

Scottish Routine Examination of the Newborn Course

PART II – Sample 3-day taught element of the course

Please note that these are approximate times and final sessions will be confirmed and circulated two weeks prior to the course being run

Day 1

- 09.00 – 09.30** Registration, Photographs, Coffee.
Faculty Meeting and Allocate Mentors
- 09.30 – 09.45** Introduction to the Scottish Multiprofessional Maternity Development Programme, introduction to faculty and ‘house-keeping issues’
- 09.45 – 10.30** Lecture on history as part of examination of the newborn (Risk factor handout)

Time	Learning outcomes	Suggested Content
09.45 – 10.30 Lecture 1	To understand the relevance of the family’s medical history, the Mother’s pregnancy and the importance of identifying any risk factors from the Mother’s labors and subsequent postnatal care which may have relevance to the routine examination of the newborn?	Increase knowledge in the importance of: <ul style="list-style-type: none"> • family history • mother’s medical • pregnancy history • birth history • post-birth condition to the routine examination of the newborn.

- 10.30 – 11.00 hrs** Self Marking of MCQ in whole or mentor groups and Coffee
- 11.00 – 11.45 hrs** Workshop 1: Identifying significant findings, risk assessment and decision making.

Using sample case histories the candidates will be facilitated in reviewing these to determine the significance of the evidence for the routine examination of the newborn.

Time	Learning outcomes	Content
11.00 – 11.45 Workshop 1 (maximum of 5 per group)	To understand the nature of risk in relation to the Routine Examination of the Newborn. To consider specific risk situations and develop strategies to deal with potential and actual risks	Risk assessment – history review and building a holistic picture Making decisions – how we make them and how we justify them Evaluating the effectiveness of decisions

11.45 – 12.30hrs Lecture on possible unexpected findings in hips

Time	Learning outcomes	Content
11.45 – 12.30 Lecture 2	The candidate will understand the aetiology, range and degree of characteristics and the possible consequences of Developmental dysplasia of the hips. The candidates will appreciate the requirements for accuracy and expediency in diagnosing these conditions.	Developmental Dysplasia – a spectrum of conditions. Options for diagnosis - what does the evidence say?

12:30 – 13:30hrs Lunch

13.30 – 14.00hrs Lecture on possible unexpected findings in eyes, ears, hearing and mouth

Time	Learning outcomes	Suggested Content
13:30-14:00 Lecture 3	The candidate should be able to detect the commonest abnormalities of the eye, ear/hearing and in the mouth in the newborn and refer appropriately	The commonest abnormalities of the eye, ears/hearing and mouth detectable in the newborn period

14.00 – 14.30hrs Lecture on skin lesions

Time	Learning outcomes	Suggested Content
14.00 – 14.30 Lecture 4	The candidate should be able to identify common skin problems and determine the need for treatment	Slides and discussion on the commoner atypical skin lesions found in the newborn, whether due to trauma or development

14.30 – 16.10hrs **Skill Stations** using manikins and real equipment as appropriate. The 4 stage teaching approach will be used to demonstrate the skill stations as appropriate

Time	Skill Station 1	Skill Station 2	Skill Station 3
14.30 – 16.10 Candidate faculty ratio of 1:4 in 3 groups	Use of the ophthalmoscope and eye examination in the newborn	Landmarks for abdominal palpation and examination of the genitalia	Hip examination
14.30 – 15.00	A	B	C
15.05 – 15.35	C	A	B
15.40 – 16.10	B	C	A

Skill Station Content

Skills stations	Learning outcomes	Content
Use of the ophthalmoscope and eye examination in the newborn	Candidates will be able to use an ophthalmoscope safely and effectively. Candidates will be able to identify the characteristics of the red reflex	Candidates will be shown how to use the ophthalmoscope, practicing on each other.
Landmarks for abdominal palpation and examination of the genitalia	Candidates will be able to demonstrate the landmarks for effective abdominal palpation and examination of the genitalia	Candidates will be shown how to identify the landmarks and what they should and should not normally be able to palpate in the newborn.
Hip examination	Candidates will be able to demonstrate the examination of the hips including the general abduction test, Ortolani's and Barlow's maneuvers.	Use a soft doll and 'hippy dolls' to demonstrate each maneuver. There will also be a discussion related to the safety of carrying out these maneuvers.

16.15hrs Candidate evaluation and feedback then close.

16.15 – 16.45 hrs Faculty Review

Day 2

09.00 – 10:15hrs Lectures: Unexpected findings encountered during the routine examination of the newborn and appropriate referral.

