

Module descriptor (Midwifery year 1)

Module prefix	<i>NUR - (Nursing Studies)</i>		
Module title:	Midwifery Practice 1		
FHEQ level:	4		
Module Leader:	Julia Boon		
Other contributors:	Anna Brown		
Number of credits:	120		
Number of ECTS credits:	60		
HESCOS Code:	100288		
Module availability:	Year Long		
Overall student workload:			
Workshop Hours:	4		
Clinical Placement Hours:	615		
Independent Study Hours:	675.5		
Lecture Hours:	63		
Seminar Hours:	70		
Tutorial Hours:	5		
Laboratory Hours:	0		
Practical/Performance Hours:	100		
Student Cap:	116		
Date of production:	06/04/2021		
Assessment pattern:			
Assessment Name	Assessment Type	Weighting% or Pass/Fail	Credit value
Annotated Bibliography	Coursework	100%	30
Case Study Part 1	Coursework	100%	15
Case Study Part 2	Coursework	100%	15
Practice portfolio	Pass/Fail Professional Competencies	Pass/Fail	60
VIVA/OSCE (multi-station)	Oral-type examination or presentation	50%	
Written assignment (case study)	Coursework	50%	
Formative assessments:			
<ul style="list-style-type: none"> • Case Study A&P care (500 words) • Annotated bibliography (500 words) • Case Study communication & decision making (500 words) • OSCE • X6 Safe Medicate – year long 			
Alternative assessment:			
None			
Pre-requisite/co-requisites:			
None			

Module overview:

This module is a year-long module that integrates theory and practice within university learning blocks and placement learning blocks. It offers a sequential learning experience that enables students to build and develop knowledge skills and behaviour's required to deliver evidence-based person-centred midwifery care. This will enable the students to start demonstrating professional values, understanding how dignity and respect influence patient interaction in accordance with their code of conduct. It will introduce them to a range of assessment skills within a simulated environment utilising health care equipment and will enable them to develop team working and problem-solving skills using effective professional communication using series of dynamic learning experiences.

In addition to interprofessional learning with nursing and paramedic students there will be weekly opportunities whilst in theory blocks for midwifery students to develop a professional identity through facilitated sessions focusing on the midwifery specific elements of the programme.

Module aims:

This module aims to:

- Engage students with a range of learning experiences using simulation, research and evidence within the context of professional midwifery practice. There will be a focus on person centred holistic midwifery care, an introduction to public health and health promotion across the lifespan. By utilising the experiences of service users', students will consider the emotional, physical and psychological needs of women throughout the childbearing continuum, acknowledging diversity within the population.
- Support the student in developing and understanding the underpinning physical and psychosocial concepts which promote wellbeing within a wide range of social contexts.
- Enable students to develop an understanding of the relationship between research and evidence-based practice by exploring what research is and where knowledge comes from. This will enable students to understand the role evidence plays within and construction of evidence-based midwifery practice in the context of health, care and well-being.

Learning outcomes:

Learning Outcome	K	C	P	T	Optional Ref
1. Explore the importance of holistic care and assessment promoting individuals' rights, dignity, interests, preferences, beliefs and cultures; to develop an understanding of human identity using a person-centred approach.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Develop an understanding of personal and professional values and behaviour in accordance with NMC Code (2018).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Demonstrate an understanding of effective communication skills including overcoming barriers and the use of strategies to support the practitioner's approach in practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

4. Develop an awareness of how an individual's health is affected by their psychological wellbeing, economic and social/cultural circumstances.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify principles and concepts of legal and ethical frameworks and policy to inform professional care delivery, research and evidence-based practice, including moral and ethical dilemmas.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6. Apply an understanding of normal physiology and body functioning to inform assessment, decision making and interventions (including pharmacology and medications management).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7. Effectively retrieve information and discuss the importance of evidence to inform practice, identify the differing values of evidence and the importance of recognising 'uncertainty' in evidence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
8. Consider the purpose of research and how it contributes to improving health and wellbeing; by developing an understanding of the different types of research and the terminology used within qualitative and quantitative approaches.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9. Demonstrate ability in a range of clinical skills in simulated and clinical environments utilising health care technology.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10. Develop effective team working incorporating safe and professional communication; acknowledging the challenges and importance of inter professional and interagency working when delivering maternity care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11. Develop an understanding of the need for, an evidence-base to underpin decision-making and problem-solving in practice.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
12. Identify the principles of risk assessment in maintaining and promoting patient safety whilst empowering women to make choices regarding their own care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13. Demonstrate an understanding of public health and wellbeing, and public health priorities for different individuals, groups and communities and develop communication and strategies to promote health.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
14. Demonstrate knowledge of infant feeding, including how to help women successfully initiate and continue to breastfeed against the backdrop of cultural and societal attitudes and influences, in line with the Baby Friendly Initiative	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills

Module content:

Domain 1: Being an accountable, autonomous, professional midwife:

- Evidence base underpinning clinical decision-making and clinical practice
- Holistic assessment in relation to one's own practice
- Professional values, dignity and respect
- Caring in the professional context
- Theories and Philosophies of Caring
- Professional Codes of Conduct
- The Service Users' Perspective
- Health Care Ethics

Domain 2: Safe and effective midwifery care:

- The social determinates of health, illness and health inequalities
- Health Promotion and behaviour change
- Motivation and empowerment tools and strategies in relation behaviour change models
- Models of care, place of birth

Domain 3: Universal care for all women and newborn infants:

- Safe and effective professional communication
- The structure and functions of the body systems
- Preconception care, health promotion and holistic assessment
- Antenatal education, informed choice and decision making
- Fetal development, embryology, screening
- A range of clinical skills in a simulated environment utilising a range of health care equipment
- Physical assessment (A-E)
- Physiology and management of pregnancy, labour and postnatal period
- Infant feeding
- Keeping babies safe, introduction to examination of the newborn
- Pharmacology

Domain 4: Additional care for women and newborn infants with complications:

- Risk assessment and the role it plays in maintaining patient safety
- Safeguarding Vulnerable People
- End of life care

Domain 5: Promoting excellence: the midwife as colleague, scholar and leader:

- Inter professional and interagency working
- Team working, and problem-solving skills
- Management of Stress
- Introduction to Research & Evidence Based Practice
- Literature Searching

Content to be met through interprofessional learning:

- The structure and functions of the body systems
- Key concepts of anatomy and physiology of human body
- Understanding of physiological measurements in clinical practice
- Physical assessment (A-E)
- Holistic assessment in relation to one's own practice
- Team working, and problem-solving skills
- Safe and effective professional communication
- Inter professional and interagency working
- Evidence base underpinning clinical decision-making and clinical practice
- Risk assessment and the role it plays in maintaining patient safety
- Safeguarding Vulnerable People
- Professional Codes of Conduct
- Professional values, dignity and respect
- Theories and Philosophies of Caring & caring in the professional context
- Health Care Ethics Part 1
- Ethical issues associated with health promotion
- The Service Users' Perspective
- Management of Stress
- Introduction to Research & Evidence Based Practice
- Literature Searching
- Health promotion across the lifespan
- The Principles and Priorities of Public Health including current legislation and policy in relation to identified areas of health need and inequalities
- The social determinates of health, illness and health inequalities
- Health Promotion and behaviour change
- Motivation and empowerment tools and strategies in relation behaviour change models
- Introduction to end of life care

Methods of teaching/learning:

The **learning and teaching** strategy is designed to:

- Provide a sequential and integrated learning experience using theory and practice, by a spiralling of content that supports student development. A scaffolding of fundamental skills and professional practices are introduced during simulation learning and these are further developed in the clinical environment.
- Employ the underpinning theories of Dewey, Bruner, Watson and Schon in the integration of patient-centred experiential learning, reinforced by repetition, theory and reflection.
- Use simulated practice, to not only develop clinical skills proficiencies but also the provision of holistic care through a range of assessment and communication skills employing scenarios of varying complexity.
- Simulation
- Lectures
- Seminars

- Online – self-test / additional learning materials / discussion boards / student forums
- Classroom discussions
- Student-led seminars
- Lectures
- Problem based learning
- Case studies / scenarios
- Experiential learning
- Practice placement experience

Assessment strategy:

The **assessment strategy** is designed to provide students with the opportunity to demonstrate an understanding of person-centred care, communication and assessment skills. They will be able to demonstrate an understanding of the underpinning physical and psychosocial concepts which promote health and wellbeing within a range of social and healthcare contexts. It will provide them with the skills to review and assess the evidence which underpins practice.

Theoretical, university-based assessment will occur alongside practice-based proficiency assessment using the practice-based assessment documentation (MORA) to achieve the criteria, set by the Nursing and Midwifery Council (NMC, 2019). Progression will be confirmed by the Practice Assessor and the assigned Academic Assessor.

Thus, the summative assessment for this module consists of:

- Summative 1: Annotated bibliography 4 entry (3000 words) Midwifery related scenario based
- Summative 2: Case Study Part 1 (1500 words). Related to understanding normal midwifery including physiology, anatomy, psychological context)
- Summative 3: Case Study Part 2 (1500 words). Related to understanding normal midwifery practice including care planning
- Summative 4: VIVA/OSCE (10 station) – station examples:
 - Infection control
 - Handwashing
 - Pharmacology
 - Communication – informed consent, choices and screening
 - AN abdominal palpation
 - Observations and record
 - Baby check - skins
 - Baby check – red eye
 - Infant feeding
 - Mechanism of labour
 - Medicine management
 - Assessment A-E
- Summative 5: Practice Assessment Document (MORA) year long pass/fail
- Summative 6: Written clinical account: 1000 words

Formative assessment (compulsory elements with feedback provided via SurreyLearn):

- Case Study A&P care (500words)
- Annotated bibliography (500 words)
- Case Study communication & Decision Making (500 words)
- VIVA/OSCE
- Safe Medicate – x6 (yearlong)

Additional formative activities

- Self-tests
- Safe medicate
- Anatomy & physiology
- Think out loud activity- decisions in practice
- Simulation with actors (communication)
- Reflective learning journal

Feedback

- Continuous feedback from teaching fellows & actors within university learning blocks
- Peer feedback within university learning blocks (simulation and theory)
- Continuous feedback from practice whilst on placement learning blocks
- Online feedback
- Tutorials

Other Information:

None

Additional Costs:

Included in the fees.

Reading list:

Coad, J., Pedley, K. and Dunstall, M.J. (2019) Anatomy and physiology for midwives. London: Elsevier

Macdonald, S. and Magill-Cuerden, J. (eds) (2017) Mayes Midwifery (15th ed.) London: Elsevier.
 Marshall, J., Raynor, M. (eds) (2014) Myles Textbook for Midwives (16th edn.) Edinburgh: Churchill Livingstone

Nursing and Midwifery Council (NMC) (2018) The Code. London: NMC

Pollard, M. (2017) Evidence based care for breastfeeding mother. London: Routledge.

Rankin, J. (2020) Myles Midwifery: Anatomy and physiology workbook. Edinburgh: Churchill Livingstone