



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Holistic Midwifery Practice 2 | | | | |
| Module Code | UZUSTG-30-2 | Level | 2 | Version | 1 |
| Owning Faculty | Health and Applied Sciences | Field | Maternal and Child Health | | |
| Contributes towards | BSc (Hons) Midwifery | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Project |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | None | |
| Valid From | 01/09/2014 | | Valid to | 01/09/2020 | |

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| CAP Approval Date | 08/05/2014 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss how research and other sources of evidence can inform or challenge professional values and practice (Component A). 2. Apply knowledge and understanding of anatomical abnormalities and pathophysiology to evaluate socio-medically appropriate care pathways for women and their families (Component A). 3. Critically analyse ways in which midwives can promote and positively change the health and wellbeing of women and their families experiencing complex childbearing (Component A). 4. Formulate plans of care that respond to both chronic and acute needs of women and their families, incorporating principles of holistic, individualised practice, and inclusiveness of vulnerable, socially disadvantaged groups. (Component A). 5. Articulate ways in which professional identity and autonomy within the multidisciplinary team can support midwives to negotiate ethical and legal dilemmas in complex care, and influence socio-political and health agendas within contemporary practice (Component A). 6. Demonstrate an awareness of a safe level of knowledge and practice of pharmacological principles and medicines management, with specific reference to |

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| | patient safety and risk management strategies (Component A). |
| Syllabus Outline | <p>The module syllabus is organised under four Nursing & Midwifery Council Standards (2009) domains:</p> <p>Effective midwifery practice:</p> <ul style="list-style-type: none"> • Pre-conception care and reproductive health where complexities exist • Genetics, conception and embryology where complexities exist • Physiology of complicated pregnancies/births and postnatal period. For example; women with pre-eclampsia, medical conditions; diabetes, women with complex socio-medical factors; age, mental health, disability, capacity, substance misuse. • Promoting physiological birth where complexities exist • Obstetric management of labour and birth (including emergency care) • Principles of pre- and post-operative care • Introduction to critical care • High risk fetus/fetus' and neonate; surveillance, screening, transition to extra uterine life and feeding • Pharmaco-therapeutics. • The Medicine Act (1968), Midwives Rules and Standards (Nursing & Midwifery Council 2012), and the specific responsibilities of the midwife; exemptions, patient group directives, controlled drugs. • High risk woman: surveillance, screening and care pathways • Midwifery practice, responsibilities, obligations, advocacy and leadership in high risk care • Ethics, values and capacity in complex midwifery practice • The midwife/ mother relationship in complex situations • Safeguarding: Communicating and case conference planning within the multidisciplinary team. • Obstetric constructs of birth and models of care <p>Developing the individual midwife and others:</p> <ul style="list-style-type: none"> • Midwifery identity in complex care: contextual perspectives • Woman centred care, supporting women's choice • Facilitation of user involvement for service improvement. • Concepts of health, health behaviours and health promotion to include: effective antenatal and postnatal care provision when childbearing is complex • Preparation for birth and beyond for women with complex pregnancies • Supporting complex adaptation to pregnancy, parenthood and loss • Determinants of health behaviours and public health strategies for women with complex lives • Supporting diversity and recognition of vulnerable, disadvantaged women. • International perspectives <p>Achieving quality care through evaluation and research:</p> <ul style="list-style-type: none"> • Selecting appropriate forms of evidence to support effective practice • Identifying themes arising from research and applying to practice • Evaluating the impact of research upon practice; Practice-based audit loops, |
| Contact Hours | Contact time includes lectures, seminars, master-classes and workshops, placement learning, tutorials, on-line activities |
| Teaching and Learning Methods | This module utilises enquiry based learning (EBL) as the primary learning and teaching strategy, placing the woman, her baby and family at the heart of learning. EBL triggers, used in year one, are often revisited where the clinical "story" unfolds further. This allows the student to continue to engage in emerging contexts and to |

develop a critical appreciation of shifting health and wellbeing states, as well as offering the opportunity to revisit key concepts, anatomy and physiology and so on. This supports the student to acquire a developing knowledge, understanding and value base, supporting holistic practice. Support to develop the application of theory to practice and of evidence based practice continues. Some EBL triggers based on service user derived case stories.

Scheduled learning

- Lectures
- Seminars
- Workshops and master classes
- Presentations
- Technology enhanced learning (TEL)
- Group work
- Small group tutorials
- Formative peer and self-assessment
- Inter-professional learning activities; Bereavement study day, Inter-professional Simulation in Maternity Services study day.

Independent learning

- Directed reading
- Locating and researching information
- TEL activities,
- Preparation for formative and summative assessment

Placement learning

- Direct “hands on” care of women and their babies under the supervision of a mentor

Key Information Sets Information

| <u>Key Information Set - Module data</u> | | | | |
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| <i>Number of credits for this module</i> | | | | 30 |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
| 300 | 72 | 78 | 150 | 300 |



Assessment

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| Total assessment of the module: | |
| Written exam assessment percentage | 0% |
| Coursework assessment percentage | 100% |
| Practical exam assessment percentage | 0% |
| | 100% |

Reading Strategy

All students are encouraged to make use of the extensive resources provided by the Library and to which they are introduced at the start of the programme.

