

Module Details	
Module Title	Enhanced Paediatric Nursing Skills (EPNS)
Module Code	NUR7073-C
Academic Year	2020/1
Credits	30
School	School of Nursing and Healthcare Leadership
Subject Area	Nursing
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Independent Study	100
Tutorials	15
Directed Study	15
Seminars	20
Work based learning	150

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
<p>This module aims to give paediatric nurses the enhanced skills and knowledge they need to fulfil a defined additional role.</p> <p>Examples of these roles could include facilitating nurse led discharge from the ward or delivering ambulatory care for unwell children and young people (CYP) in the community.</p> <p>The course will enable nurses to make an assessment of the child or young person within a set framework and with senior medical support for clinical decision making.</p>

## Outline Syllabus

Review anatomy and physiology of the respiratory, cardiovascular, gastrointestinal, dermatological and renal systems. The pathophysiology, clinical presentation, management and important differentials of some common paediatric conditions (Gastroenteritis, Chronic constipation, Physiological Jaundice, Viral Induced Wheeze, Asthma, Bronchiolitis, Croup, Diabetes Mellitus, Nephrotic Syndrome, Eczema, Sepsis).

Briefly explain what the following common paediatric infections are and the red flags associated with each infection: cellulitis, lymphadenitis, pneumonia, pleural empyema, osteoarticular infections, UTI/ pyelonephritis, orbital/ pre-orbital cellulitis, tonsillitis and mastoiditis.

Pull together pre-requisite knowledge of sepsis and the deteriorating child and look at how to apply this knowledge in a variety of scenarios.

Learn and gain experience with paediatric history taking and basic examination (general inspection including the description of rashes, cardiovascular, respiratory, abdominal and ENT)

Develop communication skills and the application of them in new settings for example related health promotion/ prevention topics

The concept of holistic care- physical, psychological, spiritual and emotional

Reflection throughout learning, on practice as a healthcare professional and personal development.

## Learning Outcomes

Outcome Number	Description
01	Understand the relevant anatomy, physiology and pathophysiology to enable recognition of the signs, symptoms, investigation and management, red flags and common differential diagnoses for the following common paediatric conditions: Gastroenteritis, Chronic constipation, Physiological Jaundice, Viral Induced Wheeze, Asthma, Bronchiolitis, Croup, Diabetes Mellitus, Nephrotic Syndrome, Eczema, Sepsis
02	Have the communication and clinical skills necessary to perform an assessment of a child/young person by taking a paediatric history and undertaking a basic examination (general inspection, cardiovascular, respiratory, abdominal and ENT) then present these findings succinctly to a clinical decision maker or use them within a set framework to guide management.
03	Develop a holistic approach of the assessment and management of children and young people and understand the importance of health promotion and disease prevention discussions
04	Be able to recognise and respond appropriately to a deteriorating child/young person utilising early warning scores and clinical assessment.

## Learning, Teaching and Assessment Strategy

Research informed e-learning will deliver core content required prior to the practical application face-to-face teaching week; providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO 1, 3, 4). Seminars, simulation and online group learning boards will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding (LO 1, 2, 3, 4). Practical teaching sessions will be held to acquire new history taking, examination and communication skills (LO2, 3).

Directed study provides students with the opportunity to undertake reading, participate in enquiry-based learning, address individual learning needs and contextualise learning to the student's own area of practice (LO1 - 4). VLE will be used to provide access to e-learning modules, seminar notes, class discussion boards and external links to websites of interest.

Formative feedback and assessment will be available throughout the work based placement and through the e-learning modules with quizzes at the end of each module. Formative assessment and feedback from teaching staff and peers will be encouraged during the seminars, skills labs and simulation sessions during the face-to-face teaching week which will facilitate reflection, learner self assessment and peer support.

LO1, 2 and 3 are formally assessed by the written multiple-choice examination at the end of the course. LO1-4 are assessed by the OSCE examination and LO1 and 3 are assessed by the coursework assignment.

## Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Examination - Closed Book	Multiple-choice examination to test the core knowledge required for this course	1 hour	N/A
Summative	Objective Structured Clinical Examination	Assessment of the clinical skills required for this course	1 hour	N/A
Summative	Coursework	Reflective piece (1500-2000 words) based on one of the formative Mini-Cex	N/A	100%
Formative	Clinical Assessment	Mini-CEX/ CBDs to be completed on all core conditions and competencies over the course of the work based placement Tests LOs 1, 2, 3, 4	Mini-CEX/ CBDs to be completed on all core conditions and competencies over the course of the work based placement Tests LOs 1, 2, 3, 4	N/A
Formative	Computer-based assessment	There will be a quiz at the end of each e-learning module to test the learners understanding of the content delivered and associated reading Tests LO1	N/A	N/A

## Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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