**Physical Assessment of the Newborn**

National Midwifery Institute, Inc.

Study Group Coursework

*Syllabus*

Description:

This module explores the physical assessment of the newborn immediate postpartum, range of normal and when to refer. It includes recommended reading materials in print and online, and asks students to complete short answer questions for assessment, long answer questions for deeper reflection, and learning activities/projects to deepen your hands-on direct application of key concepts.

Learning Objectives:

* Identify the steps of a basic physical newborn exam.
* Identify the examination tools needed for providing newborn exams.
* Become familiar with normal findings and abnormal findings.
* Practice the physical assessment skills.
* Practice charting your physical assessments.
* Review community and consultation resources for follow up on abnormal findings.
* Review the APGAR scoring system of newborn assessment in the immediate postpartum.
* Apply your physical assessment skills to learning and performing newborn assessment.
* Draft practice guidelines for physical assessment of the newborn in your own practice.
* Competently demonstrate physical assessment in the context of your preceptor’s practice.

Learning Activities:

* Research and read appropriate study sources, seeking out additional study sources where needed
* Complete short answer questions in attached module document for assessment
* Complete long answer questions for deeper reflection in attached module document for assessment
* Complete learning activities listed in attached module document for assessment
  + Create or adapt physical assessment forms for use in a newborn exam
  + Perform and chart a newborn assessment
  + Film yourself performing and narrating a newborn exam on a doll
  + Draft practice guidelines for physical assessments of newborns
* Submit work to Study Group Course Coordinator
* Reflect on feedback from Study Group Course Coordinator and re-submit work as needed

Study Sources (print):

The following texts are recommended for completion of this module. Use them to cross reference and build a more comprehensive understanding.

Using keywords from the Learning Objectives, search the index. Read those pages listed, and read the chapter in which they are found. Establish a context for the information so that you understand how other topics are related. In addition, read the chapter headings in the Table of Contents, and flip through each text to familiarize yourself with the content of chapters. As you work through Study Group modules, you will eventually read each text in its entirety.

* Varney’s Midwifery
* Assessment and Care of the Well Newborn, Thureen, Deacon, O’Neill, Hernandez
* Birth Emergency Skills Training, Gruenberg
* Physical Assessment of the Newborn: A Comprehensive Approach to the Art of Physical Examination, Tappero, Honeyfield
* Skills for Midwifery Practice, Johnson, Taylor
* Practical Skills Guide To Midwifery, Evans
* Heart and Hands, Davis

Study Sources (online):

See NMI website Physical Assessment of the Newborn module web resources section for current online study sources for this module.

Related Modules:

* Breastfeeding/Chestfeeding
* Charting and Practice Guidelines
* Embryology and Fetal Development
* Fetal/Newborn Circulation
* Prenatal Genetic Screening
* Gender and Sexuality
* Jaundice
* OP/Brow/Face Presentations
* Postdates Management and Postmaturity
* Postpartum Care

Submitting Module for Assessment:

Study Group modules are accepted electronically in PDF format *only*. We encourage you to submit modules as you complete them throughout each quarter of enrollment.

Please e-mail your completed Study Group module to:

Study Group Course Work Instructor nmistudygroup@nationalmidwiferyinstitute.com

Once your module has been e-mailed to us, you will receive an e-mail confirmation that we have received it. Study Group modules are reviewed and returned in digital format as PDF documents. Modules can take up to 1 month from submission to be reviewed and returned to you. We will return your module as an e-mail attachment. Each module includes an Evaluation Sheet at the end of the pdf. The module’s page on the student portal also includes a link to a fillable online module evaluation sheet. Please take the time to fill out the module evaluation sheet and return it to us for each module, it helps us to improve our course work.

Please follow these formatting guidelines when submitting modules:

* Your first initial and last name in title of PDF, along with name of module. Example: “ERyanFirstStage.pdf”
* Title of module on the document’s front page
* Your name on the document’s front page
* Provide the text of each question, followed by a blank line and then your thoughtful answer (without the question, you have commentary without context)
* Blank line between the answer for a question and the next question: question, blank line, answer, blank line, question, blank line, answer…
* Please leave margin space for our comments!
* Don’t use script or cursive writing style text
* Font size not smaller than 12
* Credit sources of direct quotes

Completion Requirements and Feedback:

In order to complete this module for graduation purposes from National Midwifery Institute you must review all resources, complete the attached short answer questions for assessment, long answer questions for deeper reflection, and learning activities/projects, and submit them as detailed above. Upon return to you, your coursework may have feedback or ask for additional information or exploration on certain topics. Your work will be evaluated n the following Rubric (pasted below). You must achieve a minimum score of **7.5** in order to move on to your next module, though we encourage all students to strive for a **10.**

|  | **Level 1**  **(0 Points)**  **Not Adequate** | **Level 2**  **(1 Point) Developing Adequacy** | **Level 3**  **(1.5 points)**  **Meets Basic Expectations** | **Level 3**  **(2 points) Exceeds Expectations** | **Student Score** |
| --- | --- | --- | --- | --- | --- |
| **Completion of module prompts and elements** | -Module not completed | -Major Elements of module are missing | -All aspects of module elements present, with some minor questions unanswered or missing | -All aspects of module elements present and answered completely |  |
| **Demonstrates Comprehension of module content and concepts** | - Lack of comprehension | - Responses are unclear and do not reflect basic comprehension of module concepts | - Responses are clear and reflect basic comprehension of module content and concepts | - Responses are clear, well written, and reflect in-depth comprehension of module content and concepts. Added subpoints and additional reflections demonstrate a deeper knowledge and curiosity. |  |
| **Analysis** | - Key terms not defined | -Inaccurate definitions of key items  -Limited connections made between evidence, subtopics and clinical experience | -Accurate definitions of key items  -Connections made between evidence, subtopics and clinical experience -Incorporation of original ideas and incorporates some clinical experience  in responses where possible | - Accurate definitions of key items  -Strong connections made between evidence, subtopics and clinical experience |  |
| **Evidence** | - No research evidence used | -Research not used  -Research not clearly connected to questions asked in module | -Research is present but limited -Research presented is weak or not relevant to communities served by midwives | -Research is abundant -Research is compelling and relevant to communities served by midwives |  |
| **Engagement with Learning Resources** | -Evident study sources were not utilized | -Evident study sources were partially utilized | -Evident that study sources were fully utilized | -Evident that study sources were fully utilized and independent research was undertaken -Full incorporation of original ideas, personal analysis and incorporates relevant clinical experience in all areas possible |  |

Skills

Following are excerpts from the NMI forms for assessment of midwifery skills, which include all skills identified and required by NARM. Review the following skills and consider how they each relate to the content of this module. If you are currently working with a preceptor, take this opportunity to focus on these areas. During Supervised Primary Care you will formally evaluate these skills together using the NMI forms *Form 52 - Assessment of Student’s Midwifery Skills* and *Form 53 - Student Self-Assessment of Midwifery Skills.*

1. General Health care Skills:

A.. Demonstrates the use of instruments and equipment including:

1. Newborn and adult scale

2. Stethoscope

3. Tape measure

4. Thermometer

B. Administers the following pharmacologic (prescriptive) agents:

1. Prescriptive ophthalmic prophylaxis ointment (e.g., erythromycin)

2. Vitamin K IM & Oral

C. Assesses the condition of, and provides care for the newborn by:

1 Keeping baby warm,

2 Making initial newborn assessment

3. Determining APGAR score at:

a) 1 minute,

b) 5minutes,

c) 10 minutes (as appropriate)

4. Performing routine suctioning

5. Keeping mother and baby together

6. Monitoring respiratory and cardiac function by assessing:

a) the symmetry of the chest,

b) the sound and rate of heart tones and respirations,

c) nasal flaring,

d) grunting,

e) retractions,

f) circumoral cyanosis,

g) central cyanosis (check color)

7. Performing a newborn examination by assessing:

a) newborn general appearance,

b) newborn alertness,

c) the head for:

1) molding,

2) hematoma,

3) caput,

4) sutures,

5) fontanels,

6) measurement,

d) the eyes for:

1) jaundice,

2) pupil conditions,

3) tracking,

4) spacing,

e) the ears for:

1) positioning,

2) response to sound,

3) patency,

4) cartilage,

f) the mouth for:

1) appearance and feel of palate,

2) lip and mouth color,

3) tongue,

4) lip cleft,

5) signs of dehydration,

4. Immediate Postpartum

D. Assesses the condition of, and provides care for the newborn by:

14. Performing a newborn examination by assessing:

g) the nose for:

1)patency,

2)flaring nostrils,

h) the neck for:

1)enlarged glands,

2)trachea placement,

i) the clavicle for:

1)integrity,

2)symmetry,

j) the chest for:

1)symmetry,

2)nipples,

3)breast enlargement including discharge,

4)measurement (chest circumference,

5)monitor heart for irregularities and count heart rate,

6)auscultate the lungs, front and back for:

a)breath sounds,

b)auscultate the bronchioles, c)equal bilateral expansion,

d)respiration count,

k) the abdomen for:

1)enlarged organs,

2)masses,

3)hernias,

4)bowel sounds,

l) femoral pulses,

m) the groin for swollen glands,

n) the genitalia for:

1) appearance,

2) testicle for:

a) descent,

b) rugae,

c) hernaition,

3) labia separation,

4) discharge,

o) the rectum for:

1) patency,

2) meconium,

p) the hips for abduction,

q) the legs for:

1) symmetry,

2) equal length,

3) sickle foot/ankle,

r) the feet for:

1 )digits, number, webbing,

2) creases,

3) reflexes,

4) length of toenails,

s) the arms for symmetry in:

1) structure,

2) movement,

t) the hands for:

1) number of digits,

2) finger taper,

3) Simian crease,

4) length of nails,

u) the backside of baby for:

1) symmetry of hips,

2) condition of the spine:

a) dimpling,

b) holes,

c) straightness,

v) temperature via:

1)axillary,

2) rectal,

w) reflexes:

1) flexion of extremities and muscle tone,

2) sucking,

3) moro,

4) Babinski,

5) Plantar/palmar,

6) stepping,

7) grasp,

8) rooting,

x) gestational age,

y) skin condition for:

1) color,

2) lesions,

3) birthmarks,

4) milia,

5) vernix,

6) lanugo,

7) peeling,

8) rashes,

z) length of baby,

aa) weight

8. Facilitating breastfeeding by assisting and teaching about:

a)positioning for mother and baby,

b) skin-to-skin contact,

c) latching on,

d)feeding patterns

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*Short Answer Questions*

Short Answer Questions:

1. Why do midwives perform newborn examinations?

2. When do you perform a physical assessment on a newborn? Is this exam repeated at any point?

3. What tools are needed to perform a newborn physical assessment?

4. What vital signs do you assess in baby? What are their normal ranges?

5. Why is warmth important during a newborn physical assessment? How are you keeping babies warm?

6. Make a list of the individual assessments you make on each body part on a newborn exam. For each assessment you list, also include:

1. “normal” findings or what you expect to find typically
2. common variations on “normal”
3. concerning findings that would warrant further investigation or consult

7. How can we assess gestational age after birth? Why might this be important?

8. What findings may help us determine that a baby is:

1. small-for-gestational-age
2. intrauterine-growth-restricted
3. large-for-gestational-age

9. What trends do we typically see in the first weeks after birth in regards to birth weight?

1. what is your comfort range (or protocol) for weight loss in a newborn?
2. at what point do you consult with a pediatrician?
3. what can you suggest to help a newborn gain weight more quickly?
4. how many ounces should a healthy newborn gain per week at a minimum?

10. What reflexes are checked during a newborn exam? How are they checked?

11. Why may a baby’s breast tissue or genitals be enlarged after birth?

12. Describe the various findings of intersex or ambiguous genitalia.

1. how would you identify this on a baby?
2. how do you talk to parents about these findings?
3. are you referring parents to specialists to discuss these findings?
4. what options are presented to parents in terms of surgery on these infants?

13. Is it advisable to retract the foreskin on a baby’s penis during a physical assessment?

14. Describe how newborn hips are assessed. What maneuvers are you using?

15. Explain the difference in appearance and physical palpation between caput succedaneum and cephalhematoma.

16. What is the follow-up for a newborn cephalhematoma?

17. Describe 5 variations that may be observed on newborn skin.

1. scientific and common name
2. what causes it, and if it is of concern
3. differential diagnosis
4. how you would explain it to parents

18. Newborns often get plugged tear ducts around their eyes. How do you suggest parents treat this?

19. Upon newborn examination, what might you identify in terms of tongue tie, lip tie, and other

20. Describe a normal output pattern for babies, including a number of urinations and bowel movements per day at different ages postpartum. (Day 0 - 6 weeks)

21. What device is used for congenital heart defect screening?

1. when is this done at home?
2. what are normal ranges?
3. what are abnormal ranges?
4. what are next steps in abnormal cases?

22. What findings on a newborn exam may point to signs of Down Syndrome? What other constellations of observations may point to other syndromes?

23. Discuss APGAR scoring

1. what is it? who invented it and why?
2. describe the different categories of an APGAR score
3. at what point do you consult or transport for low APGAR scores?

Continued…..

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*Projects/Learning Activities*

Projects(send completed projects with the rest of your course work for this module)

(number continued from previous section).

24. Create or adapt physical assessment forms for use in a newborn exam. Or review and discuss the flow of the electronic chart you use. Is there anything you would want to add? Submit this draft along with this module, and include it later with your projects in the Charting and Practice Guidelines Module.

25. Perform a newborn assessment and chart it using your own form or the form used by your preceptor. Be sure you are being supervised by your preceptor for this activity.

26. Film yourself performing and narrating a newborn exam on a doll or on a baby (if a baby, you must have your preceptor present unless it is your baby), and submit it for feedback with your module.

27. Draft practice guidelines for physical assessments of newborns in your own practice. Include reference to your schedule of exams and subsequent assessments. Include consultation and referral resources for your own practice. Submit this draft and include it later in your Practice Guidelines projects (in the Charting and Practice Guidelines Module.)