



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Managing Maternal Critical Care				
Module Code	UZURXY-20-3	Level	3	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	BSc (Hons) Professional Studies BSc (Hons) Specialist Practice BSc(Hons) Professional Development 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. Contribute to the planning, delivery and evaluation of maternal critical care. (Component A) 2. Demonstrate a critical appreciation of the application of human factors to the clinical decision making process within the multi-disciplinary team, with an emphasis on the role of the midwife within it. (Component A) 3. Demonstrate knowledge and skills required to care for women needing critical care in all settings. (Component A) 4. Critically discuss legal, ethical, social and cultural issues and their impact on maternal critical care, enabling provision of holistic care to women and their families. (Component A)

	5. Demonstrate self-direction and decision-making within the Multi-disciplinary team. (Component A)
Syllabus Outline	<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>Pathophysiology</p> <ul style="list-style-type: none"> • Supporting complex birth • Identifying occult signs in maternal critical care and obstetric emergencies • Critical and intensive 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
Contact Hours	<p>Contact hours: 48</p> <p>Contact time includes lectures, seminars, simulation and workshops.</p>
Teaching and Learning Methods	<p>Learning and teaching methods utilised within this module are student centred. This holistic 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>Scheduled learning</p> <ul style="list-style-type: none"> • Lectures • Seminars • Workshops and master classes • Presentations • Technology Enhanced Learning (TEL) • Group work • Formative peer and self-assessment <p>Independent learning</p> <ul style="list-style-type: none"> • Directed reading • Locating and researching information • TEL activities • Preparation for formative and summative assessment
Reading Strategy	<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</p>

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.

Essential Reading

Core required reading will be indicated in the module handbook.

Further Reading

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.

Blackboard

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

Indicative Reading List

Chandrabaran, E. and Arulkumaran, S. (2013) *Obstetric and Intrapartum Emergencies*. Cambridge: Cambridge University Press.

Griffith, R., Tengnah, C. and Patel, C. (2013) *Law and Professional Issues in Midwifery*. London: Sage.

Knight M, Kenyon S, Brocklehurst P, Neilson J, Shakespeare J, Kurinczuk JJ (Eds.) on behalf of MBRRACE-UK. (2014) *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*. Oxford: National Perinatal Epidemiology Unit, University of Oxford.

Lynch, J., (2009) *Clinical Responsibility*. Oxford: Radcliffe Publishing Ltd

National Institute for Health and Care Excellence (2014), *Intrapartum Care: Care of healthy women and their babies during childbirth*. London, NICE

Raynor, M., Marshall, J. and Jackson, K. (2012) *Midwifery Practice: Critical Illness, Complications And Emergencies Case Book* [online]. Milton Keynes: Open University Press. [Accessed 10 March 2014].

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 learning 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				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				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.				