Time	Learning outcomes	Suggested Content
09.00 – 09.30hrs Lecture 5	The candidate should be able to integrate theory and practice to identify the ill neonate, the appropriate investigation and or referral.	How to recognize the non-specific ill neonate. Commoner neonatal Infections

Time	Learning outcomes	Suggested Content
09.30 – 10.15hrs Lecture 6	The candidate should have a knowledge of possible cardiac abnormalities in the newborn, the difficulties with diagnosis and investigations required	The commoner cardiac abnormalities found in the newborn, their origin, diagnosis, investigation and outcomes. (Candidates are not expected to have detailed knowledge of this subject matter)

10.15 – 10.45hrs – Coffee and optional meeting with mentors

10.45 – 11.45hrs **Skill Stations** using manikins and real equipment as appropriate. The 4 stage teaching approach will be used to demonstrate the skill stations as appropriate

Time	Skill Station 1.	Skill Station 2
10.45 – 11.45 Candidate faculty ratio of 1:4 2-4 groups	Demonstration and practice. Candidates will be able to demonstrate the landmarks and positions for cardiac auscultation, femoral palpation	Using a CD, candidates will be able to differentiate between normal and atypical heart sounds.
10.45 – 11.15	A	B
11.20 – 11.50	B	A

11.55 – 12.25hrs Lecture on genitalia

Time	Learning outcomes	Suggested Content
11.55 – 12.25 hrs Lecture 7	The candidate should be able to describe the genitalia and provide information on probable investigations for any atypical findings.	The commoner atypical findings of the genitalia in the newborn, their diagnosis and the significance.

12.30 – 13.15 hrs Lunch

13.15 – 14.30 hrs Demonstration 1 – Simulation of the structured approach to the routine examination of the newborn using a manikin

Time	Learning outcomes	Content
13.15 – 14.45 hrs Demonstration 1* 20 mins then Candidate practice 10 mins per candidate	Candidates will be able to demonstrate an appreciation of the structured approach to the examination of the newborn, based on the 'Best Practice Statement'	Using the 4 stage teaching approach, candidates will have the opportunity to undertake a simulated structured routine examination of the newborn.

* Depending on the number of candidates and faculty this could be done in 2 -4 groups

14.45 – 15.15 hrs Demonstration 2* and discussion of a real routine examination of the newborn using a volunteer patient with parents present.

*(This session may be held at a different time depending on the availability of a participating family)

The baby must have been examined previously and discussion on the examination will be held in the absence of the participating family.

15.15 – 15.45 hrs Lecture on Hyperbilirubinaemia

Time	Learning outcomes	Content
15.15 – 15.45 hrs Lecture 8	The candidate should be able to identify predisposing factors which makes this diagnosis more likely and initiate investigations and or referral.	Hyperbilirubinaemia in the neonate; its causes, diagnosis, significance and recommended treatment

15.45 – 16.15hrs Open forum to reflect on course to date between candidates and all available trainers.

16.15 – 17.00 Self directed time and candidate evaluation and feedback

Access to CD ROM of Neonatal Examination, Manikins will also be available for further practice of skill stations. Faculty members required to facilitate this session as necessary

17.00 Faculty review of day 2.

Day 3

09.15 – 09.30 hrs Briefing re MCQ and assessment process

09.30 – 10.00hrs Summative MCQ examination

10.00 – 10.30 hrs Coffee

10.30 – 12.30hrs Candidate assessment of a Simulated Routine examination of the newborn.

This session can be done in 2-3 groups depending on available faculty with a minimum of 2 trainers per group

Time	Learning outcomes	Content
10.30 – 12.30 Candidate Assessment 20- mins per candidate	Each candidate will be able to demonstrate a complete simulated routine examination of the newborn, including initial assessment of perinatal history	Candidates will be given a set of notes and then asked to demonstrate the complete routine examination of the newborn using a manikin and other teaching aids, where appropriate.

(MCQ will be marked and candidate assessments completed by other faculty members)

12.30 – 14.00 hrs Lunch and Faculty Meeting (time allowed for re-assessments)

14.00 – 15.30 hrs Workshop 2* – Communication skills required for unexpected findings. Suggested topics for scenarios – heart murmur, suspected 'clicky' hip, Suspected Down syndrome.

** This session needs to be preceded with a 'Health Warning' and a faculty member available if candidates wish to leave.*

Time	Learning outcomes	Content
14.00 – 15.30 hrs Workshop 2	To develop a strategy to enable effective communication with parents. To develop strategies for dealing with situations where unwelcome news has to be given	Concepts to be included in the Scenarios <ul style="list-style-type: none"> • Defining bad news • Truth telling • The environment • Who should tell • Listening skills • Establish Understanding • Reactions • Responding • Encouraging questions • Legal issues

These scenarios will draw from the work of Buckman R (1994) Six Step Protocol for Breaking Bad News

- 15.30 – 16.00 hrs SRENC Part III
Discussion - Where do you go from here? To include
- discussion of Supervised Clinical Practice,
 - clinical competency assessment tool
 - accountability
 - local Guidelines for Documentation and Referral
 - SMMDP Indexing
 - Post training practice and maintaining skills.

16.00 – 16.30 hrs Feedback Results and candidate evaluation

16.30 hrs Faculty review and feedback