



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Holistic Midwifery Practice 1				
Module Code	UZUSTF-30-1	Level	1	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	

CAP Approval Date	08/05/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of key elements of applied anatomy, physiology and pharmacology relevant to childbearing women and their babies, including common deviations from normal (Component A) 2. Appreciate the importance of woman centred care, and the ethical requirement for midwives to be sensitive and respectful of different psychological, spiritual, emotional and sociological perspectives, cultures and beliefs. (Component A) 3. Explain the different mechanisms by which midwives promote and protect the health and wellbeing of women, their families and the wider community (Component A) 4. Recognise the importance of professional identity and the midwife's scope of practice, to include working in partnership with women and multi-disciplinary/ inter-agency teams (Component A) 5. Demonstrate an understanding of the significance and value of evidence based practice for midwifery and appreciate the contribution of different research designs to

	<p>inform practice. (Component A)</p> <p>6. Demonstrate the ability to reflect and learn from a range of learning opportunities (Component A)</p>
Syllabus Outline	<p>The module syllabus is organised under the NMC Standards: Four domains</p> <p>Effective midwifery practice</p> <ul style="list-style-type: none"> • Pre-conception care and reproductive health • Genetics, conception and embryology • Anatomy and physiology applied to childbearing women and childbirth: to include adaptation to pregnancy, birth and the puerperium • Fetal growth and development • Maternal surveillance and screening • Fetal surveillance and screening • Transition to extra-uterine life • Infant feeding and the Baby Friendly initiative • Pharmacology • Medicines management in partnership with the woman • Safeguarding – raising concerns and referral to agencies as appropriate • Concepts of health and health promotion to include: effective woman centred antenatal and postnatal care provision, preparation for birth and beyond and supporting the transition to pregnancy and parenthood <p>Professional and ethical practice</p> <ul style="list-style-type: none"> • Midwifery identity: historical and contextual perspectives • Midwifery practice, responsibilities and obligations • Ethics and values in midwifery practice • Woman centred care • Valuing diversity - promotes and supports individuals' rights, interests, preferences, beliefs and cultures • The midwife/mother relationship • Constructs of birth and models of care • Determinants of health behaviours and public health strategies <p>Developing the individual midwife and others</p> <ul style="list-style-type: none"> • Introduction to statutory supervision of midwives • Introduction to reflection on practice • Introduction and development of effective inter professional working <p>Achieving quality care through evaluation and research</p> <ul style="list-style-type: none"> • Identifying types of evidence • Identifying how evidence is applied to practice and evaluating its impact
Contact Hours	Contact hours: 72 hrs.
Teaching and Learning Methods	This module utilises enquiry based learning (EBL) as the primary learning and teaching strategy. EBL offers a unique opportunity to place the woman, her baby and her family at the centre of learning. By presenting the students with holistic practice events to unravel and explore, EBL supports the student to appreciate the context in which practice occurs

and to acquire the foundation knowledge and values necessary for effective midwifery practice. The process of EBL encourages students to discuss their experiences against evidence they have located, supported by tutors, thus enhancing the application of theory to practice and developing reflective capability.

Scheduled learning

- Enquiry based 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

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>				
<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

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 Study Skills via 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.

	<p>Blackboard This module is supported by Blackboard where students will be able to find all necessary module information.</p> <p>Core Reading</p> <p>Set text for this module is detailed below. The core text are available electronically via UWE Library pages. Other required reading will be indicated electronically via Blackboard.</p> <p>Stables, D. and Rankin, J. (2010) <i>Physiology in Childbearing: with Anatomy and Related Biosciences</i> [online]. 3rd ed. Elsevier. [Accessed 10 March 2014].</p> <p>Nursing and Midwifery Council (2008) <i>The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives</i> [online]. [Accessed 12 January 2014]</p>
Indicative Reading List	<p>Indicative Reading</p> <p>Baston, H. and Durward, H. (2010) <i>Examination of the Newborn: A Practical Guide</i> [online]. 2nd ed. London: Routledge. [Accessed 10 March 2014].</p> <p>Chapman, V. and Charles, C. eds. (2013) <i>The Midwife's Labour and Birth Handbook</i>. 3rd ed. Oxford: Wiley-Blackwell.</p> <p>Downe, S. ed. (2008) <i>Normal Childbirth: Evidence and Debate</i> [online]. 2nd ed. Oxford: Elsevier. [Accessed 10 March 2014].</p> <p>Fraser, D. M. and Cooper, M. A. eds. (2009) <i>Myles Textbook for Midwifery</i> [online]. 15th ed. Edinburgh: Churchill Livingstone. [Accessed 10 March 2014].</p> <p>Jordan, S. (2010) <i>Pharmacology for Midwives: The Evidence Base for Safe Practice</i>. 2nd ed. Hampshire: Palgrave.</p> <p>Kirkham, M. (2010) <i>The Midwife-Mother Relationship</i>. 2nd ed. Hampshire: Palgrave.</p> <p>MacDonald, S. and Magill-Cuerden, J. eds. (2011) <i>Mayes Midwifery A Textbook for Midwives</i> [online]. 14th ed. London: Bailliere Tindall. [Accessed 10 March 2014].</p> <p>Pollard, M. (2012) <i>Evidence-Based Care for Breastfeeding Mothers: A Resource for Midwives and Allied Healthcare Professionals</i> [online]. London: Routledge. [Accessed 10 March 2014].</p> <p>Rees, C. (2011) <i>An introduction to Research for Midwives</i> [online]. 3rd ed. Churchill Livingstone Elsevier. [Accessed 10 March 2014].</p> <p>Schott, J. and Henley, A. (1996) <i>Culture, Religion and Childbearing in a Multiracial Society</i>. Butterworth-Heinemann.</p> <p>Steen, M. (2011) <i>Supporting Women to Give Birth at Home: A Practical Guide for Midwives</i>. Oxford: Routledge</p> <p>Walsh, D. (2011) <i>Evidence-based Care for Normal Labour and Birth</i> [online]. 2nd ed. London: Routledge. [Accessed 10 March 2014].</p> <p>Journals Birth British Journal of Obstetrics and Gynaecology</p>

	British Journal of Midwifery British Medical Journal Journal of Neonatal Nursing Journal of Perinatal and Neonatal Nursing Midwifery Midwifery Today Paediatric Nursing The Practising Midwife
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Part 3: Assessment

Assessment Strategy	<p>Formative assessment</p> <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</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 of 4 short pieces of work, presented summatively with an overarching commentary to explore and explain personal development over the course of the module. All parts of the assessment are designed to develop student knowledge, values and beliefs in relation to the role of the midwife from conception to birth and woman centred, holistic, respectful care.</p> <p>The overarching commentary will be a reflexive essay of 800 – 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>Module Attendance</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>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Patchwork Assessment (4000 word equivalent)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Patchwork Assessment (4000 word equivalent)	100%
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.	