



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Managing Maternal Critical Care				
Module Code	UZURY3-20-M	Level	M	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing and Midwifery	Module Type	Standard		
Contributes towards	MSc Advanced Practice MSc Specialist Practice MSc Professional Development				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	2 June 2015		Valid from	September 2015	
Revision CAP Approval Date			Revised with effect from		

Review Date	
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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. Critically understand and discuss the need for, planning, implementing and evaluating maternal critical care. (Component A) 2. Critically apply human factors to the clinical decision making process. (Component A) 3. Demonstrate advanced knowledge and skills required to care for women needing high dependency care in the labour ward setting. (Component A) 4. Critically analyse the function and work of the multi-disciplinary team and demonstrate midwifery leadership within it. (Component A) 5. Critically evaluate legal, ethical, social and cultural issues and their impact on maternal critical care. (Component A)

	6. Demonstrate self-direction clinical leadership in decision-making during complex and unpredictable situations. (Component A)
Syllabus Outline	<p>The module will be relevant for midwives working with women and their families who wish to advance their skills and knowledge in maternal critical care.</p> <p>The module syllabus is organised under the following iterative headings:</p> <p>Professional and ethical practice</p> <ul style="list-style-type: none"> • Managing and prioritising maternal critical care • The law and ethics in complex maternal critical care situations <p>Anatomy, physiology and pathophysiology</p> <ul style="list-style-type: none"> • Identifying occult signs in maternal critical care and obstetric emergencies • High dependency maternal care • Identifying rapidly changing clinical conditions <p>Key transferable and clinical skills</p> <ul style="list-style-type: none"> • Clinical reasoning • Human factors and their impact in clinical decision making • Advanced clinical skills required for high dependency maternal care • Critical thinking and problem solving <p>Leadership and Management</p> <ul style="list-style-type: none"> • Management of self and others (leadership, emotional intelligence and resilience)
Contact Hours	<p>Contact hours: 48</p> <p>Contact time includes lectures, seminars, simulation and workshops.</p>
Teaching and Learning Methods	<p>Scheduled learning</p> <p>A variety of teaching and learning methods will be used to encourage interprofessional and creative self-directed learning, which include:</p> <ul style="list-style-type: none"> • Lectures, seminars, workshops and simulation • Group discussions and action learning sets will be utilised to enable learners to engage in clinical reasoning and critical reflective discussions, based upon their practice experiences • Formative peer and self-assessment <p>Shared teaching will be provided by practice and subject specialists such as anaesthetists.</p> <p>Independent learning</p> <p>Independent study will include essential reading in preparation for each taught session and assessment preparation.</p> <p>Learning and teaching methods utilised within this module are student centred.</p>

	<p>This approach presents the students with complex practice events to unravel and resolve, directly supporting the student to acquire the complex knowledge, skills and values necessary for effective high risk midwifery practice. Students will be able to appraise and apply theory to practice, develop acute clinical reasoning skills as well as assimilate the knowledge and skills necessary for summative assessment activities.</p>
<p>Reading Strategy</p>	<p>Access and Skills</p> <p>All learners are encouraged to make use of the extensive resources provided by the Library at UWE.</p> <p>Formal opportunities for learners to enhance their library and information skills are provided through the contact time and 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.</p> <p>Essential Reading</p> <p>Core required reading will be indicated in the module handbook.</p> <p>Further Reading</p> <p>Learners are expected to identify all other reading relevant to their learning. Further reading which is advisable for this module will be detailed in the module handbook.</p> <p>Blackboard</p> <p>This module is supported by Blackboard where students will be able to find all necessary module information.</p>
<p>Indicative Reading List</p>	<p>Chandharan, E. and Arulkumaran, S. (2013) <i>Obstetric and Intrapartum Emergencies</i>. Cambridge: Cambridge University Press.</p> <p>Griffith, R., Tengahan, C. and Patel, C. (2013) <i>Law and Professional Issues in Midwifery</i>. London: Sage.</p> <p>Knight M, Kenyon S, Brocklehurst P, Neilson J, Shakespeare J, Kurinczuk JJ (Eds.) on behalf of MBRRACE-UK. (2014) <i>Saving Lives, Improving Mothers' Care - Lessons learned to inform future maternity care from the UK and Ireland Confidential Enquiries into Maternal Deaths and Morbidity 2009–12</i>. Oxford: National Perinatal Epidemiology Unit, University of Oxford.</p> <p>Lynch, J., (2009) <i>Clinical Responsibility</i>. Oxford: Radcliffe Publishing Ltd.</p> <p>National Institute for Health and Care Excellence (2014), <i>Intrapartum Care: Care of healthy women and their babies during childbirth</i>. London, NICE</p> <p>Raynor, M., Marshall, J. and Jackson, K. (2012) <i>Midwifery Practice: Critical Illness, Complications And Emergencies Case Book</i> [online]. Milton Keynes: Open University Press. [Accessed 10 March 2014].</p>

Vaughan, D., Robinson, N., Lucas, N. and Sabaratnam, A. (2010), *Handbook of Obstetric High Dependency Care [online]*. Singapore: Wiley-Blackwell. [Accessed 10 March 2014].

Warren, R. and Sabaratnam, A. eds. (2009), *Best Practice in Labour and Delivery*. Cambridge: Cambridge University Press. Avery, G., (2013), *Law and Ethics in Nursing and Healthcare: An Introduction*. London: Sage Publications Ltd.

Winter, C., Crofts, J., Laxton, C., Barnfield, S. and Draycott, T. (2012) *PROMPT PRactical Obstetric Multi-Professional Training Course Manual*. Cambridge: Cambridge University Press.

Part 3: Assessment

Assessment Strategy	<p>Formative Assessment Students will have an opportunity to test their leaning and understanding within group discussions and activities, reflections on practice, exam preparation and feedback from peers and tutors.</p> <p>Summative assessment</p> <p>Oral examination (Component A)</p> <p>The oral examination is designed to assess the learners advanced knowledge and understanding, clinical reasoning and decision making skills using a clinical practice scenario. The exam will be designed to enable learners to demonstrate, amongst other things; advanced communication skills and professional values, decision making, knowledge of and implementation of evidence based practice guidelines, interprofessional working, action planning and problem solving.</p>
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Identify final assessment component and element		
% 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. Oral Examination – 20 minutes and written care plan to support decision clinical decision making	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral Examination – 20 minutes and written care plan to support decision clinical decision making	100%	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.