbeing within a range of social and healthcare contexts.

Enable students to develop an understanding of normal physiology and body functioning to inform assessment and decision making (including pharmacology and medications management).

To develop students understanding of the relationship between research and evidence-based practice by exploring what research is and where knowledge comes from. This will enable students to understand the role evidence plays within and construction of evidence-based practice in the context of health, care and well-being.

Learning outcomes:

Learning Outcome	K	C	P	T	Optional Ref
1. Explore the importance of holistic care and assessment promoting individuals' rights, dignity, interests, preferences, beliefs and cultures; to develop an understanding of human identity using a person-centered approach.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Develop an understanding of personal and professional values and behaviour in accordance with relevant professional codes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Demonstrate an understanding of effective communication skills including overcoming barriers and the use of strategies to support the practitioner's approach in practice.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Develop an awareness of how an individual's health is affected by their psychological wellbeing, economic and social/ cultural circumstances.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Identify principles and concepts of legal and ethical frameworks and policy to inform professional care delivery, research and evidence-based practice, including moral and ethical dilemmas.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6. Apply an understanding of normal physiology and body functioning to inform assessment, decision making and interventions (including pharmacology and medications management).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7. Effectively retrieve information and discuss the importance of evidence to inform practice, identify the differing values of evidence and the importance of recognising 'uncertainty' in evidence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8. Consider the purpose of research and how it contributes to improving health and wellbeing; by developing an understanding of the different types of research and the terminology used within qualitative and quantitative approaches.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9. Demonstrate ability in a range of clinical skills in simulated and clinical environments utilising health care technology.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10. Develop effective team working incorporating safe and professional communication; acknowledging the challenges and importance of inter professional and interagency working when delivering care across the lifespan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11. Develop an understanding of the need rationale for, an evidence base to underpin decision-making and problem-solving in practice.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
12. Identify the principles of risk assessment in maintaining and promoting patient safety.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13. Demonstrate an understanding of public health and wellbeing, and public health priorities for different individuals, groups and communities and develop communication and strategies to promote health.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills

<p>Module content:</p> <ul style="list-style-type: none"> • Normal body functioning and homeostasis and physiological measurement used in the clinical setting. • Normal anatomy and physiology related to the major body systems. • Use of clinical terminology and reasoning when applying knowledge to inform clinical assessment and decision making and interventions. • Clinical skills in a simulated environment using a range of health care equipment • Team working and problem-solving skills incorporating safe and effective professional communication; acknowledging the challenges and importance of inter professional and interagency working • Effective communication strategies for use in clinical care settings. • Rationale and evidence base underpinning clinical decision-making and clinical practice • Principles of risk assessment and the role it plays in maintaining patient safety • Theories and philosophies of care, professional values and regulatory code of conduct • Broader context of societal determinants of public health (including political, cultural and economic factors) and impact on health need and inequalities • Structure of UK National Health Services and social care provision • Psychological, economic, cultural, spiritual and social factors which impact on public health priorities for individuals, families, groups and communities. • Moral, legal and ethical frameworks in healthcare, health promotion and clinical research • Healthcare legislation, policies, standards and protocols supporting safe and effective clinical practice • Principles and priorities of public health education, interventions and programmes and impact upon individual and societal health across the lifespan • Academic study skills to retrieve online literature and evidence to inform clinical practice • Uncertainty and different levels of evidence that inform practice • The purpose of research and evidence to inform practice and how it contributes to improving health and well-being • Different types of research and the terminology used within qualitative and quantitative approaches <p>Content:</p> <ul style="list-style-type: none"> • The structure and functions of the body systems • Key concepts of anatomy and physiology of human body • Understanding of physiological measurements in clinical practice • Physical assessment (A-E) • Holistic assessment in relation to one's own practice • Team working, and problem-solving skills • Safe and effective professional communication • Inter professional and interagency working • Evidence base underpinning clinical decision-making and clinical practice • Risk assessment and the role it plays in maintaining patient safety • Safeguarding Vulnerable People • Professional Codes of Conduct • Professional values, dignity and respect • Theories and Philosophies of Caring & caring in the professional context • Health Care Ethics Part 1 • Ethical issues associated with health promotion • The Service Users' Perspective • Management of Stress • Introduction to Research & Evidence Based Practice • Literature Searching • Health promotion across the lifespan • The Principles and Priorities of Public Health including current legislation and policy in relation to identified areas of health need and inequalities • The social determinates of health, illness and health inequalities • Health Promotion and behaviour change • Motivation and empowerment tools and strategies in relation behaviour change models • Introduction to end of life care <p>1st Year year core and field specific skills and proficiencies (Ref: Field Skills Passport) A range of clinical skills will be taught and practiced in a simulated environment utilising a range of health care equipment in preparation for supervision within practice learning settings.</p>
<p>Methods of teaching/learning:</p>
<p>The <u>learning and teaching</u> strategy are designed to:</p>

This module provides a sequential and integrated learning experience using theory and practice, by a spiraling of content that supports student development. A scaffolding of fundamental skills and professional practice which are developed using simulation in semester 1 & 2 and then within placement learning blocks.

The underpinning theory draws on Dewey, Bruner, Watson and Schön, integrating patient centered experiential learning, reinforced by repetition, theory and reflection. The simulated practice includes but is not defined by clinical skills/proficiencies; instead it incorporates the learning of assessment and associated skills into holistic scenarios of varying complexity.

- Simulation
- Lectures
- Seminars
- Online – self-test / additional learning materials / discussion boards / student forums/ MOOC
- Classroom discussions
- Student-led seminars
- Lectures
- Problem based learning
- Case studies / scenarios
- Experiential learning
- Practice placement experience

Assessment strategy:

The assessment strategy is designed to provide students with the opportunity demonstrate an understanding of person-centered care, communication and assessment skills. Demonstrate an understanding of the underpinning physical and psychosocial concepts which promote health and wellbeing within a range of social and healthcare contexts. Demonstrate the ability to consider evidence for practice.

This will be alongside the practice-based proficiencies, within the practice assessment document to achieve the criteria set by the Nursing and Midwifery Council, (NMC 2018). Progression will be confirmed by the practice assessor and the assigned academic assessor.

Thus, the summative assessment for this module consists of:

- Summative 1 Annotated Bibliography 3000 words
- Summative 2 Case Study part 1 1500 words
- Summative 3 Case Study part 2 1500 words
- Summative 4 Viva/OSCE (5 multi-station short)
 - Medicine management (6 rights)
 - Assessment A-E
 - Field specific
 - Infection control
 - Communication
- Summative 5 Practice Portfolio Year Long
- Summative 6 Written clinical account: 1000 words

Formative assessment: compulsory elements

- Formative feedback will be provided via surrey learn:
- Case Study A&P care (500words)
- Annotated bibliography (500 words)
- Case Study communication & DM (500 words)
- Viva/OSCE
- Safe Medicate – x6 (year long)

Additional formative activities

- Self-tests
 - Safe medicate
 - Anatomy & physiology
- Think out loud activity- decisions in practice
- Simulation with actors (communication)
- Reflective learning journal

Feedback Mechanisms

- Continuous feedback from teaching fellows & actors within university learning blocks
- Peer feedback within university learning blocks (simulation and theory)
- Continuous feedback from practice whilst on placement learning blocks
- Online feedback
- Tutorials

Other Information:

None

Additional Costs:
Included in the fees.