

## STUDENT AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Examination of the Newborn				
Module Code	UZUR14-20-3		Level	3	Version 2
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module	No*
Owning Faculty	Health and Applied Sciences		Field	Maternal and Child Health	
Department	Nursing and Midwifery		Module Type	Standard	
Contributes towards	BSc (Hons ) Health and Social Care				
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	Must have support and be working in a suitable practice area	
First CAP Approval Date	2 June 2015 20 July 2017 (v2)		Valid from	September 2017 (v2)	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the characteristics of the newborn and critically assess any deviations from normal, including congenital abnormalities (Component A and B )</li> <li>2. Critically examine and evaluate the evidence base for newborn screening (Component A and B)</li> <li>3. Critically evaluate the opportunities provided by newborn examination to engage with the woman and families in health promotion (Component A)</li> <li>4. Apply effective communication skills with women and their families whilst performing the newborn health assessment, demonstrating compassion and sensitivity (Component A)</li> <li>5. Demonstrate meeting the Newborn and Infant Physical Examination (NIPE) Standards in theory and in the practice of the neonatal examination (Component A and B )</li> <li>6. Demonstrate leadership within care planning, risk assessment and referral to the multidisciplinary team (Component A &amp; B)</li> </ol>

Syllabus Outline	<p><b>Preparation for the examination of the newborn:</b></p> <ul style="list-style-type: none"> <li>• History taking and risk factors, preparation of the environment</li> <li>• NIPE Standards</li> <li>• Holistic examination and assessment of the apparently normal term newborn and the recognition of abnormality, with a focus on the following: eyes, heart, hips and testes</li> <li>• Use and care of equipment for examination purposes</li> </ul> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>• Multidisciplinary teamwork, referral pathways. communication skills;</li> </ul> <p><b>Health Education:</b></p> <ul style="list-style-type: none"> <li>• Teaching and support of parents; health education and health promotion</li> </ul> <p><b>Ethical-legal issues:</b></p> <ul style="list-style-type: none"> <li>• Accountability and responsibility; applied research studies;</li> </ul>
Contact Hours	<p>48 hours contact time</p> <p>Contact time will also include the use of virtual learning environments (VLEs), blended learning, on-line and other Technology Enhanced Learning (TEL) activities.</p>
Teaching and Learning Methods	<p>A variety of teaching and learning strategies will be utilised throughout the module.</p> <p><b>Scheduled learning:</b></p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Tutorials</li> <li>• Demonstration,</li> <li>• Practical classes and workshops</li> <li>• Work based learning</li> <li>• Supervised time in clinical skills rooms</li> </ul> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p> <p><b>Placement learning:</b> learners will undertake neonatal examinations in practice.</p>

Reading Strategy	<p><b>Access and skills</b></p> <p>All learners are encouraged to make use of the extensive resources provided by the Library at UWE.</p> <p>Formal opportunities for learners to enhance their library and information skills are provided through the contact time and additional support is available through the study support section of the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p> <p><b>Essential Reading</b></p> <p>Newborn and Infant Physical Examination (NIPE) Standards (2008) available online: <a href="http://newbornphysical.screening.nhs.uk/">http://newbornphysical.screening.nhs.uk/</a></p> <p><b>Further Reading</b></p> <p>Further reading will be required to supplement the essential reading. Learners are expected to consider reading relevant to examination of the newborn, neonatal care, screening and socio-political drivers which impact on the service provision of the newborn examination. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and internet resources.</p> <p><b>Online Platform</b></p> <p>This module is supported by an online platform where students will be able to find all necessary module information. Detailed reading lists will be made available through the Module Handbook accessible via the online platform.</p>
Indicative Reading List	<p>Baston, H. Durward, H. (2016) <i>Examination of the Newborn: A Practical Guide</i>. 2<sup>nd</sup> Edition, London: Routledge</p> <p>Davies, L. MacDonald, D (eds) (2008) <i>Examination of the newborn: a multidimensional approach</i>. London: Churchill Livingstone.</p> <p>Lomax, A. (ed) (2015) <i>Examination of the newborn, an Evidenced-Based Guide</i>. 2<sup>nd</sup> ed, Chichester: Blackwell</p> <p>Lumsden, H. Homes, D. (eds) (2010) <i>Care of the Newborn by Ten Teachers</i> London: Hodder Arnold</p> <p>NICE (2015) <i>Guidance for Postnatal Care of the Mother, Infant and the Newborn</i>. London: NICE</p> <p>NMC (2015) <i>The Code: Professional standards of practice and behaviour for nurses and midwives</i> London</p> <p>Tappero, E.P. Honeyfield, M.E. (2014) <i>Physical assessment of the newborn a comprehensive approach to the art of the physical examination</i>. 5<sup>th</sup> Edition. NICU Ink.</p> <p><b>Journals</b></p>

	Birth British Journal of Midwifery British Medical Journal Journal of Neonatal Nursing Journal of Perinatal and Neonatal Nursing Paediatric Nursing The Practising Midwife
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Part 3: Assessment	
Assessment Strategy	<p><b>Component A:</b> Objective structured clinical examination (OSCE) and supporting documentation (30 minutes).</p> <p>The OSCE and documentation provides students with opportunity to demonstrate ability to undertake a holistic assessment of the newborn, to include making appropriate referrals and developing a plan of care</p> <p><b>Component B;</b> Timed supporting report (30 minutes)</p> <p>The timed report allows the student with the opportunity to critically examine and evaluate the evidence base which underpins the newborn health assessment.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. OSCE ( maximum of 30 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
2. Timed report ( maximum of 30 minutes)	100%	

Resit (further attendance at taught classes is not required)	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>

1. OSCE ( maximum of 30 minutes)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
2. Timed report ( maximum of 30 minutes)	100%
If a learner is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	

**FOR OFFICE USE ONLY**

First CAP Approval Date	2 June 2015			
Revision CAP Approval Date	20 July 2017	Version	2	<a href="#">Link to RIA 12415</a>