

## MODULE DESCRIPTOR

### Module Title

Leading in Children and Young People's Nursing

Reference	NU4337	Version	1
Created	November 2019	SCQF Level	SCQF 10
Approved	June 2020	SCQF Points	30
Amended		ECTS Points	15

### Aims of Module

To develop the student's clinical decision making in evidence based care and leadership as a Children and Young People's Nurse.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Justify decision making in relation to care for children and young people with complex conditions across various settings.
- 2 Demonstrate and justify the rationale for nursing skills essential for supporting children, young people and their families in complex situations.
- 3 Critique current research in Children and Young People's nursing that supports nursing practice.
- 4 Justify a method for continuous quality improvement in Children and Young People's nursing.
- 5 Critically reflect on developing leadership qualities and explore needs as a potential Children and Young People's nurse leader.

### Indicative Module Content

Complex care-children with exceptional needs, children's and adolescent mental health services, palliative care, degenerative conditions, social wellbeing, neonatal care, clinical decision making, emotional intelligence and resilience, human factors, duty of candour, advocacy, capacity and consent, safeguarding, complex conversations, family centred versus family integrated care, plans of care, children and young people skills, leadership, collaborative working. Safeguarding, law/legislation. Preparation for practice learning.

### Module Delivery

Blended learning approach including, lectures, tutorials and online learning.

<b>Indicative Student Workload</b>	Full Time	Part Time
Contact Hours	72	N/A
Non-Contact Hours	228	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

## ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

### Component 1

Type: Practical Exam Weighting: 50% Outcomes Assessed: 1, 2  
 Description: Objective Structured Clinical Examination (OSCE)

### Component 2

Type: Coursework Weighting: 50% Outcomes Assessed: 3, 4, 5  
 Description: Written Assessment

## MODULE PERFORMANCE DESCRIPTOR

### Explanatory Text

The student will complete a short written assessment in addition to an OSCE.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>A</b>	C1=Pass C2=A
<b>B</b>	C1=Pass C2=B
<b>C</b>	C1=Pass C2=C
<b>D</b>	C1=Pass C2=D
<b>E</b>	A Fail or E grade in either component
<b>F</b>	A Fail or F grade in either component
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

## Module Requirements

Prerequisites for Module	None in addition to SCQF 10 entry requirements or equivalent.
Corequisites for module	None.
Precluded Modules	None.

**INDICATIVE BIBLIOGRAPHY**

- 1 CARTER, B et al., 2014. *Child-centred nursing, promoting critical thinking*. London: Sage.
- 2 CORKIN, D., CLARKE,S and LIGGETT,L. 2012. *Care planning in children and young peoples nursing*. Oxford: Wiley-Blackwell.
- 3 HEWITT-TAYLOR, J., 2008. *Children with complex and continuing health needs the experiences of children, families and care staff*. London: Jessica Kingsley Publishers.
- 4 MEEKS, M., HALLSWORTH, M and YEO, H., 2010. *Nursing Neonates*. 2nd Ed, Oxford: Wiley-Blackwell.
- 5 NATIONAL HEALTH SERVICE, NATIONAL EDUCATION FOR SCOTLAND., 2019. *Practice Learning Handbook: for Practice Supervisors and Practice Assessors*. Edinburgh: NHS Education.
- 6 NURSING AND MIDWIFERY COUNCIL (NMC), 2018. *Future Nurse: Standards of Proficiency for registered nurses*. London: NMC.
- 7 NURSING AND MIDWIFERY COUNCIL (NMC), 2018. *Realising professionalism: Standards for education and training. Part 2: Standard for student supervisions and assessment*. London: NMC.
- 8 PRICE, J. and MCALINDEN, O., 2017. *Essentials of Nursing Children and Young People*. London: SAGE.