

HLT206

Neonatal and Infant Health

School: School of Health - Midwifery

2025 | Session 4

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course will provide the theoretical underpinnings of neonatal and infant health and will address the specific needs of neonates. The course considers the transition of the neonate to the extrauterine environment, neonatal assessment and care of infants with complex needs. Principles of developmentally focussed family-centred care are applied throughout. This course will enable you to critically evaluate and apply current clinical research to the unique care needs of neonates and infants.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – Online asynchronous learning and teaching materials and options for lecturer and peer to peer collaborations, and lecturer and peer zoom drop ins.	5hrs	Week 1	8 times

1.3. Course Topics

Neonatal Care: an Australian perspective. Aboriginal and Torres Strait Islander considerations.

Neonatal assessment: Pre-natal environment, growth and development. Aboriginal and Torres Strait Islander considerations.

Physiologic monitoring and thermoregulation.

Family-centred and developmentally focused care in the neonatal unit.

Neonatal conditions requiring admission and care in the neonatal unit.

Nutritional and metabolic care of the neonate.

Neonatal skin care and pain and pain management.

Legal and ethical issues in the neonatal unit and discharge planning.

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Discuss factors contributing to normal and altered transition from foetus to neonate which may or may not include common complexities/medical conditions.	Knowledgeable	1.1, 1.3, 2.1, 3.3, 4.1, 6.2
2 Describe the role of the midwife/nurse in fostering a family centred approach to neonatal care and facilitating emotional and physical closeness in the infant-parent dyad including those of different cultures.	Creative and critical thinker	1.3, 1.5, 1.7, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 4.1
3 Describe nutritional and feeding strategies in accordance with neonatal needs.	Knowledgeable	1.1, 2.1
4 Analyse and apply evidence-based knowledge regarding neonatal and infant care to midwifery/nursing practice.	Creative and critical thinker	1.1, 1.2, 1.6, 3.2, 3.7, 5.1
5 Communicate and collaborate effectively in multidisciplinary teams to facilitate safe and appropriate care for women and their infants.	Engaged	1.1, 1.5, 1.7, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.5, 3.7, 4.1, 4.3, 4.4, 5.2, 5.3, 6.2, 6.3
6 Application of the principles and practices of academic writing and referencing.	Ethical	1.2, 1.6

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1.1	The midwife identifies what is important to women as the foundation for using evidence to promote informed decision-making, participation in care, and self-determination
1.2	The midwife accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality midwifery practice
1.3	The midwife uses health assessment and health education to support birth and reproductive health, and minimise the potential for complications
1.5	The midwife supports access to maternity care for the woman
1.6	The midwife supports the development, implementation and evaluation of evidenced-based health initiatives and programs
1.7	The midwife identifies and promotes the role of midwifery practice and the midwifery profession in influencing better health outcomes for women
2.1	The midwife supports the choices of the woman, with respect for families and communities in relation to maternity care
2.2	The midwife partners with women to strengthen women's capabilities and confidence to care for themselves and their families
2.3	The midwife practises ethically, with respect for dignity, privacy, confidentiality, equity and justice

CODE	COMPETENCY
2.4	The midwife practises without the discrimination that may be associated with race, age, disability, sexuality, gender identity, relationship status, power relations and/or social disadvantage
2.5	The midwife practises cultural safety that is holistic, free of bias and exposes racism
2.6	The midwife practises in a way that respects that family and community underpin the health of Aboriginal and/or Torres Strait Islander Peoples
2.7	The midwife develops, maintains and concludes professional relationships in a way that differentiates the boundaries between professional and personal relationships
2.8	The midwife participates in and/or leads collaborative practice
3.1	The midwife understands their scope of practice
3.2	The midwife practises within relevant legal parameters and professional standards, codes and guidelines
3.3	The midwife participates in own continuing professional development to maintain the required knowledge and skill base for safe and effective practice
3.5	The midwife engages in timely consultation, referral and documentation
3.7	The midwife recognises and responds appropriately where safe and quality practice may be compromised
4.1	The midwife works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of women, communities and populations
4.3	The midwife analyses information and data and communicates assessments and anticipated outcomes as the basis for midwifery practice
4.4	The midwife assesses the resources that are available to inform planning
5.1	The midwife interprets assessment data and best available evidence to develop a plan for practice
5.2	The midwife collaboratively develops plans until options, priorities, goals, actions, anticipated outcomes and timeframes are agreed with the woman, and/or relevant others
5.3	The midwife co-ordinates resources effectively and efficiently for planned actions
6.2	The midwife practises to achieve the agreed goals and anticipated outcomes that meet the needs of the woman
6.3	The midwife is responsible for consultation and referral and/ or escalation in situations that are outside the individual's scope of practice

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

NUR117 or HLT132 and enrolled in Program SC391, SC393

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In the learning materials there are quizzes that are embedded in the content that allow you to understand your comprehension of key concepts. As you engage with them you will receive feedback that will prepare you for each assessment.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Case Study	Individual	50%	2000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	2000 words	Week 6	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Case Study

GOAL:	Explain the pathophysiology of a complex neonatal condition from a scenario provided. Consider collaboration within the multidisciplinary team and the midwives/nurses role in advocating for the infant parent dyad.		
PRODUCT:	Case Study		
FORMAT:	Individual 2000 words. You will use the current APA referencing style.		
CRITERIA:	No.		Learning Outcome assessed
	1	Discuss the pathophysiology incorporating relevant evidence-based practice in relation to the chosen aspect of care : clinical features, medical/obstetrical management.	1
	2	Critically discuss the significance of collaboration and a multidisciplinary approach to care of the neonate with a complex condition.	5
	3	Critically discuss strategies the midwife/nurse can employ and advocate for in the neonatal unit to promote emotional and physical closeness in the infant-parent dyad.	2
	4	Application of the principles and practices of academic writing and referencing in the style appropriate to the discipline.	4 6
	5	Ethical use of intellectual property.	6
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy		

All - Assessment Task 2: Written Piece/Workbook

GOAL:	The goal of this assessment is to demonstrate your understanding of the theoretical underpinnings of neonatal and infant nutritional needs can be met upon returning home.	
PRODUCT:	Written Piece	
FORMAT:	Individual 2000 words. You will use the current APA referencing style.	
CRITERIA:	No.	Learning Outcome assessed
	1 Describe the nutritional/feeding strategies including methods, risks and benefits and multidisciplinary support.	3
	2 Critically discuss the role of the midwife/nurse in nurturing and supporting infant-parent dyad and promoting a family centred philosophy.	2
	3 Critically discuss influencing social and psychological factors returning home can have on parental stress.	2
	4 Examine the significance of collaboration and a multidisciplinary approach to care.	5
	5 Application of the principles and practices of academic writing and referencing in the style appropriate to the discipline.	6
	6 Ethical use of intellectual property.	6
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy	

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Victoria Kain, Trudi Mannix	2022	Neonatal Care for Nurses and Midwives	2	Elsevier
Required	Roslyn Donnellan - Fernandez, Maryam Bazargan, Clare Davison, Michelle Gray, Kirsten Small	2024	Pharmacology in Midwifery	n/a	Elsevier

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au