

## Liverpool John Moores University

Title: CPD DEVELOPMENT OF SPECIAL AND INTENSIVE CARE OF THE NEWBORN  
Status: Definitive  
Code: **6500LWHCN** (119472)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Liverpool Women's Hospital

Team	Leader
Angela Pike	Y

**Academic Level:** FHEQ6      **Credit Value:** 45.00      **Total Delivered Hours:** 350.00  
**Total Learning Hours:** 450      **Private Study:** 100

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	60.000
Practical	225.000
Seminar	55.000
Tutorial	10.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	Viva	Viva Oral case presentation - 40 minutes	20.0	
Essay	Case Study	Critical analysis of selected patient case study, 4000 words	50.0	
Practice	Competency	Clinical competency booklet	30.0	

<b>Competency</b>	Practice
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### Aims

1. To develop the student into a neonatal practitioner with the skills and associated background knowledge to effectively manage the care of neonates in special and intensive care
2. To develop practitioners who are able to work effectively within the multi-professional team in the delivery of evidence based practice in relation to special and intensive care of the newborn

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically evaluate the current evidence base for the management and delivery of care for infants within the special and intensive care of the newborn setting.
- 2 Demonstrate a detailed understanding and ability in the assessment and management of sick and premature neonates in the intensive care unit.
- 3 Analyse strategies used, and ethical issues involved, in enabling families to become empowered into a partnership of care.
- 4 Reflect on and examine their own professional development and role as a neonatal nurse in relation to both national and local guidelines around neonatal care and communication between the multi-disciplinary team and families.
- 5 Demonstrate the clinical skills and knowledge required to provide expert evidence based care in the neo-natal unit, working collaboratively with the multi-disciplinary team.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Viva Oral case presentation	2		
Critical Analysis - Case Study	1		
Clinical Competency	3	4	5
Practice			5

## Outline Syllabus

*This module content includes advanced knowledge of respiratory assessment, therapies, ventilation, CXR interpretation, ABG analysis, respiratory physiology and pathology in babies, pharmacology, transition and adaptation to extra-uterine life in the preterm and term infant, congenital heart disease, haemodynamic monitoring, infection and sepsis in babies, nutrition and gut problems in the preterm and/or sick baby, communication and multi-disciplinary working in the NICU, renal failure and therapies, retrieval and transport of the critically ill baby, neonatal advance life support (NALS) skills, neurological assessment and pathology in preterm and sick babies, surgery, pain and sedation in intensive care, the families' experience of having a baby in the NICU, bonding and separation, bereavement, genetic counselling, neonatal abstinence syndrome and SIDS and the care of the next infant. There is also emphasis on looking at the evidence base for NICU therapies and*

*care, and legal, professional and ethical issues in the NICU from both a national and international perspective. The module will also look at the patterns of integration of clinical work that are emerging between different professionals delivering care within a setting, and will examine the evidence base for NICU therapies and care, and legal and ethical issues in the NICU.*

## Learning Activities

Taught sessions will utilise key lectures, tutorials, seminars, clinical practice hours and group discussion to facilitate their learning. The 225 clinical practice hours refer to time spent in practice with the practice mentors and any supernumerary practice placements.

## References

<b>Course Material</b>	Book
<b>Author</b>	Kenner, C. and Lott, J.W.
<b>Publishing Year</b>	2008
<b>Title</b>	Comprehensive Neonatal Nursing
<b>Subtitle</b>	An Interdisciplinary Approach
<b>Edition</b>	4th ed.
<b>Publisher</b>	Saunders
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Gardner, S.L., Carter, B.S., Enzman-Hines, M. and Hernandez, J.A. (eds.)
<b>Publishing Year</b>	2010
<b>Title</b>	Merenstein and Gardner's Handbook of Neonatal Intensive Care
<b>Subtitle</b>	
<b>Edition</b>	7th ed.
<b>Publisher</b>	Elsevier
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Verklan, M.T. and Walden, M. (eds.)
<b>Publishing Year</b>	2010
<b>Title</b>	Core Curriculum for Neonatal Intensive Care Nursing
<b>Subtitle</b>	
<b>Edition</b>	4th ed.
<b>Publisher</b>	Elsevier Saunders
<b>ISBN</b>	

<b>Course Material</b>	Journal / Article
<b>Author</b>	Infant (Association of Neonatal Nurses Network)
<b>Publishing Year</b>	

