

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Status: Published

Title of Module: Neonatal Intensive Care

Code: MIDW10005	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

Neonatal Intensive care is care provided for babies with the most complex problems who require constant supervision and monitoring. Due to the possibility of sudden deterioration the unit is always staffed by medical experts and advanced neonatal nurse practitioners. Extremely premature infants require intensive care and monitoring over the first weeks of life and this provision is also required following surgical intervention of neonates of variable ages.

Prior to undertaking this module it would be desirable for students to have completed the SMMDP Scottish Newborn Resuscitation Course. Students will be required to evidence the attainment of clinical competencies associated with the Work Based Learning module in relation to the intensive care environment.

The theoretical content will include sessions on the following topics:-

Introduction to the critically unwell neonate including neonatal resuscitation.

Management and principles of critical care practice.

Respiratory compromise and management.

Surgical and Cardiac compromise and management.

Gastro intestinal compromise and management.

Renal impairment, fluid and electrolyte management.

Central nervous system abnormalities and management.

Congenital and genetic abnormalities.

Neonatal immunity and infection prevention/ control strategies.

Biochemical, haematological and radiological investigations and interpretation of results.

Ethical, legal and moral dilemmas associated with intensive neonatal care.

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.

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
		✓

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		

Learning Outcomes: (maximum of 5 statements)

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

- L1. Utilise a systems based approach to appraise the management of the critically sick neonate.
- L2. Critique the role of the neonatal nurse in the delivery of neonatal intensive care practice
- L3. Critique and debate family centred care within the intensive care setting.
- L4. Systematically assess neonatal care interventions and their impact on long term developmental outcomes.
- L5. Debate and analyse 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)	SCQF Level 10. Recognition of conditions which will result in severe neonatal compromise Management and care regimes employed within the acute neonatal setting Knowledge of abnormal physiology , appropriate investigations and interpretation of results	
Practice: Applied Knowledge and Understanding	SCQF Level 10. Assessment of infants requiring intensive care interventions Referral mechanisms to be employed within the multidisciplinary team Instigating appropriate management and treatment regimes whilst awaiting assistance	
Generic Cognitive skills	SCQF Level 10. Skills of critical analysis within the intensive care environment Problem solving in the emergency environment Independent thinking Critical thinking and reflection	
Communication, ICT and Numeracy Skills	SCQF Level 10. Documentation of results and referring as appropriate Multidisciplinary discourse and advocacy	
Autonomy, Accountability and Working with others	SCQF Level 10. Ensure skills and knowledge current and appropriate to area of practice Peer and self review and evaluation of practice Accountability for own practice, communication with others and responsible delegation to other staff members 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.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	<input type="text"/>
Co-requisites	Module Code: MIDW10006	Module Title: Neonatal Work Based Learning

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

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

* 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 (both virtual and in person), clinical environment and simulation within simulation labs, 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.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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

Core Texts

Boxwell, G., Petty, J. and Kaiser, L. (2019) Neonatal Intensive Care Nursing. 3rd edn. London: Routledge.

Gardner S.L. and Carter B.S. (2015) Merenstein & Gardner's Handbook of Neonatal Intensive Care. 8th edn.

Missouri: Mosby Elsevier.

Gleason, C.A. and Jull, S.E. (2018) Avery's Diseases of the Newborn. 10th edn. Elsevier: Philadelphia.

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

Sinha, S., Miall, L. and Jardine, L. (2018) Essential Neonatal Medicine. 6th edn. London: Wiley-Blackwell.

(**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

Programme Board	Midwifery & Specialist Nursing
Assessment (Pass/Fail)	Results No
Subject Panel	Midwifery&Specialist Nursing
Moderator	Lyz Howie
External Examiner	T Jones
Accreditation Details	

Changes/Version Number	2.18 Module Delivery - Blended removed HybridC selected, LA - wording updated & hours amended, SI Updated: Subject Panel: Removed wording levels 9-11, Moderator.
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Assessment: (also refer to Assessment Outcomes Grids below)

Formative - On line scenarios/problem based learning activities.
Summative - Case study, 100% weighting. Pass mark 40%

(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
Case study	✓	✓	✓	✓	✓	100	2
Combined Total For All Components						100%	2 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)