

Session: 2023/24

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Title of Module: Special and Transitional Care of the Neonate			
Code: MIDW11039	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Carolyn Callaghan		
Summary of Module			
<p>Special care is that provided for all babies who could require admission to a neonatal unit for specialist intervention to support their health and wellbeing. Transitional care is care is provided to babies and their families who require nursing care that is more than routine care but not requiring admission to the neonatal unit. This module is designed for practitioners who are currently employed in the field of neonatal care with the knowledge and skills to care for babies receiving special and transitional care. The teaching and learning activities are designed to build on existing knowledge.</p> <ul style="list-style-type: none">• This module comprises of five units and takes a systems-based approach to the safe and effective management of common problems experienced by neonates and who require special or transitional care interventions. This includes measures such as additional respiratory support, establishment of oral feeds or treatment for jaundice. This module will support the practitioner to provide family integrated care, equipping them with the knowledge to provide developmentally supportive care and optimise neurodevelopmental outcomes specific to low intensity care environments. The module will promote evidence-based practice, development of critical analysis, and a multidisciplinary approach to the holistic care needs of infants and families.• The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, culturally aware, emotionally intelligent, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator; and Successful -autonomous, creative.			

Module Delivery Method					
Face-ToFace	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1		Term 2	✓	Term 3	
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Critically evaluate the perinatal conditions which impact on the health and wellbeing of the neonate at, or soon after birth.

L2. Adopt a systems-based approach to critically evaluate management of altered physiology and deviations from the norm within special and transitional care settings.

L3. Critically appraise the management of nutrition and growth in special and transitional care settings.

L4. Synthesise the evidence for developmentally supportive family integrated care in special and transitional care settings.

L5. Critically explore the roles and responsibilities of the multidisciplinary team within special and transitional care settings.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings

During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)

SCQF Level 11.

Recognition and understanding of infants at risk prior to birth, critically evaluate and assess the condition of infants at birth.

Critically understand the needs and management of the compromised infant.

Practice: Applied Knowledge and Understanding

SCQF Level 11.

Synthesise and critically analyse evidence to plan, implement and evaluate an individualised and family integrated care pathway.

Implement and critically reflect on evidence-based practice and skills in accordance with government, national and local guidelines.

Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Independent self- directed study, creativity and original thought.</p> <p>Synthesis and critical evaluation of evidence from a variety of sources and apply reasoning alongside critical thinking and reflection.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>On-line discussion and dialogue, writing skills, literature review and synthesis.</p> <p>Communication: utilising a variety of techniques, intra and cross disciplinary discourse.</p> <p>ICT skills to inform practice and for personal development.</p> <p>Information retrieval- ejournal and textbooks.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Critically engage with current evidence and knowledge.</p> <p>Critically reflect on self-practice and critically engage with peer and self-review and evaluation of practice.</p> <p>Self-directed learning</p> <p>Accountability to peers for contributions to on-line discussion</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

The teaching and learning approach employed within this module will focus on a problem solving and professional analysis of practice models. Students will be taught in classrooms (online or in person), clinical environments and simulation laboratories, focusing on problem-based situations supported by subject experts from clinical areas. Students will enter into dialogue with peers and teaching staff by means of discussion forums and scenario-based learning techniques.

Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

Student Learning Hours
(Normally totalling 200 hours):
(Note: Learning hours include both contact hours and hours spent on other learning activities)

Tutorial/Synchronous Support Activity

34

Laboratory/Practical Demonstration/Workshop

14

Independent Study

152

200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Core Texts:

Coughlin, M. (2017) Trauma-informed care in the NICU: evidence-based practice guidelines for neonatal clinicians. New York: Springer.

Kenner, C., & Lott, J. W. (eds.) (2016) Neonatal Nursing Care Handbook: An Evidence-based Approach to Conditions and Procedures (2nd Edition). New York: Springer Publishing Company.

Kenner, C., Altimier, L.B. and Boykova, M.V. (2019) Comprehensive Neonatal Nursing Care. 6th edn. New York: Springer.

Petty, J. (2015) Bedside Guide for Neonatal Care Learning Tools to Support Practice. London: Palgrave.

Sinha, S., Miall, L., and Jardine, L. (2018) Essential neonatal medicine (6th Edition). New Jersey: John Wiley & Sons.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

This module has no regulatory body requirements however, students should be cognisant that supporting employers have agreed to release students from paid employment to attend synchronous teaching sessions and in many cases for asynchronous activities. This module therefore requires mandatory attendance at any on-campus skills sessions.

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing
Moderator	Lyz Howie
External Examiner	T Jones
Accreditation Details	
Changes/Version Number	2 Module Coordinator, SI Updated: Moderator, Subject Panel: Removed wording levels 9-11.

Assessment: (also refer to Assessment Outcomes Grids below)

The theoretical /academic assessment for this module consists of:

Formative- Simulation work relating to examination and resuscitation of the newborn.

Group work focusing on problem-based scenarios and resource generation. This enables students to reflect on their learning and highlights areas they require to study further and also alerts teaching staff to areas where students may be having difficulty, enabling remedial action to be put in place.

Summative – Component 1: Presentation (2000 words equivalent) contributing to 30% of module mark.

Summative - Component 2: Case-based essay (2500 words) contributing to 70% of module mark.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓		✓		30	1

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			✓	✓	✓	70	0
Combined Total For All Components						100%	1 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).

This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Anticipatory adjustments have been made and reasonable individual adjustments to attendance and/or assessment will be available to students following discussion with a Disability Services Co-ordinator. Module materials comply with University and NHS guidance on inclusive content, learning and teaching. Specialist assistive equipment (for example electronic stethoscopes), support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. All campus-based activities take place within accessible rooms and facilities. Where a module includes a teaching modality or assessment that may cause accessibility issues (such as practical classes or practical assessment) this will be detailed in the relevant module descriptors and handbooks. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation. Students will be encouraged to discuss such issues with their personal tutor and Disability Services staff. Digital learning activities and assessments will be designed such that no student is disadvantaged by lack of access to personal IT resources.

Students are required to share this information with mentors involved in work-based learning placements, with support from their personal tutor if required. Practice partner staff, expert clinical contributors and work-based learning students (who are also NHS employees) have their own mandatory board training and development for example unconscious bias, equality and diversity and health and safety. Health Board staff work in adherence to Health Board Codes of Conduct including the NMC Code (2015). In work-based learning environments, all students are expected to respect diversity and treat all people as individuals. The student should expect the same from staff, clients and the general public.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)