Formal opportunities for students to enhance their library and information skills are provided through contact time during co-requisite Level 1 modules. Additional support is available through the study support section of the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Blackboard

This module is supported by Blackboard where students will be able to find all

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| | <p>necessary module information.</p> <p>Core Reading</p> <p>Set text for this module is detailed below. All core text are available electronically either online or as an e-book via UWE Library pages. Other required reading will be indicated electronically via Blackboard.</p> <p>Nursing and Midwifery Council (2008) <i>The Code: standards of conduct, performance and ethics for nurses and midwives</i> [online]. London: NMC. [Accessed 12 January 2014]</p> |
| Indicative Reading List | <p>Books</p> <p>Oelofsen, N. (2012) <i>Developing Reflective practice A Guide for students and practitioners of Health and Social care</i>, Banbury: Lantern</p> <p>Powrie, R.O., Greene, M.F., Camann, W. and De Sweit, M. eds. (2010) <i>De Swiet's Medical Disorders in Clinical Practice</i> [online]. 5th ed. Chichester :Wiley-Blackwell. [Accessed 10 March 2014].</p> <p>Queenan, J.T., Spong, C.Y. and Lockwood, C.J. eds. (2012) <i>Queenan's Management of High-Risk Pregnancy: An Evidence-Based Approach</i> [online]. 6th ed. Chichester : Wiley-Blackwell. [Accessed 10 March 2014].</p> <p>Raphael-Leff, J. (2005) <i>Psychological Processes of Childbearing</i>. 4th ed. Colchester: University of Essex.</p> <p>Rennie, J.M. (2012) <i>Rennie and Robertson's Textbook of Neonatology</i> [online]. 5th ed. Edinburgh: Churchill Livingstone. [Accessed 10 March 2014].</p> <p>Robson, E.S. and Waugh, J. eds. (2008) <i>Medical Disorders in Pregnancy: A Manual for Midwives</i> [online]. Oxford: Blackwell. [Accessed 10 March 2014].</p> <p>Schott, J. and Henley, A. (1997) <i>Culture, Religion and Childbearing in a Multiracial Society. A handbook for professionals</i>. London: Butterworth-Heinemann.</p> <p>Draycott, T., Winter, C., Crofts, J. Laxton, S. and Barnfield, S. eds. (2012) <i>Practical Obstetric Multi-professional Training, PROMPT course manual</i>. 2nd ed. London: RCOG.</p> <p>Journals (these can be accessed via the library catalogue)</p> <p>Best Practice & Research Clinical Obstetrics & Gynaecology</p> <p>Birth</p> <p>British Journal of Obstetrics & Gynaecology</p> <p>British Journal of Midwifery</p> <p>British Medical Journal</p> <p>Journal of Neonatal Nursing</p> <p>Journal of Perinatal and Neonatal Nursing</p> <p>Midwifery</p> <p>Midwifery Today</p> <p>Paediatric Nursing</p> <p>The Practising Midwife</p> |

| Part 3: Assessment | |
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| Assessment Strategy | Formative assessment |

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| | <p>The format of patchwork assessment has a well-documented schedule of feed-forward formative assessment. Students will benefit from a range of opportunities to obtain tutor and peer feedback. Planned sessions will be allocated to allow students to share formative patches with peers and tutors for review and guidance.</p> <p>Summative assessment.</p> <p>Students will undertake a 4000 word (equivalent) assignment that will be presented in the form of a patchwork assessment. The assessment will comprise 3 short pieces of work, presented summatively with an overarching commentary to explore and explain professional development over the course of the module. All parts of the assignment are designed to develop student values, skills and confidence when caring for women considered to be high risk.</p> <p>The overarching commentary will be a reflexive essay of 1000 words which will include reflection upon the student's development over the course of the module, identified strengths and development needs in relation to clinical and key transferable skills and values. As part of this assessment, the student must provide an action plan to address these needs.</p> <p><i>Module Attendance</i></p> <p>It is anticipated that students are present for 100% of the module. Attendance will be monitored in order to meet the requirement for pre-registration midwifery education and non-attendance will be managed through the professional suitability policy. If any sessions are missed students will need to provide evidence that the learning outcomes have been achieved. Non-attendance of any mandatory sessions will result in a delay in the next practice placement.</p> <p>Please see the programme handbook for further details.</p> |
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| Identify final assessment component and element | Component A | |
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| % weighting between components A and B (Standard modules only) | A: | B: |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Patchwork assessment (4000 words) | 100% | |

| Resit (further attendance at taught classes is not required) | | |
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| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Patchwork assessment (4000 words) | 100% | |
| <p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p> | | |