

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: High Dependency & Intensive Care of Neonate			
Code: MIDW11041	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>Neonatal Intensive Care is provided for babies with the most complex problems who require constant supervision and monitoring. This module is aimed at staff working in neonatal units who require development of the relevant nursing skills and knowledge to provide care to sick and premature babies in need of high dependency of intensive care. Prior to undertaking this module, it would be desirable for students to have completed a recognised Newborn Resuscitation Course.</p> <p>This module comprises of five units and takes a systems-based approach to the safe and effective management of complex pathophysiological disease processes and congenital conditions affecting this population. Babies receiving such care are likely to be significantly compromised and may require complex respiratory intervention and rescue therapies, surgical intervention, extensive cardiorespiratory management, long term support for complex congenital, endocrine and metabolic disorders and palliative care. Holistic approaches to care will be included with a focus on neuroprotective, developmental and evidence-based practice, development of critical analysis and sound clinical decision making that considers the ethical, moral and legal dilemmas associated with high dependency, intensive and palliative care.</p> <p>The above skills acquisition contributes to the development of the UWS Graduate Attributes: Universal – critical thinking, analytical, inquiring, ethically-minded and research minded: Work-Ready – knowledgeable, effective communicator, potential leader; and Successful – autonomous, incisive.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Adopt a systems-based approach to critically appraise the management of the neonate requiring high dependency and intensive care.
L2	Critically reflect on the role of the neonatal practitioner in the delivery of neonatal intensive care; with reference to current Government Polic, professional and legal requirements and national subject frameworks.
L3	Synthesize the evidence underpinning family integrated care within the intensive care setting.
L4	Critically engage with the evidence underpinning neonatal care interventions and their impact on long term developmental issues.
L5	Critically explore the ethical and moral dilemmas associated with the delivery of care in the intensive care setting.

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)	<p>SCQF Level 11</p> <p>Recognition and critical understanding of conditions which will result in severe neonatal compromise.</p> <p>Critical engagement with the management and care regimes employed within the acute neonatal setting.</p>

	Knowledge of abnormal physiology, appropriate investigations and interpretation of results.	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Assessment and appraisal of infants requiring intensive care interventions.</p> <p>Knowledge and critical understanding of referral mechanisms to be employed within the multidisciplinary team.</p> <p>Autonomous instigation of appropriate management and treatment regimens within scope of practice.</p>	
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Critical decision making within the intensive care environment.</p> <p>Problem solving in emergency situations.</p> <p>Independent thinking.</p> <p>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>Documentation of assessments, investigations and evaluations, referring as appropriate.</p> <p>Accurate calculation of complex medication doses and infusions.</p> <p>Multidisciplinary discourse and advocacy.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Critical engagement with current evidence and knowledge.</p> <p>Critical reflection on self-practice, peer and self-review and evaluation of practice.</p> <p>Accountability for own practice, communication with others and responsible delegation to other staff members.</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	
<p>Learning will be facilitated by hybrid approaches, including on-line synchronous teaching and asynchronous activities. 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 and in-person), clinical environment and simulation within simulation labs, supported by subject externals from clinical areas. Students will enter into dialogue with peers and teaching staff by means of discussion forums and scenario-based learning techniques.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	34
Laboratory/Practical Demonstration/Workshop	14
Independent Study	152
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Boxwell, G., Petty, J. and Kaiser, L. (2019) Neonatal Intensive Care Nursing. 3rd edn. London Routledge.</p> <p>Garnder, S.L. and Carter N.S (2015) Merenstein & Gardner's Handbook of Neonatal Intensive Care. 8th edn. Missouri: Mosby Elsevier.</p> <p>Gleason, C.A and Jull, S.E (2018) Avery's Diseases of the Newborn. 10th edn. Elsevier: Philadelphia.</p> <p>Kenner, C., Altimer, L.B and Boykova, M.V. (2019) Comprehensive Neonatal Nursing Care. 6th edn. New York: Springer.</p> <p>Sinha, S., Miall, L. and Jardine, L. (2018) Essential Neonatal Medicine. 6th edn. London: Wiley-Blackwell.</p>	

(*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)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following: There are 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.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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

Supplemental Information

Divisional Programme Board	Mental Health, Midwifery and Health
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Mental Health, Midwifery and Health L9-11
Moderator	Lyz Howie
External Examiner	T Jones
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.01

Assessment: (also refer to Assessment Outcomes Grids below)

Formative Assessment – online discussion scenarios/problem-based learning activities.

Assessment 1 – Case-based essay, 100% weighting. Pass mark 50%.

(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 Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

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
Case Study	✓	✓	✓	✓	✓	100	0
Combined Total for All Components						100%	0 hours