



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Newborn Health Assessment				
Module Code	UZUSUA-15-M	Level	M	Version	2
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Contributes towards	MSc Advanced Practice, MSc Specialist Practice, BSc (Hons) Midwifery				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZUSTK-15-3 Newborn Health Assessment	Module Entry requirements	None		
Valid From	1 st September 2017 v2	Valid to			

CAP Approval Date	08/05/2014 27/07/2017 v2
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the normal characteristics of the newborn and discuss deviations from normal including congenital abnormalities (Component A) 2. Critically analyse the effectiveness of the examination of the newborn as a screening programme (Component A) 3. Critically evaluate and justify the opportunity provided by newborn examination to provide health education (Component A) 4. Utilise knowledge and demonstrate skills required to competently perform, by simulation, an accurate assessment of the newborn, exercising clinical judgement and advanced problem solving where referral is appropriate (Component A) 5. Demonstrate advanced communication skills with parents and the multidisciplinary team in relation to the newborn health assessment (Component A)
Syllabus Outline	<p>Preparation for the examination of the newborn:</p> <ul style="list-style-type: none"> • history taking and risk factors, preparation of the environment. <p>Use and care of equipment for examination purposes</p> <p>Aspects of the holistic examination and assessment of the normal term newborn including recognition of abnormality. To include the following:</p>

	<ul style="list-style-type: none"> • neurological examination for the identification of congenital abnormalities neuro-behavioural reflexes • assessment of cardiovascular function • examination of the newborn hips • musculo-skeletal system • assessment of respiratory function • examination of the eyes and other sensory organs • palpation of the abdomen • reproductive system • teaching and support of parents; health education; ethico-legal issues, accountability and responsibility; applied research studies 																				
Contact Hours	<p>36 hours contact time</p> <p>Contact time will also include the use of virtual learning environments (VLEs) 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>Scheduled learning includes seminars, tutorials, practical classes and workshops</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																				
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="456 1200 1366 1592"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Practical Exam: practical exam: OSCE</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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Number of credits for this module				15																	
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150	36	114	0	150																	

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		0%	
Practical exam assessment percentage		100%	
		100%	

Reading Strategy

Access and skills

All students are encouraged to make use of the extensive resources provided through the Library. Additional support is available through the study skills section available via the Library web pages. This includes interactive tutorials on search skills and on the use of specific electronic library resources.

Essential Reading

It is expected that students will familiarise themselves with the NMC's Midwives Rules and Standards (2012) The Code (2008), NICE (2006) Guidance for Postnatal Care of the Mother and Infant and the Newborn, and Newborn and Infant Physical Examination (NIPE) Standards (2008)

Further Reading

Further reading will be required to supplement the essential reading. Students 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.

Blackboard

This module is supported by Blackboard where students will be able to find all necessary module information. Detailed reading lists will be made available through the Module Handbook accessible via Blackboard. Direct links to information sources will also be provided from within Blackboard.

Indicative Reading List

Baston H. and Durward H. (2010) *Examination of the Newborn: A Practical Guide*. [online] 2nd ed., London: Routledge [Accessed 14th January 2014].

Davis, L. MacDonald, D. eds. (2008) *Examination of the Newborn: A Multidimensional Approach*. London: Churchill Livingstone.

Lomax, A. (2011) *Examination of the newborn: An Evidenced-Based Guide*. Chichester: Blackwell

Lumsden, H and Homes, D. eds. (2010) *Care of the Newborn by Ten Teachers* London: Hodder Arnold.

Tappero, E.P. and Honeyfield, M.E. (2010) *Physical assessment of the newborn: A Comprehensive Approach to the Art of the Physical Examination*. 4th ed. California: NICU Ink Books.

Thureen, P. J., Deacon, J., Hernandez, J. and Hall, D. (2004) *Assessment and Care of the Well Newborn*. 2nd ed. Missouri: WB Saunders.

Journals

Birth
British Journal of Midwifery

	British Medical Journal Essentially Midwives Information and Resource Service (MIDIRS) Journal of Neonatal Nursing Journal of Perinatal and Neonatal Nursing Midwifery Today Paediatric Nursing The Practising Midwife
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Part 3: Assessment	
Assessment Strategy	This assessment enables the student to demonstrate practical application of theory learned during the module Formative e.g. practise OSCE's Summative Simulated newborn assessment (OSCE) 30 minutes

Identify final assessment component and element	Component A
% weighting between components A and B (Standard modules only)	A: 100%:
First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. OSCE	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.OSCE	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.