

# University of the West of Scotland

## Module Descriptor

Session: 2023/24

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Status: Published

Title of Module: Special Care Neonatal Nursing

Code: MIDW10004	SCQF Level: 10 (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

This module is designed for practitioners who are currently employed in the field of neonatal nursing with the knowledge and skills to care for babies receiving special care. The teaching and learning activities are designed to build on that existing knowledge.

Special care is that provided for all babies who could not reasonably be looked after outwith the hospital environment. Babies receiving special care may require respiratory and cardiac monitoring, additional respiratory support and on-going establishment of oral feeds or treatment for jaundice.

Learning will be facilitated by classroom teaching, on-line activities, simulation sessions in the clinical skills laboratory, and practice placements within the neonatal unit under the supervision of clinical/subject experts.

The theoretical content will include sessions on the following topics: Obstetric reasons associated with admission of the neonate

Review of neonatal normality/examination of the newborn.

Nutritional growth and development.

Newborn screening/discharge planning

Thermoregulation and infection control

Neonatal Abstinence Syndrome/Fetal Alcohol Syndrome

Family Integrated Developmental Supportive Care.

Recognition, assessment and management of pain in the newborn

The above skills acquisition, contributes to the development of the **UWS Graduate Attributes: Universal** critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; **Work-Ready** -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and **Successful** -autonomous, incisive, creative, resilient and daring.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

**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

**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.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**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
	✓	

**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 birth.

L2. Utilise a systems based approach detailing how deviations from the norm are recognised and managed.

L3. Critically evaluate the management of nutrition and growth in a special care setting.

L4. Evaluate the ethos of developmentally supportive family centred care.

L5. Appraise and evaluate the roles and responsibilities of the multidisciplinary team within the special 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)	SCQF Level 10. Recognise infants at risk prior to birth, ability to assess the condition of infants at birth. Critically understand the needs and management of the compromised infant.

Practice: Applied Knowledge and Understanding	<p>SCQF Level 10.</p> <p>Plan, implement and evaluate an individualised and family centred care pathway.</p> <p>Critique and apply information, evidence and research from a variety of sources.</p> <p>Institute evidence based practice and skills.</p>	
Generic Cognitive skills	<p>SCQF Level 10.</p> <p>Independent self- directed study-creativity/ original thought. Critical analysis, thinking and reasoning. Reflection.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10.</p> <p>On-line discussion and dialogue, writing skills, literature review.</p> <p>Communication: utilising a variety of technique, intra and cross disciplinary discourse.</p> <p>ICT skills to inform practice and for personal development.</p> <p>Information retrieval- e journal and textbook, on line discussion.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10.</p> <p>Self directed learning</p> <p>Accountability to peers for contributions to on-line discussion</p> <p>The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful - autonomous, incisive, creative, resilient and daring</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	<input type="text"/>
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* 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 mode. Students will be taught in classrooms (virtual and in person), clinical environment and simulation within simulation laboratories, focussing on problem based situations taught 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

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (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
<input type="text"/>	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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., & 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](#)

#### Supplemental Information

<b>Programme Board</b>	Mental Health, Midwifery and Health
<b>Assessment (Pass/Fail)</b>	<b>Results</b> No
<b>Subject Panel</b>	MHMH L9-11
<b>Moderator</b>	Lyz Howie
<b>External Examiner</b>	T Jones
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	2.17 Module Delivery - Blended removed HybridC selected, LA - wording update & hours amended, SI updated: Moderator.

#### 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.  
Online multiple choice questions and problem based scenarios. 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. Module pass mark 40% i.e. a grade of C or above, and an aggregate mark of at least 40%, with no component of assessment less than 30%

Summative - Component 2:Essay. Module pass mark 40% i.e. a grade of C or above, and an aggregate mark of at least 40%, with no component of assessment less than 30%

(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**

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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	✓	✓		✓		50	2
<b>Component 2</b>							
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			✓	✓	✓	50	2
<b>Combined Total For All Components</b>						100%	4 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

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality nursing care.

Within the module, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students and students.
- Promotion of confidence and knowledge of their rights as a student and employee.
- Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification.

[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)