<b>Title</b>	
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Journal / Article
<b>Author</b>	Journal of Neonatal Nursing
<b>Publishing Year</b>	
<b>Title</b>	
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Journal / Article
<b>Author</b>	Journal of Advanced Nursing
<b>Publishing Year</b>	
<b>Title</b>	
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Journal / Article
<b>Author</b>	Archives of Diseases in Childhood
<b>Publishing Year</b>	
<b>Title</b>	
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

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## Notes

This CPD meets the British Association of Perinatal Medicine (BAPM) Service Standards for Hospitals Providing Neonatal Care (3rd ed.) 2010, (<http://www.neonatal.org.uk/documents/4819.pdf>) and links the following theory and practice elements:

- (a) Theory modules relating to the care of the neonate and their family within special care, high dependency care and intensive care, delivered and assessed within a higher education institution.
- (b) Achievement of the core skills set, level 2 (SNNNG, 2005)<sup>8</sup> undertaken with supervision of an experienced qualified neonatal nurse, assessed in practice and supported by evidence of learning.
- (c) Clinical decision making skills.

Core skills set includes:

- Respiratory and cardiovascular management
- Fluid, electrolyte, nutrition and elimination management
- Neurological and pain management
- Skin and hygiene, and infection prevention management
- Temperature management
- Supporting the family
- Investigations and procedures
- Management of health, safety and security for neonates and their families, to include complex medicine management
- Breast feeding support

Criteria for Admission:

Current registration as a health care professional.

At least twelve months experience in professional employment within the specialist area in which they are studying.

Demonstration of ability to study at Level Six \*\*

Motivation, interest and determination to participate in a programme of this nature

That the candidate has the learning capability, study opportunity and commitment to embark on the programme

Adequate opportunities to relate the issues raised in the programme to their area of work

Confirmation from line manager that candidate will receive appropriate support to complete the programme

\*\*In various circumstances candidates without a Diploma in Higher Education may be considered for entry.

However, the programme leader will need to be clear, in these circumstances, that the student has the academic skills necessary to benefit from Level 6 study. In this situation the candidate must demonstrate - by use of a clinical competency workbook - that they have appropriate skills for successful level three study. As part of this process they may be expected to complete a written assignment to determine their academic ability. This assignment may be used 'diagnostically' by the selection team, to advise the candidate on strengths or weaknesses to be aware of when commencing study or to further preparation that the candidate may undertake prior to commencement.

The mode of study is part-time. Prior to commencement of the CPD, all students will be offered a one-day induction programme. This will facilitate the following:-

Opportunity to meet the Programme Team and the other students on the programme in a more relaxed and informal context

Outline of the Programme Structure, Philosophy, Aims and Outcomes

Distribution of University, School and Programme Handbooks

Outline of Modules

Information on assessment

Student Support Services e.g. Student's Union, Counselling, Welfare, Pastoral

Introduction to the Learning Resources at JMU (including orientation to Avril Roberts

LRC)

The students will be supported throughout the Programme by: -

The Programme Leader: who will also act as Personal Tutor to the students.

Students will be seen at least once per semester by their programme leader to discuss their individual progress. Additionally any student requiring additional support will be able to meet with the Programme Leader at a mutually agreeable time.

The Programme Team: who will deal with issues of concern as they arise and endeavour to provide a supportive network for the students.

The name, telephone, fax and e-mail addresses of all the programme team will be made available to students

through the programme handbook.

Module Leaders in these CPDs will essentially be the programme leaders clinical specialists in the area in which

the student is studying. They will ensure the Academic support for students on their module. Again, they will

ensure that students have all the information necessary to support them throughout their particular module.

Module handbooks provided for all modules within the programme.

Whilst it is acknowledged that being a part-time student in employment may require additional support for the students, this will not lessen the demands made on them to achieve the appropriate academic standard

required. The programme team acknowledge that students on part-time programmes need particularly to

maintain group identity and cohesiveness during the course of their studies. The Programme Team will utilise all opportunities to assist students to achieve this.

Whilst it has not been the experience of the Programme team to date that these students would require help

from the University Welfare Service, this will be highlighted to them. They will also be made aware of the

University Counselling Services, and will be provided with the relevant details about these services.

Again, because of time constraints, it is not usual for these students to make particular use of the Students

Union. Nevertheless the students will be made aware of the facilities and support offered by the Students Union.

All normal University regulations apply to the programme

The minimum pass mark for all assessments (with the exception of the OSCE) is 40%. In addition to the listed assessments, the student will need to complete a one hour OSCE. This is assessed on a Pass/Fail basis. This is assessed on a Pass/Fail basis.

All programmes leading to LJMU awards operate within the University's Academic Framework.

Full details are available from <http://www.ljmu.ac.uk/Quality/120020.htm>

This programme was revised in May 2012.