



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Complex Pregnancy, Assessment of Risk and Care Planning				
Module Code	UZURXV-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) Specialist Practice BSc (Hons) Professional Studies BSc (Hons) Professional Development MSc Specialist Practice MSc Advanced Practice MSc Professional Development				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	Registered midwife		
First CAP Approval Date	2 June 2015	Valid from	September 2015		
Revision CAP Approval Date		Revised with effect from			

<b>Review Date</b>	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Critically analyse the knowledge and skills required to provide effective and safe care for women with complex social, psychological, medical and pregnancy related co-morbidities (Component A and B)</li> <li>• Critically analyse co-management of complex pregnancies within multi-professional, multi-agency working (Component A)</li> <li>• Evaluate concepts and theories of risk and critical application of these to complex pregnancy care planning (Component A and B)</li> <li>• Discuss approaches to communicating risk and complexity in pregnancy with women and their families, to enhance inclusive care planning and self-management (Component A)</li> <li>• Discuss the challenges of providing woman-centred care for those with complex pregnancy (Component A)</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate critical reflection on the complex service user's pathway and identify areas for improved partnership working and service development (Component A and B)</li> </ul>
Syllabus Outline	<p><b>Risk assessment in complex pregnancy</b></p> <ul style="list-style-type: none"> <li>• Risk perception (statistical &amp; psychological)</li> <li>• Understanding, evaluating and explaining risk</li> </ul> <p><b>Recognition of complexity and complex needs</b></p> <ul style="list-style-type: none"> <li>• Identifying the impact of complex pregnancies, including multifactorial risk factors; medical, social and psychological co-morbidities.</li> <li>• Postnatal-Prenatal counselling</li> </ul> <p><b>Strategic workforce challenges</b></p> <ul style="list-style-type: none"> <li>• National perspective of maternity care</li> <li>• Acuity and dependency in maternity</li> </ul> <p><b>Role of specialist midwife and advanced practitioner</b></p> <ul style="list-style-type: none"> <li>• Teenage pregnancy, diabetic specialist, fetal medicine specialists, cardiac specialist, haematology, drug &amp; alcohol dependency</li> <li>• Maternity matron (CDS / community / MLU), Head of Midwifery, midwifery consultant</li> </ul> <p><b>Integrated working and referral pathways for social and medical complications</b></p> <ul style="list-style-type: none"> <li>• Antenatal &amp; fetal medicine assessment units</li> <li>• Vulnerable women's groups and other specialist clinics</li> </ul> <p><b>Neonatal care-pathways and service delivery</b></p> <ul style="list-style-type: none"> <li>• Care in pregnancies where the predominant element of risk is fetal / neonatal</li> </ul> <p><b>Key transferable and clinical skills</b></p> <ul style="list-style-type: none"> <li>• Clinical reasoning, decision making and human factors</li> </ul> <p><b>Leadership, management and coordination</b></p> <ul style="list-style-type: none"> <li>• Coordinating multi-disciplinary teams and multi-agency working</li> <li>• Reflection and reflexion on practice in high-risk maternity environments and service users with complex needs</li> </ul> <p><b>Professional and ethical practice</b></p> <ul style="list-style-type: none"> <li>• Coordinating and prioritising complex pregnancy care</li> <li>• Law and ethics in complex pregnancy</li> </ul>
Contact Hours	<p>Total 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 learner centred. This holistic approach presents the learners with challenging practice scenarios, to negotiate and resolve, directly supporting the learner to acquire the complex knowledge, skills and values necessary to appropriately assess risk and effectively engage in care planning within complex pregnancies. Learners 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. Teaching will be shared amongst inter-agency specialists, field specific clinical specialists and expert guest speakers.</p> <p><b>Scheduled learning</b></p> <ul style="list-style-type: none"> <li>• Lectures</li> </ul>

