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| **UNIT SPECIFICATION**  |
| **Unit title** **EXAMINATION OF THE NEWBORN** |
| **Level** | Level 7 | Credit value  |  20 (10 ECTS) |
| **Is this a common unit?**  | No  | **Expected contact hours for unit** | 36 |
| **Pre and co-requisites**None |
| AimsIn order to undertake this unit students require clinical access to the care of newborn babies and their families. The unit aims to equip health professionals with theoretical, practice and reflective knowledge and work based experience in order to achieve competency in assessing newborn health during the examination of the newborn. A good degree of assertiveness and organisational skills will be required whilst undertaking the practical requirements of the course.  |
| **Intended learning outcomes (ILOs)**Having completed this unit the student is expected to:1. Demonstrate critical evaluation and synthesis of the role and responsibilities the health professional has in relation to the examination of newborn and its contribution to the on-going development and wellbeing assessment.
2. Critically appraise the wellbeing of the newborn and incorporate and articulate professional, legal and ethical dimensions within the assessment.
3. Critically review and demonstrate reflective problem solving and decision making processes regarding referral (expected or unexpected) of a baby during the newborn examination.
4. Demonstrate analytical examination and evaluation of the evidence relating to the physiological examination and wellbeing of the newborn.
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| **Learning and teaching methods**Adult learning approaches will be utilised in the academic and practice learning environments. This will include keynote lectures, enquiry based learning, group work, seminars, simulated and experiential practice all supported by individual study and the use of the Bournemouth University VLE**Clinical Practice:**Learning in practice will take place over a period of **9 months** supervised by an identified mentor and an assessor with expertise in examination of the newborn. All clinical examinations of a newborn infant undertaken by the student throughout this module will also be subsequently examined by an appropriately qualified newborn examiner (Paediatrician, GP, midwife or nurse qualified to undertake examination of the newborn). A mandatory assessment portfolio document will be utilised to record all the newborn examinations.  |
| **Assessment**  |
| **Formative assessment/feedback**  1.  **Self-Assessed examinations:** The student will undertake as many self-assessed checks as they feel necessary to achieve the competencies required to be able to perform newborn examinations safely. The student will decide when they are ready to undergo the final summative assessment. 2**. Public Health Visit x 1** that relates to the newborn examination and/or a newborn baby in general. Verbal presentation of their findings will be heard in a classroom setting. The mentor (assessor) could be one of the following: Consultant Paediatrician, Middle grade Paediatrician, Advanced Neonatal Nurse Practitioner (ANNP), Midwife Mentor/Assessor, Unit Leader.  |
| **Summative assessment**1. Outcomes 2 and 3 will be assessed by course work. 100%
2. Outcomes 1 & 4 will be assessed in practice. PASS/FAIL

**Both elements of the summative assessment have to be passed.**  | **Indicative assessment**ILOs 2 & 3 will be assessed via a presentation (2000 word equivalent) 100%Evidence of at least 10 newborn examinations (5 of the 10 newborn examinations directly supervised) PLUS1 assessed newborn examination undertaken in the clinical environment (1000 word equivalent) Pass/FailThe mentor (assessor) could be one of the following: Consultant Paediatrician, Middle grade Paediatrician, Advanced Neonatal Nurse Practitioner (ANNP), Midwife Mentor/Assessor, Unit Leader.  |
| **Indicative unit content*** Normal newborn development and behaviour
* Principles of the physical examination: ‘Top – toe’ examination of normality
* History gathering/taking, record keeping and accountability
* The social baby
* Identifying and planning care when deviations from the norm are found.
* Pathophysiology of congenital abnormalities
* Care and involvement of parents during and following the examination
* Interprofessional working, referral to other health professionals, referral agencies
* Professional role, responsibilities and competency
* Raising concerns with parents, scope of practice, socio/political context of the examination
* Public health issues
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| **Indicative learning resources****Core Text:** Baston, H, Durward, H., 2017. *Examination of the newborn: a practical guide.* eBook, Electronic resource. 3rd edition. Published London; New York: Routledge, Taylor & Francis Group. Green, K. Oddie, S. 2008. The value of the postnatal examination in improving child health. *Arch. Dis. Child. Fetal Neonatal Ed*. 93, 389-393. Lomax, A., 2011. *Examination of the newborn: an evidence based guide*. eBook, Electronic resource, Published Chichester, West Sussex ; Ames, Iowa : Wiley-Blackwell. Tappero, E.P. and Honeyfield, M.E., 2016. *Physical Assessment of the Newborn,*( 5th ed). Petaluma, CA: NICU Ink. **An updated reading list will be distributed at the beginning of this unit.****Journals**British Journal of MidwiferyCurrent Paediatrics Practicing MidwifeNeonatal NetworkJournal of Neonatal NursingBritish Medical JournalThe LancetMIDIRS Midwifery DigestMidwivesProfessional Care of Mother and ChildArchive of Diseases in Childhood (and fetal / neonatal editions)**Web-based sources**UK National Screening committee: <http://www.screening.nhs.uk/>Contact a Family: for families with disabled children: <http://www.cafamily.org.uk/>The Visible Embryo: <http://www.visembryo.com/>Newlife – foundation for disabled children: <http://www.newlifecharity.co.uk/>Congenital Heart Defects – UK: <http://congenital-heart-defects.co.uk/> |
| **Unit number** |  | **Version number** | 1.1 | **Date effective from** | Sep 2019 |