



Course Outline (Higher Education)

: School of Health
Course Title: INTRODUCTION TO THE WELL NEONATE
Course ID: HEALN6101
Credit Points: 15.00
Prerequisite(s): Nil
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED: 060303

Description of the Course:

This course will introduce students to the well neonate and prepare them with the theoretical knowledge and skills to assess, examine and care for the newborn infant. Anatomy and physiology relating to the transition to extrauterine life and initial assessment will be explored together with ongoing assessment and care within the mother-baby dyad. Infant nutrition will be examined with reference to encouraging and supporting breastfeeding as a public health strategy. Students will develop an understanding of the socio-cultural elements surrounding the care of the well newborn and their families.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:**Knowledge:**

- K1.** Identify the social-cultural context in the provision of safe and respectful care to babies and their families in Australia and globally, and with particular consideration of Aboriginal and Torres Strait Islander people and communities
- K2.** Outline the changes in anatomy and physiology of the fetus and newborn infant and describe successful adaptation to the extrauterine environment
- K3.** Describe the principles of assessment and ongoing care of the neonate with particular consideration of the mother-baby dyad
- K4.** Explain infant nutrition including supporting and encouraging breastfeeding as a public health strategy

Skills:

- S1.** Describe the elements of a comprehensive assessment of the neonate
- S2.** Demonstrate the process of neonatal assessment
- S3.** Employ reflective practice strategies to develop understanding of the potential impact of disrespectful care on the mother-baby dyad

Application of knowledge and skills:

- A1.** Implement strategies which promote and protect breast feeding and explore other feeding methods to support the newborn baby and maternal choices
- A2.** Utilise the clinical decision making process to demonstrate evidence-based knowledge and understanding of the care required by the baby and the family
- A3.** Apply approaches that support the family's need for privacy, dignity and respect, as well as their right to be informed and to make decisions regarding care of their baby

Course Content:

The ACNN Australian College of Neonatal Nurses Standards for Practice (2019); ANMAC Midwife Accreditation Standards (2021); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018), Code of Ethics for the Midwife (2014), NMBA Registered Nurse Standards for Practice (2016); NMBA Code of Conduct for nurses (2018) and Code of Ethics for nurses (2012) have substantially informed the syllabus/content of this course

- Conception
- Embryology
- Fetal circulation and placental function
- Transition to extrauterine life
- Thermoregulation
- Assessment of the healthy term newborn
- Care of well newborn
 - Hygiene
 - Elimination
 - Sleep and settling
- Newborn Screening Test (NST)
- Vaccinations, including Vitamin K and Hep B
- Hearing screening
- Introduction to newborn feeding

- Newborn discharge home
- Newborn safety
 - Safe sleeping (SUDI / SIDS)
 - Home environment
 - Exposure to cigarette smoke
 - Car safety, including car seats
- Diversity in family centred care
 - Legal factors
 - Cultural diversity
 - Child protection

Values:

- V1.** Appreciate the role of midwives, nurses and other interdisciplinary health team members in providing holistic, family-centred health care to the well neonate
- V2.** Acknowledge the family as the constant in the life of the child, and health care professionals as transient by empowering and enabling family to participate in all care as appropriate
- V3.** Recognise the need to provide safe high quality care to the newborn regardless of location

Graduate Attributes

The Federation University graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, S3, A2, A3	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K3, A3	AT1

GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K3, K4, S3, A1, A3	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, S1, S2, A1, A2, A3	AT1, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K3, K4, A3	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, A2	Examining the theoretical knowledge and concepts of conception, embryology, fetal circulation, placental function and transition to extrauterine life	Online test	20-30%
K4, S1, S2, S3	Discussion of theoretical concepts related to the examination/assessment and care of the well newborn within a family centred care framework using current literature	Written Assessment	10-30%
K3, K4, A1, A2, A3	Evaluation of contemporary literature in relation to an issue regarding care of the healthy newborn infant, which supports the development and presentation of health promotion/education material for consumers	Written Assessment Part A - Annotated bibliography Part B - Pamphlet	40-60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)