The aim of this module is to develop student understanding of the role of the midwife in the provision of evidence-based, family-centered care of the healthy, term neonate. The student will acquire the knowledge and skills necessary to evaluate neonatal well-being via the physical, psychological, and social assessment of the neonate. The student will develop the understanding and skills necessary to assess, plan, implement, & evaluate the required individualised midwifery care for each infant. The student will be taught how to assess for and recognise neonatal well-being. The student will learn about how to recognise deviations from the norm and refer to senior midwifery and medical personnel when appropriate.

During six hours of lectures and discussions, the student will learn about the research process, and the research methodologies underpinning national and international policies, protocols, procedures and guidelines regarding neonatal care. By examining key aspects of midwifery care of the neonate, the student will learn the fundamentals of the research process i.e. what is research; the hierarchies of evidence; formulating a research question.

The end of semester 2-hour exam (multiple-choice questionnaire) will contain a number of questions on the research processes explored during the module.

There will be online activities to complete during the trimester.

On Week 6, attendance of a workshop and OSCE assessment of the student’s skills in the initial steps of resuscitation is a ‘must-pass component’ worth 10% of the final grade. The student must review chapters 1 to 6 of the American Academy of Paediatrics (2016) Neonatal Resuscitation Programme-NRP (7th edition) workbook, and complete an online MCQ prior to attend the NRP OSCE.

An end of semester OSCE is a ‘must-pass component’ worth 40% of the final grade.
A 2-hour, end of semester multiple choice questionnaire-MCQ is a ‘must-pass component’ worth 50% of the final grade.

What will I learn?

- Perform a holistic evaluation of the neonate’s physical, psychological, and social well-being.
- Apply knowledge of neonatal physiology to communicate and provide evidence-based advice, support, and education regarding infant feeding and routine infant care to caregivers.
- Apply knowledge and understanding of transition to extraterine life to the midwifery care required by the newly born infant.
- Apply knowledge & understanding of normal neonatal physiology to the prevention, identification, and management of the common/minor disorders of the neonate.
- Perform & document appropriately the necessary observations, tests, procedures, and care activities required by the neonate in the maintenance & assurance of their well-being.
- Identify robust sources of midwifery knowledge regarding neonatal health and well-being.
- Describe the research process and various methodologies underpinning published investigations of neonatal health and well-being.

Indicative Module Content:

- Genetics & Embryology
  - Fetal growth and development. Fetal Circulation.
  - Adaptation to extraterine life. Initial Care of the Neonate. Discuss and practice the initial steps of neonatal resuscitation.
  - Discuss the physiology of thermoregulation. Maintaining a safe environment. Identification bracelets, security tagging, safe positioning of the baby. Describe the normal behaviour of the baby during the first weeks of life Daily assessment and care.
  - Physiological jaundice
  - Discuss the recognition and assessment of physiological jaundice and the role of the midwife in its management and care. Discuss the care of the baby undergoing phototherapy and the advice necessary for parents.
  - The role of the midwife in assessment and care of the baby with common neonatal infections
  - Recognition and prevention of infections including-Umbilical cord infection, eye infections, mouth and skin infections, gastro-intestinal infections and candida albicans.
  - Newborn Screening tests Immunisations
  - Discuss the newborn screening and immunisation programmes.
  - Six hours of lectures to examine and evaluate the research methodologies underpinning identified clinical guidelines/journal articles re: neonatal health and well-being; Promoting parent-infant relationship;
  - Consider how the midwife may foster the parent infant relationship. Discuss how to register a birth.
  - Non-breastfeeding mothers:
  - Safe sterilisation and preparation of infant formula where appropriate.
  - Physiology of the neonatal digestive system, nutritional comparison of breast milk and infant formula
  - Breastfeeding:

Infant at Birth:
- Initial assessment at birth including the Apgar score
- Thermoregulation
- Fetal circulation
Physiology of the newborn
Head to Toe Examination of the Newborn shortly after birth

Care of the Newborn:
Midwife’s First Examination of the Newborn
Daily Care & Assessment of the Newborn
Examination of the Newborn prior to discharge home
Metabolic and Endocrine Disorders in the Newborn
Physiological Jaundice
Infant Feeding: Breastfeeding, artificial feeding, how to make up infant formula
Maintaining the Newborn Neonatal Energy Triangle
Minor disorders in the newborn
Superficial infections in the newborn

Related clinical skills:
Examination & Assessment of the newborn
Newborn blood spot screening skill
Phototherapy
Care of the newborn
Neonatal Resuscitation Workshop (NRP)

How will I learn?

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<th>Student Effort Type</th>
<th>Hours</th>
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<tr>
<td>Lectures</td>
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<tr>
<td>Practical</td>
<td>9</td>
</tr>
<tr>
<td>Specified Learning Activities</td>
<td>10</td>
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<tr>
<td>Autonomous Student Learning</td>
<td>85</td>
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<td>Total</td>
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Am I eligible to take this module?
Not applicable to this module.

How will I be assessed?

<table>
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<tr>
<th>Description</th>
<th>Timing</th>
<th>Open Book Exam</th>
<th>Component Scale</th>
<th>Must Pass Component</th>
<th>% of Final Grade</th>
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</table>

Not applicable to this module.
**Practical Examination:** Successfully complete a practical workshop and assessment on the initial steps of neonatal resuscitation. The student must complete an online MCQ prior to attending the workshop and assessment.

**Multiple Choice Questionnaire:**
- Total number of MCQ questions: 50.
- There will be an "research abstract/scenario" that the student must read through before answering approx 5 or 6 research-specific MCQ questions.

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<th>Assessment Type</th>
<th>Week</th>
<th>Pass/Fail Grade Scale</th>
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<tr>
<td>Practical Examination:**</td>
<td>Week 6</td>
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<td>Objective Structured Clinical</td>
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<td>Examination</td>
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<td>n/a</td>
<td>Standard conversion grade scale 40% Yes</td>
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**What happens if I fail?**

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<th>Remediation Type</th>
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<td>In-Module Resit</td>
<td>Prior to relevant Programme Exam Board</td>
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</table>

**Assessment feedback**

- Feedback individually to students, post-assessment

**Reading List**
NMHS20690 - Module Details

HSE (2014) Term Infant with Jaundice on Postnatal Ward
HSE (2015) Breastfeeding- A Good Start in Life. An information leaflet on breastfeeding your baby. Available at:
https://www.healthpromotion.ie/hp-files/docs/HPM00367.pdf
Nursing and Midwifery Board of Ireland (2014) Code of Professional Conduct & Ethics for Registered Nurses & Registered Midwives
Nursing and Midwifery Board of Ireland (2015) Practice Standards for Midwives
Nursing and Midwifery Board of Ireland (2015) Scope of Nursing & Midwifery Practice Framework
Royal College of Paediatrics and Child Health (2013) UK-WHO 0-4 yr Growth Charts
http://www.rcpch.ac.uk/child-health/research-projects/uk-who-growth-charts/uk-who-growth-chart-resources-0-4-years/uk-who-0

Associated Staff

<table>
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<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Dr Deirdre O'Donnell</td>
<td>Lecturer / Co-Lecturer</td>
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When is this module offered?

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Lecture</td>
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<dt>Face-to-Face</dt><dd>No</dd>
<dt>Internship Module</dt><dd>No</dd>
<dt>Clinical/Fieldwork/Placement</dt><dd>No</dd>
<dt>How will I be graded?</dt><dd>Letter grades</dd>