	<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Workshops and master classes</li> <li>• Learner presentations</li> <li>• TEL activities</li> <li>• Group work (on-line &amp; face to face)</li> <li>• Formative peer and self-assessment</li> </ul> <p><b>Independent learning</b></p> <ul style="list-style-type: none"> <li>• Action learning sets (practice based reflective &amp; reflexive discussion)</li> <li>• Directed reading</li> <li>• Locating and appraising research information</li> <li>• TEL activities including E-learning (Discussion forums facilitated by VLE and e-portfolio)</li> <li>• Preparation for formative and summative assessment</li> </ul>
Reading Strategy	<p><b>Access and Skills</b></p> <p>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.</p> <p>Formal opportunities for students to enhance their library and information skills are provided through contact time. 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> <p><b>Essential Reading</b></p> <p>Core required reading will be indicated in the module handbook.</p> <p>It is expected that learners will familiarise themselves with the NMC midwives rules and professional codes of practice, government, social, political and professional documents that impact on the provision of maternity care, wider contemporary midwifery practice and care in complex pregnancies.</p> <p><b>Further Reading</b></p> <p>Further reading will be required to supplement the essential reading. Students are expected to consider reading relevant to the subject matter of the module. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and internet resources.</p> <p><b>Blackboard</b></p> <p>This module is supported by Blackboard where students will be able to find all necessary module information. Detailed reading lists will be made available through the Module Handbook accessible via Blackboard. Direct links to information sources will also be provided from within Blackboard.</p>
Indicative Reading List	<p>Chandrabaran, E. &amp; Sabaratnam, A., eds. (2013) <i>Obstetric and Intrapartum Emergencies</i>. Cambridge: Cambridge University Press.</p> <p>Gigerenzer, G. &amp; Muir Gray, J.A., eds. (2011) <i>Better Doctors, Better Patients, Better Decisions; Envisioning Health Care 2020</i>. Cambridge Massachusetts: MIT Press</p> <p>Gigerenzer, G. (2014) <i>Risk Savvy; How to Make Good Decisions</i>. London: Allen Lane</p>

Great Britain. Department of Health. (2010) *Midwifery 2020* Department of Health

James, D. K. Weiner, C. P. Gonik, B. Crowther, C.A. Robson, S. Steer, P.J., eds. (2011) *High Risk Pregnancy; Management Options*. St Louis, Mo: Elsevier Saunders.

Knight, M. Kenyon, S. Brocklehurst, P. Neilson, J. Shakespeare, J. Kurinczuk, J.J., 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.

National Institute of Health and Clinical Excellence (2008) *Antenatal care*. NICE Clinical Guideline 62.

National Institute of Health and Clinical Excellence (2010) *Pregnancy and Complex Social Care, A Model for Service Provision for Pregnant Women with Complex Social Factors*. NICE Clinical Guideline 110

Nursing and Midwifery Council (2013) *Midwives Rules and Standards*. London : Nursing and Midwifery Council.

Queenan, J.T. Hobbins, J.C. & Spong, C.Y., eds. (2010) *Protocols for High Risk Pregnancies*. 5<sup>th</sup> ed. Chichester: Wiley Blackwell

Raynor, M.D. Marshall, J.E. Sullivan, A (2005) *Decision Making in Midwifery Practice*. Edinburgh: Elsevier Churchill Livingstone

Reason, J. (2003) *Human Error*. Cambridge: Cambridge University Press

Rees, C. (2011) *An Introduction to Research for Midwives*. 3<sup>rd</sup> ed. London : Churchill Livingstone

Richens, Y., ed. (2005) *Challenges for Midwives Volume 1*. London : Quay Books

Richens, Y., ed. (2007) *Challenges for Midwives Volume 2*. London : Quay Books

Robson, S.E. & Waugh, J., eds. (2013) *Medical Disorders in Pregnancy A Manual for Midwives*. 2<sup>nd</sup> ed. (Chichester: Wiley-Blackwell

Symon, A. (2006) *Risk and Choice in Maternity Care : an International Perspective*. Edinburgh : Churchill Livingstone Elsevier.

Warren, R. and Sabaratnam, A., eds. (2009), *Best Practice in Labour and Delivery*. Cambridge: Cambridge University Press Avery

**Journals (specific)**

British Journal of Midwifery

British Medical Journal

Health Communication

Journal of Advanced Nursing

	Journal of Behavioural Decision Making Midwifery Social Science & Medicine
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<b>Part 3: Assessment</b>
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Assessment Strategy	<p><b>Formative Assessment</b> Students will have varied opportunities to test their learning and understanding within group discussions and activities (on-line and face to face), reflections on practice, and feedback from peer learners and tutors.</p> <p><b>Summative Assessment</b></p> <p><b>Case-study presentation (Component A)</b> <b>2,500 word written assignment (Component B)</b></p> <p>Both components will enable learners to demonstrate a comprehensive knowledge of complex pregnancy, risk assessment and care planning, innovation and change management, with critical reflection on their own practice and that of others and proposals for service development.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> <b>50</b>	<b>B:</b> <b>50</b>

<b>First Sit</b>
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Component A (Controlled Conditions) Description of each element	Element weighting
1. Presentation (15 minutes)	50%
Component B Description of each element	Element weighting
2. 2500 word written assignment	50%

<b>Resit (further attendance at taught classes is not required)</b>
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Component A (Controlled Conditions) Description of each element	Element weighting
1. Presentation (15 minutes)	50%
Component B Description of each element	Element weighting
2. 2500 word written assignment	50%

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.